

**COURSE TITLE:** Forensic Psychology

**COURSE NUMBER:** PSYCH 3998.01

**DAYS AND TIMES:** M W F: 9:25am – 10:35am

**INSTRUCTOR:** Sheila H. Forman, JD, Ph.D.

**COURSE DESCRIPTION:**

This course introduces to you the major topics of the field of forensic psychology. These include:

(1) the history of forensic psychology; (2) applying forensic psychology to civil proceedings such as divorce, domestic violence, child custody and personal injury; (3) applying psychology to criminal proceedings such as eyewitness testimony, competency, insanity and violence assessments, and (4) the laws and ethics related to practicing forensic psychology. Four semester hours.

**STUDENT LEARNING OUTCOMES:**

Course objectives or student learning objectives include (1) knowledge of the fundamental principles and methods of forensic psychology; (2) an understanding of the role forensic psychology plays in our society; (3) an understanding of the laws and ethics as they apply to the practice of forensic psychology; (4) an increase in the student's use, respect, and valuing of skeptical inquiry, critical thinking, and the scientific approach to understanding behavior; (4) an increase in curiosity about human (and non-human) behavior and experience; and (6) an appreciation of the role and impact of psychology on real-world issues.

**PREREQUITES/RECOMMENDED BACKGROUND:**

Students must have Junior or Senior status.

**REQUIRED TEXTS:**

Forensic Psychology, 2nd Edition by Matthew T. Huss. Published by Wiley-Blackwell. ISBN: 978-1 -118-80416-2 (eBook) ISBN: 978-1 -118-55413-5 (Paperback)

**COURSEWORK/EXPECTATIONS:**

There will be two mid-term exams, a final exam and a mock trial. In addition, students will be expected to turn in a research paper covering a topic in forensic psychology and an issue paper related to the mock trial. The term paper will be presented to the class. Participation in the mock trial is required. Practice vignettes and other class presentations will be used to further the understanding of the course material

**COURSE TITLE:** Psychology of Pain

**COURSE NUMBER:** PSYCH 3998.02

**DAYS AND TIMES:** T Th: 3:40pm – 5:20pm

**INSTRUCTOR:** Judith Foy, Ph.D.

**COURSE DESCRIPTION:**

Physical pain serves a vital protective function that helps us to learn what to avoid. Sometimes, physical pain persists beyond three months (known as chronic pain), however, and can cause great suffering. It is thought that one in five adults will experience chronic pain in their lifetimes, and nearly 40% of adolescents develop pain that persists for more than five years. In this course we will explore physical pain from a bio-psycho-socio-cultural perspective with an emphasis on the neuroplastic changes in the brain that occur with persistent pain. We will also examine factors that can amplify or dampen the experience of pain such as depression, willingness to talk about pain, perceived gender role, partner empathy, prior trauma, early experiences with pain, physical activity, and sleep. There are many non-pharmacological ways that these changes in the brain can be diminished or even reversed, including cognitive behavior therapy and emotion regulation techniques such as mindfulness meditation, significantly reducing the suffering associated with chronic pain. We will critically evaluate these and other interventions, including pharmacological pain treatments. Finally, students will work in groups on proposals for sharing information about physical pain with vulnerable or at-risk communities with an eye to prevention, coping, and thriving in the face of the challenges of persistent physical pain.

**STUDENT LEARNING OUTCOMES:**

By the end of the semester, students should be able to

1. Describe and explain the prevalence, impact, and health care dilemma associated with acute and chronic pain, including health-care disparities associated with pain.
2. Summarize the primary bio-psycho-socio-cultural findings on pain sensation, pain perception, and the differences between acute and chronic pain.
3. Summarize factors that affect the pain experience.
4. Apply your understanding of physical pain to critical reviews of the scientific evidence for a given treatment.
5. Communicate core ideas, methods, and findings in written and oral formats.

**PREREQUITES/RECOMMENDED BACKGROUND:**

None

**REQUIRED TEXTS:**

Core readings will be made available to students.

**COURSEWORK/EXPECTATIONS:**

Multiple quizzes, assignments and an oral presentation of a group project

In percentages, your letter grade will be assigned approximately as follows: A = 95+, B = 85+, C = 75+, D = 65+, F = 50-. The plus and minus system is used, e.g., A- = 90-94, B+ = 86-89

**COURSE TITLE:** Psychology and Education  
**COURSE NUMBER:** PSYCH 3998.03  
**DAYS AND TIMES:** T Th: 11:50am – 1:30pm  
**INSTRUCTOR:** Vandana Thadani, Ph.D.

**COURSE DESCRIPTION:**

Every person reading this course description has spent much of their life being a student and a learner. Some of that learning has felt powerful (transformative even), fun, and effective. Some of it has felt ineffective, possibly frustrating, and possibly not engaging. This course explores learners' experiences in the U.S. educational system, with a focus on thinking about the conditions that constitute or undermine powerful learning experiences. We'll use increasingly widening lenses to conduct our exploration, starting with qualities of the learner/student, moving to the classroom, and then to society/culture. The course is roughly organized as follows:

- Initially, we'll focus primarily on the level of the student. We'll use psychology research and theory to consider what powerful learning entails, and what the characteristics of great learners are. Since everyone in this class has several years of firsthand experience in classrooms, this task will involve uncovering and sometimes dismantling your own preconceptions about learners and learning.
- Next, we'll examine teachers and teaching. Learners exist in larger systems—and, in formal education, classrooms are the most proximal of these systems. So, what are the challenges of teaching, what does the task of *teaching well* involve, and what do teachers need to know and do in order to teach well?
- Finally, we'll move out another layer and examine the even-larger systems in which learners and teachers both exist. Cross-cultural comparisons will be used to contrast our educational system with those of other nations. These comparisons serve as a mirror, to help us "see" what might otherwise be invisible in our own society. We'll also be examining educational access and equity in the U.S.—specifically exploring how economics and race/ethnicity play out in children's educational experiences (ranging from stereotype threat to inequitable access to educational resources). Themes of social justice (or injustice) in educational opportunity will come up repeatedly.

These three levels—learners, teachers/classrooms, and social systems—will be covered roughly sequentially. Various sub-disciplines in psychology (cognitive psychology, social and personality psychology, developmental psychology, and cross-cultural psychology), as well as work outside of psychology, will inform our explorations.

**STUDENT LEARNING OUTCOMES:**

By the end of this course, students should be able to think critically, communicate orally and in writing in the following areas, using research and theory to back their assertions. Specifically, students should:

- Reconceive their views of learning, integrating psychological theories, research, and concepts from the following areas: behaviorism, constructivism, memory, metacognition, self-regulation, and motivation (e.g., implicit theories and goal orientations), and educational equity.
- Understand and appreciate teaching from the teacher's perspective, including what the task of teaching involves and what teachers need to know in order to teach effectively.
- Understand and appreciate the role of society and culture/ cultural beliefs in shaping learners'/teachers' experiences, including the roles that race/ethnicity and economics play in educational equity.
- Identify for themselves what some major goals of education ought to be, at the level of learners, teachers, and more system wide.
- Be able to apply course material—specifically research and theory—critically to their own personal experiences to evaluate strengths, weaknesses, supports, barriers, to their own (and others') educational experiences.
- Value the use of multiple perspectives and levels for understanding education and people's educational outcomes.

**PREREQUITES/RECOMMENDED BACKGROUND:**

Junior or Senior Standing, Grade of C or higher in Psychology 1000

**REQUIRED TEXTS:**

There is no textbook for this course. The syllabus, when ready will provide you with a list of readings as well as 1-2 books that you can purchase from a variety of bookstores or online vendors.

**COURSEWORK/EXPECTATIONS:**

- Readings (done for understanding rather than memorization!)
- Attendance
- Class discussion
- Projects and written assignments as assigned
- Additional assessments or assignments may be assigned

**COURSE TITLE:** Psychology of Marriage

**COURSE NUMBER:** PSYCH 3998.06

**DAYS AND TIMES:** T Th: 3:40pm – 5:20pm

**INSTRUCTOR:** Mary Katherine Seabrook-Derrington, Ph.D.

**COURSE DESCRIPTION:**

This course is specifically designed to introduce students to psychological theories and current research relating to the study of marriage. This class will focus on a large range of topics including attraction, establishing intimate dating relationships, selecting a life partner, getting married, communication, power, and conflict in marriage, becoming a parent, marital success, marital difficulties and divorce, remarriage and stepfamilies, intimacy in late adulthood, family diversity, gender roles, and sexuality.

**STUDENT LEARNING OUTCOMES:**

1. Students will develop a comprehensive understanding of contemporary theories, research, and topics in the study of relationships, marriage, and family.
2. Students will be able to critically evaluate current research in the psychological study of marriage and family.
3. Students will engage in self-reflection regarding their own views and values relating to relationships, marriage, and family.
4. Students will demonstrate an ability to apply acquired knowledge about relationships and marriage to various characters in film.
5. Students will learn how psychological theories and research about relationships and marriage relate to their lives and to the world around them.

**PREREQUITES/RECOMMENDED BACKGROUND:**

Junior or Senior Standing, Grade of C or higher in Psychology 1000

**REQUIRED TEXTS:**

Lauer, R. & Lauer, J. (2019). Marriage and Family: The Quest for Intimacy (9th ed.). New York: McGraw Hill.

**COURSEWORK/EXPECTATIONS:**

Class attendance and participation

3 multiple choice and short answer exams

1 research summary (approximately 3-4 pages in length)

1 documentary analysis

2 reflection papers

**COURSE TITLE:** Poverty and Community Resilience

**COURSE NUMBER:** PSYCH 3998.07

**DAYS AND TIMES:** M W: 3:40pm – 5:20pm

**INSTRUCTOR:** Deanna Cooke, Ph.D.

**COURSE DESCRIPTION:**

This course explores resilience in communities with high rates of poverty. The course is designed to address on both the psychological factors and community assets that support people toward developing strengths and resilience. Topics in the course will include understanding the often-negative consequences of poverty on educational, social and behavioral outcomes. For the Fall 2020 semesters there will be a special focus on the impact of criminal (in)justice system on communities and how people respond to form stronger policies and communities. This is an Engaged Learning course and students should expect to engage with a community organization or school on a weekly basis.

**STUDENT LEARNING OUTCOMES:**

1. Understand the challenges of young people facing poverty, particularly urban poverty in Los Angeles.
2. Comprehending psychological resilience and how it manifests in youth
3. Understand the components that comprise community resilience
4. Ability to apply components of psychological and community resilience to Los Angeles urban community contexts in ways that promote positive change.

**PREREQUITES/RECOMMENDED BACKGROUND:**

PSYC 1000 recommended

**REQUIRED TEXTS:**

Maholmes, Valerie (2014). Fostering resilience and well-being in children and families in poverty: why hope still matters and others TBD

**COURSEWORK/EXPECTATIONS:**

The course has a weekly minimum 2-hour expectation that students will work with community organizations and on the projects affiliated with their community engagement activities. Students are required to participate fully in weekly class sessions, and be prepared to discuss readings, community events, and current affairs related to the class. Students will have at least 2 quizzes and/or exams, ongoing reflection papers, and a final research project.

**COURSE TITLE:** Psychology, Integration, Mission

**COURSE NUMBER:** PSYCH 4100.01

**DAYS AND TIMES:** T Th: 9:55am – 11:35am

**INSTRUCTOR:** Ricardo Machón, Ph.D.

**COURSE DESCRIPTION:**

**STUDENT LEARNING OUTCOMES:**

**PREREQUITES/RECOMMENDED BACKGROUND:**

**REQUIRED TEXTS:**

**COURSEWORK/EXPECTATIONS:**

**COURSE TITLE:** Neuropsychology of Oliver Sacks

**COURSE NUMBER:** PSYCH 4100.03

**DAYS AND TIMES:** W: 3:40pm – 7:00pm

**INSTRUCTOR:** David Hardy, Ph.D.

**COURSE DESCRIPTION:**

A variety of neurological case studies of the famous British neurologist Oliver Sacks will be examined in detail. Syndromes or diagnoses will include prosopagnosia (inability to recognize faces), amnesia, Tourette's syndrome, autism, as well as an examination of what philosophers call the Molyneux problem. These curious and sometimes paradoxical case studies will provide a neuropsychological lens to explore issues of identity and what it means to be human. The life of Sacks himself will also be examined (readings include his autobiography).

**STUDENT LEARNING OUTCOMES:**

These include (1) understanding the concept of the medical case study, with particular emphasis on the narrative approach of Oliver Sacks; (2) obtaining a fundamental grasp of some of the neurological and behavioral/psychological symptoms of various clinical syndromes and disorders; (3) a preliminary understanding of brain/behavior relationships and to be cognizant of the complexities of these relationships with regard to personhood or the sense of self; and (4) understanding the complex nature of Oliver Sacks himself.

**PREREQUITES/RECOMMENDED BACKGROUND:**

All required courses for the major completed or currently in progress. Majors only.

**REQUIRED TEXTS:**

*On the Move*, by Oliver Sacks

*Publication Manual of the American Psychological Association* (7th ed.)

**COURSEWORK/EXPECTATIONS:**

There will be regular in-depth class discussions, quizzes, a final exam, presentations, and a multiple-draft writing assignment in APA style. My hope is that you will learn a great deal about neuropsychology and the role brain-behavior relationships play in personhood, and that this course provides not only new information but also helps you consolidate and integrate previously learned concepts, ideas, and findings across the many courses you have taken in psychology and other disciplines.

**COURSE TITLE:** Exercise and Brain Health

**COURSE NUMBER:** PSYCH 4100.04

**DAYS AND TIMES:** M W: 9:55am – 11:35am

**INSTRUCTOR:** Kayoko Okada, Ph.D.

**COURSE DESCRIPTION:**

What is brain health? Why is it important to keep your brain healthy? How does a healthy brain improve mood, decrease stress, increase concentration and improve memory? This interdisciplinary course examines the scientific benefits exercise and nutrition on brain function across the lifespan. Through readings, writing assignments, class discussions and presentations, we will examine various lifestyle practices that influence brain health as well as examine the social and psychological impact of brain disease (stroke, Alzheimer's Disease, etc). Recent findings from neuroimaging studies and neuropsychology and will be presented. As a capstone seminar, students will demonstrate learning across the psychology curriculum.

**STUDENT LEARNING OUTCOMES:**

Students who successfully complete this course will:

1. Appreciate the interdisciplinary nature of science and understand how knowledge gained in one domain can inform another.
2. Appreciate the necessity of critical, methodologically-sound research to study brain-behavior relationships.
3. Understand the various methods used to study human brain function.
4. Be able to apply information from this course to improve one's brain health.
5. Have knowledge and awareness of Alzheimer's Disease and other brain disorders.
6. Understand how suffering from brain injury or stroke affects the individual, the family and the community.
7. Be able to write a scientific manuscript in APA format.

**PREREQUITES/RECOMMENDED BACKGROUND:**

PSYC 1000, 2001, 2002, 2003. This course is open to senior psychology majors.

**REQUIRED TEXTS:**

Readings will be available on Brightspace.

**COURSEWORK/EXPECTATIONS:**

Discussion and participation

Exams

Presentations

Writing assignments

Final research paper

**COURSE TITLE:** System Involved Youth

**COURSE NUMBER:** PSYCH 4100.05

**DAYS AND TIMES:** T Th: 1:45pm – 3:25pm

**INSTRUCTOR:** Cheryl Grills, Ph.D.

**COURSE DESCRIPTION:**

This course focuses on a conceptual shift in how issues/problems are defined and addressed in psychology shifting from an individual-centric focus and adding the lens of systems thinking, race equity, and social ecological theory. This shift requires a new view of children and youth employing a historical, socioeconomic, racial, political, social justice, and systems perspective seeing the child within multiple, layered contexts. Three systems will be used to illustrate this shift: the juvenile carceral system, the child welfare system, and the public education system.

**STUDENT LEARNING OUTCOMES:**

As a result of this course students will:

- be able to critically examine the generalizability of psychology's definitions of individual and social problems and their applicability to diverse ethno-cultural groups and communities
- understand how culture and context are important but are often overlooked by systems and by psychology
- appreciate the context minimization error and limitations in theories and constructs in psychology when contextual and cultural factors are excluded
- examine issues in education, child welfare and juvenile detention systems from multiple points of view, including the perspectives of Community Psychology, Critical Psychology, Positive Psychology, ethnic specific and Cross-Cultural Psychology, and Community Engagement
- increase your practical understanding of social justice and the accountability of systems, the practice of psychology, and the needs of diverse communities, and

**PREREQUITES/RECOMMENDED BACKGROUND:**

Senior Standing, Grade of C or higher in Psychology 1000, and completion of all foundational psychology classes.

**REQUIRED TEXTS:**

Journal articles and print news.

**COURSEWORK/EXPECTATIONS:**

1. Class Participation and Engagement
2. Mentee Reflection Discussion Lead
3. Community Application Project
4. Final Paper

**COURSE TITLE:** Clinical Psychology  
**COURSE NUMBER:** PSYCH 4998.01  
**DAYS AND TIMES:** W: 6:00pm – 9:20pm  
**INSTRUCTOR:** Brett Marroquín, Ph.D.

**COURSE DESCRIPTION:**

*How are psychological problems identified, treated, and prevented? How do psychologists determine what problems patients or clients are experiencing, and then how to help? What actually happens in clinical assessment and psychotherapy, and how do we know when it's working or not? And how does the science of psychology inform clinical practice, and vice versa?* These are some of the key questions we will address in this survey course, which will introduce students to the science and practice of clinical psychology. Students will explore the fundamentals of clinical assessment, intervention, and prevention of psychological problems via didactics, experiential exercises, and assignments that call on oral and written communication. Topics include the foundations and history of clinical psychology, key principles and techniques of clinical assessment and intervention, and specific theoretical and practical approaches to psychotherapy, and mental health care delivery. Across all of these topics, our emphasis will be on (1) understanding the **scientific frameworks** underlying our understanding of clinical psychology, (2) the **clinical application** of science-based intervention in diverse clinical populations, and (3) **critical and reflective thinking** about both the scientific and applied aspects of clinical psychology.

**STUDENT LEARNING OUTCOMES:**

1. Understand the scientific, theoretical, and practical foundations of clinical assessment and intervention.
2. Identify the distinguishing characteristics of specific approaches to psychotherapy within the field of clinical psychology.
3. Recognize cultural considerations and limitations in clinical assessment and treatment.
4. Articulate the roles of scientific evidence and clinical skills in application to mental health intervention.
5. Apply knowledge of therapy approaches to clinical case examples of working with diverse populations in various contexts.
6. In written work, demonstrate a science-based, critical approach to important questions in clinical psychology.
7. Develop and orally present their own ideas, arguments, and evidence in the context of inquiry in clinical psychology.

**PREREQUITES/RECOMMENDED BACKGROUND:**

**REQUIRED:** Junior standing. PSYC 2001, PSYC 2002, PSYC 2003

**RECOMMENDED:** PSYC 3038 (Abnormal Psychology/Psychopathology)

**REQUIRED TEXTS:**

Bernstein, D.A., Teachman, B.A., Olatunji, B.O., & Lilienfeld, S.O. (2021). *Introduction to Clinical Psychology: Bridging Science and Practice*. New York, NY: Cambridge University Press. ISBN: 9781108484374 (hardback), 9781108735797 (paperback).

**COURSEWORK/EXPECTATIONS:**

2 exams (1 midterm; 1 final)  
Clinical interview group activity and reflection paper  
Term paper  
Final presentation

**COURSE TITLE:** Clinical Neuroscience

**COURSE NUMBER:** PSYCH 4998.02

**DAYS AND TIMES:** T Th: 3:40pm – 5:20pm

**INSTRUCTOR:** Michael R. Foy, Ph.D.

**COURSE DESCRIPTION:**

This course aims to bring together an understanding and research on the cognitive, behavioral, and everyday consequences of different nervous system-induced conditions. Topics include developmental (e.g., Down syndrome, dyslexia and other learning disabilities, autism spectrum disorders, and epilepsy), and adult (e.g., stroke and traumatic brain injury as well as progressive conditions, including Alzheimer's and Parkinson's disease) domains. Additional topics to be explored include anxiety disorders, brain tumors, depression and schizophrenia.

**STUDENT LEARNING OUTCOMES:**

At the completion of this course, students will have developed an understanding of the intricate relationship between the psychological and biological principles associated within the domain of clinical neuroscience.

Accordingly, in this course, students will learn to understand:

1. the scientific approach to understanding neurological diseases and disorders
2. clinical populations and causes of neurological disorders
3. disease mechanisms and new treatments of neurological disorders

**PREREQUITES/RECOMMENDED BACKGROUND:**

PSYC 2001, 2002, 2003

**REQUIRED TEXTS:**

Weyandt, Lisa, L. Clinical Neuroscience: Foundations of Psychological and Neurodegenerative Disorders (2019) Routledge. (ISBN 978-1-138-63075-8) (pbk)

**COURSEWORK/EXPECTATIONS:**

2 Exams (1 midterm; 1 final)

Periodic quizzes

Multiple In-class assignments

Group oral presentation