PSYCHOLOGY

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

Chair
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Associate Professors Arielle Baskin-Sommers, Steve Chang, Molly Crockett, Yarrow Dunham, Avram Holmes

Assistant Professors Dylan Gee, Maria Gendron, Julian Jara-Ettinger, Julia Leonard, Samuel McDougle, Robert Rutledge, Ilker Yildirim

Lecturers Richard Aslin (Senior Lecturer), Stephanie Lazzaro, Kristi Lockhart (Senior Lecturer), Mary O’Brien

Affiliated faculty Alan Anticevic (Psychiatry), Amy Arnsten (Neuroscience), Christopher Benjamin (Neurology), Philip Corlett (Psychiatry), Maggie Davis (Psychiatry), Ravi Dhar (School of Management), Irina Esterlis (Psychiatry), Tamar Gendler (Philosophy), Phillip Atiba Goff (African American Studies), Elizabeth Goldfarb (Psychiatry), Carlos Grilo (Psychiatry), Jeannette Ickovics (Public Health), Dan Kahan (Law School), Robert Kerns (Veterans Administration Medical Center), Hedy Kober (Psychiatry), Michael Kraus (School of Management), John Krystal (Psychiatry), Daeyeol Lee (Neurobiology), Becca Levy (Public Health), Ifat Levy (Neuroscience), Linda Mayes (Child Study Center), Carolyn Mazure (Psychiatry), James McPartland (Child Study Center), George Newman (School of Management), Nathan Novemsky (School of Management), Laurie Paul (Philosophy), Al Powers (Psychiatry), Helena Rutherford (Child Study Center), Wendy Silverman (Child Study Center), Dana Small (Psychiatry), Jane Taylor (Psychiatry), Fred Volkmar (Child Study Center), Gideon Yaffe (Law School)

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

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 core courses and one course in data analysis. Two of the three required basic-level core courses must be in two different areas of psychology outside the student’s main area of concentration. The basic-level core 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. However, clinical internship stipends for sixth-year students that fall below the current year’s Psychology stipend will be topped up to the current year’s Psychology stipend. 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. Students must be accepted into one of these departments (the “home department”) through the standard admissions process, and both departments must then agree to accept the student into the combined program. 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 adviser in Psychology can be identified prior to an admissions decision. Students enrolled in the combined program complete a series of courses in each discipline as well as an interdisciplinary dissertation that falls at the intersection of the two. On completing these requirements, students are awarded a Ph.D. either in Philosophy and Psychology, or in Psychology and Philosophy.

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.

The Department of Psychology does not admit students for a terminal master’s degree. If, however, a student admitted to the Ph.D. program leaves the program prior to completion of the doctoral degree, the student may be eligible to receive a terminal master’s degree upon completion of the academic requirements as stated above.

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

COURSES

PSYC 509a, Social Cognition  John Bargh
A course in contemporary social cognition theory and research, in which students fully participate in each week’s class discussion of the assigned readings. The goal of the course is to bring students up to speed, not only on the major themes and programs of research today, but also on the historical roots and context of that research—in other words, why that research is being done in the first place.

PSYC 518a, Multivariate Statistics  Julian Jara-Ettinger
This is a practical course in statistics that covers classical null-hypothesis significance testing (e.g., binomial and chi-squared tests), regression analyses (multiple regressions, generalized linear models, and mixed-effects models), modern statistical methods (bootstraps and cross-validation), basics of Bayesian data analysis (hierarchical Bayesian models, Bayes factors), and basics of machine learning for data analysis (principal component analysis and classifiers). This course focuses on how to intuitively understand what different tests do, how to run them using R, and how to interpret the results. The course favors intuitions over mathematical rigor, but it’s impossible to teach statistics without some math.

PSYC 523b, Cognitive Psychology  Yarrow Dunham
A comprehensive introduction to graduate-level cognitive psychology for first-year graduate students in psychology, with topics including learning, memory, perception, and attention. This course serves as the foundation for further study in more advanced graduate courses on specific topics within cognitive psychology.

PSYC 530b / INP 530b, Foundations of Neuroscience: Biological Bases of Human Behavior  Molly Crockett
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 536a / AFAM 518a / SOCY 539a, Is That Racist? Theory and Methods for Diagnosing and Demonstrating Racism  Phillip Atiba Goff
How do we know when something is racist? And how do we prove it to those who are skeptical? This course is designed to allow students to go beyond armchair pontificating about racism by exploring a broad range of ways social theorists have defined the term and methods they have used to demonstrate it. Together, we read, critique, and synthesize scholarship from across disciplines, with the goal of refining our own definition of the term. To accomplish this, we examine the stakes of calling something racist, who benefits and who suffers from a given definition, and how racism functions across contexts (mostly) within the United States. We also learn about popular methods for
demonstrating that an idea, feeling, behavior, person, or institution is racist and evaluate how evidence about racism (or lack thereof) can obscure a diagnosis of racism—or lead to an erroneous one. Throughout the course, we take opportunities to translate the theoretical and methodological lessons we learn to the world we live in today, from popular culture to dinner table conversations. This course is designed to be mostly synchronous, with synchronous sections accompanying lectures. Videos are made available for students who are not able to attend lectures or sections, but taking the course asynchronously is discouraged. Prerequisite: students should be comfortable reading journal articles and thinking critically about contentious social/political topics. Readings and other course materials span a wide range of disciplines. While there are no statistical prerequisites, students are asked to think about the logic of statistical analysis and should be comfortable reasoning about numbers.

**PSYC 554a / MGMT 754a, Behavioral Decision-Making II: Judgment**  
Ravi Dhar and Nathan Novemsky  
This seminar examines research on the psychology of judgment. We focus on identifying factors that influence various judgments and compare them to which factors individuals want and expect to drive their judgments. Topics of discussion include judgment heuristics and biases, confidence and calibration, issues of well-being including predictions and experiences, regret and counterfactuals. The goal is threefold: to foster a critical appreciation of existing research on individual judgment, to develop the students’ skills in identifying and testing interesting research ideas, and to explore research opportunities for adding to existing 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**  
Nick 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 602b / MGMT 708b, Foundations of Behavioral Economics**  
Shane Frederick  
The course explores foundational topics in behavioral economics and discusses the dominant prescriptive models (which propose what decision makers should do) and descriptive models (which aim to describe what decision makers actually do). The course incorporates perspectives from economics, psychology, philosophy, decision theory, and finance, and engages long-standing debates about rational choice.

**PSYC 626b, Topics in Law and Psychology**  
Arielle Baskin-Sommers and Tom Tyler  
This class is an introduction to topics in law and psychology. Topics include eyewitness identification; confessions; interrogation; jury decision-making; racism/sexism; media violence; and issues of culpability and mental illness. Enrollment limited to twenty. Self-scheduled examination or paper option. Note: This course follows the Law School calendar.

**PSYC 627b, The Rise and Fall of Wonder: When Early Passions for Exploration and Discovery Decay with Age**  
Frank Keil  
Research on children’s minds reveals early emerging abilities that help explain the developmental origins and early growth of wonder. We consider wonder as the joy of exploration and discovery. Preschoolers and even infants are driven to learn not just facts and statistics, but also underlying causal patterns that are at the heart of many sciences. They learn not just as individuals but also as members of knowledge communities and, early on, they sense how to “harvest” knowledge from these communities. Yet, those joyous moments of discovery and exploration often fade as children grow older and cease to wonder. We explore how this decline occurs and its consequences. When people stop wondering, they fail to expand their grasps of the world and become ever more vulnerable to misunderstanding and manipulation by others. We examine possible ways to reverse the decline.

**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 631a, Human Skill Learning**  
Samuel McDougle  
Humans possess a remarkable ability to learn new skills and retain memories for those skills throughout their life span (e.g., learning to ride a bicycle). The ease with which humans acquire and sharpen skills belies the complexity involved in selecting and executing the correct actions in a given situation. This course considers both foundational and contemporary psychology and neuroscience research regarding skill learning, with an emphasis on motor and reinforcement learning. The overall goal is to gain an understanding of the different cognitive processes and algorithms that underlie skill acquisition. Prerequisite: PSYC 110. Recommended: PSYC 130, PSYC 160, PSYC 335, PSYC 376.

**PSYC 634b, The Psychology of Changing One’s Mind**  
Melissa Ferguson  
When and how do we change our minds about other people? We are constantly learning information about others, but this new information does not always influence what we think and feel about them and how we act toward them. What determines when we update our beliefs and feelings about others? This course reviews cutting-edge psychological science to answer this question, with special attention to social and cognitive research.
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 638a / INP 638a, Computational Models of Human Behavior  Robb Rutledge
Why do we do the things we do? How do we adapt to changes in the environment? And how does our happiness depend on our choices and what happens to us? How can computational models help us to gain new insights into psychological processes? The goal of this course is to use computational models to understand human behavior and its relationship to our emotions. Data is collected in a variety of tasks, including new experiments designed by students, and is analyzed using computational models.

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 644a, Neuroscience of Social Interaction  Steve Chang
This advanced seminar discusses influential studies that have informed how the brain enables complex social interaction. Students thoroughly read selected original research papers in the field of social neuroscience across several animal species and using multiple modern neuroscience methodologies. In class, the instructor and students work together to discuss these studies in depth. Focused topics include neural mechanisms behind brain-to-brain coupling, empathy, prosocial decision-making, oxytocin's prosocial effects, and social dysfunction.

PSYC 664a, Health and Aging  Becca Levy
This course explores the ways psychosocial and biological factors influence aging health. Topics include interventions to improve mental and physical health; effects of ageism on health; racial and gender health disparities in later life; and how health policy can best adapt to the growing aging population. Students have the opportunity to engage in discussions and to develop a research proposal on a topic of interest.

PSYC 679a, Computational Basis of Seeing and Thinking  Ilker Yildirim
The goal of this seminar is to discuss the computational basis of seeing and thinking in the mind and brain. We are especially concerned with the question of how perception gets us to cognition: How is it that perception transforms raw, unprocessed, unorganized, incoming sensory signals arising from our physical environments— for example, the light that bounces off surfaces and arrives at your retina, raw audio waves hitting your ears, or the vibro-tactile sensations you feel at your fingertips when you touch a surface— into things like objects and people, into things that we can think about? We somewhat prioritize the field of scene perception, where many fundamental questions about the nature of seeing and aspects of cognition arise prominently, and much of those questions remain open to this date. We draw upon readings and classroom discussions to find out where the literature stands, including behavioral, neural, and computational studies, all in the context of searching for a mechanistic, functional account of how the brain produces percepts and thoughts about objects, scenes, and people.

PSYC 684a, 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 684b, Introduction to Psychotherapy  Mary O'Brien
Open only to doctoral students in clinical psychology. This course is designed to prepare students to conduct therapy as clinical scientists. The class blends theoretical and empirical readings with practical training in applying interventions. Evidence-based therapy processes as well as development of nonspecific therapeutic techniques (such as communicating empathy and structuring therapy sessions) are emphasized so that these skills can be applied across a wide range of client populations and problem presentations. In this second term of the yearlong course we discuss and practice skills related to dialectical behavior therapy (DBT), psycho-educational family therapy with serious mental illness, and three evidence-based approaches to couple therapy: a cognitive behavioral approach taken by John and Julie Gottman, an acceptance-enhanced CBT approach taken by Christensen and Jacobson, and Emotionally Focused couple work by Sue Johnson. The course includes discussion of multicultural and diversity issues as they apply to these therapeutic approaches.

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, Diversity, Supervision, Consultation, and Professional Practice  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 694b, Tools for Academic Success (and Beyond)  Julia Leonard
“The academic environment can feel as harsh and unforgiving as the South Pole in winter.” — Barbara W. Sarnecka, The Writing Workshop (2019). The goal of this course is to give you the tools to survive and thrive in this “academic winter” and to build a community around this shared endeavor. The course focuses on the tools needed for academic success that often are not formally taught in graduate course work: writing, best practices for open science, data management, time management, and building a positive lab culture. The course is centered around building a community of practice as we learn and build these skills together. Topics and materials are geared toward psychology Ph.D. students but may be relevant to master’s and Ph.D. students in related fields. Permission of the instructor required.

PSYC 699a, Teaching in Psychology  Dylan Gee
This course will teach students how to teach courses in psychology.

PSYC 702a or b, Current Work in Cognition  Samuel McDougle
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  Samuel McDougle
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  Dylan Gee
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 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 728a or b, Research Topics in Racial Justice in Public Safety  Phillip Atiba Goff
In this seminar, graduate students and postdoctoral fellows have a chance to present their research, and undergraduate research assistants learn about how to conduct interdisciplinary quantitative social science research on racial justice in public safety. The course consists of weekly presentations by members and occasional discussions of readings that are handed out in advance. The course is designed to be entirely synchronous. Presenters may request a video recording if they can benefit from seeing themselves present (e.g., for a practice talk). This course is intended for graduate students, postdocs, and undergraduates interested in conducting original quantitative social science research about race and public safety. Permission of the instructor is required.

PSYC 730a 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 733a or b, Research Topics 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 735a 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 737a 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 739a or b, Research Topics in Autism and Related Disorders  Fred Volkmar
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 researched 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, 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 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 Legal Psychology  Tom Tyler
This seminar is built around student research projects. Students propose, conduct, and analyze empirical research relevant to law and psychology. Grades are based upon final papers. Permission of the instructor required.

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  Nick Turk-Browne
Seminar-style discussion of recent research in cognitive neuroscience, covering both recent studies from the literature and ongoing research at Yale.

PSYC 759a or b, Research Topics in Affective Science and Culture  Maria Gendron
A seminar-style discussion of recent research and theory in affective science and culture. The lab group focuses on the social and cultural shaping of emotions. We also discuss the biological constraints on variation and consistency in emotion as revealed by physiological
Some discussion of current and planned research in the lab group also takes place.

**PSYC 760a or b, Research Topics in Cognitive and Neural Computation**  Ilker Yildirim
Lab meetings of the Cognitive & Neural Computation Laboratory at Yale.

**PSYC 761a or b, Research Topics in Computational Decision and Affective Neuroscience**  Robb Rutledge
Seminar focusing on ongoing research projects in computational approaches to clinical, cognitive, and affective neuroscience.

**PSYC 762a or b, Research Topics in Skill Learning**  Samuel McDougle
This weekly seminar covers various themes in human learning, with an emphasis on motor learning, motor memory, reinforcement learning, and decision-making. We discuss recently published and ongoing research on these topics, with special attention to behavioral studies, computational models of learning, and neural correlates.

**PSYC 763a or b, Research Topics in Implicit Social Cognition**  Melissa Ferguson
Weekly seminar on contemporary research projects in implicit social cognition, with a special focus on the topics of changing minds, prejudice, and self-control. Permission of the instructor required.

**PSYC 764a or b, Research Topics in Children's Learning and Motivation**  Julia Leonard
This weekly seminar covers cutting-edge research in cognitive science, developmental psychology, and neuroscience on young children's learning and motivation. We discuss how theoretically and empirically grounded science can be applied to the real world. Permission of the instructor required.

**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, 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 numbers; whether nonhuman primates possess a theory of mind. Prerequisite: permission of the instructor.

**PSYC 777a or b / WGSS 767a or b, Research Topics in Gender and Psychology**  Marianne LaFrance
The "Gender Lab" meets weekly to consider research being done in the Psychology department that bears on some gender-related issue.

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

**PSYC 803a or b, Cognitive and Social Bases of Behavior**  Arielle Baskin-Sommers
The course is designed to provide students an overview of key topics in cognitive and social psychology. Readings include reviews and empirical articles that highlight core issues relevant to the topic and new advancements in the fields of cognitive and social psychology. Topics broadly fall into several domains, including perception, attention, decision-making, self and other processing, moral reasoning, and biases.

**PSYC 805a or b, Affective and Developmental Bases of Behavior**  Dylan Gee
This course aims to provide a broad survey of the affective and developmental bases of behavior, drawing on key topics in affective science and developmental psychology. Readings include reviews and empirical articles that highlight core issues relevant to the topics, from early theoretical perspectives to recent advances in the field. Topics broadly fall into several domains, including evolutionary, cultural, and developmental perspectives on emotion; neurocognitive and affective development; early experiences, attachment, and sensitive periods; emotional reactivity and regulation; and the role of emotion in illness and well-being.

**PSYC 811a or b, Mood and Anxiety Disorders Practicum**  Mary O'Brien
This is a course for graduate students in clinical psychology. Group supervision of therapy provided at the Yale Psychology Department Clinic.

**PSYC 817a or b, Other Clinical Practica**  Mary O'Brien
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 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.