Weekly Schedule:

08/23/11	Introduction to the class: topics, terms, goals and what this class is all about
08/30/11	*Topic: The "abnormal" in abnormal Psychology – biological and behavioral aspects* Goal: Understand the concepts and tech terms of clinical research; important issues and concepts for biological approaches to abnormal behavior and experience: e.g. Causation and Risk; "Psychobiosocial" approaches; Diathesis and Stress models; disciplines involved: clinical neurophysiology/neurobiology, clinical/cognitive neuroscience Reading: Insel and Quirion (2005): Psychiatry as a Clinical Neuroscience Discipline
09/06/11	*Topic: The methods of human clinical neuroscience* Goal: Understand the foundations of the most widely used methods used in human clinical neuroscience: functional Imaging, EEG/ERP, Psychophysiological recordings, Startle response modulation, etc. Reading: Mataix-Cols and Philips (2004): Psychophysiological and functional neuroimaging techniques in the study of anxiety disorders
09/13/11	*Topic: Biological underpinnings of the Williams Syndrome* Goal: Apply the concepts from session 1 and 2 to the Williams Syndrome, a rare disorder with a very specific pattern of behaviors and known genetic origin. Reading: Wendy Jones et al (2000) Hypersociability in the Williams Syndrome
Optional assignment 1	***Sent out 09/17/2011 per email; due 09/21/2011*** ***→ answer short essay questions on the previous weeks of class.***
09/20/11	*Topic: Biological underpinnings of severe developmental disorders: Autism and related problems* Goal: Learn about what is (not) known about the psychobiology of more complex disorders, such as autism spectrum disorders. Discuss biological aspects of treatment. Reading: Simon Baron-Cohen (2005) Autism: A window onto the development of the social and the analytic brain.
09/27/11	*Topic: Neural plasticity - Application in the understanding and treatment of neuromotor disorders* Goal: Understand the principles of neuroplasticity and brain-behavior links Reading: Taub, Uswatte, & Elbert (2005) Neurorehabilitation grounded in basic research

10/04/11	*Topic: Biological underpinnings of learning disorders; applications in treatment and intervention* Goal: Understand the application of aspects of neural plasticity and psychobiosocial models to learning disorders such as dyslexia and dyscalculia. Reading: Paula Tallal (2004) Improving language and literacy is a matter of time **At the end of this session, we will discuss the upcoming exam and I will answer questions**
10/11/11	**First written exam**
10/18/11	*Topic: Human psychobiology of fear and anxiety: how the brain and body learn fear responses* Goal: Understand the application of aspects of neural plasticity and psychobiosocial models to learning disorders such as dyslexia and dyscalculia. Reading: Lang & Bradley (2010) Emotion and the motivational brain
10/25/11	*Topic: animal psychobiology of fear and anxiety: foundations and application of what we know in therapy* Goal: Further application of models and findings to diagnostic assessment and therapy of fear and anxiety Reading: Lang, Davis, Ohman (2000); Fear and Anxiety: Animal models and human cognitive psychophysiology
Optional assignment 2	***Sent out 10/20/2011per email; due 10/24/2011*** ***→ answer short essay questions on the previous weeks of class.***
11/01/11	*Topic: Stress, stressors, and gene-brain-environment interactions* Goal: answer questions as to the role of stressors in interaction with the environment; the concept of endophenotypes Reading: Caspi & Mofitt (2006): Gene-environment interactions in Psychiatry: Joining forces with neuroscience.
11/08/11	*Topic: Depression, the HPA system, the Brain and gene-brain-environment interactions* Goal: Apply the concept of endophenotypes concept to Depressive disorders Reading: Caspi & Mofitt (2006): Gene-environment interactions in Psychiatry: Joining forces with neuroscience.

11/15/11	*Topic: The Schizophrenias and related disorders; psychotic states and how well psycho-bio models fare when explaining them.* Goal: Understand the schizophrenias from a gene-environment-brain point of view; learn about endophenotypes of Schizophrenia Reading: Preston & Weinberger (2006); Intermediate Phenotypes in schizophrenia: a selective review (this is on page 165 of the pdf on the web page).
11/22/11	*Topic: Developmental Psychopathology: Bringing it all together* Goal: Look at disorders and diseases from a developmental perspective; know the main results and research fact using longitudinal prospective studies. Reading: McGough et al. (2005); Psychiatric comorbity in adult ADHD: findings from multiplex families.
11/29/11	**Review for final exam; evaluation of the class; concluding remarks**
12/06/11	**Final exam**