

PSY 401A/501A, *Principles of Psychophysiology*
Spring, 2021, Mondays, 2⁰⁰-4⁴⁵ P.M.
Flex-in-person: Via Zoom (link in D2L) and maybe in Room 307 Psychology

Instructor

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Teaching Assistant

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Course Description and Objectives

This course will provide an overview of the principles, theory, and applications of psychophysiological assessment. The course has three main objectives:

- a) to provide an introduction to major psychophysiological measures, covering their physiological bases, proper recording and signal processing procedures, and appropriate interpretation;
- b) to provide an introduction to theory and research in major areas of human psychophysiology with specific applications to the study of cognition, affect, and psychopathology; and,
- c) to provide an introduction to laboratory techniques and methodological principles in human psychophysiology.

The latter goal will be met through didactic as well as experiential means. For this reason, the course is designed to be taken (but not required to be taken) concurrently with PSY 401B/501B, *Psychophysiology Laboratory*.

Expected Learning Outcomes

Students will be able to:

- a) understand and critically evaluate psychophysiological methods reported in scientific papers;
- b) critique the interpretation of findings from psychophysiological research, evaluating the extent to which researchers have appropriately interpreted their psychophysiological findings;
- c) propose a study that utilizes psychophysiological measures to answer a question of psychological significance.

Course Webpage

Please visit the [course webpage](http://jallen.faculty.arizona.edu/courses) (jallen.faculty.arizona.edu, courses) for links to:

- Copies of lecture slides
- The reading list with links to download pdfs and access the book electronically
- A copy of the research proposal requirements and guidelines

Any changes to the course content or schedule will be reflected on the course webpage.

D2L

Despite my general dislike of D2L, we will use it for calendar, gradebook, and assignments. Many other materials will be available from the [course webpage](http://jallen.faculty.arizona.edu/courses) (jallen.faculty.arizona.edu, courses).

Course Structure

This class is offered in the “Flex-in-person” format. The semester will begin with synchronous online instruction using Zoom (link in D2L). I ask that when attending via zoom that you leave your camera on whenever possible to help us recreate the environment of a small seminar in the classroom. Later in the semester, should the UA allow in-person classes to transpire, you will have the option to attend class in-person in room 307 Psychology, but also continue to retain the option to participate synchronously in time via Zoom.

The course will involve a combination of lecture, discussion, and demonstrations. I will bring in samples of physiological signals for us to examine, and if you have psychophysiological data you are interested in examining, please let me know. There is no explicit participation requirement, but you will get more out of the course if you ask questions as they arise. We will be covering technical material, and you should feel quite free to interject your

questions when they occur to you. Each class period, you will submit a question or comment that arose for you in the context of the lecture, using the class website. Doing so will provide me with feedback in terms of how the material is being understood (or not understood!), and I will answer some of the questions at the start of the next class session.

Readings

Readings will be taken from two textbooks. The *Handbook of Psychophysiology* is a rather expensive but comprehensive handbook that will serve as a great reference for those of you who have continuing interest in the field. This book is also available as an electronic book (follow link on the class webpage to the [reading list for downloads](#)). The other book is out of print, but is available as a pdf, available for download at that same link. Readings will also be taken from other sources, which are available as pdf files for downloading (from that same link).

The main single source of readings for the course is:

Cacioppo, J.T., Tassinary, L.G., & Berntson, G.G. (2016). *Handbook of Psychophysiology* (4th edition). Cambridge, UK: Cambridge University Press.

The assigned readings from this text are listed below under the schedule of topics and readings. The other textbook is a programmed-learning text in basic electricity that is available for download from the link above:

Ryan, C.W. (1986). *Basic Electricity: A Self-Teaching Guide* (2nd Edition). New York: John Wiley and Sons.

You should complete Chapters 1-5 of the Ryan programmed text. There will be a pass/fail test covering this material to be administered at the beginning of class 11 February, 2019. You must score above 80% to pass; you may retake the test should you need to do so.

Evaluation

Students in 401A will be evaluated separately from those in 501A. Your grade will be determined by:

- The electricity test (passing gives you 20% of the total points; failing = no points);
- Attendance (10%);
- Your grade on a research proposal/report (40%, details will be available on the course webpage, due May 3, 2021, 2 pm, via D2L)
- Your performance on a take-home final (30%, due 9 May, 2021, 11:59 pm, via D2L). The take-home final will be given to students on the last day of class.

Late papers or exams will receive a 10% reduction in possible points for each day such papers or exams are late.

The research proposal/report will have different requirements for those enrolled in 401A versus 501A. Full details will be available later in the semester. In short, 401A students will propose a research study. Those in 501A will have this option to propose a research study, or an option to analyze data they may have access to, and to present the analysis in the form of a methods/results section.

Your letter grade will be determined in the following way: The highest total score (based on the electricity test, attendance, the research proposal/report, and the take home final) attained by any student in the class (for 401A and for 501A, considered separately) will become the reference score for grading. There will therefore be one reference score for 401A, and one for 501A. The student(s) with this highest total score will receive a grade of 100%. All other students will receive a percentage grade based upon this highest score, and the following scale will be applied:

90% & above	=	A
80%-89%	=	B
70%-79%	=	C
60%-69%	=	D
Below 60%	=	Fail

Incompletes

Short of major medical illness or global catastrophe, there is virtually no reason I will award an incomplete grade for this course. Incompletes merely move a crisis from one time to another.

Absences

In general, if you need to miss class, you will lose attendance credit for that day. You can get notes and a video podcast of that day's lecture and activities from the course website.

If you are feeling unwell you should not attend class in-person. Please see the University of Arizona Class Absence Policy: <https://provost.arizona.edu/news/2020/03/modification-ua%E2%80%99s-class-absence-practices-effective-monday-16-march-2020> and note that you should email the instructor and the dean of students to let us know of your need to miss class. If you do this prior to class, you can still receive credit for attendance if you watch the recorded lecture and submit your lecture-related questions for that lecture.

University Policies and Other Information

Students with Special Needs

If you anticipate barriers related to the format or requirements of this course, please meet with me so that we can discuss ways to ensure your full participation in the course. If you determine that disability-related accommodations are necessary, please register with Disability Resources (621-3268; drc.arizona.edu) and notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations.

Academic Integrity

Students are expected to adhere to the UA Code of Academic Integrity as described in the UA the Academic Integrity policy: <https://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity>. Cheating or plagiarism on the exam or the paper will result in a failing grade for the course, a notice will be sent to the Dean's office, and expulsion from the University of Arizona can result. Plagiarism is defined as any case where one person tries to take credit for the ideas or work of another, including fellow students, or published authors.

Other University Classroom Policies that Apply to this Class

Please familiarize yourself with these additional University Policies:

- Non-Discrimination and Anti-Harassment Policy. The University of Arizona is committed to creating and maintaining an environment free of discrimination: <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>
- Threatening Behavior by Students. The University seeks to promote a safe environment where students and employees may participate in the educational process without compromising their health, safety, or welfare: <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>

Classroom Behavior Policy and the Use of Electronic Gizmos Specifically

It is my intent, and I ask you to join me, in creating a positive learning environment that is free from distractions. Computers or tablets may be used for note-taking and downloading lecture notes. As such they can be useful, but alas, they can also be a potent distraction. Please do not use them for other purposes (e.g. social media, e-chatting/texting, shopping, catching up on email, organizing a flash mob, plotting mass insurrection) or you will be asked to leave the classroom/zoomroom. Please turn your phones to silent mode and do not use them during class or you will be asked to leave the classroom/zoomroom.

Face Coverings are Required in our Classroom

Per the University of Arizona's [Administrative Directive](#), face coverings that cover the nose, mouth, and chin are required to be worn in all learning spaces at the University of Arizona (e.g., in classrooms, laboratories and studios). Any student who violates this directive will be asked to immediately leave the learning space, and will be allowed to return only when they are wearing a face covering. Subsequent episodes of noncompliance will result in a Student Code of Conduct complaint being filed with the Dean of Students Office, which may result in sanctions being applied. The student will not be able to return to the learning space until the matter is resolved.

Changes in Course Content, Schedule, Requirements

The information contained in this syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate by the instructor. In fact, the topics and readings are very likely to change, but I will make announcements as they do.

Tentative Schedule of Topics & Readings
Links for all readings available from course website

18 January: Martin Luther King Holiday

25 January: Overviews

Cacioppo, J.T., Tassinary, L.G. & Berntson, G.G. (2016). Strong Inference in Psychophysiological Science. In J.T. Cacioppo, L.G. Tassinary, & G.G. Berntson (Eds.). *Handbook of Psychophysiology* (4th edition; pp. 3-15). Cambridge, UK: Cambridge University Press.

Miller, G.A., (1996). How we think about cognition, emotion, and biology in psychopathology. *Psychophysiology*, 33, 615-628.

1 February: Foundations: Basic Electricity, Neuroanatomy and Neurophysiology

Ryan, C.W. (1986). *Basic Electricity: A Self-Teaching Guide* (2nd Edition). New York: John Wiley and Sons. Chapters 1,2,3,4,5.

Kolb, B., & Wishaw, I.Q. (2016). Neuropsychology. In J.T. Cacioppo, L.G. Tassinary, & G.G. Berntson (Eds.). *Handbook of Psychophysiology* (4th edition; pp. 26-38). Cambridge, UK: Cambridge University Press.

8 February: Electrodermal Activity: Basics and Application to Polygraph Testing

Dawson, M.E., Schell, A.M., & Fillion, D.L. (2016). The electrodermal system. In J.T. Cacioppo, L.G. Tassinary, & G.G. Berntson (Eds.). *Handbook of Psychophysiology* (4th edition; pp. 217-243). Cambridge, UK: Cambridge University Press.

Lykken, D.T. (1959). The GSR in the detection of guilt. *Journal of Applied Psychology*, 43, 385-388.

OPTIONAL

Lykken, D.T., Rose, B., Luther, B., & Maley, M. (1966). Correcting psychophysiological measures for individual differences in range. *Psychophysiological Bulletin*, 66, 481-484.

Lykken, D.T., & Venables, P.H. (1971). Direct measurement of skin conductance: A proposal for standardization. *Psychophysiology*, 8, 656-672.

Lopez, R., Poy, R., Patrick, C.J., & Molto, J. (2013). Deficient fear conditioning and self-reported psychopathy: The role of fearless dominance. *Psychophysiology* 50, 210-218.

15 February: BASIC ELECTRICITY TEST ADMINISTERED AT START OF CLASS

Catch Up Class: Electrodermal Activity continued, Possibly The Oculomotor System

Iacono, W.G. (2016). Detection of Deception.. In J.T. Cacioppo, L.G. Tassinary, & G.G. Berntson (Eds.). *Handbook of Psychophysiology* (4th edition; pp. 565-580). Cambridge, UK: Cambridge University Press.

Allen, J.J.B. (2013). Never Trust the Polygraph. *The Writ*, the official publication of the Pima County Bar Association.

OPTIONAL

Wascher, E., Heppner, H., Möckel, T., Kobald, S. O., & Getzmann, S. (2015). Eye-blinks in choice response tasks uncover hidden aspects of information processing. *EXCLI journal*, 14, 1207–1218.

<https://doi.org/10.17179/excli2015-696>

Stern, J.A., Walrath, L.C., & Goldstein, R. (1984). The endogenous eyeblink. *Psychophysiology*, 21, 22-33.

22 February: Cardiovascular Psychophysiology

Berntson, G.G., Quigley, K.S., Norman, G.L., & Lozano, D. (2016). *Cardiovascular Psychophysiology*. In J.T. Cacioppo, L.G. Tassinary, & G.G. Berntson, (Eds.). *Handbook of Psychophysiology* (4th edition; pp. 183-216). Cambridge, UK: Cambridge University Press.

Berntson, G.G., Cacioppo, J.T., & Quigley, K.S. (1993). Respiratory sinus arrhythmia: Autonomic origins, physiological mechanisms, and psychophysiological implications. *Psychophysiology*, 30, 183-196.

Porges, S.W. (2007). The polyvagal perspective. *Biological Psychology*, 74, 116-143.

OPTIONAL

Berntson, G.G. (2019). Autonomic modes of control and health. *Psychophysiology*, 2019;56:e13306.

Kromenacker, B.W., Sanova, A.A., Marcus, F.I., Allen, J.J.B., & Lane, R.D. (2018). Vagal mediation of low frequency heart rate variability during slow yogic breathing. *Psychosomatic Medicine*, 80, 581-587.

Allen, J.J.B., Chambers, A.S., & Towers, D.N. (2007). The many metrics of cardiac chronotropy: A pragmatic primer and a brief comparison of metrics. *Biological Psychology*, 74, 243–262.

- Kogan, A.V., Allen, J.J.B., & Weihs, K.L. (2012). Cardiac vagal control as a prospective predictor of anxiety in women diagnosed with breast cancer. *Biological Psychology, 90*, 105-111
- Ottaviani, C. (2018). Brain-heart interaction in perseverative cognition. *Psychophysiology, 2018*;55:e13082. <https://doi.org/10.1111/psyp.13082>
- Chalmers, J.A., Quintana, D.S., Abbott, M.J., & Kemp, A.H. (2014). Anxiety disorders are associated with reduced heart rate variability: a meta-analysis. *Frontiers in Psychiatry, 5*. DOI: doi.org/10.3389/fpsy.2014.00080

1 March: *The Skeletomotor System*

- Tassinari, L.G., Cacioppo, J.T., & Vanman, E.J. (2016). The somatic system. In J.T. Cacioppo, L.G. Tassinari, & G.G. Berntson, (Eds.). *Handbook of Psychophysiology* (4th edition; pp. 151-182). Cambridge, UK: Cambridge University Press.
- Dimberg, U., Thunberg, M., & Elmehed, K. (2000). Unconscious facial reactions to emotional facial expressions. *Psychological Science, 11*, 86-89.

OPTIONAL

- Levenson, R.W., Lwi, S.J., Brown, C.L., Ford, B.Q., Otero, M.C., & Verstaen, A. (2016). Emotion. In J.T. Cacioppo, L.G. Tassinari, & G.G. Berntson (Eds.). *Handbook of Psychophysiology* (4th edition; pp. 444-464). Cambridge, UK: Cambridge University Press.
- Seibt, B., Mühlberger, A., Likowski, K.U., & Wyers, P. Facial mimicry in its social setting. *Frontiers in Psychiatry, 6*, doi: 10.3389/fpsyg.2015.01122.
- Ray, R.D., McRae, K., Ochsner, K.N., & Gross, J.J. (2010). Cognitive reappraisal of negative affect: Converging evidence from EMG and self-report. *Emotion, 10*(4), 587-592.
- Dimberg, U., & Thunberg, M. (2012). Empathy, emotional contagion, and rapid facial reactions to angry and happy facial expressions. *PyCb Journal, 1*, 118-127.
- Kaiser, J., Davey, G.C.I., Parkhouse, T., Meeres, J., & Scott, R.B. (2016). Emotional facial activation induced by unconsciously perceived dynamic facial expressions. *International Journal of Psychophysiology, 110*. 207-211.

8 March: *Non-Spring-Break Day Off*

15 March: *The Electroencephalogram, Basics in Recording EEG, Frequency Domain Analysis and its Applications I -- Mood Disorders & Emotions*

- Luck, S.J., Kappenman, E.S. (2016). Electroencephalography and Event-Related Brain Potentials. In J.T. Cacioppo, L.G. Tassinari, & G.G. Berntson, (Eds.). *Handbook of Psychophysiology* (4th edition; pp. 74-100). Cambridge, UK: Cambridge University Press. READ PAGES 74-88
- Allen, J.J.B., Coan, J.A., & Nazarian, M. (2004) Issues and assumptions on the road from raw signals to metrics of frontal EEG asymmetry in emotion. *Biological Psychology, 67*,183-218.

OPTIONAL

- Allen, J.J.B., & Reznik, S.J. (2015). Frontal asymmetry as a promising marker of depression vulnerability: Summary and methodological consideration. *Current Opinion in Psychology, 4*, 93-97. doi:10.1016/j.copsyc.2014.12.017
- Harmon-Jones, E., & Gable, P.A. (2018). On the role of asymmetric frontal cortical activity in approach and withdrawal motivation: An updated review of the evidence. *Psychophysiology, 2018*;55:e12879. <https://doi.org/10.1111/psyp.12879>
- Peterson, C.K., Shackman, A.J., & Harmon-Jones, E. (2008). The role of asymmetrical frontal cortical activity in aggression. *Psychophysiology, 45* (2008), 86-92.

22 March: *Frequency Domain Analysis and its Applications II -- Oscillatory and "40 Hertz" Phenomena*

- Reznik, S.J., & Allen, J.J.B. (2018). Frontal asymmetry as a mediator and moderator of emotion: An updated review. *Psychophysiology, 2018*;55: e12965. DOI:10.1111/psyp.12965

OPTIONAL

- Coan, J.A. & Allen, J.J.B.. (2004). Frontal EEG asymmetry as a moderator and mediator of emotion. *Biological Psychology, 67*, 7-50.
- Spydell, J.D. & Sheer, D.E. (1982). Effect of problem solving on right and left hemisphere 40 Hertz activity. *Psychophysiology, 19*, 420-425.
- Singer, W. (1993). Synchronization of cortical activity and its putative role in information processing and learning. *Annual Review of Physiology, 55*, 349-374.

Jensen, O., Bonnefond, M., & VanRullen, R. (2012). An oscillatory mechanism for prioritizing salient unattended stimuli. *Trends in Cognitive Sciences*, *16*, 200-206.

29 March: *Functional Neuroimaging: PET and fMRI*

Geuter, S., Lindquist, M.A., & Wager, T.D. (2016). Fundamentals of Functional Neuroimaging. In J.T. Cacioppo, L.G. Tassinary, & G.G. Berntson (Eds.). *Handbook of Psychophysiology* (4th edition; pp. 41-73). Cambridge, UK: Cambridge University Press.

OPTIONAL

Coan, J.A., Schaefer, J.S., & Davidson, R.J. (2006). Lending a hand: Social regulation of the neural response to threat. *Psychological Science*, *17*, 1032-1039.

Farah, M. J., & Hook, C.J. (2013). The seductive allure of “Seductive Allure.” *Perspectives on Psychological Science* *8*(1), 88–90.

5 April: *The Event-Related Potential: Basics and Applications (CNV, early components & P300)*

Luck, S.J., Kappenman, E.S. (2016). Electroencephalography and Event-Related Brain Potentials. In J.T. Cacioppo, L.G. Tassinary, & G.G. Berntson, (Eds.). *Handbook of Psychophysiology* (4th edition; pp. 74-100). Cambridge, UK: Cambridge University Press. READ PAGES 88-99

Johnson, R.J. (1986). A triarchic model of P300 amplitude. *Psychophysiology*, *23*, 367-384.

OPTIONAL

Polich, J.(2007). Updating P300: An integrative theory of P3a and P3b. *Clinical Neurophysiology*, *118*, 2128–2148.

Donchin, E. (1981). Surprise!...Surprise? *Psychophysiology*, *18*, 493-513.

12 April: *More Applications of the ERP: P300, N400, ERN*

Kutas, M. & Hillyard, S.A. (1980). Event-related potentials to semantically inappropriate and surprisingly large words. *Biological Psychology*, *11*, 99-116.

Gehring, W. J., Goss, B., Coles, M. G. H., Meyer, D. E., & Donchin, E. (1993). A neural system for error detection and compensation. *Psychological Science*, *4*, 385-390.

Hajcak, G. (2012). What we’ve learned from mistakes: Insights from error-related brain activity. *Current Directions in Psychological Science*, *21*, 101–106.

Proudfit, G.H. (2015). The reward positivity: From basic research on reward to a biomarker for depression. *Psychophysiology*, *52*, 449–459.

OPTIONAL

Kutas, M. and Federmeier, K. D. (2011). Thirty years and counting: Finding meaning in the N400 component of the event-related brain potential (ERP). *Annual Review of Psychology*, *62*, 621-647.

Trujillo, L. & Allen, J.J.B. (2007). Theta EEG dynamics of the error-related negativity. *Clinical Neurophysiology*. *118*, 645-668.

19 April: (RESEARCH PROSPECTUS DUE)

Neurostimulation and Neuromodulation

Luber, B. & Deng, Z. (2016). Application of Non-Invasive Brain Stimulation in Psychophysiology. In J.T. Cacioppo, L.G. Tassinary, & G.G. Berntson, (Eds.). *Handbook of Psychophysiology* (4th edition; pp. 116-150). Cambridge, UK: Cambridge University Press.

OPTIONAL

Hermann, C.S., Rach, S., Neuling, T., & Strüber, D. (2013). Transcranial alternating current stimulation: a review of the underlying mechanisms and modulation of cognitive processes. *Frontiers in Human Neuroscience*, *7*. DOI:10.3389/fnhum.2013.00279

Fini, M., & Tyler, W.J. (2017). Transcranial focused ultrasound: a new tool for non-invasive Neuromodulation. *International Review of Psychiatry*, *29*, 168-177. DOI: 10.1080/09540261.2017.1302924

26 April: *Advanced Signal Processing I*

Gratton, G., & Fabiani, M. (2016). Biosignal Processing in Psychophysiology: Principles and Current Developments. In J.T. Cacioppo, L.G. Tassinary, & G.G. Berntson, (Eds.). *Handbook of Psychophysiology* (4th edition; pp. 628-661). Cambridge, UK: Cambridge University Press. READ PAGES 628-645

Gratton, G., Coles, M.G.H., & Donchin, E. (1983). A new method for off-line removal of ocular artifact. *Electroencephalography and Clinical Neurophysiology*, *55*, 468-484.

Cohen, M.X. (2011). It’s about time. *Frontiers in Human Neuroscience*, *5*, doi: 10.3389/fnhum.2011.00002.

Cook, E.W., & Miller, G.A. (1992). Digital Filtering: Background and tutorial for psychophysicists. *Psychophysiology*, 3, 350-367.

OPTIONAL

Cavanagh, J.F., Cohen, M.X., & Allen, J.J.B. (2009). Prelude to and resolution of an error: EEG phase coherence reveals cognitive control dynamics during action monitoring. *Journal of Neuroscience*, 29, 98-105.

Mathewson, K.E., Lleras, A., Beck, D.M., Fabiani, M., Ro, T., & Gratton, G. (2011). Pulsed out of awareness: EEG alpha oscillations represent a pulsed-inhibition of ongoing cortical processing. *Frontiers in Perception Science*, 2(99). doi 10.3389/fpsyg.2011.00099

Muthukumaraswamy, S.D. (2013). High-frequency brain activity and muscle artifacts in MEG/EEG: a review and recommendations. *Frontiers in Human Neuroscience*, 7(138), <http://dx.doi.org/10.3389/fnhum.2013.00138>

3 May: (PAPER DUE 2 PM) Advanced Signal Processing II

Scherg, M. (1990). Fundamentals of Dipole Source Potential Analysis. In F. Grandori, F. Hoke & Romani, G.L. (Eds.), *Auditory Evoked Magnetic Fields and Electric Potentials. Advances in Audiology*, 6, (pp. 40-69). Switzerland: Basel, Karger.

Miller, G.A., & Chapman, J.P. (2001). Misunderstanding analysis of covariance. *Journal of Abnormal Psychology*, 110, 40-48.

OPTIONAL

Urbach TP, Kutas M. (2002). The intractability of scaling scalp distributions to infer neuroelectric sources. *Psychophysiology*. 39, 791-808.

Makeig, S., Debener, S., Onton, J., & Delorme, A. (2004). Mining event-related brain dynamics. *Trends in Cognitive Sciences*, 8, 204-210.

Debener, S., Ullsperger, M., Siegel, M., Fiehler, K., von Cramon, Y., & Engel, A.K. (2005). Trial-by-trial coupling of concurrent EEG and fMRI identifies the dynamics of performance monitoring. *Journal of Neuroscience*, 25, 11730 -11737.

Chaumon, M., Bishop, D.V.M., & Busch, N.A. (2015). A practical guide to the selection of independent components of the electroencephalogram for artifact correction. *Journal of Neuroscience Methods*, 250, 47-63.

9 May: FINAL EXAM DUE 11:59 PM

Other recommended sources for the seriously inclined:

Lyons, R. G. (2011). [*Understanding Digital Signal Processing*](#) (3rd Ed.). Boston, MA: Prentice Hall.

Cohen, M.X. (2017). [*MATLAB for Brain and Cognitive Scientists*](#). Cambridge, MA: MIT Press

Cohen, M.X. (2014). [*Fundamentals of Time-Frequency Analyses in Matlab/Octave*](#). [Sincpress](#).

Psychophysiology Laboratory
PSY 401B/501B
Some Wednesdays 3-5 pm
Spring 2021

Supervising Instructor: John JB Allen (John.JB.Allen@Arizona.edu)

Laboratory Teaching Assistant: Yaohui Ding (yaohuiding@email.arizona.edu)

[Full Syllabus](#) available on the [class website](#). Précis follows.

Laboratory Location: Due to the Covid-19 pandemic, the didactic sessions will be online. **However**, if it is deemed safe by the university and the psychology department, we will have four in-person lab sessions. Even then, your participation is still voluntary as we will also offer a video demonstration of how each lab is done, in lieu of the in-person lab session.

Meeting Times and Important Dates

<u>Lab Mtg</u>	<u>Topic/Report Due</u>
Feb 3 3:00-4:00	Lab Introduction & Virtual Tour
Feb 10 3:00-5:00	Skin Conductance (3/3)
Mar 3 3:00-5:00	Cardiovascular/EMG (3/24)
Mar 24 3:00-5:00	EEG (4/14)
Apr 14 3:00-5:00	ERP (5/5)

Course Objective: *Psychophysiology Laboratory* must be taken concurrently with PSY 401A/501A, *Psychophysiology Seminar*. The objective of the laboratory is to provide a pragmatic "hands-on" experience in psychophysiological recording and analysis. The laboratory will involve learning the many facets of psychophysiological signal acquisition and analysis.

Learning Outcomes: Four experiments (listed below) will be conducted, each involving different response systems, offering you the opportunity to gain experience acquiring, analyzing, and interpreting autonomic and electrocortical psychophysiological measures.

Evaluation For each experiment, students will be required to write an APA-style method and results section. These four papers will form the basis of your grade for the lab. Each will be graded on a 10 point scale and a rubric will be provided.

Experiments to be conducted

- Experiment 1: Skin-conductance Guilty Knowledge Technique
- Experiment 2: Electrocardiographic (EKG) responses to stress/emotion
- Experiment 3: Frontal electroencephalographic (EEG) spectral changes
- Experiment 4: Event-related brain potentials (ERPs)

Readings:

Readings will be provided as required in addition to the following, which should be read in advance of the first laboratory session:

[Greene, W.A., Turetsky, B., & Kohler, C.](#) (2000). .In J.T. Cacioppo, L.G. Tassinary, & G.G. Berntson, G.G (Eds.).
Handbook of Psychophysiology (2nd edition; pp. 951-977). Cambridge, UK: Cambridge University Press. (NOTE
THIS IS A PREVIOUS EDITION OF THE TEXT)