



Chaminade
University
OF HONOLULU

HAWAI'I SCHOOL OF PROFESSIONAL PSYCHOLOGY
AT CHAMINADE UNIVERSITY OF HONOLULU

Course Syllabus

[Chaminade University Honolulu](http://www.chaminade.edu)

3140 Wai'ala'e Avenue - Honolulu, HI 96816

www.chaminade.edu

Course Number: PP-7040-01-7

Course Title: Cognition and Affective Processes

Department Name: Hawai'i School of Professional Psychology

College/School/Division Name: College of Education and Behavioral Sciences

Term: Fall 2020

Course Credits: 03

Class Meeting Days: Monday

Class Meeting Hours: 2:30 PM – 5:30 PM

Class Location: TBA

Instructor Name: Robert M. Anderson Jr., Ph.D.

Email: robert.anderson@chaminade.edu

Phone: 808.739.7426

Office Location: Behavioral Sciences Room 109

Office Hours: Tuesday 2:00 PM – 4:00 PM; Thursday 1:00 PM – 4:00 PM; Friday 1:00 PM – 4:00 PM

The best way to reach me with questions is via email. I will attempt to respond to all email messages within two school days. I will do my best to provide feedback on tests within two weeks of submission. If you have questions or concerns, please do not hesitate to contact me.

University Course Catalog Description and Overview

This course offers a review of current research and theory in cognitive science, focusing on both cognitive and affective processes. Areas such as memory, attention, perception, problem solving, language, emotion, and decision making will be considered. Clinical applications are emphasized throughout the course.

Instructional Contact and Credit Hours

Students can expect 15 hours of instructional engagement for every 1 semester credit hour of a course. Instructional engagement activities include lectures, presentations, discussions, group-work, and other activities that would normally occur during class time. Instructional engagement activities may occur in a face-to-face meeting, or in the classroom.

Online as in class, students should communicate as they would in face-to-face encounters. They should respect one another and be open to the opinions of others. They should also honor the right to disagree. Comments should focus on the topics at hand. Assignments should be posted in a timely manner so that others have time to respond.

In addition to instructional engagement, students can expect to complete 30 hours of outside work for every 1 semester credit hour of a course. Outside work includes preparing for and completing readings and assignments. Such outside work includes, but is not limited to, all research associated with completing assignments, work with others to complete a group project, participation in tutorials, labs, simulations and other electronic activities that are not a part of the instructional engagement, as well as any activities related to preparation for instructional engagement.

At least an equivalent amount of work specified in the paragraph above shall be applied for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

- Education for formation in faith
- Provide an integral, quality education
- Educate in family spirit
- Educate for service, justice and peace
- Educate for adaptation and change

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Ōlelo No'ēau (Hawai'ian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'ēau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'ēau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'ēau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'ēau ('Ōlelo No'ēau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'ēau 203) All knowledge is not taught in the same school

Program Learning Outcomes: HSPF Aims and Competencies

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program's aim is to educate and train students employing a practitioner-scholar model so that they will be able to function effectively as clinical psychologists. To ensure that students are adequately prepared, the curriculum is designed to provide for the meaningful integration of psychological science, theory, and clinical practice. The clinical psychology program at the Hawai'i School of Professional Psychology is designed to emphasize the development of knowledge, skills, and attitudes essential in the training of health service psychologists who are committed to the ethical provision of quality, evidence based services to diverse populations and who are able to apply multiple theoretical perspectives to clinical issues.

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program subscribes to the APA Standards of Accreditation. As such, students are expected to establish an identity in and orientation to health service psychology by acquiring the necessary discipline-specific knowledge and profession-wide competencies as follows:

1. Students will demonstrate knowledge of ethical and legal standards relevant to the practice of clinical psychology, including professional ethics that guide professional behavior.
2. Students will develop both communication and interpersonal skills, to include utilization of clear, informative, well-integrated communication, critical thinking, and effective interpersonal skills in professional interactions.
3. Students will demonstrate knowledge of professional values and attitudes as well as self-reflective practice and openness to supervision and feedback.
4. Students will demonstrate competency in individual and cultural diversity, including knowledge of theoretical models and diversity research that serve to guide the application of diversity competence.

5. Students will have knowledge of the history and systems of psychology as well as the basic areas in scientific psychology, including affective, biological, cognitive, developmental, psychopharmacological, and sociocultural aspects of behavior.
6. Students will demonstrate competency in the science of psychology, including knowledge and application of psychometrics, statistical analyses, and quantitative and qualitative research methods.
7. Students will demonstrate competency in psychological assessment, including the ability to administer, interpret, and integrate psychological test results and apply knowledge of strengths and psychopathology to the assessment process.
8. Students will demonstrate competency in clinical intervention, including case formulation, theoretical conceptualization, developing and applying evidence based treatment plans, and evaluating treatment effectiveness in work with clients.
9. Students will evidence knowledge of consultation models and practices, and demonstrate interprofessional and interdisciplinary skills in consultative services.
10. Students will evidence knowledge of supervision models and practices.
11. Students will understand and apply the Marianist values in their professional practice. The application of Marianist values includes applying and adapting social awareness for community service, justice, and peace.

Course Learning Outcomes

1. Students will develop a basic understanding of perception, attention, executive functioning, motor functioning, language, affect, decision making, methods of behavioral research, learning, memory, communication, the relation of cultural and gender differences to cognition and emotion, and consciousness. (Competency 4, 5)
2. Students will utilize problem solving and critical thinking in the context of the scientific investigation and validation of cognition, emotion, and brain-behavior relationships. (Competency 5, 6)
3. Students will increase their awareness of the relation of ethical, cultural, and situational factors to cognition and emotion. (Competency 1, 4, 5)
4. Students will present on topics relating to cognitive psychology in both a group and individual formats in class and receive feedback about their presentations. (Competency 2, 3)
5. Students will learn to work together to develop an understanding of cultural variations in the conceptualization of consciousness, mind, soul, and spirit. They will develop an understanding of how this knowledge can inform clinical practice (Competency 2,4,5,11)

Required Learning Materials

Required Textbooks

- Barret, L. F., Lewis, M., & Haviland-Jones, J. M. (Eds.). (2016). *Handbook of emotions* (4th ed.). New York, NY: Guilford Press. (BLH) ISBN: 978-1462536368 (This book contains papers on many of the issues regarding emotion.)
- Smith, E. E., & Kosslyn, S. M. (2013). *Cognitive psychology - mind and brain*. Upper Saddle River, NJ: Pearson. (S & K) ISBN: 9781292022352 (This book focuses on brain imaging studies as a means to experimentally test hypotheses in cognitive psychology. Many of the chapters are coauthored by experts in the subfield covered in the chapter.)

Required Readings

- Anderson, R. M. (2013). How can a stone be conscious? Presented at the 65th Annual Northwest Philosophy Conference at Pacific University, Forest Grove, OR.
- Anderson, R. M., & Melnik, Y. K. (2013). Cybernetics, genetic engineering, and the future of psychotherapy. *Journal of Interdisciplinary Studies*, 25, 1/2, 39-53. (Available through Proquest)

- Anselme, P., & Robinson, M. J. (2015). "Wanting," "liking," and their relationship to consciousness. *Journal of Experimental Psychology: Animal Learning and Cognition*, *15*, 1-18. doi: 10.1037/xan0000090
- Baddeley, A. (2012). Working memory: Theories, models, and controversies. *Annual Review of Psychology*, *63*, 1-29. <http://www.annualreviews.org/doi/pdf/10.1146/annrev-psych-120710-100422>
- Barron, A. B., & Klein, C. (2016) What insects can tell us about the origins of consciousness. *Proceedings of the National Academy of Sciences of the United States of America*, *113*(18), 4900-4908. doi: 10.1073/pnas.1520084113
- Botvinick, M., & Braver, T. (2014). Motivation and cognitive control: From behavior to neural mechanism. *Annual Review of Psychology*, *66*, 83-113. doi: 10.1146/annurev-psych-010814-015044
- Chelazzi, L., Bisley, J. W., & Bartolomeo, P. (2018). The unconscious guidance of attention. *Cortex*, *102*, 1-5. doi: 10.1016/j.cortex.2018.02.002
- Dupin, L., Hayward, V., & Wexler, M. (2017). Generalized movement representation in haptic perception. *Journal of Experimental Psychology: Human Perception and Performance*, *43*(3), 581-595. doi: 10.1037/xhp0000327
- Gallant, S. (2016). Mindfulness meditation practice and executive functioning: Breaking down the benefit. *Consciousness and Cognition*, *40*, 116-130. doi: 10.1016/j.conccog.2016.01.005
- Gollwitzer, A., & Bargh, J. A. (2018). Social psychological skill and its correlates. *Social Psychology*, *49*(2), 88-102. doi: 10.1027/1864-9935/a000332
- Inzlicht, M., Bartholow, B. D., & Hirsh, J. B. (2015). Emotional foundations of cognitive control. *Trends in Cognitive Sciences*, *19*(3), 126-132. doi: 10.1016/j.tics.2015.01.004
- Liu, J., Zhang, W., Zhan, Y., Song, L., Guan, P., Kang, D., . . . Li, M. (2019). The effect of negative feedback on positive beliefs in self-deception. *Cognitive Science*, *10*(702), 1-12. doi: 10.3389/fpsyg.2019.00702
- Norris, D. (2017). Short-term memory and long-term memory are still different. *Psychological Bulletin*, *143*(9), 992-1009. doi: 10.1037/bul0000108
- Nummenmaa, L., Glerean, E., Hari, R., & Hietanen, J. K. (2014). Bodily maps of emotions. *PNAS*.*111*(2), 646-651. <http://www.pnas.org/content/111/2/646.full.pdf>
- Oberauer, K., Farrell, S., Jarrold, C., & Lewandowsky, S. (2016). What limits working memory capacity?. *Psychological Bulletin*, *142*(7), 758-799. doi: 10.1037/bul0000046
- Schurch, R., Ratnieks, F. L., Samuelson, E. E., & Couvillon, M. J. (2016). Dancing to her own beat: Honey bee foragers communicate via individually calibrated waggle dances. *Journal of Experimental Biology*, *219*, 1287-1289. doi: 10.1242/jeb.134874

Course Requirements

Exams and evaluations:

Grading will be based on attendance, class participation, mid-term examinations, and individual special interest paper, individual presentations, and group projects and presentations.

Attendance/Participation (10%) – Regular attendance and active participation in class are required. Students are expected to read all assigned materials ahead and come prepared to discuss them in class. Points will be determined on the impression gained of the depth and diligence of your reading and thinking on the subject matter. No more than two absences are permitted. A third absence will require extra work. More than three absences may result in loss of credit for the course. Students should be in class on time and chronic tardiness will also result in a reduction of the attendance grade. Assignments must be submitted on time. Late assignments may lose 10 percent of their grade per day late.

Mid-term (15%) and Final (25%) – The exams may consist of multiple choice, short answer and/or essay questions. The second exam (final) is cumulative as new material must be integrated with previously learned material for accurate and complete synthesis of essay responses; however, the second exam emphasizes material covered after the Mid-Term Exam. Both exams will evaluate both cognition and

emotion. A minimum score of at least 80% correct must be achieved on the Final Exam to pass the course. Material on exams will come from both lectures and reading. It is highly recommended that students form groups to review notes and discuss concepts for more in-depth understanding.

Individual Special Interest Paper (20%) – Individual special interest papers should be approximately 12 pages in length, APA format including cover page, abstract, appropriate citations, and references. Topic should reflect the student’s interest area directly related to cognitive psychology and should include **at least 7 scientific journal article** references from respected journals in the area of cognitive science or related fields. (Papers on mental disorders are not recommended.) The student should begin the assignment by asking a question related to their topic of interest (e.g., How do we develop affect-regulation?, How might cognitive and affective process theories support professional development in therapists? etc.). Unless prior arrangements have been made with the instructor, 10% of the total earned points may be deducted for each day the assignment is late.

Collaborative Group Project and Presentation (20%) – Consciousness and Culture: The professor and students of the class will work together over the semester to develop an understanding of a variety of cultural conceptualizations of consciousness, mind, soul, and spirit. To achieve this end, students will form subgroups with each subgroup selecting a separate cultural conceptualization to investigate and present to the class.

Subgroup size will be determined on class size. Each group will have approximately 50 minutes to present their findings and lead class discussion. Each person’s grade will be determined through their group contribution. All subgroup members should take an active and relatively equal role in the preparation and presentation.

Near the close of the course, some time will be devoted to a class discussion of consciousness and culture. We will evaluate the similarities and differences between select cultural understandings of consciousness. We will also attempt to develop a cross-cultural integrative model of consciousness-mind-soul-spirit.

15 Minute Presentation (10%). This assignment will consist of making a maximum 1-page summary of a paper selected from the papers that have been assigned as required reading for the course. Copies of the summary will be distributed to the class and a 15-minute presentation and discussion of the paper will be led by the student. Presentations will be the day the paper is listed in the course schedule. Each paper can be selected by only one student.

Grading

Project/Assignment	<i>% of Grade</i>
Midterm Exam	15%
Final Exam	25%
Group Project and Presentation	20%
Individual Paper	20%
Class Participation	10%
Individual Summary and 15 Minute Presentation of Assigned Paper	10%

A minimum score or 80% correct must be achieved on the final exam to pass the course. If a student receives a score of less than 80% correct, they will receive an incomplete grade and will need to remediate and pass the test within the expected time period.

Grading Scale

Grade point equivalents (and grading scale values) are presented below. Final scores > .5 will be rounded up.

A = 4.00 (93-100)	A- = 3.67 (90-92)	
B+ = 3.33 (88-89)	B = 3.00 (83-87)	B- = 2.67 (80-82)
C = 2.00 (70-79); Failed - No credit given		F = 0.00 (\geq 69); Failed - No credit given

Course Policies

Instructor and Student Communication: Questions for this course can be emailed to the instructor. Online, in-person, and phone conferences can be arranged. Response time is up to 2 days.

Cell phones, tablets, and laptops: Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

Disability Access: If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Failure to provide written documentation through the Counseling Center will prevent your instructor from making the necessary accommodations, instructors cannot provide accommodations unless they have been prescribed by the Counseling Center. Once you have received an official notice of accommodations from the Counseling Center, it is also necessary to discuss these accommodations directly with your instructor so that they can better support your needs. If you have specific questions regarding your individualized accommodations you may speak directly with your instructor and/or you may contact the Counseling Center.

Title IX Compliance: Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, you are encouraged to report this matter promptly. Faculty members promote safe and healthy environments, and any sexual, physical, and/or psychological misconduct or abuse will be reported to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Attendance Policy: Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class, and they should make arrangements to obtain missed information and complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Students may be automatically withdrawn from the class or receive a failing grade if there are three or more absences in a 16-week term or two absences in a row in a 16-week term. With the condensed nature of the 8-week terms, missing class one day (e.g., 6-hours of class) would be equivalent to two absences in a row in a 16-week term.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes. Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Academic Conduct Policy: Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook and HSPP Program Catalog, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook and Program Catalog, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook and HSPP Program Catalog for more details. A copy of the Student Handbook is available on the Chaminade website (<https://studentaffairs.chaminade.edu/>).

Unless otherwise instructed, all course submissions should follow the formatting of the *Publication Manual of the American Psychological Association, 7th Edition* format. The faculty at the Hawai'i School of Professional Psychology at Chaminade University of Honolulu is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through an online authenticity resource (e.g., Turnitin), which helps students and instructors detect potential cases of academic dishonesty.

Technology: A laptop with the following technology may be required in order to complete courses in the Clinical Psychology program: at least Windows 10 (for PCs), at least Mac OS X 10.5.8 (for Macs); a current antivirus program; the current Microsoft Office (PowerPoint and Word) and Adobe Acrobat; a standard web browser; and an internet or broadband connection with speed and connectivity to support internet searches and video conferencing.

Schedule

Date	Topic/Activities	Reading	Due
1 8/24	Review Syllabus/Assignments Introduction to Cognitive & Affective Processes; Scientific Method	S & K: Ch.1; BLH Ch. 1; Review of basic brain science.	
2 8/31	Perception: Sensory Processing History of Emotions	S & K: Ch. 2; BLH Ch. 2 [Dupin (2017)]	Form Consciousness & Culture Subgroups

3 9/14	Attention & Emotion	S & K: Ch. 3; BLH Ch. 35 [Chelazzi (2018)]	Required Paper Presentations Selected
4 9/21	Motor Cognition; Grounding Symbolic Operations and Integrating Body, Language, & Behavior; Artificial Intelligence, Robotics; Anger; Emotion Regulation	S & K: Ch. 11; BLH Ch. 26, 44	Consciousness & Cultural Subgroups Meet During Class to Plan their Research and Presentation
5 9/28	Short-Term Working Memory & Long-Term Memory; Memory & Emotion	S & K: Ch. 4, 6; BLH Ch. 33 [Baddeley (2012); Norris (2017); Oberauer (2016)]	Consciousness & Cultural Subgroups Meet During Class to Plan their Research and Presentation
6 10/5	The Mind-Matter Relationship; Social Cognition: Schemas, Scripts, & General Knowledge; Society & Emotion	BLH Ch. 3, 24 [Gollwitzer (2018)]	Consciousness & Cultural Subgroups Meet During Class to Plan their Research and Presentation
7 10/12	Mid-Term Exam I ; Consciousness I	[Barron (2016)]	Midterm Exam
8 10/19	Memory Strategies/Metacognition Mental Images and Cognitive Maps; Liking & Wanting	S & K: Ch. 5; BLH 7 [Botvinick (2014); Inzlicht (2015)]	<hr/> Consciousness & Cultural Presentation
9 10/26	Language; Evolutionary Psychology	S & K: Ch. 12; BLH 34 [Schurch (2016)]	<hr/> Consciousness & Cultural Presentation
10 11/2	Affect and the Emotional Mind; Executive Functioning; Music Cognition; Fear & Anxiety; Expressing Emotion	S & K: Ch. 7, 8; BLH Ch. 4, 27, 43 [Gallant (2016); Nummenmaa (2014)]	<hr/> Consciousness & Cultural Presentation
11 11/9	Problem Solving/Creativity Reasoning/Decision Making & Emotion	S & K: Ch. 9 & 10; BLH Ch. 5	<hr/> Consciousness & Cultural Presentation
12 11/16	Selfhood; Application and Evaluation of Cognitive & Affective Processes in Therapy; Emotional Intelligence	BLH Ch. 30. 39 [Liu (2019)]	<hr/> Consciousness & Cultural Presentation
13 11/23	Consciousness II; Transpersonal Consciousness; Animal Consciousness Self-Conscious Emotions; Empathy Gratitude and Compassion	BLH Ch. 45, 47, 50 [Anderson (2013)]	Individual Papers Due <hr/> Consciousness & Cultural Presentation —

14 11/30	Final Exam; Intentionality; Culture & Emotion; Love	BLH Ch. 22, 48	Final Exam Integration of Subgroup Findings on Consciousness and Culture
15 12/7	Future of Cognitive Psychology Summary and Wrap Up	[Anderson & Melnik (2013)]	Discussion – Consciousness and Culture; Individual Paper Presentations