

## PSYCHOLOGY 210: A GENTLE INTRODUCTION TO TEMPERAMENT AND PERSONALITY (T&P)

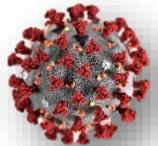
**\*\*\* COVID-19 EDITION \*\*\***

**PROFESSOR ALEX SHACKMAN, UNIVERSITY OF MARYLAND  
SPRING 2021**

*What makes each of us unique? Where do these differences come from? How do they contribute to enduring differences in health and wellness?*

*We will selectively review cutting-edge research in humans and animals aimed at understanding the mechanisms underlying lasting differences in personality and their implications for risk and resilience.*

*We will discuss the developmental origins of temperament, measurement issues, fundamental dimensions, mechanisms contributing to stability/plasticity, heritability, implications for psychopathology and therapeutic intervention, as well as broader implications for public policy.*



The information in this document is designed to help you understand how the course works and to get you started. If you have any questions, please contact the instructor. We're excited to have you aboard and want you to get the most out of this opportunity to learn more about the science of individual differences!

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## NUTS AND BOLTS<sup>1</sup>

Because of the global COVID-19 pandemic, Psychology 210 is offered as a *synchronous* online course. It requires access to an internet-enabled computer equipped with a webcam, microphone, and speakers. If you lack consistent access to the necessary equipment or are uncomfortable participating in online classroom interactions, you should not enroll in this course.

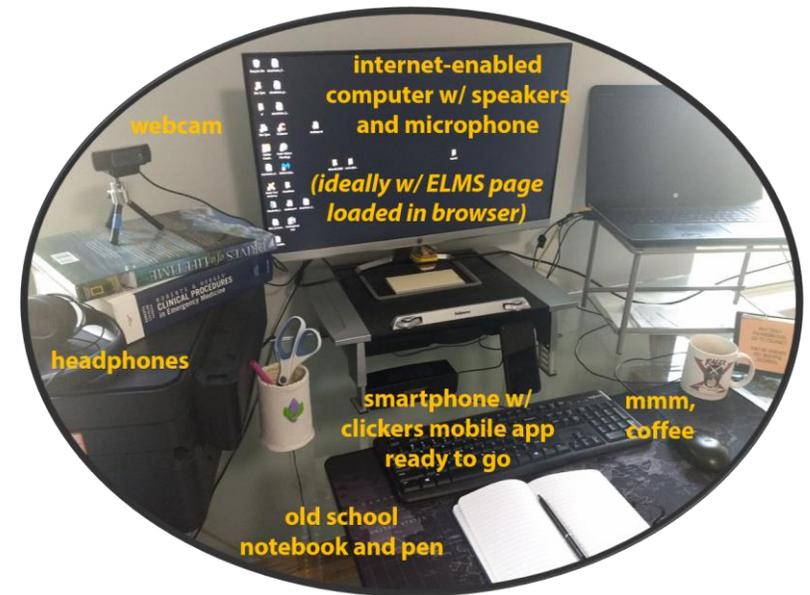
We will meet on Mondays and Wednesdays, from 5:00 to 6:15 PM, using Zoom in ELMS<sup>2</sup>

Instructor: Dr. Alex Shackman ([shackman@umd.edu](mailto:shackman@umd.edu))

Teaching Assistant: Ms. Emma Chad-Friedman ([echad@terpmail.umd.edu](mailto:echad@terpmail.umd.edu))

### Required Materials *That Won't Cost You a Dime!*<sup>3</sup>

- Textbooks: None!
- Tech: FREE 'clickers' application for your computer or mobile device<sup>4</sup>
- Readings
  - FREE in ELMS under the "Pages" tab ("Readings" subdirectory)
  - Overview at <https://tinyurl.com/shack210spring2021ReadingList>
- Announcements: Shared via ELMS
- Office Hours<sup>5</sup>
  - Professor Shackman: By appointment
  - Ms. Chad-Friedman: By appointment



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<sup>1</sup> Academic Calendar: <http://www.provost.umd.edu/calendar/>

<sup>2</sup> Detailed Zoom Instructions: <https://tinyurl.com/UMDStudentZoomInstructions>. Activate your Zoom UMD account and test it by visiting <https://umd.zoom.us>. *The email in your ELMS profile must be identical to your email in your UMD zoom profile (e.g. [echad@terpmail.umd.edu](mailto:echad@terpmail.umd.edu) vs. [echad@umd.edu](mailto:echad@umd.edu) will prompt an error).* See <https://tinyurl.com/ShackZoomInElmsFixEmails> to troubleshoot and fix. Please understand that we are not able to diagnose and fix technical difficulties with campus digital tools or your computing devices. If you encounter technical problems with course-related digital resources (e.g. ELMS, Clickers) please consult with the IT Helpdesk (<https://helpdesk.umd.edu>).

<sup>3</sup> My folks were first-generation college students and they were both dead broke. My Dad was raised by a cab driver and homemaker in Brooklyn. My Mom was raised by a single mother who ran a tiny roadside café outside of Gary, IN. They were both on my mind when I decided to make this class free (aside from the cost of tuition). You'll hear plenty about both of them, my wife, and my kids this semester.

<sup>4</sup> For instructions and assistance, please see <https://ugst.umd.edu/keeplearning/technology.html> and <https://go.umd.edu/tt-setup>.

<sup>5</sup> For tips on emailing instructors, please see <https://tinyurl.com/HowToEmailProfessors>

## LEARNING OBJECTIVES

Students who successfully complete this course will be able to demonstrate a thorough understanding of

- ✓ *The fundamental dimensions of T&P, and their origins in childhood*
- ✓ *The psychological and neurobiological mechanisms that underlie T&P and link it to momentary thoughts, feelings, and actions*
- ✓ *The mechanisms that contribute to stability and plasticity in T&P across the lifespan and across generations*
- ✓ *The nature and nurture of T&P. We will delve into...*
  - ✓ *Heritability and behavioral genetics (i.e. heritability)*
  - ✓ *Molecular genetics*
  - ✓ *Recent advances in neurogenetics and epigenetics*
- ✓ *The strengths and weaknesses of different tools and approaches for assessing T&P*
- ✓ *The nature of temptation and self-control*
- ✓ *The significance of T&P for mental health and physical wellbeing, public policy, and public safety*
- ✓ *The implications of T&P for understanding ourselves and our loved ones and becoming more thoughtful and informed tax payers, voters, and citizens*



The Assignments and Required Readings will help you develop expertise in each of these areas, reinforce the material covered in our classroom meetings, and strengthen your written science communications skills.

The Examinations will assess your competency in each of these areas. They will help me to determine whether you understand the key factual points and arguments, and whether you have integrated the material covered in the course and can apply it in different contexts.

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## PHILOSOPHY—A MULTI-DISCIPLINARY PERSPECTIVE ON THE SCIENCE OF T&P

As we begin our collective adventure, it's helpful to keep the following idea firmly in mind:

*When a scientist doesn't know the answer to a problem, he is ignorant. When he has a hunch as to what the result is, he is uncertain. And when he is pretty damn sure of what the result is going to be, he is still in some doubt...Scientific knowledge is a body of statements of varying degrees of certainty—some most unsure, some nearly sure, but none absolutely certain.*

—Richard Feynman (1955), Nobel Laureate

Science is not a body of facts established by experts, but a set of methods for estimating and reducing uncertainty; a process, at times messy or tedious, of grappling with nature and our preconceived notions about how it works. There are many, many fundamental questions about T&P that remain unresolved. That's one of the things that make this class so enjoyable. We haven't figured it out and there are many challenges that remain for future research.

Accordingly, in this class you will learn about the current state of our scientific knowledge about facets of T&P, their organization in the brain, and the implications for understanding psychopathology and other important outcomes. You will also learn about some of the key behavioral and physiological techniques used for measuring and understanding facets of T&P. But we will not systematically review the history of personality research (e.g., Galen, Freud, Jung — a.k.a. the *Hall of Fame or Graveyard Tour* approach). As several leading researchers recently noted,

*Personality psychology has long been identified in the minds of many people with the first (and perhaps only) course in the subject that they took in college. Too often, this was (and sometimes still is) the classic “tour of the graveyard” that focuses on brilliant but long-deceased theorists and leads students to end the semester thinking the burning concern of the field is the disagreement between Freud and Jung...A course that is restricted to theorists like these is an unforgivable misrepresentation of the field, a failure in one's duty to educate students, and a slap in the face to every contemporary personality researcher*

*It is unacceptable that personality psychology remains, generally, a side trip through the history of psychology while the rest of the science of psychology is presented to students through the lens of the most cutting-edge research.*

—Benet-Martínez, Donnellan, Fleeson, Fraley, Gosling, King, Robins, & Funder (APA Handbook of Personality and Social Psychol, 2015)

*In general, my emphasis will be on a multi-disciplinary perspective, in which research at different levels of scientific analysis, using different tools, samples, or species, is viewed as complementary and mutually informative. Put another way, the class will not be organized around “biological theories,” “psychoanalytic theories,” and so on.*

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## WHAT I WANT FOR YOU ...

- **Be Engaged** - Complete the required Reading Assignment—*all of it*—before class. Come to class meetings. Be a hunter of information: seek out what is interesting and useful to you.
- **Be Skeptical**. Read what is assigned and critically consider the claims. Decide for yourself whether you think it's true, and what it means for theory or practice. *Just because something is published, doesn't mean it's right. Even if the approach is solid, the claims are often overblown!*
- **Be Heard**. Speak up in class and share your ideas—*even in moments where it feels scary or pointless*. Be prepared to ask questions and participate in discussions. There are many opportunities for us to learn from one another. Learning can stem from sharing knowledge or from asking questions. More often than not, many of your peers will be struggling with the same question. Help them by asking.
- **Enjoy!** *Have a positive experience!* Let us know early and directly if you are encountering any trouble or barriers. *We're excited to have you aboard and want you to get the most out of this opportunity to learn more about the science of individual differences!*

## CLASS ETIQUETTE AND RULES

- Take notes the old fashioned way, with pen or pencil in a notebook
- Ask questions about anything that you don't understand
- Be polite. Be punctual. *Timeliness is a critical professional skill. We have so much interesting material to cover and precious little time together*
- Be present. Physically and mentally. You paid for the course—*get the most out of it!*
- Have realistic expectations about the amount of work involved. Completing the coursework and mastering the content takes time. University guidelines suggest that you should expect to spend ~2-3 hours outside of class for every hour spent in Zoom class meetings.
- I will post lectures after class. Slides and film clips can be found on ELMS under the “Files” tab (“Powerpoints” subdirectory).



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# COURSE STRUCTURE

## 1. Zoom Meetings Focused on the Scientific Study of T&P

Zoom meetings are organized around 75-minute learning modules. Each module typically includes 3 components:

- A conceptual roadmap outlining the new topics and fundamental questions to be explored
- The science of emotion and the brain drawn from your readings and other sources. *There will always be plenty of time for questions, discussion, and other kinds of active learning.*
- A recap of the most important take-home points

## 2. Background Readings<sup>6</sup>

Readings for this course have been hand-picked by the instructor. The readings include recent and classic empirical reports, mini-reviews, and commentaries—*what better way to learn about T&P than straight from the most exciting researchers working in the field today?*

To get the most out of this course, it is important that you understand the key take-home points

- **Read the required papers before class**—this will allow for a better understanding of the lecture and also give you the opportunity to ask questions
- **Focus on the larger take-home points and implications, not the nitty gritty technical aspects of the methods**
- **Ask questions about anything you found confusing or challenging. You are welcome to email the TA or me**
- FREE in ELMS under the “Pages” tab (“Readings” subdirectory)
- A helpful guide packed with tips for deciphering scientific papers is also available - <https://tinyurl.com/DecipheringPapers2018>

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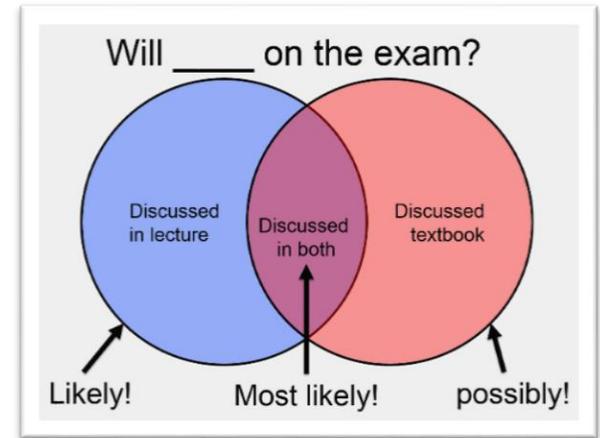
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<sup>6</sup> My aim is to avoid overburdening you with reading. I am well aware that many students are stretched thin by their scholarly, professional, academic, and personal responsibilities. Nevertheless, you may find yourself hungry to learn more. The optional readings posted on Canvas are a great place to start.

## ASSESSMENTS, ACTIVITIES, AND GRADING

### 1. Three Cumulative Open-Note Exams (10%, 10%, and 20%; Total: 40%)

- Two cumulative open-note mid-term exams.
- Lower of the 2 mid-term grades will be dropped
- In addition, you are required to take the cumulative final examination
- Multiple-choice questions that involve critical thinking about concepts drawn from the lectures *and* the required reading assignments—*everything in writing is fair game*
- Exams will be administered using the Quizzes feature of ELMS, and will occur during the regularly scheduled meeting time. The TA or Instructor will be available via email to answer any questions that crop up during the synchronous exam period.
- Much of the exam material is not contained verbatim in the lecture slides, *so attendance and engagement will be crucial to your success*
- Make-up exams will only be considered in exceptional circumstances and may involve different questions than the usual exam



### 2. Homework (Two lowest grades dropped; Total: 30%)

- For most of the learning Modules, you will be required to respond to a *Critical Thinking Question* (CTQ)
- The goal is to help you to organize your thoughts about the material *prior* to the classroom discussion, and to link the material to your lives and society. Thus, the homework (CTQ) for Module ## is due at 5 pm on the day that Module ## is covered in class
- Homework will be due at 5 PM on Mondays and Wednesdays, and submitted via ELMS.
- Your 2 lowest grades will be dropped—so there is no need to stress when the occasional unexpected issue crops up (e.g. illness, family emergency, spaced out, etc.).
- **Critical Thinking Questions (CTQ's)**
  - CTQs are designed to cultivate your capacity to critically assess the material covered in lecture, other recent empirical research, or science in the media
  - CTQ instructions, prompts for each of the learning modules, and grading rubric are available on ELMS and at <https://tinyurl.com/shack210spring2021CTQs>

### 3. In-Class Quizzes/Surveys Using Clickers (Total: 15%; 3 lowest grades dropped)

- Many of the lectures include no-stakes surveys, quizzes, and learning checks conducted using Clickers.
- So long as you participate, you will receive full credit.
- If you occasionally encounter a technical issue, don't sweat—the 3 lowest grades will be dropped.

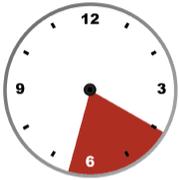
### 3. Informal Flash Talk (15%)

- This assignment will take the form of a brief, in-class presentation (5-10 minute “flash talk”)
- The flash talk can be done solo or with a group, *although groups or pairs are strongly preferred (please reach out to the TA if want help locating a partner!)*
- It must be related to class material, but can be in any format you choose. Feel free to be creative on this assignment, but the topic and format must be pre-approved by the TA.
- Detailed instructions are available on ELMS and at <https://tinyurl.com/shack210spring2021FlashTalks>

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## TIPS FOR GETTING THE MOST OUT OF ON-LINE LEARNING

My goal is to create an online environment that feels as much like in-person meetings as possible. For the best experience, I ask the following:



**Arrange for undisturbed time.** Just as if we were in a classroom, it is important that you can focus and engage during our online meetings. I realize that may be difficult, but do your best to make arrangements ahead of time. Sign on a few minutes early so you are ready to start on time.



**No multitasking.** The temptations can be overwhelming, so I suggest putting your devices in airplane mode, logging out of social media, and turning off notifications during our meetings. We will take breaks that you can use to check on other things.



**Cameras on.** Seeing each other is the next-best thing to being in the same room. If at all possible, have your camera on during meetings and stop video during breaks. If you use a virtual background, please keep it professional and avoid anything distracting. What would you use for a job interview?



**Microphones muted.** Background noises can be disruptive, and because of a small time lag it is easy to accidentally talk over each other. Stay muted and use the "raise your hand" feature so I can call one person at a time to unmute themselves and speak.

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## EVIDENCE-BASED TIPS FOR ACADEMIC SUCCESS

- Review your notes EVERY DAY—even if you only have a couple of minutes
- Spread out study sessions to maximize learning and retention
- Study past lectures. Think about critical questions and topics
- Study the hard stuff first
- Organize your notes into meaningful clusters. *Linking new information to prior knowledge is crucial for learning*
- Make YOUR OWN study guide and practice tests
- Teach yourself by teaching someone else (*This is a great way to test or strengthen your understanding!*)
- Seek out help when you need it...*the earlier the better!*



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## TIMETABLE

| Date  | Activities and Assignments  |
|---|---|
| Monday 1/25   | Module 1: Introductions, course mechanics, and fundamental questions roundtable   |
| <b>SECTION I: FOUNDATIONAL ISSUES IN THE SCIENTIFIC STUDY OF T&amp;P</b>  |   |
| Wednesday 1/28  | Module 2: Is T&P impactful?<br>CTQ due at 5 PM  |
| Monday 2/1  | Module 3: What are the fundamental dimensions of T&P?<br>CTQ due at 5 PM  |
| Wednesday 2/3   | Module 4: How did we discover, and how should we measure T&P?<br>Time-Permitting Mini-lecture—The Importance of the Unconscious Mind: 2 <i>Illustrations</i><br>CTQ due at 5 PM |
| <b>SECTION II: HOW ARE STATES AND TRAITS RELATED? WHAT DO TRAITS “DO?”</b>  |   |
| Monday 2/8  | Module 5: How are traits and states related? (Part 1)<br>Time-Permitting Mini-lecture—The Importance of the Unconscious Mind: 2 <i>Illustrations</i><br>CTQ due at 5 PM         |
| Wednesday 2/10  | Module 6: How are traits and states related? (Part 2)<br>Time-Permitting Mini-lecture—The Importance of the Unconscious Mind: 2 <i>Illustrations</i><br>CTQ due at 5 PM         |
| Monday 2/15   | Module 7: How are traits and states related? (Part 3)<br>CTQ due at 5 PM  |
| Wednesday 2/17  | In-Class Review Session   |
| Monday 2/22   | Cumulative Open-Note Multiple-Choice Exam #1 (Led by TA or Proctor)   |
| <b>SECTION III: BIOLOGICAL BASES OF T&amp;P—FOUNDATIONS AND SELECT APPLICATIONS</b>                                       |   |
| Wednesday 2/24  | Module 8: Tools for Measuring the Brain: <i>Strengths &amp; Weaknesses of MRI and EEG/ERP</i><br>CTQ due at 5 PM  |
| Monday 3/1  | Module 9: Reverse Engineering T&P: <i>Intermediate Phenotypes, (Bio-)Markers, &amp; Endophenotypes</i><br>CTQ due at 5 PM   |
| Wednesday 3/3   | Module 10: The Nature & Nurture of T&P (Part 1): <i>Heritability and Behavioral Genetics</i><br>CTQ due at 5 PM   |
| Monday 3/8  | Module 11: The Nature & Nurture of T&P (Part 2): <i>Molecular Genetics</i><br>CTQ due at 5 PM   |
| Wednesday 3/10  | Module 12: The Nature & Nurture of T&P (Part 3): <i>Neurogenetics and Epigenetics</i><br>CTQ due at 5 PM  |
| Monday 3/15   | Spring Break ☺  |
| Wednesday 3/17  | Spring Break ☺  |
| Monday 3/22   | In-Class Review Session   |
| Wednesday 3/24  | Cumulative Open-Note Multiple-Choice Exam #2 (Led by TA or Proctor)   |
| <b>SECTION IV: AN INTEGRATIVE PERSPECTIVE ON NEUROTICISM/NEGATIVE EMOTIONALITY (N/NE), THE BRAIN, AND PSYCHOPATHOLOGY</b> |   |

|  |  |
|--|--|
| <b>Monday 3/29</b>   | Module 13: Adult Neuroticism and Mental Illness<br>CTQ due at 5 PM<br><b>*** Flash Talk proposals due to TA by 5 PM ***</b>          |
| <b>Wednesday 3/31</b>  | Module 14: Childhood Behavioral Inhibition (BI) and Mental Illness<br>CTQ due at 5 PM  |
| <b>Monday 4/5</b>  | No Class<br><i>Please use the extra time to work on your Flash Talk</i>  |
| <b>Wednesday 4/7</b>   | No Class<br><i>Please use the extra time to work on your Flash Talk</i>  |
| <b>Monday 4/12</b>   | Module 15: Role of the Extended Amygdala in N/NE, BI, and Mental Illness<br>CTQ due at 5 PM  |
| <b>Wednesday 4/14</b>  | Module 16: Splitting N/NE into its Key Constituents (Part 1)<br>HW due at 5 PM   |
| <b>Monday 4/19</b>   | Module 17: Splitting N/NE into its Key Constituents (Part 2)<br>CTQ due at 5 PM  |
| <b>SECTION V: AN INTEGRATIVE PERSPECTIVE ON EXTRAVERSION/POSITIVE EMOTIONALITY (E/PE), CONSCIENTIOUSNESS/SELF-CONTROL (C/SC), THE BRAIN, AND PSYCHOPATHOLOGY</b> |  |
| <b>Wednesday 4/21</b>  | Module 18: The Neurobiology of E/PE, C/SC, and Mental Illness (Part 1): <i>Wanting, Liking, and Depression</i><br>CTQ due at 5 PM    |
|  | <b>No Class</b> – Thanksgiving Break   |
| <b>Monday 4/26</b>   | Module 19: The Neurobiology of E/PE, C/SC, and Mental Illness (Part 2): <i>Temptation, Craving, and Addiction</i><br>CTQ due at 5 PM |
| <b>SECTION VI: APPLYING YOUR EXPERTISE TO NEW PROBLEMS: STUDENT FLASH TALKS</b>  |  |
| <b>Wednesday 4/28</b>  | <b>Student Flash Talks: Group A</b><br>No homework   |
| <b>Monday 5/3</b>  | <b>Student Flash Talks: Group B</b><br>No homework   |
| <b>Wednesday 5/5</b>   | <b>Student Flash Talks: Group C</b><br>No homework   |
| <b>SECTION VII: SEMESTER RECAP</b>   |  |
| <b>Monday 5/10</b>   | <b>Semester Re-Cap and Review for Exam #3</b><br>No homework   |
| <b>TBA</b>   | <b>Exam #3</b> (Led by TA or Proctor)  |

Please note: This schedule is subject to change. Any updates will be announced in class and posted on ELMS. Abbreviations—CTQ, critical thinking question.

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## ADDITIONAL POLICIES AND RESOURCES

I expect you to take personal responsibility for your own learning. This includes acknowledging when your performance does not match your goals and doing something about it. Everyone can benefit from some expert guidance on time management, note taking, and exam preparation, so I encourage you to visit <http://ter.ps/learn> or <https://tutoring.umd.edu> and schedule an appointment with an academic coach. Or, if you just need someone to talk to, I encourage you to visit <http://www.counseling.umd.edu>. *Remember, everything is free because you already paid for it and everyone needs help...all you have to do is ask for it.*



Students are responsible for knowing the relevant course and University policies

- <http://www.ugst.umd.edu/courserelatedpolicies.html>
- <https://tinyurl.com/ShackPolicies2018>
- **Life is Unpredictable Policy**
  - If you face challenges that are uncontrollable, unusual, or extreme, please let Dr. Shackman know as soon as possible. If you're ill, please send me a notification via email or ELMS. Otherwise, please manage the everyday issues that we all face (traffic, work schedules, computer problems, parking, assignments for other classes) so that you can meet succeed without special accommodations.
- **Working Together to Cultivate a Respectful and Inclusive Learning Environment**
  - As an instructor, one of my central goals, is to create a safe, welcoming, and respectful environment for students of different genders, races, ethnicities, sexual orientations, socioeconomic groups, political parties, and religious and educational backgrounds. UMD is one of the nation's most diverse campuses. Students of color comprise ~40% of all undergraduates. Many students are first-generation Americans or first-generation college students, and many transferred from smaller schools around the state (as did my own parents). Some of you hail from 'liberal' urban areas (like my Dad's family), and others come from more 'conservative,' traditional, or rural backgrounds (like my Mom's). I will treat all of you equally, without distinction, and do my best to foster an inclusive learning environment.
  - Please be courteous, sensitive, and respectful of others' perspectives, even when they differ from your own, and do your best to argue charitably, on the basis of data, rather than conjecture, anecdotes, or rhetorical tricks
  - The course is designed to promote thoughtful conversation and active student engagement—inside and outside the classroom. Given the number of students and the precious small amount of time that we have together, on occasion, I may need to redirect or pause the dialogue. Please don't mistake the necessities of time management for a lack of respect or interest. I'm interested in what you have to say and what you think. Please take advantage of other opportunities for continuing our conversation outside the classroom, whether that be via email or on-line office hours.



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- **Trigger Warning**
  - As a mental health researcher, I know that many of you have first-hand experience with adversity, trauma, and mental illness, and you should be aware that our classroom discussions will sometimes touch on potentially sensitive issues. *We discuss people. People have problems and people do bad things and have bad things happen to them. People get hurt, or hurt themselves. The odds are high that something I say in class or that a student says will bother someone.* This is particularly true when we discuss some of the misfortunes that have befallen Patient SM. If you have a concern, please be as proactive as possible and let me know in advance. I am more than happy to work with you to create the best possible learning environment.
- **Racism and Hatred.** If you experience racism or hatred, please let us know. We also encouraged you to report your experience to the Office of Diversity and Inclusion (<https://www.diversity.umd.edu/hbrp>).
- **Student Hunger & Basic Needs**
  - If you or another student has difficulty affording groceries or getting enough to eat every day, or lacks a safe and stable place to live, please check out these campus resources
    - <http://www.crisisfund.umd.edu>
    - <http://campuspantry.umd.edu>
    - <https://umd.edu/fostering-terp-success>



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## ABOUT THE COURSE

### Professor Alex Shackman

Dr. Shackman is an Associate Professor in the Department of Psychology (Clinical & CNS Area Groups), a core faculty member of the interdepartmental Neuroscience and Cognitive Science (NACS) Graduate Training Program and the Maryland Neuroimaging Center (MNC), and the Director of the Affective and Translational Neuroscience Laboratory at the University of Maryland. His work is supported by the NIMH and NIDA. Dr. Shackman is Co-Editor of *The Nature of Emotion* (Oxford University Press), serves as Associate/Consulting Editor at several journals, and has co-edited two special issues focused on the neurobiology of emotional states, traits, and disorders. Dr. Shackman is an active member of the Hierarchical Taxonomy of Psychopathology (HiTOP) consortium and frequently reviews grant applications for the NIH and NSF. To learn more about his work, please visit <http://shackmanlab.org>.

### Emma Chad-Friedman

Ms. Chad-Friedman is a fourth-year graduate student working with Dr. Lea Dougherty in the Child Stress and Emotions Lab. She graduated from Brandeis University in 2014 with a BA in Psychology and Anthropology. At Brandeis, she worked with Dr. Malcolm Watson in the Child and Adolescent Development Lab, examining the effects of art education on children's development. After graduating, she spent three years working as a Clinical Research Coordinator at the Benson-Henry Institute for Mind Body Medicine at Massachusetts General Hospital, where she studied the effects of mind-body interventions on parents experiencing high levels of stress. Her research interests include understanding the impacts of early stressful experiences on children's development of mood and anxiety disorders, the protective role of strong parent-child relationships, and the transmission of depression from parents to children.

### Acknowledgements

This course was developed from scratch by Dr. Shackman, but it owes a heavy debt of gratitude to many friends and colleagues: Dr. Ralph Adolphs (CalTech), Yoni Ashar (Boulder), Dr. Brad Bushman (OSU), Dr. Kristin Buss (Penn State), Dr. Kim Chiew (Denver), Dr. Ryan Curtis (Maryland), Dr. Andrew Fox (Davis), Dr. Hill Goldsmith (Wisconsin), Dr. Jamie Hanson (Pitt), Gloria Kim (Maryland), Dr. Kevin Labar (Duke), Dr. Kristen Lindquist (UNC Chapel Hill), Dr. Kateri McRae (Denver), Dr. Koraly Perez-Edgar (Penn State), Dr. Brent Roberts (UIUC), Dr. Scott Roberts (Maryland), Dr. Ken Rubin (Maryland), Dr. Amitai Shenhav (Brown), Dr. Rebecca Shiner (Colgate), Dr. Jason Smith (Maryland), Dr. Leah Somerville (Harvard), Dr. Heather Urry (Tufts), Dr. Tor Wager (Dartmouth), Dr. Dave Yager (Maryland), Dr. David Zald (Vanderbilt), and many of my prior students. *Your feedback has been invaluable for refining and strengthening the course!*

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## APPENDIX—AN INTERDEPENDENT LEARNING COMMUNITY

My colleague (and teaching hero), Dr. Scott Roberts, describes the college learning environment as a ‘community of learners,’ where each of us has a defined set of roles, expectations, and responsibilities. I could not agree more!

# A Community of Learners

As members of a learning community, we are all here to support each other, challenge ideas in a way that advances our perspectives, and contribute as active and engaged participants. In order to do that, we need to have a mutual understanding of what is expected from each of us and what we have the right to expect from others.



### The instructional team agrees to...

- ✓ Create and maintain a classroom environment that fosters student engagement and active learning.
- ✓ Establish clear standards, assess your learning & skills in a fair way.
- ✓ Give you helpful feedback that is intended to help advance your learning and performance.
- ✓ Respond to your questions in a timely manner.



### You, as a student, agree to...

- ✓ Take personal responsibility for your learning and performance.
- ✓ Ask questions when you have them.
- ✓ Actively engage the material and our discussions.
- ✓ Monitor your UMD email account and our ELMS page for time-sensitive updates.



### We all agree to...

- ✓ Inform ourselves of, and abide by, the course and campus policies.
- ✓ Be welcoming, respectful and encouraging to each other.
- ✓ Give each other our undivided attention during class meetings.
- ✓ Act as professionals. That means being on time, being prepared, and preventing foreseeable problems and delays.

If there is something I've missed, or if you ever feel like we as a community have come up short of these agreements, please email or call me so that we can work together to address it.