

Cognitive and Affective Psychology

Graduate School of Applied and Professional Psychology (GSAPP)
Rutgers University, New Brunswick
18:820:505:B1, Summer 2025

- Instructor:** Robert W. Isenhower, Ph.D., BCBA-D (he/him)
- Contact Info:** Email: robert.isenhower@rutgers.edu
Office Phone: (848) 932-4500
- Time/Place:** Time: MW 8:30–11:40 a.m.
Place: [AUT-104](#) RCAAS, 100 Dudley Rd., New Brunswick, NJ 08901
- Office/Hours:** Office: DDDC, 151 Ryders Lane, New Brunswick, NJ 08901
Hours: 11:45 a.m.–12:15 p.m. MW and by appointment
***The instructor will make every reasonable effort to meet with students whenever necessary. Meetings may be held over Zoom or in person. Please email me to schedule.
- Purpose:** This course will review historical and modern theory and research in the areas of cognitive and affective psychology. This course covers Discipline-Specific Knowledge (DSK) and Advanced Integrative Knowledge (AIK) of DSK content areas in both cognitive (CAB) and affective (AAB) aspects of behavior. The course format is a mix of lectures to contextualize weekly topics, in-class paper presentations, discussion based on the readings, and in-class demonstrations/activities. The course will culminate with a final integration paper where you will demonstrate AIK for cognitive and affective aspects of behavior within a topic that piques your interest.
- Learning Outcomes:** By the end of this course, you will:
1. Identify major historical and contemporary theories and concepts in cognitive and affective psychology.
 2. Understand various methodologies used in cognitive and affective psychology research.
 3. Learn how to read, interpret, and critically evaluate relevant research findings in cognitive and affective psychology.
 4. Be able to articulate how basic research in cognitive and affective psychology can impact clinical psychology practices.

5. Enhance written and oral communication skills regarding various topics in cognitive and affective psychology.

Readings: All required readings are listed on the schedule below and will be made available through the Canvas site for the course. Supplemental readings on the Canvas site may be provided to facilitate further exploration of a topic and to help you choose a topic for your paper.

Attendance: Attendance is expected. If you cannot attend a class meeting, please let me know *before* that class.

Assessments: **Paper Presentations (2x in-class)**
You will each present twice during the semester. I will do my best to ensure everyone has a fair opportunity to select the readings they *want* to present. Please try to choose one reading that focuses more on cognition and the other more on emotion. Please select articles that will be presented on two different days. You should use PowerPoint or other presentation software to structure your presentation. Please limit the presentation to no more than 10 slides and 20 minutes. The goal is to provide an overview of the paper's key points, study limitations, and implications for clinical practice. Please end each presentation with three questions for discussion.

Questions from readings

For class meetings where you are not assigned an in-class presentation, you are responsible for writing and submitting one question each from at least three of the assigned readings. Questions should be written to facilitate discussion. Questions may be about either theoretical issues or empirical/ methodological aspects of the readings. Questions are due before class. You will see an EX on canvas for days you present, indicating you are excused.

In-class participation

Attend class (1pt.), ask a question/ make a comment (1pt.), and respond to someone else's question or comment (1pt.).

Cognition and Emotion in Clinical Practice (AIK)

Select a peer-reviewed basic research article related to emotion and/or cognition. Summarize how the concepts and findings of the article could be applied to their clinical practice or a broader clinical context, discussing implications for treatment or therapeutic approaches (~**two pages**).

Cognitive and Affective Integration Paper (AIK)

The final project in this class is a (~7-10 page) paper based on a topic that piques your interest and is directly related to cognitive and affective psychology. The paper should demonstrate an integration and understanding of historical and modern theories of cognition and

affective aspects of behavior. It should utilize empirical research (at least 5 peer-reviewed sources) to illustrate how these two aspects work together and/or simultaneously. It should include both historical issues and current developments within the field. Topics may include but are not limited to, those covered during weekly meetings. I encourage you to choose a topic related to an area you are interested in exploring for your dissertation work. I am happy to meet with you during office hours or by appointment to discuss your paper topics. A draft is due **6/9 by 11:59 p.m.** The final version is **due 6/30 by 11:59 p.m.**

APA Citation Style: All papers MUST be written using APA style (7 ed.).

Important Note: Plagiarism essentially means that you cannot use the words and ideas of another person without giving them credit. Therefore, "quotation marks" should be used to indicate the exact words of another. That said, exact quotes should be kept to a minimum. Rather, each time you paraphrase another author, you will need to credit the source in the text. Please let me know if you have any questions about cheating or plagiarism. Students who plagiarize any material will earn an F grade for the course.

Grading:

| Assessment Tool (Category) | Percentage |
|---|-------------|
| In-class presentations (x2) | 30% |
| Questions from readings | 15% |
| In-class participation | 15% |
| Cognition & Emotion in Practice | 15% |
| Cognitive & Affective Integration Paper | 20% |
| C&A Integration Paper Draft | 5% |
| Total | 100% |

Standards:

The following grading standards will be used in this class:

| Grade | Description | Numerical Equivalent |
|------------|---|----------------------|
| A | Outstanding | 89.5-100 (4.0) |
| B+ | Intermediate grade | 86.5-89.4 (3.5) |
| B | Good | 79.5-86.4 (3.0) |
| C | Grades of <u>C</u> do not count toward graduation | 69.5-79.4 (2.0) |
| F | Failing | 69.4 or below (0.0) |
| INC | Incomplete | |

Timeliness:

Be sure to pay close attention to deadlines. Late work may be accepted with a serious and compelling reason and approval. However,

assignments submitted after the due date may be subject to a 10% penalty per day (with a 24-hour grace period).

- Technology:** If students expect to send or receive urgent emails, texts, or calls during class, their needs should be communicated to the instructor before class. All cell phones should be turned off or placed in silent mode. All computing devices should be used only for class-related activities.
- Email:** Prompt communication is essential. I will try my best on weekdays to respond to emails within 18 hours. Over the weekend, please allow 24-36 hours for a response.
- GSAPP Diversity:** The Graduate School of Applied and Professional Psychology (GSAPP) at Rutgers University-New Brunswick is committed to diversity, equity, and inclusion (DEI). We view individuals from a variety of backgrounds, lived-experiences, identities, and perspectives across our community members as critical to our threefold mission of world-class education, scholarship, and public service. We aim to honor diversity through a variety of means, such as inclusive groups, events, initiatives, curricula, and our organizational composition. We strive to create and maintain a safe space in which all voices are heard and valued, consistent with Rutgers University's Beloved Community. GSAPP acknowledges the current, historical, and systemic practices that have been used to marginalize and oppress some identities and give power and privilege to others in and beyond the United States. Additionally, we are keenly aware of the destructive effects, including on mental health and personal well-being, of prejudice, stigma, microaggressions, and violence in all its forms. We engage in a critical examination of our own biases and behaviors, both past and present. We utilize evolving methods to address, incorporate, and celebrate DEI through our scholarship, service, and training of future health service professionals.
- Accessibility:** Rutgers University welcomes students with disabilities into all the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form (<https://webapps.rutgers.edu/student-ods/forms/registration>).
- Integrity:** <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/>

Generative AI: **Restricted and Cited Use of Generative AI:** Generative AI (e.g., ChatGPT, etc.) may be allowed under specific conditions that support student learning outcomes (SLOs), provided its use enhances rather than substitutes for learning. To ensure transparency and accurate assessment of SLOs, students must disclose any Generative AI assistance, allowing evaluations to reflect both their knowledge and the extent of generative AI usage. Students who misuse ChatGPT and similar programs are seeking to gain an unfair advantage, which means they are committing academic dishonesty (see above). That said, I encourage the use of [Grammarly](#) when writing, which Rutgers gives you for free.

Resources: <https://gsapp.rutgers.edu/current-students/important-links>

Title IX: <http://compliance.rutgers.edu/resources/resources-for-facultystaff>

Counseling: Students often experience personal problems or difficulties during the term that may interfere with learning and daily activities. If you or someone you know needs to talk to someone regarding such personal issues, the University provides free counseling services through the Counseling and Psychological Services (CAPS), and their information can be found at <http://psychologicalservices.rutgers.edu>. There are also helpful workshops for general stress management and techniques for promoting mental health. If you have any questions about CAPS or other services, I am happy to speak with you privately.

COURSE SCHEDULE

| Meetings | Topics/Assignments | Readings |
|-----------------|---|---|
| May 14 | Course Introduction <ul style="list-style-type: none"> • Philosophical issues related to Cognitive & Affective Psychology • Brief history of major figures to contextualize philosophical issues • Definitions & semantic groundwork • Divvying up readings and other housekeeping items | |
| May 19 | On the Relationship between Cognition & Emotion (AIK) | Duncan & Barrett (2007) Hoemann & Barrett (2019) Lazarus (1984) Zajonc (1984) |
| May 21 | Foundational Theories of Emotion (DSK-AAB) | Friedman (2010) James (1884) Schachter & Singer (1962) Solomon & Corbit (1974) |
| May 26 | ***Memorial Day—No Class*** | |
| May 28 | Thought & Computation (DSK-CAB) | Fodor (1975) Kirsch (1991) |

| | | |
|----------------|--|--|
| | *Paper Topic Due* | Thagard (2005) Turing (1950) Zhao et al (2022) |
| June 2 | Social Cognition (DSK-CAB) Cognitive Flexibility & Executive Function (DSK-CAB) | Baron-Cohen et al. (1985) Frith & Frith (2012) Chan et al. (2008) Diamond (2013) Moore & Malinowski (2009) |
| June 4 | Decision Making & Impulsivity (DSK-CAB) *Practice Article Selection Due* | Damasio (1994) Dunn et al. (2006) Lerner et al. (2015) Mischel et al. (1972) Tversky & Kahneman (1981) |
| June 9 | Memory & Forgetting (DSK-CAB) *Midterm Paper Draft Due* | Anderson & Schooler (1991) Atkinson & Shiffrin (1968) Baddeley (2003) Rhodes & Turvey (2007) |
| June 11 | Emotion Regulation & Emotional Intelligence (DSK-AAB) | Cherniss (2010) Gross (1998) Salovey & Mayer (1990) Sheppes et al. (2015) Tugade & Fredrickson (2007) |
| June 16 | Appraisal & Reappraisal (DSK-AAB) | Lazarus (1991) Scherer (2001) Troy et al. (2012) Verduyn et al. (2011) |
| June 18 | Discrete, Dimensional, & Cross-Cultural Conceptualizations of Emotion (DSK-AAB) | Barrett & Russell (1998) Bradley & Lang (2000) Cacioppo et al (1997) Ekman (1999) |
| June 23 | Experience & Expression (DSK-AAB) *Practice Paper Due* | Csikszentmihalyi & Hunter (2003) Ekman (1993) Fijda (1986) Prinz (2003) |
| June 25 | Emotion & Mood (DSK-AAB) | Beedie et al. (2005) Buck (1990) Ortiz et al. (2019) Lewis (2000) |
| June 30 | Wrap up (AIK) *Final Paper Due* | |

NOTE: The instructor reserves the right to modify aspects of the course during the semester to better serve the needs of the students.

Rutgers University Mission

As the premier comprehensive public research university in the state's system of higher education, Rutgers, The State University of New Jersey, has the threefold mission of:

- providing for the instructional needs of New Jersey's citizens through its undergraduate, graduate, and continuing education programs,
- conducting the cutting-edge research that contributes to the medical, environmental, social, and cultural well-being of the state, as well as aiding the economy and the state's businesses and industries, and
- performing public service in support of the needs of the citizens of the state and its local, county, and state governments.

Each component of the university's mission reinforces and supports the other two.

As the University of New Jersey®, Rutgers is dedicated to teaching that meets the highest standards of excellence, to conducting research that breaks new ground, and to provide services, solutions, and clinical care that help individuals and the local, national, and global communities where they live.

GSAPP Mission

The mission of GSAPP is threefold: education, research/scholarship, and public service. Its goal is to prepare well-educated, qualified, and competent direct-service psychologists who have a special commitment to direct community involvement and to underserved populations--professionals who can integrate scientific knowledge with innovation in the delivery of psychological services to individuals, families, groups, and organizations. Professionals receiving a doctoral degree in psychology should be capable of extending psychological knowledge and exhibiting the high level of analytic skills and theoretical understanding needed to use existing and emerging psychological knowledge.

Core Values. We are guided by four core values that are apparent in our learning environment, centers, and clinics:

1. **Academic excellence** in preparing students for careers in clinical and school psychology.
2. Commitment to **social justice** and helping **underserved populations**.
3. **Diversity** of students trained, approaches used, theoretical orientations followed, and populations served.
4. **Knowledge generation and dissemination** using contemporary research approaches.