

PSYCHOLOGY

1967-68

Professor and Head of the Department:

Mary J. Wright, Ph.D. (Toronto)

Professors:

D. N. Jackson, Ph.D. (Purdue) Senior Professor

Leola E. Neal, Ph.D. (Toronto) Dean of Women

A. U. Paivio, Ph.D. (McGill)

G. H. Turner, Ph.D. (Toronto)

Associate Professors:

D. A. T. Chambers, Ph.D. (McGill)

R. C. Gardner, Ph.D. (McGill)

J. Havelka, Ph.D. (Milan)

S. B. Kendall, Ph.D. (Emory)

Doreen Kimura, Ph.D. (McGill)

R. M. Knights, Ph.D. (Minnesota)

H. O. Lobb, Ph.D. (Toronto)

W. J. McClelland, Ph.D. (London)

G. J. Mogenson, Ph.D. (McGill)

M. Rieber, Ph.D. (Iowa)

M. M. Schnore, Ph.D. (McGill)

R. G. Stennett, Ph.D. (McGill) (Part time)

F. W. R. Taylor, Ph.D. (Toronto)

F. R. Wilkinson, Ph.D. (Michigan State)

Assistant Professors:

- L. W. Chamberlain, Ph.D. (Keele)
- J. P. Denny, Ph.D. (Duke)
- A. A. Monjan, Ph.D. (Rochester)
- D. R. Pederson, Ph.D. (Iowa)
- Z. W. Pylyshyn, Ph.D. (Saskatchewan)
- W. E. Reitz, Ph.D. (Pennsylvania State)
- T. F. Siess, Ph.D. (Minnesota)
- H. M. Simpson, Ph.D. (Western Ontario)
- F. M. Van Fleet, Ph.D. (Colorado)

Honorary Lecturer:

- J. A. F. Stevenson, M.D. (McGill)
(Professor and Head, Department of Physiology)

Programme of Studies

The graduate programme provides advanced training in general psychology with specialization in learning and motivation, sensation and perception, physiological and comparative, verbal learning and memory, cognition, measurement, experimental, child, personality theory and assessment, experimental social, psycholinguistics, mental retardation and clinical.

Facilities of the Department

The facilities of the Department include animal laboratories and rooms specially designed for research with human subjects in perception, physiological, and experimental social psychology. Standard laboratory equipment is available, and additional special equipment necessary for a student's research will be purchased. Facilities of the University include an IBM 7040 computer employed exclusively for teaching and research purposes. Other computers and related equipment are available in affiliated institutions.

Potential field settings (and sources of subjects) for research include, in addition to industry and schools, three mental hospitals, psychiatric wards in two general hospitals, the Alcoholism and Drug Addiction Research Foundation, the Child Guidance Clinic, the Children's Psychiatric Research Institute, the Crippled Children's Treatment Center, and nursery schools. Mobile laboratories are available for off-campus research.

M.A. Degree

The purpose of the Master's Programme is to prepare the student for research and scholarly work. The programme also provides a foundation for advanced training in Applied Psychology. Candidates are required to take three graduate courses, hold a research assistantship, and to submit a thesis based on an empirical investigation of a problem within some area of Psychology. The thesis research is supervised by a faculty member.

The minimum residence requirement is one academic year of full-time study by a candidate entering with a Canadian Honours degree or its equivalent. Students who have not completed the degree are expected to remain in residence during the summer. Others will be required to undertake a two-year programme.

Ph.D. Degree

The primary purpose of the doctoral program is to train scientists and university teachers. The program typically includes graduate seminars and tutorials, a comprehensive examination, and a dissertation based on a research project. Individual programmes of study are encouraged, and include continuing teaching and research apprenticeship training with specific members of staff. The minimum residence requirement is three academic years of full-time study after an Honours level Bachelor's, or two after a Master's degree. Frequently more time is necessary. All students are expected to be in residence during the summer. The programme in Clinical Psychology requires practicums in approved settings.

Admission Requirements

An M.A. degree in Psychology is normally required for admission as a Ph.D. candidate.

Graduate Record Examination results (Aptitude and Advanced Tests) or Miller Analogies Test scores are required and should be made available at the time of application.

COURSES

500 - 509: Learning and Motivation: Introduction to theories of Hull-Spence, Logan, Mowrer, Miller, Skinner, Estes; classical conditioning; operant conditioning; frustration; punishment, discrimination learning; partial reinforcement; mediation concepts; and, motivational models.

510 - 519: Sensation and Perception: Psychophysical theory and methods; physiological bases of sensory and perceptual processes and their stimulus correlates; spatial and temporal factors; color vision; adaptational processes; theories and models of perception; and, developmental and motivational aspects of perception.

520 - 529: Physiological and Comparative: Neural mechanisms of learning; memory; language; sensory and perceptual processes; attention; sleep and wakefulness; and, neural and endocrine integrations underlying drives and emotional behavior.

530 - 539: Experimental Child: Motivational and associative factors in children's learning; development of sensory integration; problem solving and cognitive development; behavioral modification in preschool children; assessment of brain-injury; and, special problems in behavioral development.

540 - 549: Research Design and Measurement: Design of research and the analysis of data; general statistical principles; analysis of variance; correlation theory; multivariate techniques; methods and principles of measurement; numerical analysis; and, theory of errors.

550 - 559: Cognitive Processes: Concept formation; problem solving; computer simulation of cognitive processes; the creative process in literature; cross-cultural variation in thinking processes; decision-making and game theory.

560 - 569: Experimental Social: Attitudes and attitude change; social motivation; social learning; social influence; group structure and process; person perception; and, international relations.

570 - 579: Verbal Learning, Memory, and Psycholinguistics: Stimulus and response parameters; coding or mediating processes; structural aspects of language; theoretical interpretations of verbal learning; processes in short-term and long-term memory; psycholinguistic phenomena including developmental aspects, situational determinants, pathology, and individual differences in language and verbal behavior.

580 - 589: Personality Theory and Assessment: Critical evaluation of theories concerning the nature and function of the person as a psychological entity, and the theoretical and quantitative foundations of assessment; empirical foundations of personality theory; personality theory and practice; test theory; construct validation and test construction; classification and diagnosis; and, multivariate procedures.

590 - 599: Clinical and Psychopathology: Theoretical foundations of psychopathology; etiology; assessment and treatment of behavior disorders and organic impairments.

600 - 609: Educational Psychology: Introduction to educational psychology; the analysis of the general principles of psychology as applied to education; education of exceptional children including children with emotional, neurological and perceptual disorders as well as the gifted, retarded, and culturally deprived; educational research; educational measurement; and the psychology of teaching and application of learning theory to classroom learning.

610 - 619: Mental Retardation: Classification and etiology; theoretical approaches; comparative behavior; associated disorders; practical problems.

620 - 629: Tutorial in Experimental and Theoretical Psychology.

630: M.A. thesis

690: Ph.D. thesis

Note: At least one seminar in each of the above areas is normally offered each academic year. Seminars are frequently inter-disciplinary with contributors from other Departments, such as: Computer Science, Neurology, Physiology, Sociology, Psychiatry, Physics, and Paediatrics.