

Fall 2006

6100 - Practicum in Teaching Psychology	Carol Werner	(Fall & Spring)
6130 - CNS Research Group	Tom Malloy	(Fall & Spring)
6290 - Developmental Brown Bag	Alan Fogel	(Fall & Spring)
6330 - Individual Psychopathology	K. Renshaw & E. Ingoldsby	(Fall)
6391 - Psychotherapy I	Jim Poulton	(Fall)
6410 - Adv Social Psych	Carol Sansone	(Fall)
6500 - Quant. Method I	Oakley Gordon	(Fall)
6535 - Adv Research Methods in Clinical Psych	Tim Smith	(Fall)
6611 - Assessment	Yana Suchy	(Fall)
6613 - Assessment Practicum	Paula Williams	(Fall)
6890 - Social Psych Research Group	Paul White	(Fall & Spring)
6910 - Clinical Psych Clerkship	Staff	(Fall & Spring)
6960 - Topics/Clin Psych (D) Child Therapy	Erin Ingoldsby	(Fall)
6960 - Topics/Clin Psych (D)	Yana Suchy	(Fall)
6960 - Topics/Clin Psych (D)	Lorna Benjamin	(Fall)
6961 - Practicum (IRT Case Conference)	Lorna Benjamin	(Fall - Spring)
6961 - Practicum (IRT Supervision)	Lorna Benjamin	(Fall - Spring)
7850 - Consultation and Supervision	Lorna Benjamin	(Fall - Spring)
6961 - Practicum (Adolescent Therapy)	Paul Florsheim	(Fall - Spring)
7350 - Cur Topics in Clinical Psych	Don Strassberg	(Fall & Spring)
7750 - Quantitative Psychology	Jonathan Butner	(Fall)
7960 - (Seminar) Narrative Discourse in Dev Psych	Monisha Pasupathi	(Fall)
7966 - Dynamical Systems	Tom Malloy	(Fall)

Spring 2007

6210 - Intro to Developmental Methods	Monisha Pasupathi	(Spring)
6290 - Developmental Brown Bag	Alan Fogel	(Fall & Spring)
6392 - Survey of Maj Theories	Jim Poulton	(Spring)
6420 - Methods in Social Psych	Carol Sansone	(Spring)
6510 - Quantitative Methods II	Oakley Gordon	(Spring)
6612 - Assessment II	Yana Suchy & Paula Williams	(Spring)
6614 - Assessment Specialties Practicum	Paula Williams	(Spring)
6700 - Neuropsychology	Jason Watson	(Spring)
6960 - Topics/Clin Psych (D) (Group Therapy)	Keith Renshaw	(Spring)
6961 - Practicum (Neuropsych)	Yana Suchy	(Spring)
6961 - Practicum (Child Therapy)	Erin Ingoldsby	(Fall & Spring)
7220 - Qualitative Methods for the Study of Change	Alan Fogel	(Spring)
7508 - History & Systems	Charlie Shimp	(Spring)
7960 - (Seminar) Relationship/Health	Lisa Diamond	(Spring)
7961 - (Seminar) Dynamical Systems	Jonathan Butner	(Spring)
7963 - (Seminar) Self	Fred Rhodewalt	(Spring)
7965 - Issues in Behavioral Neuroscience	Ray Kesner & Jason Watson	(Spring)

FALL

6100 - Practicum in Teaching Psychology
(CLS# 3633) T 11:00-12:00
see general catalog listing Carol Werner (Fall & Spring)

6130 - CNS Research Group
(CLS# 5429) F 1:00-2:00 Beh S 712 Tom Malloy (Fall & Spring)

6290 - Developmental Brown Bag
(CLS# 8028) W 3:00-4:30 Beh S. 604 Alan Fogel (Fall & Spring)

6330 - Individual Psychopathology
(CLS# 10358) M & W 1:00-3:00 Beh S. 1326 Erin Ingoldsby & Keith Renshaw (Fall)

This graduate level course is designed to provide an overview of psychopathology, which includes the nature and etiology of psychological disorders. Approximately 2/3 of the course is devoted to adult psychopathology, with 1/3 devoted to child/developmental psychopathology. The course includes an overview of the DSM-IV-TR and coverage of the major diagnostic categories for children and adults in the DSM. Psychopathology will be considered from a variety of perspectives, including developmental, systems theory, cognitive-behavioral, psychodynamic, and medical, among others. In the spirit of the scientist-practitioner model, the emphasis of the course will be on both empirical research (e.g., up-to-date empirical articles) and clinical practice (e.g., discussion of case examples, videotaped clinical interviews, possible visits from individuals with different diagnoses). Throughout the course, ethical and diversity issues also will be addressed via readings, lectures, and discussions, and in the context of student presentations and papers. Readings will include the DSM-IV-TR, textbook readings, and up-to-date empirical articles. The course will consist of discussion, lecture, and student presentations, as well as other forms of evaluation (e.g., paper, take-home exam), with a heavy emphasis on student participation. The overall goals of this course are: (1) to become familiar with the development and use of the DSM-IV-TR in diagnosing mental disorders, as well as the pros and cons of this approach; (2) to become familiar with the diagnostic criteria and key features of psychological disorders, as well as important issues and controversies surrounding some of these disorders; (3) to become familiar with various theories of etiology and maintenance of psychopathology across the lifespan; and (4) to develop an appreciation for the importance of issues of diversity (e.g., race, gender, economic) in the psychopathology of various disorders in adults. Prerequisites: Permission of the instructors. This normally is granted only to graduate or professional students. Senior undergraduates who plan to go to graduate or medical school may request permission from instructors if they have taken Abnormal Psychology, Abnormal Child Psychology, introductory statistics, and Research Methods.

6391 - Psychotherapy I
(CLS# 9691) T evening (location TBA) Jim Poulton (Fall)
Students learn about and practice listening skills, showing empathy, building an alliance.

6410 - Adv Social Psychology
(CLS# 13597) T & Th 12:00-1:50 Carol Sansone (Fall)
Survey of theories and research in social psychology. Readings and lecture briefly cover historical and current perspectives on a range of topics, which may include self, person perception, attitudes, attributions, close relationships, social influence, group conflict, etc.

6500 - Quant. Method I Oakley Gordon (Fall)

(CLS# 4714) M W F 11:50-12:40

Part one of a two-semester sequence providing a graduate-level examination of statistical procedures in the field of psychology. Topics covered during the two semesters include: sampling distributions, probability, t tests, analysis of variance, correlation, simple regression, nonparametric statistics, multiple regression, data transformations, and the logic of null hypothesis testing.

6535 - Adv Research Methods in Clinical Psych Tim Smith (Fall)
(CLS# 10759) Th 2:45-5:15

Seminar format course for clinical program students. Major focus is on research design and assessment methodology issues in clinical research and practice. Topics vary but generally include decision theory, appraisal of the reliability and validity of clinical assessment procedures, clinical judgement, inter-observer and inter-source agreement, and related topics.

6611 - Prin. & Techniques of Assessment I Yana Suchy (Fall)
(CLS# 10250) W 3:00-5:00 Beh S 1326

Interviewing skills related to initial assessment. Test construction. Administration, scoring, and interpretation of IQ and Achievement tests. Clinical report writing.

6613 - Clinical Assessment III Paula Williams (Fall)
(CLS# 2254) M 3:00-5:00

Students administer comprehensive test batteries, develop case formulations, treatment recommendations and write reports. Five reports must be completed.

6890 - Social Psych Research Group Paul White (Fall & Spring)
(CLS# 6956) M 3:00-4:30 Beh S 801

6910 - Clinical Psych Clerkship (variable credit) Clinical Faculty (Fall & Spring)
(get CLS# from the main office for your advisor's section)

Approved experience in provision of psychological services in human-service setting under supervision of agency staff.

6960-003 Topics in Clin Psych (Youth and Family Intervention Practicum) Erin Ingoldsby (Fall)
(CLS# 13616) Th 2:00-4:00

This "Youth and Family Intervention" graduate level clinical practicum will involve a brief didactic (1/2 half of the fall term) and therapy practicum (2nd half of fall term, and spring term) structure in which student clinicians learn to conduct comprehensive assessments and therapy with at-risk youth and their families. The clients will be primarily referred for emerging, serious conduct problems. The intervention model is adapted from an developmental-ecological systems program (ATP; Dishion & Kavanagh, 2003) and is based upon social learning, family systems, and the stages-of-change theory and practice. Students will also be trained in motivational interviewing techniques. Because intervention is individualized for each family (tailored to results from the assessment and case conceptualization), students will intervene with families and youth using a variety of proven models, including cognitive-behavior therapy, family-systems based strategies, and interpersonal approaches. Both assessment and therapy will take place in families' homes. Student clinicians will also be exposed to issues in developing and testing interventions, working with community agencies, issues of diversity and culturally-competent therapy, and program evaluation. Each student will be expected to carry at least two cases over the year, and additional cases may also be assigned. Live and videotape individual and group supervision will be provided by Dr. Ingoldsby and another therapist trained in the model. Prerequisites: Permission of the instructor. This typically is granted to those who have graduate or professional standing in a mental health discipline.

6960-004 Topics in Clin Psych: Didactic (Neuropsychology) Yana Suchy (Fall)
(CLS# 13620) M 1:00-3:30
Didactic instruction in important areas of specialization in clinical psychology.

6961-003 Practicum (Adolescent Therapy) Paul Florsheim (Fall)
(CLS# 10359) Supervision for Dr. Florsheim's adolescent therapy practicum.

IRT training is multilevel. Here are the levels: 7968-001 Seminar in Clinical Psychology B Didactics in Interpersonal Reconstructive Therapy 10:30-12:00. LEVEL 1: Entry level-Basic Concepts L. Benjamin (CLS# 9456) Mondays 10:30-12:00 Basic readings in object relations, general psychoanalysis and interpersonal therapies. Students also read L. Benjamins Interpersonal Diagnosis and Treatment of Personality Disorder and Interpersonal Reconstructive Therapy (IRT). Students share responsibility for leading discussions of assigned readings, and preparing understandable outlines and critiques of the readings. Observe UNI Tuesday case conference weekly 2-4 PM (independently write up 3 case formulations).

6961-00 - Practicum (LEVEL 2 STUDENTS) L Benjamin, primary instructor; K. Critchfield, secondary instructor. (Fall - Spring) Tues 10:30 AM to 12:30 PM. Provide therapy for two or more inpatients interviewed by L Benjamin during the case conference for the balance of his or her inpatient stay. Inpatient work involves attending orientation to hospital, daily participation in hospital routine, writing consultative report, therapy notes and discharge summary. All closely supervised by instructors. More cases are possible depending on student desire and case availability. Occasionally level 2 students follow their inpatient case on an outpatient basis too. Supervision is by group, and additional supervision is provided PRN. Ongoing reading and discussion of the IRT and LSB personality disorders books as relevant to cases being treated is expected..Prerequisite: Didactics 7968, and SASB Coding (SASB coding may be concurrent with level 2 inpatient work) and permission of instructor.

6961-002-Practicum Level 3: Adv clinical work with inpatients plus outpatients. L Benjamin, primary instructor; K Critchfield, secondary instructor Tues 10:30 to 12:30 PM.

Same participation as level 2, but in addition, follow at least one inpatient case on an outpatient basis at least until end of the spring term during the year you accept the case. Some students carry outpatients through the summer. Prerequisite: level 2 and permission of instructor.

6961-001 Practicum in Clinical Psychology - AIRT Case Conference@ T 1:15-3:15.
(CLS# 8836) All IRT classes require concurrent attendance at the Tuesday case conference.

7850-001 - Supervision. Level 4. L. Benjamin (CLS# 8962)
Advanced IRT students help level 1 and 2 students with basic interviewing skills and case formulation. They teach SCID structured interviewing, and supervise administration of clinical protocols given to inpatients and outpatients. Prerequisite: Successful completion of levels 1 to 3, and permission of the primary instructor.

7350 - Current Topics in Clinical Psych Don Strassberg (Fall & Spring)
(CLS# 2272) T 3:30-5:00 Beh 712

An on-going forum for area-wide review of current issues in clinical practice and research.

7750 - Selected Topics in Quantitative Psych Jonathan Butner (Fall)
(CLS# 13624) T 3:00-6:00

7960- Narr/Discourse in Developmental Psych Monisha Pasupathi (Fall)
(CLS# 13629) Th 2:00-5:00, Beh S 604

7966- Dynamical Systems

Tom Malloy

(Fall)

(CLS# 13633) W 2:00-5:00, SW 135

How do you know what you know? That is the fundamental question that defines epistemology. No question could be more important for a scientist, and few questions could be as important for living a life.

This seminar will use discrete nonlinear dynamic systems (NDS) theory as a frame for exploring important issues in epistemology and the nature of knowledge. This exploration will include how knowledge emerges from the dynamics of the relationship between the knower and that which is known and will at least touch on how epistemology is related to the current crises in ecology. We will explore many topics including how any framework about knowledge and pattern fundamentally requires understanding dynamics (changes over time), how form emerges dynamically from the relationships among flows of process, how hierarchies of knowledge emerge naturally in dynamical relations, and how higher-order principles are abstracted from dynamic patterns. These insights from NDS theory will be grounded in Gregory Bateson's epistemology and made explicit through simple mathematical models.

There are no mathematical prerequisites: All relevant dynamic systems math will be taught in class. The math (Boolean logic) is simple, involving logical relations and truth tables; so the math should be easy enough to learn but will require some time and focus on the part of students.

Note: Jonathan Butner will sit in on this class and I will sit in on his dynamic systems seminar in the spring of 2007. While these are independent seminars and mine is in no way a prerequisite for his, we intend to coordinate them in very general ways within the NDS framework and together they should give a broad and mathematically grounded overview the dynamic systems approach.

Spring

6210 - Intro to Developmental Methods

Monisha Pasupathi

(Spring)

T 2:00-5:00

Selected topics in developmental design including age, cohort, and context effects, units of analysis, assessing change, and analyzing interaction data. Course might be taken in conjunction with developing a master's proposal.

6392 - Survey of Major Theories

Jim Poulton

(Spring)

Survey of major theories of psychotherapy and their histories. Emphasis on those with empirically supported procedures. Review of models of service delivery (e.g., individual, family, group, community, preventive). Therapy research.

6420 - Methods in Social Psych

Carol Sansone

(Spring)

Research methods provide a basis for scientific inquiry. The present course will serve as a graduate introduction to methods and issues in social psychological research. Topics to be covered include (a) social psychology as science, (b) experimental validity, (c) crucial tests, (d) dependent measures, (e) multi-level integrative research, (f) external validity, (g) statistical issues, and (h) ethnic issues in research. Student grades will be based on class participation, a weekly paper, and a final exam.

6510 - Quantitative Methods II

Oakley Gordon

(Spring)

M W F 11:50-12:40

Part two of a two-semester sequence providing a graduate-level examination of statistical procedures in the field of psychology. Topics covered during the two semesters include: sampling distributions, probability, t test, analysis of variance, correlation, simple regression, nonparametric statistics, multiple regression, data transformations, and the logic of null hypothesis testing.

6612 - Principles & Tech. Of Assmnt II

Yana Suchy & Paula Williams (Spring)

Principles for constructing, administering and interpreting objective measures of clinical phenomena such as symptomatology, diagnostic syndromes, neuropsychological or forensic status. Developing case formulations, treatment recommendations and writing reports.

6614 - Assessment Specialties Practicum Paula Williams (Spring)
Three more reports under the traditional models and 6613 instructors are due. Two new assessment specialties (e.g., forensic, personality disorders, interpersonal dynamic, health) are offered. One report from each of these is required.

6700 - Neuropsychology Jason Watson (Spring)
T & Th 1:00-2:30
Basic knowledge in neuroscience and behavior with special emphasis on clinical applications. Neuropsychology of human behavior; studies of normal and brain-injured persons with an integration of brain activity, cognitive, and affective processes.

6960 - Topics in Clin Psych: Didactic (Group Therapy) Keith Renshaw (Spring)
M 3:00-5:00

6961 - Practicum (Youth and Family Intervention Practicum) Erin Ingoldsby (Spring)
See description for 6960-003 in Fall

6961 - Practicum (Neuropsych) Yana Suchy (Spring)
M 1:00-3:30

7220 - Seminar (Qualitative Methods for the Study of Change) Alan Fogel (Spring)
Th 2:00-5:00, Beh S 604
Qualitative research on change uses a historical/narrative approach with intensive observations of particular cases before, during, and after a change process. Generalities emerge by finding what is common across cases, which may be individuals or interpersonal relationships (couples, families). These methods can be applied to naturally occurring changes or to interventions in which change is intended for experimental, clinical, or educational purposes. Cases may be compared to each other, or at a higher level, groups of cases who share particular change processes may be formed and compared. Questions can be asked about when and how developmental pathways diverge to create lasting between-case differences or how and why interventions may work for some cases and not for others. The result is a meaning-based understanding of stability and change in psychosocial processes. These methods may stand alone or be used with quantitative methods such as HLM and SEM to provide insight into how and why change occurs and to better understand between-individual variability. Concrete research examples will illustrate the methods, and students will be asked to apply the methods to a dataset of their choice.

7508 - History & Systems Charlie Shimp (Spring)
T & Th 1:00-2:30
The development of psychology as a science. Practical implications for contemporary psychology of the philosophical foundations of psychological method and theory.

7960 - Seminar (Relationship/Health) Lisa Diamond (Spring)
T 2:00-5:00

7961 - Seminar (Dynamical Systems) Jonathan Butner (Spring)

T or W 3:00-6:00

Many phenomena in psychology are thought to be akin to a 'Hall of Mirrors.' That is, a given outcome is made up of complex interactions that can be quite difficult to comprehend. Dynamical Systems is a meta-theoretical approach aimed at generating a coherent picture of these complexities. Its primary focus is on phenomena in terms of time, change, and organization. The end result is often a coherent picture of how the phenomena functions as a system itself. For example, Latane's cusp-catastrophe model for attitudes captures when an attitude can be influenced, is resilient to influence, and even when it can only have extreme values such as being for or against abortion (but not undecided). The first half of this course will introduce you to the concepts of dynamics drawing from physics, biology, chemistry, mathematics, & (of course) psychology. The second half will switch to the area of social psychology where dynamics has been primarily used as a metaphor. Our goal will be to move past the metaphor, generating ways in which dynamical systems can be directly applied and tested. The course will meet once a week for three hours. The course will be structured as a discussion seminar with lectorettes interspersed in the first half of the course.

7963 - Seminar (Self)

Fred Rhodewalt

(Spring)

7965 - Memory Seminar

Ray Kesner & Jason Watson

(Spring)

[on the books - 6960-001 AIRT Pre-practicum@(7928) M 10:00-11:30;
6961-001 Practicum- AIRT Case Conference@(8836) T 1:15-3:15;
6961-002 Practicum- AIRT Supervision@(9455) T 10:30-12:30;
7850-001 AConsultation and Supervision@(8962) TBA;
7968-001 Seminar - AInterpsnl Rcnstv Trng (Ddctcs)@(9456) M 10:30-12:00]