PSYCHOLOGY

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http://psychology.yale.edu
M.S., M.Phil., Ph.D.

Chair
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Director of Graduate Studies
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Professors
Woo-kyoung Ahn, Amy Arnsten (Neuroscience), John Bargh, Paul Bloom, Thomas Brown, Tyrone Cannon, B.J. Casey, Marvin Chun, Margaret Clark, Ravi Dhar (School of Management), John Dovidio, Robert Frank (Linguistics), Tamar Gendler (Philosophy), Jeannette Ickovics (Public Health), Jutta Joormann, Dan Kahan (Law School), Alan Kazdin (Emeritus), Frank Keil, Robert Kerns (Veterans Administration Medical Center), Joshua Knobe (Philosophy), Marianne LaFrance (Women's, Gender, & Sexuality Studies), Becca Levy (Public Health), Linda Mayes (Child Study Center), Gregory McCarthy, Nathan Novemsky (School of Management), Donald Quinlan (Psychiatry), Jennifer Richeson, Peter Salovey, Laurie Santos, Brian Scholl, Jane Taylor (Psychiatry), Nicholas Turk-Browne, Tom Tyler (Law School), Victor Vroom (School of Management), Karen Wynn

Associate Professors
Walter Gilliam (Child Study Center), Joan Kaufman (Psychiatry), Hedy Kober (Psychiatry), Maria Piñango (Linguistics)

Assistant Professors
Arielle Baskin-Sommers, Steve Chang, Molly Crockett, Yarrow Dunham, Dylan Gee, Maria Gendron, Avram Holmes, Julian Jara-Ettinger

Lecturers
Nancy Close, Nelson Donegan, Carla Horwitz, Kristi Lockhart, Mary O’Brien, Matthias Siemer

FIELDS OF STUDY
Fields include clinical psychology; cognitive psychology; developmental psychology; neuroscience; and social/personality psychology.

SPECIAL ADMISSIONS REQUIREMENT
The department requires that scores from the GRE General Test accompany an application.

SPECIAL REQUIREMENTS FOR THE PH.D. DEGREE
In order to allow students to be trained in accordance with their own interests and career goals, the general requirements of the department are kept to a minimum. The formal requirements are: (1) Course work selected to meet the individual's objectives with a minimum of three basic-level courses and one course in data analysis. Two of the three required basic-level courses must be in two different areas of psychology outside the student's main area of concentration. The basic-level course requirement must be completed by the end of the second year. Students must attain an Honors grade in at least two term courses by the end of the second year of study. (2) Students are required to assist in teaching four courses by the end of their fourth year. (3) Completion of a First-Year Research Paper due by May 10 of the second term. (4) Completion of a predissertation research project, to be initiated not later than the second term and completed not later than May 1 of the second year. Certification of this research project as well as performance in course work and other evidence of scholarly work at a level commensurate with doctoral study, as judged by the faculty, are necessary for continuation beyond the second year. (5) Submission of a dissertation prospectus, and a theme essay that demonstrates the candidate's comprehensive knowledge and understanding of the area of concentration. Certification of the theme essay completes the qualifying examination. (6) Approval of the dissertation by an advisory committee and the passing of an oral examination on the dissertation and its general scientific implications. The theme essay and the dissertation prospectus are completed during the third year. Students are then formally admitted to Ph.D. candidacy. There are no language requirements.

The faculty considers teaching to be an essential element of the professional preparation of graduate students in Psychology. For this reason participation in the Teaching Fellow Program is a degree requirement for all doctoral students. They are expected to serve as teaching fellows (level 20) for four terms over the course of the second through fourth years in the program. Opportunities for teaching are matched as closely as possible with students' academic interests.

CLINICAL GRADUATE STUDENT INTERNSHIPS
Registered students undertaking their required clinical internships (usually in their sixth year) are typically not eligible for Graduate School stipend funding, since these are paid internships. Students will be considered to have fulfilled the final requirement for the degree after successfully completing their internship (typically in July) and will be awarded degrees the following December. They will not be registered in the Graduate School during the fall term in which their degrees are conferred.
COMBINED PH.D. PROGRAMS

Psychology offers a combined Ph.D. degree program with African American Studies. For the combined program with African American Studies, students must apply to the African American Studies department, with Psychology indicated as the secondary department.

Psychology also offers a combined Ph.D. degree program with Philosophy. Students interested in this combined degree can apply to the Philosophy department or the Psychology department. However, if a student applies to the Philosophy department for the combined degree program, that student should also contact one or more Psychology faculty members with compatible interests so that a suitable advisor in Psychology can be identified prior to an admissions decision.

Questions about the combined degree programs may be directed to the Directors of Graduate Studies in the participating departments prior to application.

MASTER’S DEGREES

M.Phil. The academic requirements for the M.Phil. degree are the same as for the Ph.D. degree except for the submission of a prospectus, and the completion and defense of a dissertation, which define the Ph.D.

M.S. (en route to the Ph.D.) The M.S. degree is awarded upon satisfactory completion of a first-year research project, a predissertation research project, and a minimum of eight courses.

Program materials are available online at http://psychology.yale.edu.

COURSES

PSYC 508b, Intergroup Relations: The Psychology of Social Inequality Jennifer Richeson
This course provides a survey of core concepts in social psychology through the lens of societal intergroup relations. Specifically, the perception, cognition, and motivations that give rise to the formation, maintenance, and even acknowledgment of societal inequality are examined. We also examine the effects of societal inequality on perception, cognition, motivation, and health (individual outcomes), as well as how inequality may shape close relationships and even broader sets of interactions between and within societal groups.
Prerequisites: PSYC 110 or equivalent; PSYC 150.

PSYC 518a, Multivariate Statistics Julian Jara-Ettinger
Analysis of tabular data arrays arising usually from experiments. Sums of squares, F-tests, and variance components. The method of contrasts. Data transformations. “Nesting,” “crossings,” and Latin square designs. The analysis of covariance. Aspects of Tukey’s Exploratory Data Analysis such as box plots and median polish. Introduction to computer program packages. How to think about statistics.

PSYC 530a / INP 530a, Foundations of Neuroscience: Biological Bases of Human Behavior Steve Wohn Chang
The purpose of this course is to provide students with an understanding of the biological factors underlying human cognition and behavior. Particular emphasis is placed on the mechanisms associated with individual differences in healthy functions (including emotion regulation, stress sensitivity, higher cognition, reward sensitivity, impulsivity, and social functions) and their relations with psychiatric and neurological disorders. Biological factors to be covered include genetic, neuroanatomical, neurophysiological, neurochemical, hormonal, and neuropsychological influences. Several of the initial sessions are devoted to basic topics (e.g., neurons, neuronal signaling, brain systems), before we begin our discussion of the neural basis of behavior and cognition. We also cover seminal work on animal models for mechanistic insights into the neurobiology of human behavior. Graduate students with any neuroscience research interest are encouraged to take this course. Required of Psychology Ph.D. students in the neuroscience area.

PSYC 534a, Developmental Psychopathology Fred Volkmar, Eli Lebowitz, and Denis Sukhodolsky
This course, designed for advanced undergraduates or beginning graduate students, provides an overview of developmental psychopathology during childhood and adolescence. It is team-taught by a child psychiatrist and psychologist and covers aspects of normal development, assessment methods, clinical disorders, treatment, and legal and social policy issues. We begin with a review of normative development and then a discussion of theoretical approaches to understanding developmental aspects of common mental health conditions in childhood. Relevant issues of culture and ethnicity in expression of psychopathology in childhood are also reviewed.

PSYC 539a, Advanced Psychopathology Jutta Joormann
The aim of this course is to have students master information on theory and assessment for major forms of psychopathology using cognitive-behavioral approaches. The focus is on learning how behavior can be conceptualized in cognitive-behavioral terms and to review recent models and empirical findings regarding clinical disorders. Students play an active role in this process by participating in class discussions and making presentations on etiological models and empirical findings for various clinical problems.

PSYC 541b, Research Methods in Psychology Tyrone Cannon
Research design, methodology, and evaluation considered in the context of clinical research. Emphasis on experimental and quasi-experimental designs, threats to validation, confounding, sources of artifact and bias, alternative assessment strategies, and data evaluation methods.

PSYC 553a / MGMT 753a, Behavioral Decision-Making I: Choice Ravi Dhar and Nathan Novemsky
The seminar examines research on the psychology of decision-making, focusing on judgment. Although the normative issue of how decisions should be made is relevant, the descriptive issue of how decisions are made is the main focus of the course. Topics of discussion include judgment heuristics and biases, confidence and calibration, issues of well-being including predictions and experiences, regret and...
counterfactuals. The goal of the seminar is threefold: to foster a critical appreciation of existing knowledge in behavioral decision theory, to develop the students’ skills in identifying and testing interesting research ideas, and to explore research opportunities for adding to that knowledge. Students generally enroll from a variety of disciplines including cognitive and social psychology, behavioral economics, finance, marketing, political science, medicine, and public health.

**PSYC 558b / INP 558b, Computational Methods in Human Neuroscience** Nicholas Turk-Browne
This course provides training on how to use computational science for the advanced analysis of brain imaging data, primarily from functional magnetic resonance imaging (fMRI). Topics include scientific programming, high-performance computing, machine learning, network/graph analysis, real-time neurofeedback, nonparametric statistics, and functional alignment. Prerequisite: some prior experience with programming, data preprocessing, and basic fMRI analysis.

**PSYC 601b, The Science of Science Communication** Dan Kahan
The simple dissemination of valid scientific knowledge does not guarantee it will be recognized by non-experts to whom it is of consequence. The science of science communication is an emerging, multidisciplinary field that investigates the processes that enable ordinary citizens to form beliefs consistent with the best available scientific evidence, the conditions that impede the formation of such beliefs, and the strategies that can be employed to avoid or ameliorate such conditions. This course surveys, and makes a modest attempt to systematize, the growing body of work in this area. Special attention is paid to identifying the distinctive communication dynamics of the diverse contexts in which non-experts engage scientific information, including electoral politics, governmental policy making, and personal health decision making.

**PSYC 604b, Cognition and Emotion** Matthias Siemer
The course presents an overview of current research questions and results in the area of cognition and emotion. We explore basic research questions as well as implications of cognitive approaches toward emotions for domains such as emotional disorders and psychological resilience and well-being.

**PSYC 605a, Social Emotions** Margaret Clark
The nature and function of emotions in social context. How emotions such as happiness, sadness, fear, and anger shape how we relate to others; how the ways in which we relate to others shape our experience and expression of these emotions. The nature and functions of additional emotions that seem to arise only within the context of social relationships: feelings of hurt, guilt, gratitude, empathic joy, and empathic sadness.

**PSYC 616b, The Psychology of Group Life** Yarrow Dunham
Study of social categorization, the psychological tendency to partition individuals into groups, with attention to cognitive, developmental, social, and evolutionary approaches. The nature and development of social categorization, including its evolutionary advantages and its relation to the phenomenon of categorization more broadly. Ways in which social categorization influences prejudice and discriminatory behavior; methods for reducing such negative effects.

**PSYC 617b, Etiology and Treatment of Addiction** Arielle Baskin-Sommers
What is considered a drug? Why do some individuals use substances, but others become addicted? Are there effective treatments for addiction? Why and how does society attempt to control substance use and distribution? Exploring questions such as these is a central concern in this interdisciplinary seminar, which highlights research from cognitive neuroscience, psychology, sociology, and public health perspectives. The focus is on examining social, neurobiological, and genetic explanations for addiction, evaluating addiction treatments, and discussing the social construction of substance policies. Students are asked to think critically about material and evaluate its strengths and weaknesses. To foster critical thinking skills, students have ample opportunities to discuss topics in class, analyze arguments in reading assignments, and apply ideas to real-world situations through projects and presentations. Readings consist primarily of journal articles.

**PSYC 621a, Cognitive Science of Pleasure** Paul Bloom
The appeal of fiction and the imagination. We explore the mysterious appeal of narratives, fantasies, daydreams, nightmares, and other imaginary pursuits. Our approach is eclectic, drawing on fields such as literary criticism, film studies, behavioral economics, evolutionary theory, cognitive psychology, developmental psychology, and analytic philosophy.

**PSYC 625b, Social Perception** Brian Scholl
When exploring the structure of the mind, we typically think of visual perception as among the earliest and most basic of our cognitive processes, while we think of social cognition as among the most advanced forms of higher-level cognition. In this seminar we explore how these two aspects of the mind connect. Specific topics include the perception of animacy, agency, and goal-directedness; biological motion; face perception (including the perception of facial attractiveness); gaze processing and social attention; thin-slicing and perceptual stereotypes; and social and cultural influences on perception.

**PSYC 628a, Neuroscience of Decision-Making** Molly Crockett
An overview and examination of the neuroscience of decision-making. Interdisciplinary course highlighting research from cognitive neuroscience, psychology, behavioral economics, finance, marketing, computer science, and public health. Topics include utility and value, reinforcement learning, risky decision-making, impulsivity and self control, social decision-making, psychopathology, and commercial applications (e.g., neuromarketing and neurofinance).
PSYC 637b, Minds, Brains, and Machines  Julian Jara-Ettinger
Exploration of the implications that the brain is a kind of computer that gives rise to the mind. Readings combine classical and cutting-edge research in psychology, philosophy, and artificial intelligence.

PSYC 643b, Psychological Measurement of Individual Differences in Cognitive Functioning, Achievement, and Personality  Mary O'Brien
This course focuses on theoretical, methodological, and practical issues in psychological assessment. The processes that underlie evidence-based assessment are explored: how constructs are conceptualized and operationalized, how measures are developed and evaluated, how assessment tools are selected to answer specific questions, how findings are analyzed and synthesized, and how psychological reports are written to meet the expectations of professional and layperson audiences. Over the course of the term, students gain experience with administering, scoring, and interpreting a variety of commonly used assessment instruments (such as the WAIS-IV, WMS-IV, and MMPI-2). The importance of critical evaluation of the assessment process is emphasized throughout.

PSYC 647b, Social Science and Institutional Design: The Empirical Evaluation of Legal Policies and Practices  Tom Tyler
The current legal system bases many of its policies and practices upon assumptions concerning human nature. What does research tell us about how those policies and practices actually operate? What alternative social science models are available and how would institutions be different if those models were used? This class considers deterrence models and compares them to models emphasizing legitimacy, morality, and social norms. Policing, the courts, and corrections are examined and evaluated against available empirical evidence. The class also considers alternative models of institutional design and evidence of their potential or actual effectiveness.

PSYC 656b, Developmental Psychopathology and Sensitive Periods of Neural Development  BJ Casey
More than one in five children suffer from serious forms of psychopathology that emerge at different developmental times. These different time courses in the emergence of symptoms suggest sensitive periods of neural development for understanding etiological factors and when and how to intervene. This course provides an overview of brain circuitry implicated in psychiatric illnesses from a neurodevelopmental perspective. Evidence from preclinical nonhuman and human imaging empirical studies is evaluated and discussed in terms of its clinical implications. We examine how understanding the biological state of the developing brain may help to optimize and target treatments more effectively for these disorders.

PSYC 671a, The Cognitive Science of Mind Reading  Laurie Santos
Examination of theory of mind from a developmental, comparative, and neural perspective. Topics include whether different representational systems underlie theory of mind capacities, how infants come to represent others’ mental states, whether nonhuman animals share humanlike theory of mind capacities, and how phenomena like conformity and metacognition can be reconciled with developmental and neural findings in the domain of mind reading.

PSYC 684a or b, Introduction to Psychotherapy: Technique  Mary O’Brien
The focus of the seminar is on formulating and conceptualizing psychological problems from a cognitive-behavioral perspective. Special consideration is paid to individual and cultural diversity in conceptualizing cases and planning treatment. Also discussed are ways in which cognitive-behavioral perspectives can be integrated with other theoretical orientations (e.g., interpersonal theory, experiential therapy).

PSYC 689a, Psychopathology and Diagnostic Assessment  Mary O’Brien
Didactic practicum for first-year clinical students. Main emphasis is initial assessment. Treatment planning and evaluation of progress also covered. Students first observe and then perform initial interviews. Applicable ethics and local laws reviewed.

PSYC 690b, Ethics and Clinical Practice: Legislation and Diversity Issues  Mary O’Brien
Introduction to ethical and legal guidelines for clinical practice. In addition, supervision on diagnostic interview using the Structured Clinical Interview for DSM-IV is provided.

PSYC 702a or b, Current Work in Cognition  Staff
A weekly seminar in which students, staff, and guests report on their research in cognition and information processing.

PSYC 704a or b, Current Work in Behavior, Genetics, and Neuroscience  Staff
Examination of the current status of research and scientific knowledge bearing on issues of behavior, genetics, and neuroscience. Weekly speakers present research, which is examined methodologically; recent significant journal articles or technical books are also reviewed.

PSYC 708a or b, Current Work in Developmental Psychology  Staff
A luncheon meeting of the faculty and graduate students in developmental psychology for reports of current research and discussion on topics of general interest.

PSYC 710a or b, Current Work in Social Psychology and Personality  Staff
Faculty and students in personality/social psychology meet during lunchtime to hear about and discuss the work of a local or visiting speaker.

PSYC 720a or b, Current Work in Clinical Psychology  Staff
Basic and applied current research in clinical psychology that focuses on the cognitive, affective, social, biological, and developmental aspects of psychopathology and its treatment is presented by faculty, visiting scientists, and graduate students. This research is examined in terms of theory, methodology, and ethical and professional implications. Students cannot simultaneously enroll in PSYC 718 or 719.
PSYC 721a or b, Research Topics in Infant Cognition  Karen Wynn
Investigation of various topics in infant cognition: early mechanisms for representing and reasoning about number; infants’ ability to represent time; early object knowledge; foundations of intentional understanding. Prerequisite: permission of the instructor.

PSYC 724a or b, Research Topics in Cognition, Emotion, and Psychopathology  Jutta Joormann
This weekly seminar focuses on the role of cognition and emotion in psychopathology. We discuss recent research on basic mechanisms that underlie risk for psychopathology such as cognitive biases, cognitive control, and biological aspects of psychological disorders. The seminar also focuses on the interaction of cognition and emotion, on the construct of emotion regulation, and on implications for psychopathology.

PSYC 725a or b, Research Topics in Human Neuroscience  Gregory McCarthy
Discussion of current and advanced topics in the analysis and interpretation of human neuroimaging and neurophysiology.

PSYC 727a or b, Research Topics in Clinical Neuroscience  Tyrone Cannon
Current research into the biological bases of schizophrenia and bipolar disorder, including topics related to etiology, treatment, and prevention.

PSYC 729a or b, Research Topics in Language and Cognition  Paul Bloom
Seminar focusing on ongoing research projects in language, cognition, and development. Prerequisite: permission of the instructor.

PSYC 731a or b, Research Topics in Cognition and Development  Frank Keil
A weekly seminar discussing research topics concerning cognition and development. Primary focus on high-level cognition, including such issues as the nature of intuitive or folk theories, conceptual change, relations between word meaning and conceptual structure, understandings of divisions of cognitive labor, and reasoning about causal patterns.

PSYC 732a or b, Research Topics in Visual Cognitive Neuroscience  Marvin Chun
Examines current research in visual cognitive neuroscience, including discussion of proposed and ongoing research projects. Topics include visual attention, perception, memory, and contextual learning.

PSYC 733a or b, Research Methods in Social Cognitive Development  Yarrow Dunham
Investigation of various topics in developmental social cognition. Particular focus on the development of representations of self and other, social groups, and attitudes and stereotypes.

PSYC 734a or b, Research Topics in Thinking and Reasoning  Woo-kyoung Ahn
In this lab students explore how people learn and represent concepts. Weekly discussions include proposed and ongoing research projects. Some topics include computational models of concept acquisition, levels of concepts, natural kinds and artifacts, and applications of some of the issues.

PSYC 735a or b, Research Topics in Stereotyping and Prejudice  John Dovidio
Explores the nature of prejudice in its traditional and contemporary forms. Although the emphasis is on the causes and consequences of racial bias in the United States, the dynamics of intergroup relations are considered more broadly as well. Emphasis is on developing critical thinking, reading, and research skills to test ideas relevant to understanding and combating stereotyping, prejudice, and discrimination.

PSYC 736a or b, Research Topics in Clinical and Affective Neuroscience  Avram Holmes
Seminar focusing on ongoing research projects in clinical, cognitive, and translation neuroscience. Prerequisite: permission of the instructor.

PSYC 737a or b, Research Topics in Autism and Related Disorders  Staff
Focus on research approaches in the study of autism and related conditions including both psychological and neurobiological processes. The seminar emphasizes the importance of understanding mechanisms in the developmental psychopathology of autism and related conditions.

PSYC 741a or b, Research Topics in Emotion and Relationships  Margaret Clark
Members of this laboratory read, discuss, and critique current theoretical and empirical articles on relationships and on emotion (especially those relevant to the functions emotions serve within relationships). In addition, ongoing research on these topics is discussed along with designs for future research.

PSYC 742a or b, Research Topics in Computation and Cognition  Julian Jara-Ettinger
Seminar-style discussion of recently published and unpublished research in cognitive development and computational models of cognition.

PSYC 744a or b, Research Topics in Philosophical Psychology  Joshua Knobe
The lab group focuses on topics in the philosophical aspects of psychology.

PSYC 745a or b, Research Topics in Disinhibitory Psychopathology  Arielle Baskin-Sommers
This laboratory course focuses on the study of cognitive and affective mechanisms contributing to disinhibition. We discuss various forms of disinhibition from trait (e.g., impulsivity, low constraint, externalizing) to disorder (e.g., antisocial personality disorder, psychopathy, substance use disorders), diverse methods (e.g., psychophysiology, self-report, neuroimaging, interventions), and multiple levels of
analyses (e.g., neural, environmental, social). Members of this laboratory read and critique current articles, discuss ongoing research, and plan future studies.

**PSYC 752a or b, Research Topics in Neuroscience of Social Behavior** Steve Wohn Chang
A weekly seminar discussing recent advances in neuroscience of social behavior. We discuss recent progress in research projects by the lab members as well as go over recently published papers in depth. Primary topics include neural basis of social decision-making, social preference formation, and social information processing. Our lab studies these topics by combining neurophysiological and neuroendocrinological techniques in nonhuman animals.

**PSYC 753a or b, Research Topics in Law and Psychology** Tom Tyler
Lab focusing on ongoing research projects in law and psychology.

**PSYC 754a or b, Research Topics in Clinical Affective Neuroscience and Development** Dylan Gee
This weekly seminar focuses on current research related to the developmental neurobiology of child and adolescent psychopathology. Topics include typical and atypical neurodevelopmental trajectories, the development of fear learning and emotion regulation, effects of early life stress and trauma, environmental and genetic influences associated with risk and resilience, and interventions for anxiety and stress-related disorders in youth.

**PSYC 755a or b, Research Topics in Intergroup Relations** Jennifer Richeson
Students in this laboratory course are introduced to and participate in social-psychological research examining interactions and broader relations between members of socioculturally advantaged and disadvantaged groups. For instance, we examine the phenomena and processes associated with one's beliefs about members of social groups (stereotypes), attitudes and evaluative responses toward group members (prejudice), and behaviors toward members of a social group based on their group membership (discrimination). We also study how these issues shape the experiences of social group members, especially when they are members of low-status and/or minority groups. We primarily focus on large societal groups that differ on cultural dimensions of identity, with a focus on race, ethnicity, and gender. Notably, we apply the theoretical and empirical work to current events and relevant policy issues.

**PSYC 756a or b, Research Topics in the Fundamentals of Adolescent Brain and Behavior** BJ Casey
We examine and discuss how the brain is sculpted by biological and experiential factors to adapt to the unique challenges of adolescence using behavioral, psychophysiological, genetic, and brain-imaging methods. Emphasis is on how the capacity for self-control changes with age and across different social and emotional situations.

**PSYC 757a or b, Research Topics in Social Neuroscience and Behavior** Molly Crockett
Seminar-style discussion of recent research in social neuroscience and behavior, covering both recent studies from the literature and ongoing research at Yale.

**PSYC 758a or b, Research Topics in Cognitive Neuroscience** Nicholas Turk-Browne
Seminar-style discussion of recent research in cognitive neuroscience, covering both recent studies from the literature and ongoing research at Yale.

**PSYC 766a or b, Research Topics in Perception and Cognition** Brian Scholl
Seminar-style discussion of recent research in perception and cognition, covering both recent studies from the literature and the ongoing research in the Yale Perception and Cognition Laboratory.

**PSYC 771a or b, Research Topics in Nonconscious Processes** John Bargh
The lab group focuses on nonconscious influences of motivation, attitudes, social power, and social representations (e.g., stereotypes) as they impact on interpersonal behavior, as well as the development and maintenance of close relationships.

**PSYC 775a or b, Research Topics in Animal Cognition** Laurie Santos
Investigation of various topics in animal cognition, including what nonhuman primates know about tools and foods; how nonhuman primates represent objects and number; whether nonhuman primates possess a theory of mind. Prerequisite: permission of the instructor.

**PSYC 778a or b, Research Topics in Clinical and Affective Neuropsychology** Hedy Kober
Lab meeting is held once a week throughout the year and is attended by undergraduate and graduate students, research staff, postdoctoral fellows, and other researchers interested in the weekly topics. In a rotating fashion, both internal and external speakers present data and ideas from various research projects, and/or research and methods papers in related areas, including the use of functional magnetic resonance imaging to answer questions in clinical and affective psychology.

**PSYC 801a or b, Clinical Internship (Child)** Staff
Advanced training in clinical psychology with children. Adapted to meet individual needs with location at a suitable APA-approved internship setting.

**PSYC 802a or b, Clinical Internship (Adult)** Staff
Advanced training in clinical psychology with adults. Adapted to meet individual needs with location at a suitable APA-approved internship setting.

**PSYC 806a or b, Practicum in Childhood Intervention** Staff
Advanced supervised work in settings where child and family policies are developed and/or implemented. Adapted to meet individual needs with location at suitable sites.
PSYC 808a or b, Practicum in Child Psychology  Staff
The Yale Child Study Center offers a yearlong practicum, which includes assessment of children, psychotherapy, team meetings, supervision, and didactic experiences.

PSYC 809a or b, Practicum in Assessment of School-Aged Children  Staff
Students gain practical experience in testing with children.

PSYC 810a or b, Practicum in Developmental Assessment  Staff
Practicum in early childhood screening and assessment of infants and toddlers at high risk for social adaptive and emotional developmental problems.

PSYC 811a or b, Mood and Anxiety Disorders Practicum  Mary O’Brien
Discussion of current topics in psychopathology and treatment of anxiety disorders. Group supervision of therapy cases involving OCD, panic, social phobia.

PSYC 816a or b, Practicum in Developmental Disabilities and Developmental Assessment  Staff
An introduction to approaches in developmental assessment in infants and young children (under age five years) with a range of developmental difficulties. Students observe and/or participate in developmental assessments. Students are exposed to a range of assessment instruments including developmental tests, speech-communication assessments, and psychiatric diagnostic instruments appropriate to this age group. Prerequisite: permission of the instructor.

PSYC 817a or b, Other Clinical Practica  Staff
For credit under this course number, clinical students register for practicum experiences other than those listed elsewhere in clinical psychology, so that transcripts reflect accurately the various practicum experiences completed.

PSYC 883a or b, Practicum in Clinical Assessment  Staff
Supervised psychological assessment using measures of intellectual functioning, projective testing, and neuropsychological testing with patients.

PSYC 920a or b, First-Year Research  Staff
By arrangement with faculty.

PSYC 923a or b, Individual Study: Theme Essay  Staff
By arrangement with faculty.

PSYC 925a or b, Individual Tutorial  Staff
By arrangement with faculty and approval of DGS.

PSYC 930a or b, Predissertation Research  Staff
By arrangement with faculty.