

PROGRAM OF STUDIES

The graduate program 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, educational, mental retardation, and experimental psychopathology.

FACILITIES OF THE DEPARTMENT

Facilities for experimental research include animal laboratories and rooms specially designed for research with human subjects in perception, psychophysiology, learning, personality and experimental social psychology. Standard equipment is available, and additional special equipment necessary for a student's research may be purchased. Facilities to aid in running experiments include a PDP-8s and a PDP-12 computer complete with analog converter, oscilloscope, etc. An engineering shop, a work shop and electronic consultants are available. Data processing equipment includes programmable electronic calculators (in addition to standard mechanical and electronic calculators) and access to complete IBM 7040 and DEC PDP-10 computer facilities. The Department has a remote terminal, card reader and printer for use with the PDP-10. In addition to a library of computer programs, a full-time programmer is available for special programs or consultation.

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, an Alcoholism and Drug Addiction Research Foundation, a Child Guidance Clinic, a Children's Psychiatric Research Institute, a Crippled Children's Treatment Center and a nursery school. Four mobile laboratories are available for off-campus research with children.

M.A. DEGREE

The purpose of the master's program is to increase the student's general knowledge of psychology beyond that obtained in undergraduate courses and to train him for research and scholarly work. The program also provides a foundation for advanced training in applied psychology. Candidates are required to take three graduate courses, 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 to whom the student is apprenticed.

The minimum residence requirement is one academic year of full-time study by a candidate entering with a Canadian Honors degree or its equivalent, but students who have not completed the requirements for the degree are expected to remain in residence during the summer.

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 reading knowledge of one foreign language, a comprehensive examination in one area of specialization, and a dissertation based on a research project. Individual programs of study are encouraged, and include teaching and research apprenticeship training with members of staff. The minimum residence requirement is three academic years of full-time study after an Honors 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.

ADMISSION REQUIREMENTS

M.A. Degree: A student must have obtained at least second class honors in the final years of his undergraduate work to be admitted to the Faculty of Graduate Studies.

Ph.D. Degree: An M.A. degree in psychology is normally required for admission as a Ph.D. candidate in the Department. A copy of the M.A. thesis may be requested at the time of application.

Graduate Record Examination results (Aptitude and Advanced Tests) are required and should be made available at the time of application. M.A.T. scores may be accepted in certain cases.

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 basis 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. An overview of problems in social psychology; theory and method; social learning and motivation; person perception; attitudes; social influence; group structure and process.

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.

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.

620-629. Experimental Psychopathology. Theoretical foundations of psychopathology; etiology; assessment and treatment of behavior disorders and organic impairments.

640. Current Topics. A seminar conducted in cooperation with many faculty members, this course is required of all M.A. students. Its purpose is to provide information on important current research areas.

680-689. Tutorial in Experimental and Theoretical Psychology.

590. 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.

THE UNIVERSITY OF WESTERN ONTARIO
LONDON CANADA

Department of Psychology

GRADUATE COURSES 1970-71

Course No. and Title	Instructor(s)		Time	Place
500 Learning	H. Lobb, S. Kendall	T	1:30-4:30	MC104
501 Advanced Learning	H. Murray, B. Roberts F. Van Fleet	F	1:30-4:30	MC105A
510 Perception	G. Rollman	T	9:30-12:30	MC105A
520 Physiological and Comparative	D. Baran, J. Boles, D. Kimura, G. Mogenson, C. Vanderwolf	M	9:30-12:30	MC105A
530 Experimental Child	A. Bartoshuk, D. Pederson, M. Simner, V. Smeriglio	Th	1:30-4:30	MC104
540 Research Design	R. Gardner	M	1:30-4:30	MC105A
550 Cognitive Processes	P. Denny, J. Siegel	T	1:30-4:30	MC200
562 Experimental Social	R. Gardner, M. Goodstadt, M. Rokeach, R. Sorrentino, N. Vidmar	W	1:30-4:30	MC105A
563 Social Perception	D. Jackson, M. Rokeach	F	9:30-12:30	MC104
570 Verbal Learning and Memory	A. Paivio, L. Prytulak W. Siegel	Th	9:30-12:30	MC105A
580 Assessment of Person- ality and Intellect - Laboratory	D. Jackson W. Reitz	M T	9:30-12:30 9:30-12:30	MC104 MC104
600 Education	R. Stennett	W	9:30-12:30	MC104
621 Clinical Child	B. Bucher, H. Lobb	W	1:30-4:30	MC104
625 Behavior Modification	B. Bucher, P. Carlson	F	9:30-12:30	-
626 Clinical Neuropsych- ology	D. Kimura (first term)	Th	9:30-12:30	MC104
627 Psychopathology	W. Reitz (second term of above)	Th	9:30-12:30	MC104
640 Current Topics	G. Rollman (coordinator)	T-W-F	4:30	MC102
641 Clinical Proseminar	W. Reitz (coordinator)	T	7:00-10:00 p.m.	MC102
590 M.A. Thesis				
690 Ph.D. Thesis				