



Department of Psychology
Psychology 591 – Advanced Topics in Cognitive Psychology
(Cognition and Emotional Disorders)
Red Deer College
Fall Session 2010

Instructor:	Dr. C. R. Sears	Lecture Location:	Main 2301
Phone:	403-357-3675/220-2803	Lecture Days/Time:	M 12:00-2:50
Email:	sears@ucalgary.ca		
RDC Office:	Room 2506 H		
Office Hours:	By Appointment		

Course Description and Goals

Research on the interactions between cognition and emotion has grown enormously in the past two decades. This course will examine research that applies methods used in cognitive psychology to the understanding of emotional disorders. The focus will be on depression and anxiety and information processing models of these conditions.

Prerequisites

Psychology 205 – Principles of Psychology

Psychology 312 – Experimental Design and Quantitative Methods for Psychology

Required Text

There is no required text. There will be a set of readings to complete each week and these will be posted on the Blackboard website.

Evaluation

Evaluation will be based on a 75-90 minute in-class presentation, three thought papers (due anytime during the course, but no later than December 6), and a research paper (due December 13). The presentation is worth 30% of the final grade, the research paper is worth 30%, and the three thought papers are worth 10% each. Class participation will be worth 10%.

Grading criteria for the research paper will be posted on the Blackboard website and distributed in class on the first day of class (September 13). Research papers will be submitted by email to sears@ucalgary.ca. Late papers will receive a 5% penalty per day, including weekends.

Students will choose a topic and a date for the in-class presentation by October 11. The presentation will be given using PowerPoint slides. The presentation will examine in detail one or two journal articles (these will be posted on Blackboard).

As a guideline, each presentation should include: (1) an overview of the subject of the article,

(2) the main question that the article aims to address, (3) a detailed description of the methods and procedures used, (4) the results of the study, (5) the authors' interpretation of the results, (6) the authors' conclusions, (7) the student's observations about the study (including potential limitations), and (8) the student's suggestions for future research. Students should be prepared to answer questions throughout their presentations. Each presentation will end with a question and discussion period.

The three thought papers are an opportunity for you to share your ideas and perspectives on the course material. Each thought paper can be no more than two pages in length (single spaced). You have a fair bit of flexibility on the topic you choose for a thought paper. Some examples include: a) your analysis of an assigned reading, b) thoughts you had about research presented during class, c) a description of a research article not presented in class but relevant to the course, d) ideas you have for a research project, e) ideas and thoughts that you did not have a chance to express during class, f) theoretical ideas and opinions, and g) connections you may see between the course material and other courses you have taken. If you are not sure your topic is appropriate for a thought paper, just ask for my opinion. Grading criteria for the thought papers will be posted on the Blackboard website and distributed in class on the first day of class (September 13).

Because this is a small class, students will be expected to be prepared for each class by having completed the readings and being ready to participate in class discussion. Effective participation involves: (1) coming to class and arriving on time, (2) thinking carefully about the assigned readings, (3) taking notes on the readings to identify questions and to help you organize your thoughts, (4) asking questions and offering comments during other student's presentations, (5) a readiness to offer your perspective and opinions during the discussions held after the presentations.

Grading Scale

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

As stated in the University Calendar, it is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades. To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A, and 89.4% will be rounded down to 89% = A-).

Lecture Schedule (tentative until students chose dates and topics)

DATE	TOPIC / ACTIVITIES
Sept. 13	Introduction; cognition and emotion research
Sept. 20	Depression and anxiety
Sept. 27	Models, theories, and methods
Oct. 4	Interpretation biases in depression (example presentation)
Oct. 11	No class due to holiday
Oct. 18	Attention and memory biases in depression (student presentations)
Oct. 25	Attention and memory biases in depression (student presentations)
Nov. 1	Attention and memory biases in depression (student presentations)
Nov. 8	Interpretation biases in anxiety (student presentations)
Nov. 15	Attention and memory biases in anxiety (student presentations)
Nov. 22	Attention and memory biases in anxiety (student presentations)
Nov. 29	Attention and memory in PTSD (student presentations)
Dec. 6	Emotion regulation (student presentations)
Research Paper Due	Due December 13

Reappraisal of Grades

A student who feels that a piece of graded term work (e.g., term paper, essay, test) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within 15 days of being notified about the mark or of the item's return to the class. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the

next 15 days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same. If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within 15 days of the unfavorable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances that warrant an appeal of the reappraisal. The student should include as much written documentation as possible.

Plagiarism and Other Academic Misconduct

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

Academic Accommodation

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 403-220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than 14 days after the start of this course.

Absence From A Test/Exam

Makeup tests/exams are NOT an option without an official University medical excuse (see the University Calendar). A completed Physician/Counselor Statement will be required to confirm absence from a test/exam for health reasons; the student will be required to pay any cost associated with this Statement. Students who miss a test/exam have 48 hours to contact the instructor and to schedule a makeup test/exam. Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam. At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. Except in extenuating circumstances (documented by an official University medical excuse), a makeup test/exam must be written within 2 weeks of the missed test/exam.

Important Dates

The last day to drop this course with no "W" notation and **still receive a tuition fee refund is Sep 24th, 2010**. Last day for registration/change of registration is **Sep 27th, 2010**. The last day to withdraw from this course is **Dec 10th, 2010**.