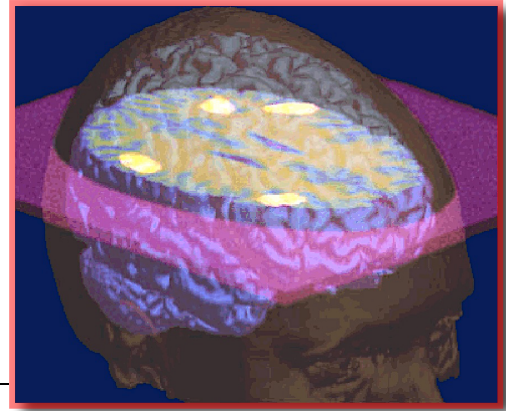


University of Florida
College of Public Health & Health Professions
Syllabus
Department of Clinical & Health Psychology
CLP 7934, Section PERL # 10977(in-class)
Cognitive and Affective Bases of Behavior
Fall 2023
Thursdays 12:50-3:50; HPNP Building G-312
Materials at UF Canvas: <http://elearning.ufl.edu>



Instructor Information

William M. Perlstein, Ph.D.

Office: HPNP 3140

Phone: (352) 222-8870 (mobile; please use sparingly)

Email: wmp@php.ufl.edu (preference = email via Canvas)

Office Hours: By appointment; please e-mail to schedule a meeting

Preferred Course Communications: Email via Canvas

Note: E-mail via Canvas is the preferred method of contact for the instructor. You are welcome to e-mail at any time; however, questions about exams or projects sent after 5:00pm on the day before due date may not receive a response in time to make the deadline.

Course Overview and Purpose:

The purpose of this course is to familiarize students with the current body of knowledge in the cognitive and affective bases of behavior. Historical developments and recent trends in cognitive psychology, cognitive neuropsychology, cognitive and affective neuroscience and affective bases of behavior will be reviewed, and applications of findings to research in clinical and health psychology will be explored. Coverage of the topical areas described below will emphasize the study of normal cognition and emotion processing, though some review of cognitive and psychological disorders will be undertaken, particularly when relevant findings inform or constrain theories of cognitive and affective processes. The course is designed to expose students to key literature and concepts relevant to cognitive and affective aspects of behavior, and to provide an opportunity, through a brief end-of-term research proposal, for the student to integrate key ideas and methods in formulating a research question that addresses an important problem in these domains.

The course will be conducted in the form of a graduate seminar, meaning students are expected to be *active participants*. Class will meet Thursdays from 12:50-3:50pm. The majority of each class will consist of lectures or demonstrations given by the course instructor and/or select guest speakers. Four (4) debates/discussions organized and presented by students will be undertaken throughout the term. Students will also prepare an NRSA-style research proposal. Active student attendance and participation are expected. Please actively engage or you'll hear my voice much more than you and/or I would like, which will place a ceiling on learning.

Relation to program outcomes:

This course serves as a graduate-level course within the department of Clinical and Health psychology at the University of Florida. The content of this upper-level graduate course is a required component of the American Psychological Association's (APA) accreditation and demonstrated competency, upon completion, in Cognitive and Affective Bases of Behavior is often required for license eligibility. Content

areas will support learning objectives that are applicable to a range of clinical and health professions, including public health, and clinical, counseling and school psychology training programs.

Instructor's personal Diversity Statement:

Respect for Diversity: It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

People learn best when they are encouraged to ask questions and express their diverse opinions on course content with may include images, texts, data, or theories from many fields. This is especially true in courses that deal with provocative or contemporary issues. UF offers many such courses, in which students encounter concepts of race, color, sex, and/or national origin. We teach these important issues because understanding them is essential for anyone who seeks to make economic, cultural, and societal contributions to today's complex world. With this in mind, we do not limit access to, or classroom discussion of, ideas and opinions—including those that some may find uncomfortable, unwelcome, disagreeable, or even offensive. In response to challenging material, students and instructors are encouraged to ask honest questions and thoughtfully engage one another's ideas. But, hostility, disruptive and disrespectful behavior, and provocation for provocation's sake have no place in a classroom; reasonable people disagree reasonably. These guidelines can help instructors and students as they work together to fulfill the mission of the University of Florida, which includes the exploration of intellectual boundaries, the creation of new knowledge, and the pursuit of new ideas.

Course Objectives and Goals:

Upon successful completion of the course, students should be able to:

- 1) Apply theory and empirical research to better understand cognitive and emotional phenomena.
- 2) Develop technical and conceptual expertise in evaluating cognitive and affective research methods;
- 3) Apply recent developments in cognitive/affective psychology and neuroscience to their own work.
- 4) Identify and understand sources of individual differences and diversity in cognitive abilities and processes.
- 5) Students should also be able to understand the relevance of developments in cognitive & affective psychology/neuroscience for basic and applied work in clinical, counseling and school psychology, health and human performance, and other health-professions fields, including rehabilitation science and speech, language and hearing sciences. Students from Marketing/Business programs have also benefited from discussions of broad cognitive concepts involving problem-solving and reasoning.
- 6) To understand the role of multicultural and diversity factors in cognitive and affective bases of behavior, as best I can, with your help....

Instructional Methods:

Lecture, class discussion, and small-group and individual work will comprise the majority of class sessions. The role of the instructor will be to:

- a) Present an overview of relevant topics, provide additional reading material and learning resources with up-to-date research findings; and
- b) Facilitate discussion of selected topics, and provide timely feedback. Expectations for students are to attend class fully prepared, participate in class discussions, and read assigned materials prior to class in preparation for lecture.

Course Materials and Technology:

Required textbook: Smith, E.E. & Kosslyn, S.M. (2007). *Cognitive Psychology: Mind and Brain* (1st edition). New Jersey: Pearson Education, Inc.

Chapters from other books and primary-source refereed-journal papers will be provided as pdf documents and made available in the course “files” tab on Canvas (<http://elearning.ufl.edu>); download by clicking on the link listed under readings for the week of the class. Lecture power-points will be available through Canvas by noon the day of class, if not sooner (also under the “files” tab).

To access assigned *readings and lectures*, once in Canvas for the course, click “[files](#)” tab and you will see folders for “**Class Readings pdfs**” and “**Class Lectures pptx**” organized by class-session week as listed below. There will also be several optional readings for most weeks; these may provide alternative views and will be well-worth reading. All required and optional reading material will be available as pdfs for download on the Canvas system. Lecture notes will be available through Canvas by noon the day of class (though I’ll do my best to have them uploaded a week prior to class; also under the “files” tab). To access assigned *readings and lectures*, once in Canvas for the course, click “[files](#)” tab and you will see folders for “**Class Readings pdfs**” and “**Class Lectures pptx**” organized by class-session week as listed below in the course schedule. Many of the optional readings will not be discussed fully during class lectures—please feel free to raise questions about these during class.

Note: *If you plan to print-out the lecture pptx files, I’d advise you to print them in **grayscale**, since some of the slide backgrounds are in black and this will eat up your printer ink!*

Canvas: Canvas is the course-management system that you will use for this course. Canvas is accessed by using your Gatorlink account name and password at elearning.ufl.edu. There are several tutorials and help links on the Canvas login site. If you have technical questions call the UF Computer Help Desk at 352-392-HELP, option 2, or send email to helpdesk@ufl.edu. You are responsible for checking your account prior to each class to determine how you should prepare for the upcoming class.

If you have technical questions with your electronic device or the Canvas website, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- UF HELP Desk (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

We will review the canvas site during the 1st class session and discuss any questions you may have. I know e-learning can be stressful and I don’t want the Canvas implementation to be an additional source of stress.

Required Equipment

See [UF Student Computer Requirements](#). Your program may have additional requirements. For this course you will need a computer that can run HonorLock and the Google Chrome browser with high speed internet access, a webcam, and microphone.

For technical support for this class, please contact the UF HELP Desk at: Learning-support@ufl.edu, (352) 392-HELP (option 2), or <https://lss.at.ufl.edu/help.shtml> 3

Quiz Rules

Check your syllabus for other rules related to quizzes. Other relevant points regarding quizzes are provided in the detailed Topical Outline/Course schedule below. Examples:

- 1) There will be 3 quizzes administered as described in the course schedule. Unless otherwise specified by the instructor, quizzes will open on Canvas at 12:50-1:05pm, and will comprise 5 1-point multiple-choice questions. The Syllabus quiz will be for 5 extra-credit points.
- 2) Quizzes are closed book, closed notes, unless otherwise instructed during class by the instructor.

Exam Rules

Check your syllabus for other rules related to exams. Other relevant points regarding exams are provided in the detailed Topical Outline/Course schedule below. Examples:

- 1) Exams and quizzes will be administered as described in the course schedule.
- 2) Exams and quizzes will be open-book, unless otherwise noted during class by the instructor.
- 3) Exams may be taken at a student's home. Students must plan to take their exam in an environment where other people are not in the room during the exam and work on them *independently*.

Course Requirements/Evaluation/Grading

Course grading will be determined by two exams (23.38% each), a topical debate (14.143%), a brief, 1-page Research Topic Description (4.67%), an Integrative Research Proposal (14.02%), and class participation & attendance (4.67%). The schedule for these events and deadlines for paper submissions can be found in the detailed Topical Outline/Course schedule below.

EXAMINATIONS will consist of objective, short answer, and multiple-choice portions covering topics discussed in class and in readings. Examinations will be completed on Canvas. *The first examination will provide coverage of cognitive aspects of behavior; while the second exam will primarily address affective aspects of behavior.*

RESEARCH TOPIC DESCRIPTION. Students will submit a 1-page single-spaced description of your preliminary ideas for the integrative research proposal. The research topic description should describe the work to be done in the research proposals (see below). Essentially, what you want to get across in these descriptions is the **What, Why, and How** of your research idea. Though brief, please make it comprehensible enough to express your ideas, including primary aims/questions, significance of the questions, and research approach. That is, please include what question(s) you will be addressing, why this question(s) is important, and how you will address the question(s)—i.e., *what, why, and how*. *Knowing that we will not have covered all topical areas by the due date of the research topic description, it is understood that your chosen topic might be modified as you encounter new course material.* Importantly, the research question should reflect content in both cognitive and affective aspects of behavior and should reflect the student's attempt to integrate concepts from these domains. I will be available after class for students to discuss challenges/questions associated with their research ideas/descriptions before and after its due date (Nov. 18). The timing of this assignment in the schedule is to enable students to incorporate instructor feedback into the final proposals, due Dec. 8. Please let me know if you plan to change your topic substantively following this due date so I can provide any necessary guidance. **Please upload the Research Topic Description to me via Canvas by 5PM on Nov. 18.**

RESEARCH PROPOSAL. This assignment is an opportunity for the student to perform further research on a topic of their choice and should be in the form of an "NRSA-style" research proposal. Proposals should not exceed 5 pages in length (excluding references), using single-spacing and at least an 11-point font with 1" margins. This should include: 1) Specific Aims, 2) Background and Significance, 3) Research Design and Methods, and 4) Reference sections. Students will choose an area of interest, pose a specific integrative research question(s) with hypotheses, and describe in the proposal how they would address this question(s) using one or more of the methods and/or cognitive concepts discussed in class. No

budget will be required, but students should be mindful of budgetary limitations to keep their proposed project realistic and feasible. **Please upload to me via Canvas by 5PM December 8.** I have included a sample proposal that you may use to guide and format yours (though other formats are acceptable)—content- and format-wise. This can be found in the *files* tab under the “Grant Proposal Example” folder. Please **DO NOT DISTRIBUTE** this proposal beyond your classmates.

DEBATES. Each student will participate in one of 4 debates scheduled throughout the semester. In these debates, students are required to advocate a position and support their arguments with theory and/or data. More specific information on the format of the debates will be given during the first three class meetings. Students are expected to participate actively in class sessions, especially the debates, by expressing ideas, asking questions, and discussing relevant issues, readings, and showing evidence of their attempt to assimilate content from class and apply it to their own academic and applied interests. **Grades** will be assigned to the whole group based on clarity of their arguments, use of literature in support of arguments, thoughtfulness in both initial presentation and various rebuttals and a reliance on substantive arguments rather than ad hominem attacks. Assignment #2 will provide students and opportunity to express their rank-order of their debate preferences.

Debate format: Students will form 8 groups of multiple students each (dependent on class size) and sign up or be assigned after providing their preferences after the 2nd week for the affirmative (“pro”) or negative (“con”) side of the debate (e.g., there is/is no emotion without cognition). You will be encouraged to sign up for the opposite of what you believe (where possible). 60 minutes will be allotted for the entire debate; the affirmative (PRO) group will present for 10-15 minutes, the negative (CON) group will then present for 10-15 minutes. Each side will then have 5 minutes for rebuttal, then the class will join in for a larger discussion for 15-20 minutes (longer if needed). Each group will be asked to base your arguments on findings in the literature and to provide Dr. Perlstein pdfs of the 1-2 references you use outside of those listed under course readings so he can make them available to the class through Canvas within one week prior to each debate. Please provide pdfs of these readings via Canvas email to Dr. Perlstein at least 1 week prior to the date of your teams’ debate (name the pdfs with the convention <first author last name>-Publication-year>.pdf” [e.g., Perlstein-2009.pdf]). Also, please include in the email your debate groups’ pdfs the citation for each paper in APA format. These readings will be provided in an updated syllabus reference list below as they are received and uploaded to Canvas. All students are expected to read all debate-related articles and play an active role in discussion. Preparation for the debates will require group cooperation to compose supporting arguments for your position. Once received, the debate-related pdfs will be placed in resource-specific folders available through Canvas (“files” tab) and made accessible to all students on an as-received basis.

The four debates will be:

Debate #1: “Functional neuroimaging can (Pro)/cannot (Con) completely replace lesion methods for informing theories of cognition.” **Oct. 5.**

Debate #2: “False beliefs associated with mis-/dis-information-based decision-making can (PRO) or cannot (CON) be easily corrected by providing relevant facts.” **Nov. 2.** Please note: this “experimental” debate is not meant to be a discussion of political issues or opinions!

Debate #3: “Repressed memories are more likely to represent memory distortions (Pro) rather than true, unearthed recollections of past experience (Con).” **Nov. 16.**

Debate #4: “There is no emotion without cognition (i.e., emotion is dependent upon cognition).” Pro = Emotion is dependent on cognition (i.e., there is no emotion without cognition); Con = Emotion is independent of cognition (there is emotion without cognition). **Nov. 30.**

ACADEMIC REQUIREMENTS AND GRADING

Attendance & Participation:

Attendance will be taken at every class. You will be allowed to miss one class with no penalty with attendance & participation counting for 4.67% of your final grade. Class attendance is expected, not optional. You will be required to sign into class each week to mark your class attendance. It will not be permitted to sign in for a classmate; anyone caught doing this will lose their and their classmate's attendance point for the day. We will ask you to sign in at a random time during the class period to encourage attendance throughout the duration of the class. If you do miss a class, it will be your responsibility to request notes from a classmate or schedule office hours with me to discuss content from that class.

Our class sessions will be audio/visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Quizzes:

There will THREE (3) quizzes administered via Canvas during the course. Quiz #1 will be a 5-point "Extra-Credit" opportunity quiz on the syllabus, Quizzes #2 and #3 (each worth 5 points) will be administered via Canvas *following* each class and will be open on Canvas from 5-11:59pm. All quizzes will comprise 5 multiple-choice questions. For quizzes #2 and #3 (10/26, 11/30, respectively), you will have up to 15 minutes to complete.

Exams:

There will be TWO (2) exams—a midterm and a final; each will be worth 23.38% of the total grade and will be taken out-of-class via Canvas. Exams will not be cumulative and will cover material from lectures, readings, and in-class presentations or discussions. The format of exams will be multiple choice and short answer, and will include an additional extra-credit question. There will be no make-up exams, except for documented medical reasons (i.e., physician note); other documented emergencies may or may not be approved pending decision by the instructor. If you miss an exam, you will receive a score of zero on that exam.

Class attendance will be rewarded via the inclusion of in-class information in each exam that is not covered in the textbook. Exams will be administered electronically through Canvas: Exam #1 (Midterm) will be an at-home exam administered via Canvas, on 11/16; Exam #2 (Final Exam) will also be an at-home exam, administered via Canvas, which will occur during "finals week" (on 12/14).

Grading:

The American Psychological Association (APA) has implemented updated accreditation requirements for Domain Specific Knowledge (DSK) in accredited graduate programs. Consequently, students will be graded "separately" on 3 required DSK components—cognitive (exam 1), affective (exam 2) & integrative (integrate research topic description and integrative research proposal – combined score). Students must receive a passing grade on each of these components, as well as the combined total points across requirement assignments in the course listed directly below, in order to pass this course.

Snapshot View of Due dates:

Requirement	Due date (time)	% of final grade (total # of Points)
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Exam #1 (Cognitive Aspects of Behavior)	11/21 (due by 11:59pm)	23.38% (25)
Exam #2 (Final; Affective Aspects of Behavior)	12/14 (due by 11:59pm)	23.38% (25)
4 Debates	10/5, 11/2, 11/16, 11/30	14.143% (15)
Integrative Research Topic Description Due	11/18 (5pm)	4.67% (5)
Integrative Research Proposals Due	12/8 (5pm)	14.02% (15)
Attendance & Participation	---	4.67% (5)
Assignment 1: Biographical Statement	9/2 (5pm)	2.86% (3)
Assignment 2: Debate team preference	9/9 5pm	0% (0)
Assignment 3: Kognito training certificate	9/30 (11:59pm)	1.9% (2)
Quz #1 (Syllabus)	9/1 (5pm)	5 Extra-Credit points
Quz #2	10/26 (5-11:59pm)	4.67% (5)
Quiz #3	11/30 (5-11:59pm)	4.67% (5)
TOTAL	-	100% (105)

The grading scale will be as follows: Grades will be weighted according to the number of points available for each component. Decimals will be rounded to the nearest whole number (up or down). Final grades will be calculated as a percentage of the highest score as follows:

% of points earned in class	93%-100%	90%-92%	87%-89%	83%-86%	80%-82%	77%-79%	73%-76%	70%-72%	67%-69%	63%-66%	60%-62%	Below 60%
Letter Grade equivalent	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
GPA equivalent	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0

Please be aware that a C- is not an acceptable grade for graduate students. The GPA for graduate students must be 3.0. in all 5000 level courses and above to graduate.

More information on UF grading policy may be found at:

[UF Graduate Catalog](#)
[Grades and Grading Policies](#)

Incomplete grades: An incomplete grade may be assigned at the discretion of the instructor as an interim grade for a course in which the student has: 1) completed a major portion of the course with a passing grade; 2) been unable to complete course requirements prior to the end of the term because of extenuating circumstances; and 3) obtained agreement from the instructor and arranged for resolution (contract) of the incomplete grade. Instructors assign incomplete grades following consultation with Department Chairs.

Policy Related to Make up Exams or Other Work:

You are expected to attend and to be prepared to participate in all class sessions. Personal issues with respect to fulfillment of course requirements will be handled on an individual basis. If you must miss an exam because of a foreseeable conflict (i.e., professional conference, athletic competition, religious observance, etc.) you are expected to notify me immediately to set-up alternative arrangements prior to

the exam date. If a student is not able to complete an online exam due to an illness or medical emergency, they will be required to provide a statement from their healthcare provider documenting the illness or medical emergency. A make-up exam will be provided the first day the student returns to their normal class schedule or at the earliest convenience of the instructor. Requirements for make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Excused absences must be consistent with university policies in the Graduate Catalog (<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance>) and require appropriate documentation. Additional information can be found here:
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Reporting illnesses and family emergencies:

In the event you experience an unexpected illness, family, or otherwise personal emergency please notify the instructor immediately to set-up alternative arrangements.

The UF Religious Holidays Policy is available at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx#religious>

For University of Florida Students, the following guidelines apply:

- Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith.
- Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence.
- Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances.

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

Professionalism and COVID

As students pursuing a path in the health professions or public health, it is crucial to demonstrate professional behaviors that reflect integrity and commitment to the health of patients, fellow health professionals, and to populations we serve. To accomplish this, a strong responsibility for the well-being of others must be evident in our decisions, along with accountability for our actions. Professionalism in the health disciplines requires adherence to high standards of conduct that begin long before graduation. This is particularly true during times of health emergencies such as the COVID pandemic, given our professional habits can have a direct impact upon the health of persons entrusted to us.

If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment:
<https://coronavirus.uflhealth.org/vaccinations/vaccine-availability/>.

In response to COVID-19, the following professional practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to protect the health and safety of ourselves, our patients, our neighbors, and our loved ones.

- You are *encouraged* to wear approved face coverings at all times while in Health Science Center classrooms and *required* to wear masks within Health Science Center buildings even if you are vaccinated.
- If you are sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email covid@shcc.ufl.edu) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the UF Health Screen, Test & Protect website for more information.
- Continue to follow healthy habits, including best practices like frequent hand washing.
- Avoid crowded places (including gatherings/parties with more than 10 people).

Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class. Hand sanitizing stations will be located in every classroom.

Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.

Continue to regularly visit [coronavirus.UFHealth.org](https://www.cdc.gov/coronavirus) and [coronavirus.ufl.edu](https://www.cdc.gov/coronavirus) for up-to-date information about COVID-19 and vaccination.

COVID-19 Symptoms

See <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html> for information about COVID-19 symptoms, which may include fever, cough, shortness of breath or difficulty breathing, fatigue, chills, muscle or body aches, headache, sore throat, congestion or runny nose, nausea or vomiting, diarrhea, and loss of taste or smell.

Recording Within the Course:

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Policy Related to Required Class Attendance:

Attendance is considered an integral part of the learning experience as class discussions and lectures will include valuable material covered in the examinations that is not otherwise covered in the textbook. Thus, class attendance will be taken, and students are expected to attend all classes and participate in class discussions to have exposure to this information. If students must be absent, they will be responsible for any missed material by acquiring lecture notes from other students who attended (lectures will also be recorded via zoom and can be viewed after class). You can expect that class slides will, in most cases, be on Canvas, however, not every lecture has slides that will accompany it and not all information will be on slides. Some material presented in lectures will not be in the texts and will be included on examinations. Thus, reduced attendance can be expected to result in a lower course grade. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule:

Listed below is a *moderately flexible* schedule of classes and accompanying reading assignments. Readings as listed are subject to change within 7 days prior to the class date. Students are expected to complete required readings prior to class so they can maximally benefit from presentations and to facilitate participation in class discussions. *I WILL pop quiz the class if it is detectibly lethargic.* I understand the reading list is heavy; I have provided a list of **OPTIONAL** (i.e., not-required) readings each week for those of you who are inclined to learn more detailed/advanced stuff above-and-beyond the basic required readings. Your choice, but surprise me and your classmates with your advanced knowledge....

Class #	Date	Topic	Readings (Required + specified optional)	Assignment(s) Due
1	Aug 24	<ul style="list-style-type: none"> ■ Course Orientation ■ Introduction to Cognitive Psychology & Cognitive Neuroscience ■ Intro to Methods in Cognitive Psychology/Neuroscience & Experimental Neuropsychology (part 1) 	<ul style="list-style-type: none"> ▪ Text: S&K—Ch. 1 ▪ Perves (2008)—Ch. 2 ▪ Feinberg & Farah (2005) <p>Optional readings:</p> <ul style="list-style-type: none"> ▪ Drew et al. (2013) ▪ Perves (2008)—Ch. 3 ▪ Rorden (2004) ▪ Tsay (2013) 	Canvas Syllabus Quiz #1 (Extra Credit) due by 5PM 9/1 (Opens on Canvas 8/24 8am).
2	Aug . 31	<ul style="list-style-type: none"> ■ Methods in Cognitive 	Readings from last week plus:	Assignment #1

Class #	Date	Topic	Readings (Required + specified optional)	Assignment(s) Due
		<i>Psychology/Neuroscience & Experimental Neuropsychology (part 2)</i>	<ul style="list-style-type: none"> ▪ Purves (2008)—Ch 3 ▪ Banich (2011)—Ch 3 (pp. 59-88) <p>Optional readings:</p> <ul style="list-style-type: none"> ▪ Banich (2011)—Ch. 4 ▪ Luck (2005)—Ch. 1 ▪ Walsh & Cowey (2000) ▪ Choy et al. (2021) 	(Biographical Statement) DUE 5pm 9/2 via Canvas
3	Sept. 7	<p>■ “The lesion method in cognitive neuropsychology”</p> <p>Guest speaker: Dawn Bowers?</p>	<ul style="list-style-type: none"> ▪ Banich (2011)—Ch. 3 (pp. 53-59) <p>Optional readings:</p> <ul style="list-style-type: none"> ▪ Gazzaniga (2002)—Chs.3 & 5 ▪ Perves (2008)—Chs. 4 & 5 ▪ Quiroga et al. (2005) 	Assignment #2 Debate team choice DUE 5pm 9/9 (via Canvas)
4	Sept. 14	■ <i>Spatial Cognition & Attention</i>	<ul style="list-style-type: none"> ▪ Text: S&K—Ch. 3 ▪ Banich (2011)—Ch. 11 ▪ Rorden & Karmath (2004) ▪ Fan et al. (2002) ANT.pdf 	
5	Sept. 21	<p>■ <i>Spatial Cognition & Attention (cont.)</i></p> <p>Guest Speaker: Dr. Mingzhou Ding (Biomedical Engineering) “Neuronal mechanisms of attentional control: Recent advances.” (Pre-recorded presentation--via zoom).</p>	<p>Required readings per last week.</p> <p>Optional readings:</p> <ul style="list-style-type: none"> ▪ Knight & Stuss (2002) ▪ Knudsen (2007) ▪ Liu et al (2016) ▪ Liu et al (2017) ▪ Posner (2012) ▪ Posner & Rothbart (2007) ▪ Rajan et al (2018) ▪ Umiltà (2001) ▪ Wang et al. (2016) ▪ Wen et al. (2013) ▪ Wen et al. (2012) 	Assignment #3 <i>Kognito training certificate: Due 11:59pm 9/30</i>
6	Sept. 28	<p>■ <i>Gross & Functional Anatomy of Cognition & Emotion</i></p> <p>■ <i>Principles of Sensory Processing & Encoding</i></p> <p>■ <i>Basic Processes in Visual Perception/Cognition</i></p> <p>Debate/Discussion #1: “Functional neuroimaging can (PRO)/cannot (CON) completely replace lesion methods for informing theories of cognition.” (See description of debate format above.)</p>	<p>Debate Readings:</p> <ul style="list-style-type: none"> • PRO: TBD by students • CON: TBD by students • Reminder, please send me your groups’ readings <u>1-week in advance so I can make them available to the class and upload them to canvas</u> for all to read to facilitate everyone’s participation. • Text: S&K—Ch. 1 (pp. 17-25) • Banich (2011)—Ch. 1 <p>Optional readings:</p> <ul style="list-style-type: none"> • Banich (2011)—Chs. 2, 4, 6 • Gazzaniga (2002)—Chs. 5, 6 	Debate #1

Class #	Date	Topic	Readings (Required + specified optional)	Assignment(s) Due
			<ul style="list-style-type: none"> • Pessig & Tarr (2007) 	
7	Oct. 5	<p>■ <i>Gross & Functional Anatomy of Cognition & Emotion</i></p> <p>■ <i>Principles of Sensory Processing & Encoding</i></p> <p>■ <i>Basic Processes in Visual Perception/Cognition</i></p> <p>Debate/Discussion #1: “Functional neuroimaging can (PRO)/cannot (CON) completely replace lesion methods for informing theories of cognition.” (<u>See description of debate format above.</u>)</p>	<p>Debate Readings:</p> <ul style="list-style-type: none"> • PRO: TBD by students • CON: TBD by students • eminder, please send me your groups’ readings <u>1-week in advance so I can make them available to the class and upload them to canvas</u> for all to read to facilitate everyone’s participation. • Text: S&K—Ch. 1 (pp. 17-25) • Banich (2011)—Ch. 1 <p>Optional readings:</p> <ul style="list-style-type: none"> • Banich (2011)—Chs. 2, 4, 6 • Gazzaniga (2002)—Chs. 5, 6 • Pessig & Tarr (2007) 	Debate #1
	Oct. 12		Perlstein Out	
	Oct. 19		Perlstein Out	
7	Oct. 26	<p>Quiz #2 (covers text/lecture material from classes 1-5)</p> <p>■ <i>Executive Functions & Working Memory</i></p>	<p><i>Readings from last week plus:</i></p> <ul style="list-style-type: none"> • Text: S&K—Ch. 6 • Baddeley (2000) pp. 83-88 (section on working memory) • Stuss (2011) • Gratton et al. (2017) • Jurado & Roseselli (2007) • Smith & Jonides (1998) <p>Optional readings:</p> <ul style="list-style-type: none"> • Banich (2011)—Ch .12 • Cohen, Perlstein et al. (1997) • Corbetta & Shulman (2002) • Kimberg et al. (2000) • Larson et al. (2006) • Miller & Cohen (2001) • Miyake et al. (2000) • Perlstein et al. (2003) 	Quiz #2 (via Canvas, between 5-11:59pm)
8	Nov. 2	<p>■ <i>Reasoning, Problem Solving, & Decision Making</i></p> <p>Debate/Discussion #2: “False beliefs associated with mis-/dis-information-</p>	<ul style="list-style-type: none"> • Text: S&K, Chs. 9 & 10 <p>Optional readings:</p> <ul style="list-style-type: none"> • Perves Ch. 24 (pp. 601-609; 613-621) • Perves Ch. 25 <p>Debate Readings: Ecker et al. (2022) – as a starting point!</p>	Debate #2

Class #	Date	Topic	Readings (Required + specified optional)	Assignment(s) Due
		<i>based decision-making can (PRO) or cannot (CON) be easily corrected by providing relevant facts.” (See description of debate format above)</i>	<ul style="list-style-type: none"> • PRO: TBD by students • CON: TBD by students 	
9	Oct. 26	<p>■ Memory</p> <p>Guest Speaker: Dr. Russell Bauer (Clinical & Health Psychology; emeritus) (Time: TBD).</p>	<ul style="list-style-type: none"> ▪ Text: S&K—Chs. 4 & 5 ▪ Banich (2011)—Ch. 10 ▪ Murphy et al. (2019) <p>Optional readings:</p> <ul style="list-style-type: none"> ▪ Brown & Craik (2000) ▪ Cabeza & St. Jacques (2007) ▪ Dodson & Schacter (2001) ▪ Johnson (2006) ▪ Moscovitch et al. (2006) ▪ Parkin (2001) ▪ Ryan & Cohen (2003) 	
10	Nov. 2	<p>■ Spatial Cognition, Object Recognition</p> <p>■ Attention & Attentional Disorders</p> <p>Guest Speaker: Dr. Kenneth Heilman (UF, Department of Neurology), “Visuospatial attention & attentional disorders.” (Time TBD).</p>	<ul style="list-style-type: none"> • Text: S&K—Ch. 2 • Heilman et al. (in press)-Clin-NP Ed5 Neglect 	N/A
11	Nov. 9	<p>■ Memory</p> <p>Debate/Discussion #3: “Repressed memories are more likely to represent memory distortions (Pro) rather than true, unearthed recollections of past experience (Con).” (See description of debate format above). 2:55-3:50pm</p>	<ul style="list-style-type: none"> ▪ Text: S&K—Chs. 4 & 5 ▪ Banich (2011)—Ch. 10 ▪ Baddeley (2000) pp. 77-83 ▪ Murphy et al. (2019) <p>Optional readings:</p> <ul style="list-style-type: none"> ▪ Brown & Craik (2000) ▪ Cabeza & St. Jacques (2007) ▪ Dodson & Schacter (2001) ▪ Johnson (2006) ▪ Moscovitch et al. (2006) ▪ Parkin (2001) ▪ Ryan & Cohen (2003) 	
12	Nov. 16	<p>■ Basics of Emotion</p> <p>■ Emotion & Cognition</p> <p>Debate/Discussion #3: “Repressed memories are more likely to represent memory distortions (Pro) rather than true, unearthed recollections of past experience (Con).” (See description of debate format above). 2:55-3:50pm</p>	<ul style="list-style-type: none"> ▪ Text: S&K—Ch. 8 ▪ Lazarus (1982) ▪ Lang (1994) ▪ Ochsner & Gross (2005) ▪ Paquette et al. (2003) <p>Optional readings:</p> <ul style="list-style-type: none"> ▪ Allen et al. (2011) ▪ Barrett et al. (2019) ▪ Cacioppo & Gardner (1999) ▪ Duncan & Barrett (2007) ▪ Izard (2009) 	<p>Debate #3</p> <p>Research Topic Description Due 5pm 11/18</p> <p>Exam 1 (via Canvas) DUE 11:59pm 11/21 (opens 8am 11/18)</p>

Class #	Date	Topic	Readings (Required + specified optional)	Assignment(s) Due
			<ul style="list-style-type: none"> ▪ Perlstein et al. (2002) ▪ Servan-Schreiber et al. (1998) ▪ Pham (2007) ▪ Phelps & LeDoux (2005) ▪ Taylor et al. (2005) ▪ Banich (2011)—Chs. 13 & 14 <p>Debate Readings:</p> <ul style="list-style-type: none"> ▪ PRO: TBD by students ▪ CON: TBD by students <p>Reminder, please send me your groups' readings <u>1-week in advance so I can make them available to the class and upload them to canvas</u> for all to read to facilitate everyone's participation.</p> <ul style="list-style-type: none"> ▪ Also, see the weblink listed under Debate 3 references in reference section below. 	
	Nov. 23	NO CLASS—UF Holiday (11/22-11/25); Thanksgiving Break		
13	Nov. 30	<p>Quiz #3 (covers text/lecture material from classes 7-11)</p> <p>■ Emotion Regulation; NIMH Research Domain Criteria (RDoC)</p> <p>Guest Speaker: Dr. Nicola Sambuco (Res Ast SCTST; CHP, Center for the Study of Emotion & Attention) (Time: TBD)</p> <p>Debate/Discussion #4: “There is no emotion without cognition.” (Pro= Emotion is dependent on cognition (there is no emotion without cognition;” Con = Emotion is independent of cognition (i.e., there is emotion without cognition). (See description of debate format above.)</p>	<p>Required readings from Nov. 16 plus:</p> <ul style="list-style-type: none"> • Gross (2015) • Kozak & Cuthbert (2016) • Voosen (2013) • Sambuco et al. (2020) <p>Optional readings on emotion & cognition:</p> <ul style="list-style-type: none"> ▪ Dolcos et al. (2012) ▪ Lai et al. (2012) ▪ Lazarus (1984) ▪ Patrick (1994) <p>Debate Readings:</p> <ul style="list-style-type: none"> • PRO: TBD by students • CON: TBD by students ▪ Reminder, please send me your groups' readings <u>1-week in advance so I can make them available to the class and upload them to canvas</u> for all to read to facilitate everyone's participation. <p>Also, see the weblink listed under Debate #4 references in reference section below.</p>	<p>Quiz #3 (via Canvas, between 5-11:59pm)</p> <p>Debate #4</p>
	Dec. 7	No Class—UF “Reading Days” (12/7-12/8)		
		Research Proposal Due via		

Class #	Date	Topic	Readings (Required + specified optional)	Assignment(s) Due
	Research Proposal, Due 5pm 12/8			Canvas, 5pm 12/8
	Dec. 14 FINAL EXAM <u>Date/Time</u> <u>12/14 (Open on Canvas</u> <u>8AM-</u> <u>11:59pm)</u>	No Class--UF "Finals Week" (12/9-12/15)		Exam 2 (via Canvas) 12/14 (Open on Canvas 8AM-11:59pm)

Kognito Training (Assignment #3):

Kognito is a free online training simulation course that teaches effective techniques to help and refer friends, classmates, and peers around you who might be showing signs and symptoms of emotional distress. Kognito has three unique training modules, one for friends and family of students, one for faculty members, and one for helping student veterans. You are only expected to complete the At-Risk for Students module, though I encourage you to explore the other modules as well.

Why do this in a Cognitive Psychology course? As a friend, family member or UF peer, you may be the first one to notice signs of distress of someone around you. At UF, it is our shared responsibility to look out for one another and we are here to support you help distressed students. The UF Counseling and Wellness Center offers a free online resource, Kognito, to help you practice having difficult conversations and learn tools for when students show signs of stress. With Kognito, you can learn how to talk about these signs, practice sharing your concerns, and learn how to motivate the person in distress to seek help. **Note:** *If you have completed the Kognito Certificate within the previous 12 months, upload your previous completion certificate; no requirement to complete again.*

To take this course, follow these instructions:

1. Go to kognitocampus.com
2. Click on "Create a New Account"
3. ***DO NOT USE THE SAME PASSWORD AS YOUR GATORLINK ACCOUNT***
4. Fill out form and use the enrollment key: `uflstudent`
5. Select your category
6. Follow the on-screen instructions
7. Download your certificate of completion and upload to the corresponding Assignment in Canvas

Questions or concerns? Email a Kognito Program Ambassador at Kognito-UF@ufl.edu.

Problems creating a Kognito account? This may have something to do with browser compatibility and depend upon whether you're using a Mac or PC. Contact Kognito support center by phone (646.923.8632; M-F 10am-6pm EST) or email (support@kognito.com).

Course Materials and Technology:

- **Required Textbook:** Lee, C. M., & Hunsley, J. (2018). *Introduction to Clinical Psychology: An Evidence Based Approach*. (4th Edition). Canada: John Wiley & Sons. ISBN # 9781118949467.
- **Additional Readings:** as indicated in syllabus; will be made available via Canvas files tab.
- **Electronic Device:** There will be "in-class" or scheduled assignments, quizzes or exams administered via Canvas (as described within this syllabus). An electronic device with internet/Wifi

and Canvas capabilities is required (e.g., laptop, tablet; preferably with **Firefox** browser for full Canvas functionality). Please contact the UF Computer Help Desk (contact information below) if you have questions or concerns regarding your device's capabilities.

- **Canvas:** Canvas is the course management system that you will use for this course. Canvas is accessed by using your Gatorlink account name and password at elearning.ufl.edu. There are several tutorials and student-help links on the Canvas login site. **Canvas works best with the Firefox browser.**
- If you have technical questions call the UF Computer Help Desk at 352-392-HELP or send email to helpdesk@ufl.edu. You are responsible for checking your account prior to each class to determine how you should prepare for the upcoming class.

For technical support for this class, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://helpdesk.ufl.edu/>

Assigned Required and Optional Readings

(Under construction—references will be revised/added as the course progresses, particularly for the debates; these will be highlighted below). All required readings should be completed prior to the assigned class date to maximize class discussion and learning.

Allen, P.A., Lien, M-C, Ruthruff, E. (2011). Cognition and emotion: Neuroscience and behavioral perspectives. *Journal of Cognitive Psychology*, 23(6), 667-668. *I recommend you read the entire volume of all relevant papers in this special issue on cognition and emotion.*

Baddeley, A. (2000). Short-term and working memory. In E. Tulving & F.I.M. Craik (Eds.), *The Oxford Handbook of Memory*, pp. 77-92. New York: Oxford University Press.

Banich, M.T., & Compton, R.J. (2011). *Cognitive Neuroscience (3rd Edition)*. Belmont, CA: Wadsworth. (selected chapters)

Brown, S.C., & Craik, F.M. (2000). Encoding and retrieval of information. In E. Tulving & F.I.M. Craik (Eds.), *The Oxford Handbook of Memory*, pp. 93-107. New York: Oxford University Press.

Cabeza, R., & St. Jacques, P. (2007). Functional neuroimaging of autobiographical memory. *Trends in Cognitive Neuroscience*, 11(5), 219-227.

Cacioppo, J.T., & Gardner, W.L. (1999). Emotion. *Ann. Rev. Psychol.*, 50, 191-214.

Choy, T., Baker, E., & Stavropoulos, K. (2021). Systematic racism in EEG research: Considerations and potential solutions. *Affective Science*. <https://doi.org/10.1007/s42761-021-00050-0>.

Coltheart, M. (2013). How can functional neuroimaging inform cognitive theories? *Perspectives on Psychological Science*, 8(1), 98-103.

Corbetta, M., & Shulman, G.L. (2002). Control of goal-directed and stimulus-driven attention in the brain. *Nature Reviews Neuroscience*, 3, 201-215.

Cohen, J.D., Perlstein, W.M., Braver, T.S., Nystrom, L.E., Noll, D.C., Jonides, J., & Smith, E.E. (1997). Temporal dynamics of brain activation during a working memory task. *Nature*, 386, 604-608.

Damasio, A. (1995). Toward a neurobiology of Emotion and Feeling: Operational concepts and hypotheses. *The Neuroscientist*, 1(1), 19-25,

Devitt, A. L., & Schacter, D. L. (2016). False memories with age: Neural and cognitive underpinnings. *Neuropsychologia*, 91, 346-359.

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- Dolcos, F., Iordan, A.D., & Dolcos, S. (2011). Neural correlates of emotion-cognition interactions: A review of evidence from brain imaging investigations. *Journal of Cognitive Psychology*, 23(6), 669-694.
- Drew, T., Vő., M.L., & Wolfe, J.M. (2013). The invisible gorilla strikes again: Sustained inattentive blindness in expert observers. *Psychological Science* [epub ahead of print].
- Duncan, S., & Barrett, L.F. (2007). Affect is a form of cognition: A neurobiological analysis. *Cognition and Emotion*, 21(6), 1184-1211.
- Eysenck, M.W. (2012). General knowledge. In M.W. Eysenck, *Fundamentals of Cognition (2nd Ed.)*, Chapter 7, pp. 214-241. NY: Psychology Press.
- Eysenck, M.W., & Keane, M.T. (2005). Concepts and categories. In M.W. Eysenck & M.T. Keane, *Cognitive Psychology: A Student's Handbook (5th Ed.)*, Chapter 9, pp. 293-313. NY: Psychology Press.
- Eysenck, M.W., & Keane, M.T. (2000). Cognition and emotion. In M.W. Eysenck & M.T. Keane (Eds.), *Cognitive Psychology: A Student's Handbook (4th Ed.)*, Chapter 18, pp. 489-512. Philadelphia, PA: Psychology Press.
- Barrett, L.F., Adolphs, R., Marsella, S., Martinez, A.M., & Pollak, S.D. (2019). Emotional expressions reconsidered: Challenges to inferring emotion from human facial movements. *Psychological Science in the Public Interest*, 20(1), 1-68.
- Ecker, U.K., Lewandowsky, S., Cook, J., Schmid, P., Fazio, L.K., Brashier, N., Kendeu, P., Vraga, E.K., & Amazeen, M.A. (2022). The psychological drivers of misinformation belief and its resistance to correction. *Nature Reviews*, 1, 13-19.
- Eklund, A., Nichols, T. E., & Knutsson, H. (2016). Cluster failure: Why fMRI inferences for spatial extent have inflated false-positive rates. *Proceedings of the national academy of sciences*, 113(28), 7900-7905. <https://doi.org/10.1073/pnas.1602413113>
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- Gazzaniga, M.S., Ivry, R.B., & Mangun, G.R. (2002). *Cognitive Neuroscience: The Biology of the Mind (2nd Edition)*. NY: W.W. Norton. (selected chapters)
- Goldstone, R.L. & Kersten, A. (2003). Concepts and categorization. In A.F. Healy & R.W. Proctor (Eds.), *Handbook of Psychology, Vol. 4: Experimental Psychology*, pp. 599-621. Hoboken, NJ: John Wiley & Sons.
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- Gross, J. J. (2014). *Emotion regulation: Conceptual foundations*. In J. J. Gross (Ed.), *Handbook of emotion regulation* (2nd ed., p. 3–20). The Guilford Press.
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- Hoffmann, F., Viding, E., Puetz, V. B., Gerin, M. I., Sethi, A., Rankin, G., & McCrory, E. J. (2018). Evidence for Depressogenic Spontaneous Thoughts and Altered Resting-State Connectivity in Adolescents with a Maltreatment History. *Journal of the American Academy of Child & Adolescent Psychiatry*, 57(9), 687-695.
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- Knight, R.T., & Stuss, D.T. (2002). Prefrontal cortex: The present and future. In *Principles of Frontal Lobe Function*, D.T. Stuss and R.T. Knight (Eds.), New York: Oxford University Press, pp. 573-597.
- Knudsen, E.I. (2007). Fundamental components of attention. *Annual Review of Neuroscience*, 30, 57-78.
- Kozak, M.J., & Cuthbert, B.N. (2016). The NIMH research domain criteria initiative: Background, issues, and pragmatics. *Psychophysiology*, 53, 286-297.
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- Mahon, B.Z., & Caramazza, A. (2009). Concepts and categories: A cognitive neuropsychological perspective. *Annual Review of Psychology*, 60, 27-51.
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**Student-provided DEBATE-RELATED READINGS – to be PROVIDED by students in debate groups
WITHIN 1 WEEK PRIOR TO THE RELEVANT DEBATE CLASS**

Debate 1 / Oct. 6 (changed to due to Ian) "*Functional neuroimaging can (PRO)/cannot (CON) completely replace lesion methods for informing theories of cognition*"

Readings: PRO (Team: Jacob Fiala, Josh Gertler, Kirsten Klein)

1. Aggleton, J. P., Pralus, A., Nelson, A. J., & Hornberger, M. (2016). Thalamic pathology and memory loss in early Alzheimer's disease: moving the focus from the medial temporal lobe to Papez circuit. *Brain*, 139(7), 1877-1890. doi:10.1093/brain/aww083
2. Ma, Z., Zhang, Q., Tu, W., & Zhang, N. (2022). Gaining insight into the neural basis of resting-state fMRI signal. *Neuroimage*, 250, 118960.
3. Friston, K. J., Harrison, L., & Penny, W. (2003). Dynamic causal modelling. *Neuroimage*, 19(4), 1273-1302.

Readings: CON (Team: Jess Bove, Lexie O'Neil, Joshua Owens, Ambar Perez Lao, Lana Ying)

1. Adolphs, R. (2016). Human lesion studies in the 21st century. *Neuron*, 90(6), 1151-1153.
2. Constable, R. T. (2006). Challenges in fMRI and its limitations. In *Functional MRI* (pp. 75-98). Springer, New York, NY. Robinson, S. M. *Brain Lesion and fMRI Studies and the Myth of Cognitive Function Localization*.
3. Rorden, C., & Karnath, H. O. (2004). Using human brain lesions to infer function: a relic from a past era in the fMRI age? *Nature Reviews Neuroscience*, 5(10), 812-819.

Debate #2 / Oct. 20: *"False beliefs associated with mis-/dis-information-based decision-making can (PRO) or cannot (CON) be easily corrected by providing relevant facts."* Please note: this "experimental" debate is not meant to be a discussion of political issues or opinions!

• **Start with reading: Ecker et al. (2022)**

Readings: PRO (Team: Nicholas Bush, Alex Clement, Jason DeFelise, Hanah Manis, Leighann Puig)

1. Porter & Wood (2021)
2. Porter et al. (2022)

Readings: CON (Team: Kelsey Arroyo, Katie Buzzanca, Allie Pardon, Garret Ross)

1. Roozenbeck et al. (2022)
2. Susmann & Wegener (2021)

Debate #3 / Nov. 17: *"Repressed memories are more likely to represent memory distortions rather than true, unearthed recollections of past experience."*

• See weblink: http://www.ted.com/talks/elizabeth_loftus_the_fiction_of_memory.html

Readings: PRO (Team: Shelby Blaes, Erin Corcoran, Natalie Koskela-Staples, Cheyenne Reynolds, Elizabeth Wolock)

1. Otgaar, H., et al. (2019). The return of the repressed: The persistent and problematic claims of long-forgotten trauma. *Perspectives on Psychological Science*, 14(6), 1072-1095.
2. Otgaar, H., et al. (2022). What science tells us about false and repressed memories. *Memory*, 30(1), 16-21.

Readings: CON (Team: Kelsey Bacharz, Rebecca Colombo, Bradley Minotti, Brigid Treverton, Jessica Wheeler)

1. Dalenberg, C. (2006). Recovered memory and the Daubert criteria: Recovered memory as professionally tested, peer reviewed, and accepted in the relevant scientific community. *Trauma, Violence, & Abuse*, 7(4), 274-310.

Debate #4 / Dec. 1: *"There is no emotion without cognition (CON) or, emotion is dependent upon cognition (PRO)."*

Readings: PRO (Team: Hemy Choi, Christina Gilmour, Kandysee Leonard, Tannaz Mirhosseini, Manaela Sinisterra, Ayanna Troutman)

1. TBD

Readings: CON (Team: Julie Burt, Elizabeth Garis, Meagan Henry, Kailey Langer, Manuel Marichal)

1. TBD

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior:

- Please refrain from using electronic devices during class lectures except for taking notes and completing in-class assignments, as it is distracting and inconsiderate of other students and the instructor. Cell phones must be placed on silent or turned off during class. Any use of a cell phone during class (i.e., chatting, texting) will be considered a violation of this policy as it disrupts other students from learning. Students who violate this policy will be asked to leave and will lose 1% of their final grade per violation. Please speak to the instructors prior to the beginning of class if you experience an emergency that requires you to leave the room to take a phone call.
- Please do not arrive late to class or disrupt the class as it is distracting and inconsiderate of other students and the instructor.

Academic Integrity:

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>
<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process:

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. [Click here for guidance on how to give feedback in a professional and respectful manner.](#) Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. [Summaries of course evaluation results are available to students here.](#)

Policy Related to Guests Attending Class:

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all

courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy: <http://facstaff.php.ufl.edu/services/resourceguide/getstarted.htm>

Policy Related to Students Recording Class(es):

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture **does not** include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

SUPPORT SERVICES

Accommodations for Students with Disabilities:

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework. **If you have accommodations, please let me know via email during the 1st week of class.**

Health and Wellness:

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The **Counseling and Wellness Center** 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.

- **You Matter We Care** website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The **Student Health Care Center** at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- **University Police Department**: [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room / Trauma Center**: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).
- Crisis intervention is always available 24/7 from: **Alachua County Crisis Center**: (352) 264-6789 <http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

Academic Resources

- E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- [Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.
- [Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- [Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information](#).
- On-Line Students Complaints: [View the Distance Learning Student Complaint Process](#).

Inclusive Learning Environment:

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment,

please see your instructor or refer to the Office of Multicultural & Diversity Affairs website:
www.multicultural.ufl.edu