



PS/NS363 ABNORMAL PSYCHOLOGY: SOCIAL COGNITION AND CLINICAL DISORDERS

IES Abroad Vienna

DESCRIPTION:

Human beings are possibly the most social of animals. We work together in organized way, we gather for meals, we work towards common goals as well as compete with one another. At the same time, we differ in the ways in which we infer emotions, thoughts and actions of others, in how we connect emotionally to others, empathize, establish and maintain social networks or follow social norms. This heterogeneity in sociability is natural but can pose a challenge when it becomes abnormal. In this course, students will have the opportunity to study the novel and emerging area of research in social cognition in intact functioning as well as in different disorders where social cognition is impaired, such as schizophrenia, autism, bipolar disorder, paranoia, substance abuse, etc. We will deepen our understanding of specific psychological processes involved in core facets of social behavior in these disorders, such as social and emotional information processing, theory of mind, attributional style, and social perception. Healthy social functioning relies on the effective processing of social information. We will, therefore, also look at how social cognitive interventions target these core facets of social behavior to improve the social functioning and well-being of individuals. Much of this course is hands-on. We will learn to apply different tools that measure social cognition using different clinical cases. We will also learn about interactive social neuroscience by discussing research that employs cutting-edge neuroimaging equipment.

CREDITS: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: English

INSTRUCTOR: Dr. Pronizius Ekaterina, MSc, BSc & Nita Bislimi, MSc, BSc

PREREQUISITES: One semester of coursework in Psychology, related discipline or instructor approval. Interest in psychological research methodologies.

INSTRUCTOR CONTACT INFORMATION: If you have any questions, feedback, or concerns throughout the semester, please email both

[Redacted]
[Redacted]
• [Redacted]

ADDITIONAL COST: None

METHOD OF PRESENTATION:

A combination of the following methods will be used during classes: Lectures, experiential learning and discussion in seminar format. Most of the materials used in class, as well as any other relevant materials, will be available for students on the IES Abroad Vienna Moodle platform (<https://moodle.iesabroad.org>). Most activities are paper free. Students' work will be evaluated using different rubrics for different assignments. The rubrics will be made available on Moodle.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Active course participation – 10% [Grader: Nita]
- Journal club presentation– 20% [Grader: Katja, Nita]
- Online Study Participation – 15% [Grader: Katja]
- Written Work: Reflection – 15% [Grader: Katja]
- Oral Presentation (group assignment) – 20% [Grader: Nita]
- Final exam - 20% [Grader: Nita]

Course element

Course Participation

Attendance and active participation in class are expected, as the classes are highly participatory in nature. Students will engage in structured and semi-structured debates, including preparing short presentations on various topics. Note that course participation is not limited to participation in class. Students are encouraged to use the group forum on Moodle to post questions and engage in



content-related discussions. Participation will be assessed two times (mid- and at the end of semester) and determined through a combination of self- and instructor evaluation. First, students are required to provide a brief rationale (3-5 sentences) for their self-assessment. Following this, the self-evaluation will be either accepted or adjusted by the instructor.

ORAL PRESENTATION (MID-TERM)

In this assignment, students will work in pairs to research and present on a topic of their choice, as long as it is related to the course material. Possible topics are Theory of Mind, Empathy, Moral Reasoning, Attentional Bias, Face Perception, Emotion Perception, Memory, Language, etc. Each group will be provided with a template and practical guidance on creating and giving an oral talk. The format of the talk will be similar to the ones typically given at psychology conferences, where students will be asked to explain the contents of their research to their fellow students. The group presentation should include the following sections such as title, author, affiliation, introduction, aim, methods, results/conclusions (with critical evaluation of presented work), and references. During the classes, the students will present their slides on the screen (15 minutes presentation + group discussion). The presentation will be submitted and evaluated through Moodle rubrics.

ONLINE STUDY PARTICIPATION

In this assignment, students will actively engage in an online study designed to assess social cognition. The primary aim is to offer students a hands-on experience by participating as subjects in psychological research. This participation will provide them with valuable practical insights into the assessment of social cognition and the overall research process, including the study documentation (protocol, ethical considerations, informed consent, etc.) and an opportunity to critically analyze the different components of the study.

WRITTEN WORK: REFLECTION

After participating in the online study, students will write a critical review of their experience (**reflection**). The reflection should include the following elements: A brief overview of the study's objectives, theoretical background, study design; individual experiences during the study, including any challenges or surprises encountered; insights gained regarding the assessment of social cognition and the research process; an evaluation of the study's documentation involved in conducting such assessments (study protocol, ethics, informed consent, etc.). The conciseness of this report is an integral part of the evaluation for this exercise. The reflection must be written in APA style (7th edition) and submitted online with 700-1,000 words in length (2 pages approximately, excl. references).

JOURNAL CLUB PRESENTATION

Each student will present one preselected scientific article to the class in a 10-minute presentation, followed by 5 minutes of discussion. Presentations will be spread throughout the semester, with two presentations per class session. Article assignments will be randomly assigned from the course readings.

This assignment should be approached as a journal club, rather than a traditional presentation. The primary goal is critical discussion, not exhaustive reporting of facts. Presentations should briefly introduce the research question, methods, and main findings, while placing clear emphasis on interpreting the results, evaluating the strengths and limitations of the study, and stimulating class discussion. Students are encouraged to raise questions, highlight controversies, and engage their peers in thoughtful analysis of the paper's significance and broader implications.

Presentations will be evaluated using a rubric available on Moodle.

FINALS

The final assessment will be conducted in the form of an in-class written exam. The exam will be based on the required textbook (Barlow). **The exam relevant chapters and exact page numbers are listed in the course syllabus below.** Students will complete a selection of multiple-choice questions designed to assess their understanding of key concepts. The use of computers or electronic devices will not be permitted during the exam.

Applies to all assignments: Submissions after the deadline will not be accepted (0 points).

LEARNING OUTCOMES:

By the end of the course, students will be able to:

- Apply the fundamentals of social cognition to analyze its role in psychopathology;
- Critically assess and interpret research findings concerning social cognition in various clinical and non-clinical populations;
- Become familiar with the neural basis of social cognition and neuroimaging methods;
- Evaluate social functioning in psychiatric disorders;
- Learn different methods of assessments of social cognition in both children and adults;
- Engage in critical thinking and discussion regarding the challenges of the diagnostic process;
- Utilize practical insights into psychological research, including active participation in an online study and writing a critical reflection;
- Learn new ways of communicating experiences and research results.

ATTENDANCE POLICY:

IES Abroad Vienna requires attendance at all class sessions. Attendance will be taken every class. Students must attend at least 60% of their class sessions to qualify for a passing grade, regardless of whether their absences have been excused or not. The attendance is required in person unless otherwise noted in the syllabus. Students are highly encouraged to communicate absences as soon as possible to their professors and for excused absences using the processes described in the absence policy. Please refer to the IES Abroad Vienna Absence Policy for a more precise overview of all attendance policies at IES Abroad Vienna as well as an overview of possible grade penalties.

ACADEMIC INTEGRITY:

At IES Abroad Vienna, we hold ourselves to the highest standards of honesty and academic integrity. Any form of academic dishonesty undermines the principles of trust and fairness essential to a thriving learning community. As such, plagiarism and cheating are considered serious violations of our code of conduct, and students found engaging in such activities will face swift and severe consequences, ranging from a failing grade on an assignment to an academic review and possible expulsion from the program.

USE OF AI:

Learning to use artificial intelligence (AI) is an emerging skill. In this course, students may use generative AI (GAI) tools, such as ChatGPT, to support their assignments and assessments. However, students should be aware that large language models can generate incorrect information or fabricate citations. Vague prompts may also produce low-quality results, so students are expected to refine their prompts to obtain useful outputs. AI may be used for tasks such as brainstorming ideas, producing outlines, rewording text, reviewing grammar, or generating images for presentations. Any use of AI must be properly acknowledged and cited. At the end of each assignment, students must include a short paragraph describing which AI tool was used and how it was used, including the prompts. This paragraph does not count toward the word limit. Students are responsible for verifying the accuracy of AI-generated content and for the final work they submit.

CONTENT:

Week	Content	Assignments and Readings
Week 1 May 25 <u>Pronizius E.</u>	Session 1 Introduction to the Course • Getting-to-know each other, assignments' discussion, group forming. • Use of AI	Readings: • (Recommended) McDonald and Kumfor (2022). <i>Introduction to Social Cognition</i>. In S. McDonald (Ed.), <i>Clinical disorders of social cognition</i> (pp. 1-36). Routledge/Taylor & Francis Group.
	Session 2	

	About Social Cognition The concept of Social Cognition: the processes involved in typical and atypical populations.	
Week 1 May 27 <u>Pronizius E.</u>	Session 3 Measuring social cognition in the laboratory Social cognition assessment in children and adults: learning to use social cognition tools	Readings: (Recommended) Crowe, L., Darling, S., & Chow, J. <i>Assessing social cognition in children</i>. In S. McDonald (Ed.), <i>Clinical disorders of social cognition</i> (pp. 307-326). Routledge/Taylor & Francis Group. (Recommended) Kelly, M., McDonald, S., & Pinkham, A. (2022) <i>Assessing social cognition in adults</i>. In S. McDonald (Ed.), <i>Clinical disorders of social cognition</i> (pp. 267-306). Routledge/Taylor & Francis Group
	Session 4 Social Cognition Improving ecological validity of research.	
Week 2 June 1 <u>Bislimi N.</u>	Session 5 Social Functioning in Psychiatric Disorders - Schizotypy / Cluster A Personality Disorders / Schizophrenia - Social Cognition in Psychotic Spectrum Disorders	Assignments: 2 x Journal club presentations - Berretta, S. A., Oliver, L. D., Hyatt, C. S., Carrión, R. E., Hänsel, K., Voineskos, A., Buchanan, R. W., Malhotra, A. K., & Tang, S. X. (2025). Domain-specific associations between social cognition and aggression in schizophrenia spectrum disorders. <i>Schizophrenia research. Cognition</i>, 41, 100361. https://doi.org/10.1016/j.scog.2025.100361 - Della Libera, C., Goosse, M., Larøi, F., & Willems, S. (2023). Examining the impact of experiencing auditory verbal hallucinations from a first-person perspective on the degree of empathy and stigmatization in a group of psychology students: A study using 360° immersive videos. <i>Comprehensive psychiatry</i>, 123, 152379. https://doi.org/10.1016/j.comppsy.2023.152379 Readings: - Chapter 12 Personality Disorders: Barlow, D. H., Durand, V. M., & Hofmann, S. G. (2018). <i>Abnormal psychology: An integrative approach</i> (8th ed.). Cengage Learning.

		Chapter 13 Schizophrenia Spectrum and Other Psychotic Disorders: Barlow, D. H., Durand, V. M., & Hofmann, S. G. (2018). <i>Abnormal psychology: An integrative approach</i> (8th ed.). Cengage Learning.
	Session 6 Social Cognitive Deficit in Neurodegenerative Disorders Huntington's disease, dementia.	
Week 2 June 3 <u>Bislimi N.</u>	Session 7 Guest lecture	Assignments: Participation in an online study by June 4th (15%).
	Session 8 Practical Part: Group Presentations	This session will be allocated to preparing a good group presentation (mid-term). In the first part of this session, you will receive input on the requirements, logistics, and evaluation rubric used for grading the presentations, along with tips and strategies for creating engaging presentations beyond basic expectations.
Week 3 June 8 <u>Pronizius E.</u>	Session 9 Neural Basis of Social Cognition 1	Assignments: 2 x Journal club presentations - Decety, J., Skelly, L. R., & Kiehl, K. A. (2013). Brain response to empathy-eliciting scenarios involving pain in incarcerated individuals with psychopathy. <i>JAMA psychiatry</i>, 70(6), 638-645. https://jamanetwork.com/journals/jamapsychiatry/fullarticle/1681369 - Rosenberger, L. A., Eisenegger, C., Naef, M., Terburg, D., Fourie, J., Stein, D. J., & van Honk, J. (2019). The human basolateral amygdala is indispensable for social experiential learning. <i>Current Biology</i>, 29(20), 3532-3537. https://doi.org/10.1016/j.cub.2019.08.078 Readings: (Recommended) Minagawa, Y., Xu, M. & Morimoto, S. (2018). Toward interactive social neuroscience:
	Session 10 Neural Basis of Social Cognition 2 The emergence of interactive social neuroscience.	

		Neuroimaging real-world interactions in various populations. <i>Japanese Psychological Research</i>, 60(4), 196-224. https://doi.org/10.1111/jpr.12207 (Recommended) Rolison, M. J., Naples, A. J., & McPartland, J. C. (2015). Interactive social neuroscience to study autism spectrum disorder. <i>The Yale Journal of Biology and Medicine</i>, 88(1), 17–24. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4345534/
Week 3 June 10 <u>Bislimi N.</u>	Session 11 Students’ oral presentations 1	Assignments: - Self-evaluation 1 of course participation by June 11th (5%). - Group presentations (20%). Active participation in the discussion.
	Session 12 Students’ oral presentations 2	
Week 4 June 15 <u>Pronizius E.</u>	Sessions 13-14 Development of Social Cognition - Early brain impairments and development of social competence. - Loneliness and the social homeostasis hypothesis	Assignments: 2 x Journal club presentations - Nguyen, T., Schleihau, H., Kungl, M., Kayhan, E., Hoehl, S., & Vrtička, P. (2021). Interpersonal neural synchrony during father–child problem solving: an fNIRS hyperscanning study. <i>Child development</i>, 92(4), e565–e580. https://doi.org/10.1111/cdev.13510 - Tomova, L., Wang, K.L., Thompson, T. et al. Acute social isolation evokes midbrain craving responses similar to hunger. <i>Nat Neurosci</i> 23, 1597–1605 (2020). https://doi.org/10.1038/s41593-020-00742-z
Week 4 June 17 <u>Pronizius E.</u>	Sessions 15-16 Social Functioning in Mood Disorders Depression, bipolar disorder, PTSD, dissociative disorders	Assignments: - Reflection submission by June 18th (15%). - Part of the session will be allocated to addressing any potential issues or questions related to the homework assignment (written reflection). Prepare your questions. 2 x Journal club presentations - Armstrong, B. (2020). A Patient’s View of the Challenges and Blessings of Her Dissociative

		Disorder. <i>The Permanente Journal</i>, 24. https://doi.org/10.7812%2FTPP%2F19.094 ○ Tsai, G. E., Condie, D., Wu, M. T., & Chang, I. W. (1999). Functional magnetic resonance imaging of personality switches in a woman with dissociative identity disorder. <i>Harvard review of psychiatry</i>, 7(2), 119-122. https://doi.org/10.3109/hrp.7.2.119 Readings: ● Chapter 5: Anxiety, Trauma- and Stressor-Related, and Obsessive-Compulsive and Related Disorders. Barlow, D. H., Durand, V. M., & Hofmann, S. G. (2018). <i>Abnormal psychology: An integrative approach</i> (8th ed.). Cengage Learning. ● Chapter 7: Mood disorders and suicide. Barlow, D. H., Durand, V. M., & Hofmann, S. G. (2018). <i>Abnormal psychology: An integrative approach</i> (8th ed.). Cengage Learning.
Week 5 June 22 <u>Bislimi N.</u>	Sessions 17-18 Social Functioning in Psychiatric Disorders ● Obsessive-compulsive disorders, body dysmorphic disorders, eating disorders	Assignments: ● 2 x Journal club presentations ○ Blom, J. D. (2016). Alice in Wonderland syndrome: a systematic review. <i>Neurology: Clinical Practice</i>, 6(3), 259- 270. https://doi.org/10.1212/CPJ.0000000000000251 ○ Gold, J., & Gold, I. (2012). The “Truman Show” delusion: psychosis in the global village. <i>Cognitive Neuropsychiatry</i>, 17(6), 455-472. https://doi.org/10.1080/13546805.2012.666113 Readings: ● Chapter 6: Somatic Symptom and Related Disorders and Dissociative Disorders. Barlow, D. H., Durand, V. M., & Hofmann, S. G. (2018). <i>Abnormal psychology: An integrative approach</i> (8th ed.). Cengage Learning. ● Chapter 8: Eating and Sleep–Wake Disorders. Barlow, D. H., Durand, V. M., & Hofmann, S. G. (2018). <i>Abnormal psychology: An integrative approach</i> (8th ed.). Cengage Learning.
Week 5 June 24 <u>Bislimi N.</u>	Sessions 19 Practical Part Final exam.	● This session will be allocated to answering questions about the final exam. Students are encouraged to

		raise any concerns or questions regarding the exam format, content, or logistics.
	Session 20 Neurodevelopmental disorders	Assignments: 2 x Journal club presentations - Wunderli, M. D., Vonmoos, M., Niedecker, S. M., Hulka, L. M., Preller, K. H., Baumgartner, M. R., Kraemer, T., Seifritz, E., Schaub, M. P., Eich-Höchli, D., & Quednow, B. B. (2016). Cognitive and emotional impairments in adults with attention-deficit/hyperactivity disorder and cocaine use. <i>Drug and Alcohol Dependence</i>, 163, 92–99. https://doi.org/10.1016/j.drugalcdep.2016.03.026 - Moreau, N., Rauzy, S., Viallet, F., & Champagne-Lavau, M. (2016). Theory of Mind in Alzheimer Disease: Evidence of Authentic Impairment During Social Interaction. <i>Neuropsychology</i>, 30(3), 312–321. https://doi.org/10.1037/neu0000220 Readings: Chapter 14 Neurodevelopmental Disorders: Barlow, D. H., Durand, V. M., & Hofmann, S. G. (2018). <i>Abnormal psychology: An integrative approach</i> (8th ed.). Cengage Learning.
Week 6 June 29 <u>Bislimi N.</u>	Session 21 & 22 Social Cognitive Interventions - Cognitive interventions: best evidence-based practice. - Cognitive interventions by clinical case.	- Self-evaluation 2 of course participation by June 29th (5%). 2 x Journal club presentations - Freeman, D., Bradley, J., Antley, A., Bourke, E., DeWeever, N., Evans, N., ... Clark, D. M. (2016). Virtual reality in the treatment of persecutory delusions: Randomised controlled experimental study testing how to reduce delusional conviction. <i>The British Journal of Psychiatry</i>, 209(1), 62–67. https://doi.org/10.1192/bjp.bp.115.176438 - Zheng, Z., Zhang, L., Bekele, E., Swanson, A., Crittendon, J. A., Warren, Z., & Sarkar, N. (2013). Impact of robot-mediated interaction system on joint attention skills for children with autism. <i>IEEE</i>

		... <i>International Conference on Rehabilitation Robotics : [proceedings], 2013</i>, 6650408. https://doi.org/10.1109/ICORR.2013.6650408
Week 6 July 1	Sessions 23 & 24 Final exam Evaluation of course knowledge via a written final exam.	Final exam (20%).

REQUIRED READINGS:

The Abnormal Psychology book by Barlow et al. (2018) is available on Moodle and is the only literature that is relevant for the final exam.

- Barlow, D. H., Durand, V. M., & Hofmann, S. G. (2018). Abnormal psychology: An integrative approach (8th ed.). Cengage Learning.
 - Chapter 5: relevant page numbers include:**
 - The Complexity of Anxiety Disorders **127-133**
 - Posttraumatic Stress Disorder **160-167**
 - Obsessive-Compulsive Disorder **168-170**
 - Body Dysmorphic Disorder **172-175**
 - Trichotillomania (Hair Pulling Disorder) and Excoriation (Skin Picking Disorder) **176-177**
 - Chapter 6: relevant page numbers include:**
 - Dissociative Disorders **198**
 - Depersonalization-Derealization Disorder **199**
 - Dissociative Amnesia **200**
 - Dissociative Identity Disorder **203-211**
 - Chapter 7: relevant page numbers include:**
 - Understanding and Defining Mood Disorders **217-233**
 - Chapter 8: relevant page numbers include:**
 - Major Types of Eating Disorders **273-280**
 - Chapter 12: relevant page numbers include:**
 - Cluster A Personality Disorders **455-460**
 - Chapter 13: relevant page numbers include:**
 - Perspectives on Schizophrenia **485-494**
 - Case Report Arthur **487**
 - Clinical Description, Symptoms, and Subtypes **488**
 - Development **498-507**
 - Treatment of Schizophrenia **508-515**
 - Chapter 14: relevant page numbers include:**
 - Overview of Neurodevelopmental disorders **521-522**
 - Attention-Deficit/Hyperactivity Disorder **522, 524-529**
 - Autism Spectrum Disorder **534-540**

JOURNAL CLUB LITERATURE:

- W2: Berretta, S. A., Oliver, L. D., Hyatt, C. S., Carrión, R. E., Hänsel, K., Voineskos, A., Buchanan, R. W., Malhotra, A. K., & Tang, S. X. (2025). Domain-specific associations between social cognition and aggression in schizophrenia spectrum disorders. *Schizophrenia research. Cognition*, 41, 100361. <https://doi.org/10.1016/j.scog.2025.100361>
- W2: Della Libera, C., Goosse, M., Larøi, F., & Willems, S. (2023). Examining the impact of experiencing auditory verbal hallucinations from a first-person perspective on the degree of empathy and stigmatization in a group of psychology students: A study using 360° immersive videos. *Comprehensive psychiatry*, 123, 152379. <https://doi.org/10.1016/j.comppsy.2023.152379>
- W3: Decety, J., Skelly, L. R., & Kiehl, K. A. (2013). Brain response to empathy-eliciting scenarios involving pain in incarcerated individuals with psychopathy. *JAMA psychiatry*, 70(6), 638-645. <https://jamanetwork.com/journals/jamapsychiatry/fullarticle/1681369>
- W3: Rosenberger, L. A., Eisenegger, C., Naef, M., Terburg, D., Fourie, J., Stein, D. J., & van Honk, J. (2019). The human basolateral amygdala is indispensable for social experiential learning. *Current Biology*, 29(20), 3532-3537. <https://doi.org/10.1016/j.cub.2019.08.078>
- W4.1: Nguyen, T., Schleihau, H., Kungl, M., Kayhan, E., Hoehl, S., & Vrtička, P. (2021). Interpersonal neural synchrony during father-child problem solving: an fNIRS hyperscanning study. *Child development*, 92(4), e565-e580. <https://doi.org/10.1111/cdev.13510>
- W4.1: Tomova, L., Wang, K.L., Thompson, T. et al. Acute social isolation evokes midbrain craving responses similar to hunger. *Nat Neurosci* 23, 1597–1605 (2020). <https://doi.org/10.1038/s41593-020-00742-z>
- W4.2: Armstrong, B. (2020). A Patient's View of the Challenges and Blessings of Her Dissociative Disorder. *The Permanente Journal*, 24. <https://doi.org/10.7812%2FTPP%2F19.094>
- W4.2: Tsai, G. E., Condie, D., Wu, M. T., & Chang, I. W. (1999). Functional magnetic resonance imaging of personality switches in a woman with dissociative identity disorder. *Harvard review of psychiatry*, 7(2), 119-122. <https://doi.org/10.3109/hrp.7.2.119>
- W5.1: Blom, J. D. (2016). Alice in Wonderland syndrome: a systematic review. *Neurology: Clinical Practice*, 6(3), 259-270. <https://doi.org/10.1212/CPI.0000000000000251>
- W5.1: Gold, J., & Gold, I. (2012). The "Truman Show" delusion: psychosis in the global village. *Cognitive Neuropsychiatry*, 17(6), 455-472. <https://doi.org/10.1080/13546805.2012.666113>
- W5.2: Moreau, N., Rauzy, S., Viallet, F., & Champagne-Lavau, M. (2016). Theory of Mind in Alzheimer Disease: Evidence of Authentic Impairment During Social Interaction. *Neuropsychology*, 30(3), 312–321. <https://doi.org/10.1037/neu0000220>
- W5.2: Wunderli, M. D., Vonmoos, M., Niedecker, S. M., Hulka, L. M., Preller, K. H., Baumgartner, M. R., Kraemer, T., Seifritz, E., Schaub, M. P., Eich-Höchli, D., & Quednow, B. B. (2016). Cognitive and emotional impairments in adults with attention-deficit/hyperactivity disorder and cocaine use. *Drug and Alcohol Dependence*, 163, 92–99. <https://doi.org/10.1016/j.drugalcdep.2016.03.026>
- W6: Freeman, D., Bradley, J., Antley, A., Bourke, E., DeWeever, N., Evans, N., ... Clark, D. M. (2016). Virtual reality in the treatment of persecutory delusions: Randomised controlled experimental study testing how to reduce delusional conviction. *The British Journal of Psychiatry*, 209(1), 62–67. doi:10.1192/bjp.bp.115.176438
- W6: Zheng, Z., Zhang, L., Bekele, E., Swanson, A., Crittendon, J. A., Warren, Z., & Sarkar, N. (2013). Impact of robot-mediated interaction system on joint attention skills for children with autism. *IEEE ... International Conference on Rehabilitation Robotics : [proceedings]*, 2013, 6650408. <https://doi.org/10.1109/ICORR.2013.6650408>

RECOMMENDED READINGS:

- American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders. American psychiatric association.
- Bear, M., Connors, B., & Paradiso, M. A. (2025). Neuroscience: Exploring the brain. Jones & Bartlett Learning.
- Lewandowski, K. E., & Moustafa, A. (Eds.). (2019). Social cognition in psychosis. Academic Press.
- Ward, J. (2025). The student's guide to cognitive neuroscience. Routledge.
- Week 1.1: McDonald and Kumfor (2022). *Introduction to Social Cognition*. In S. McDonald (Ed.), Clinical disorders of social cognition (pp. 1-34). Routledge/Taylor & Francis Group.
- Week 1.2: Crowe, L., Darling, S., & Chow, J. *Assessing social cognition in children*. In S. McDonald (Ed.), Clinical disorders of social cognition (pp. 307-326). Routledge/Taylor & Francis Group.

- Week 1.2: Kelly, M., McDonald, S., & Pinkham, A. (2022) *Assessing social cognition in adults*. In S. McDonald (Ed.), *Clinical disorders of social cognition* (pp. 267-306). Routledge/Taylor & Francis Group.
- Week 3: Minagawa, Y., Xu, M. & Morimoto, S. (2018). Toward interactive social neuroscience: Neuroimaging real-world interactions in various populations. *Japanese Psychological Research*, 60(4), 196-224. <https://doi.org/10.1111/jpr.12207>
- Week 3: Rolison, M. J., Naples, A. J., & McPartland, J. C. (2015). Interactive social neuroscience to study autism spectrum disorder. *The Yale Journal of Biology and Medicine*, 88(1), 17–24. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4345534/>

INSTRUCTOR BIOGRAPHY:

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INSTRUCTOR BIOGRAPHY:

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