

PSYCHOLOGY

1975-76

SOCIAL SCIENCES CENTRE, Room 7406

Chairman: W. J. McClelland

Professors:

Gardner, R. C., BSc Alberta; MSc, PhD McGill

Jackson, D. N., BSc Cornell; MS, PhD Purdue; Senior Professor

Kimura, D., BA, MA, PhD McGill

McClelland, W. J., BA, MA Toronto; PhD London

Mogenson, G. J., BA, MA Saskatchewan; PhD McGill

GS-188

975-1976
Neal, Leola E., BA, MA, PhD Toronto. (Dean of Women)

Paivio, A. U., BSc, MSc, PhD McGill

Turner, G. H., BA, MA, PhD Toronto

Vanderwolf, C. H., BSc Alberta; MSc, PhD McGill

Williams, D. C., BA Manitoba; MA, PhD Toronto; (President and Vice-Chancellor)

Wright, M. J., BA UWO; MA, PhD Toronto

Associate Professors:

Bucher, B. D., AB Knox; PhD Princeton; PhD Pennsylvania

Chambers, D. A., BA British Columbia; MSc, PhD McGill. (Acting Dean of Social Science)

Denny, J. P., BA Toronto; PhD Duke

Kendall, S. B., BA Indiana; PhD Emory

Murray, H. G., BA, MA UWO; PhD Illinois

Pederson, D. R., BA Minnesota; MA, PhD Iowa

Pylyshyn, Z. W., BEng McGill; MSc, PhD Saskatchewan

Prytulak, L. S., BA Toronto; PhD Stanford

Roberts, W. A., BSc Maryland; MA, PhD Bryn Mawr

Rollman, G. B., BA Rochester; MA, PhD Pennsylvania

Schnore, M. M., BA, MA UWO; PhD McGill

Siess, T. F., BA Valparaiso; PhD Minnesota

Simner, M. L., BA Syracuse; MSc North Carolina State; PhD Cincinnati

Spence, I., MA Glasgow; MA Guelph; PhD Toronto

Taylor, F. W., BA, MA, PhD Toronto

Vidmar, N. J., AB MacMurray; AM, PhD Illinois

Wilkinson, F. R., BA Utah; MA Hawaii; PhD Michigan State

Assistant Professors:

Baran, D., BA McGill; MA Columbia; PhD Michigan

Boles, J., BA Cornell College; PhD Indiana

Carlson, P. M., BS Wisconsin; PhD Washington

Evans, D. R., BA Toronto; MA Ottawa; PhD Toronto

Fay, T. L., BA Michigan; MS, PhD Northwestern

Murphy, K. C., BA, PhD Minnesota

Neufeld, R. W. J., BA Alberta; MSc, PhD Calgary

Norman, R., BA Newfoundland; PhD Michigan

Pepper, S., BA Toronto; PhD Stanford

Reberg, D., BA, MA Western Michigan; PhD McMaster

Siegel, J. A., BA Purdue; PhD Michigan

Siegel, W., BA Toronto; PhD Michigan

Smeriglio, V. L., BA Brown; MA, PhD Iowa

Sorrentino, R. M., BA S.U.N.Y. Buffalo; MA American; PhD S.U.N.Y. Buffalo

Stone, G. L., BA U.C.L.A.; MA, PhD Michigan State

Willis, J. W., BA Union; PhD Alabama

Visiting Assistant Professors:

Burron, D., BA, MA Manitoba; PhD UWO

Swadlow, H., AB, MS, PhD Miami

ADMISSION REQUIREMENTS

MA Degree

A student must have obtained an average of at least second class honors (B standing) in the final two years of his/her undergraduate work combined, to be admitted to the Faculty of Graduate Studies. In practice this is quite insufficient as even first class students may fail to gain admission in highly competitive areas.

PhD Degree

An MA degree in psychology is currently required for admission as a PhD candidate in the Department. The Department strongly prefers to admit students at the MA level, initially.

DEADLINE DATE FOR APPLICATIONS

Applications should be received by February 1 of the year in which admission to the Faculty of Graduate Studies is sought. Late applications can rarely be considered. Admission is normally effective in the Fall term only.

RESEARCH AREAS AND SPECIALITIES

The graduate program provides advanced training in general psychology with specialization in clinical and experimental psychopathology, cognition and verbal processes, developmental, experimental social, learning and motivation, measurement, occupational psychology and counselling, personality, physiological and comparative, sensation and perception. The nature of the clinical, and of the counselling program is such that students require more than the minimum number of courses set by the Department. In addition, clinical students serve three Summers in an agency such as a hospital or clinic.

Facilities for experimental research in the Social Science Complex include animal laboratories, rooms specially designed for research with human subjects in perception, psychophysiology, learning, developmental, personality and experimental social psychology and in addition, a preschool for observation and research into child development, early childhood education, curricula, materials and teaching methods. 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-8 and two PDP-12 computers complete with analog converter, oscilloscope, floating point processor, etc. An engineering shop, an audio-visual unit, a work shop, and electronic consultants are available. Data processing equipment includes programmable and standard calculators. The department also has easy access to the Social Science computing laboratory which provides service on the University's large DEC System 10 computer installation and, via remote batch terminals, on the University CDC Cyber 73/14 system. The former operates in both a time-sharing and batch mode, while the latter operates as a batch processor. The Social Science computing laboratory provides time-shared instructional service on its own PDP-11/50. The laboratory staff includes student assistants, programmers, and systems analysts who are available for consultation.

In addition to the educational-vocational counselling service and the Department of Psychology in the University Hospital on campus, 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, and a Crippled Children's Treatment Centre. Four mobile laboratories are available for off-campus research.

DEGREE REQUIREMENTS

MA Degree

Candidates are required to take a course in research design, a required course in their area of specialization and two half courses, one of which must be from those offered by areas of specialization other than that of the candidate. The specifics of this rule are available from the graduate office of the Department. A thesis based on an empirical or theoretical investigation must also be submitted.

1975-1976

The minimum residence requirement is one academic year of full-time study by a candidate with a Canadian Honors degree or its equivalent. Students do not normally complete thesis requirements for the degree in the Spring but may have to finish by Fall if becoming PhD students. An MA of quality must be completed for continuation in the PhD program, if not required for admission.

PhD Degree

The emphasis is on the training of scientists, with practitioners being trained on the scientist-practitioner model. The program typically includes graduate seminars and tutorials, a comprehensive examination in one area of specialization, and a dissertation based on a research project. 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 but minimum residence is usually insufficient.

PART-TIME STUDIES

Students who wish to undertake graduate work on a part-time basis will be admitted only at the discretion of the staff in the area concerned.

COURSES

Courses offered in 1975-76

500a. Learning and Motivation. Introduction to S-R and S-S theories of learning; classical conditioning; operant conditioning; discrimination learning; punishment; stimulus generalization; problem solving; partial reinforcement; frustration theory; sequential theory; memory processes; and motivational models. W. Roberts.
Half-course; one term.

501. Advanced Learning. This seminar, held on a weekly basis, chiefly for students in the learning area, will be attended on a regular basis by several faculty members. The object will be to review current research topics in learning at an advanced level. All students in Learning are expected to attend and participate. Second or Third Year students may wish to take the course for credit. D. Reberg.
Full course; two terms.

505b. Constraints on Animal Behavior. This course will deal with the problem of constraints on animal learning and behavior. As well as biological constraints, spatial and temporal constraints will be considered. The course will meet weekly and comprise of lectures and

seminars. The specific topics to be discussed and the exact format of the course will depend on the interests of the students enrolled. N. Innis.
Half-course; one term.

516a. Perceptual Disorders. This seminar will examine disorders of sensation and perception, their origins, and their possible consequences. Such topics as hearing loss, blindness, attentional deficits, and reading disabilities will be covered. Special emphasis will be placed on how the study of perceptual disorders can contribute to our understanding of normal perceptual function. J. Siegel.
Half-course; one term.

520. Research Seminar in Physiological and Comparative Psychology. This course consists of research presentations by individual students and faculty in the P & C area. Everyone in the area will attend, and meetings will be held approximately every two weeks throughout the year. D. Baran, J. Boles, H. Swadlow, C. Vanderwolf.
Half-course; two terms.

523a. Advanced Topics in Physiological and Comparative Psychology; Part I. Required of students in the P & C area. TBA
Half-course; one term.

523b. Advanced Topics in Physiological and Comparative Psychology: Part II. Motor systems; required of students in the P & C area. C. Vanderwolf.
Half-course; one term.

525a. Introduction to Brain and Behavior. A biological course relevant to applied areas of psychology. Topics include: brain structure (with dissection of human brain), brain research relevant to psychosurgery, brain electrical activity including EEG, electroconvulsive shock, neurochemistry in relation to psychological state, behavioral pharmacology of drugs used in psychiatric disorders, hormonal factors in abnormal behavior. May serve as prerequisite to 526b. C. Vanderwolf.
Half-course; one term.

526b. Clinical Neuropsychology. This course will concentrate on those aspects of nervous system phenomena which are pertinent to a neurological setting. Topics include: the neurological examination; the cerebrovascular system; epilepsy; movement disorders, psychosurgery; testing for disorders of perception, memory, visuospatial ability and language. Videotapes and detailed consideration of individual patients' test patterns will form an important part of the instructional content. Prerequisite: 525a or undergraduate Physiological Psychology. D. Kimura.
Half-course; one term.

530. Advanced Developmental Psychology. Seminar course focusing on research procedures in Developmental Psychology. M. Simner.
Full course; two terms.

532a. Developmental Psychology (Cognition). The purpose of the course is to review contemporary issues, theories, and research in Cognitive Development. Piagetian, mediational, and other contemporary theories will be

examined in reviews of the current research on selected topics such as sensori motor development, concept development, problem-solving in children, information-processes in children, etc. K. Ritter.
Half-course; one term.

532b. Developmental Psychology (Play). This seminar will consider the theoretical, empirical and applied literature on play. Among the topics to be included are the theories of Piaget, Bruner, Erickson and Klinger; analyses of exploration and play in infancy; the influence of exploratory and socio-dramatic play on creativity, problem solving and role taking skills; play therapy; and play and preschool management. D. Pederson.
Half-course; one term.

536a. Contemporary Approaches to Early Childhood Education. A critical examination of various approaches or models in early childhood education. Students will be associated with the Laboratory Preschool and do practice teaching. Additional teaching practice will be required of those specializing in early childhood education. M. Wright.
Half-course; one term.

537b. Theory and Practice in Early Childhood Education. This is an "applied" course with the focus on teaching practice. The content will include a critical examination of the implications for practice of developmental theory and research. Students will be associated with the Laboratory Preschool and do practice teaching. Enrollment restricted to students specializing in Early Childhood Education. Prerequisite: Psychology 536a. M. Wright.
Half-course; one term.

538a. Psychology of Aging: Part I. A critical examination of findings, methods, and theories in the psychology of aging. Topics to be covered shall include changes in: intelligence, learning and memory. M. Schnore.
Half-course; one term.

1975-1976

538b. Psychology of Aging: Part II. Topics to be covered shall include: personality, rigidity, cautiousness, and psychopathology. M. Schnore. Half-course; one term.

540. Research Design. This course will cover the design and analysis of experiments plus a variety of other statistical procedures. The use of the computer in data analysis will be stressed. R. Gardner, I. Spence. Full course; two terms.

551b. Computer Models of Language Comprehension. A brief survey of early attempts at parsing systems will be followed by a more detailed analysis of three contemporary approaches: the Thorne-Woods transition network parser, the Schank semantic driven conceptual analyser, and Winograd's implementation of a systemic grammar-based procedural analyser. Various types of intermediate levels of representation (deep structures, predicate logic, procedures) will be examined in detail and demonstrated on the computer. Z. Pylyshyn. Half-course; one term.

560a. Advanced Social Psychology. The course presents a broad introduction to the literature, concepts, issues and methodological techniques in social psychology. Specific substantive areas include attitudes, beliefs, and values, social interaction, person perception, social influence processes, and group dynamics. R. Sorrentino. Half-course; one term.

560b. Research Methods in Social Psychology. This course will be devoted to coverage of major empirical procedures, including observation, attitude measurement, field surveys, and experimentation employed in social psychology, their features as well as the applicability in terms of methods and designs. N. Vidmar. Half-course; one term.

563a. Attitude Theory, Measurement and Change. This course will examine contemporary psycho-

logical research on social attitudes. Emphasis will be placed on attitude measurement techniques and recent developments in research on attitude change. Issues concerning attitude change processes that will be particularly stressed include: the question of how different types of persuasive sources have their influence; the role of cognitive processes in persuasion; and the relation between attitude change and behavior change. This course will be of relevance not only to those training in social psychology, but also to students in other areas who are interested in social influence processes (counselling, therapy, etc.). R. Norman.

Half-course; one term.

564a. Special Topics in Social Psychology Attribution Theory. The focus of this seminar will be the processes governing the attribution of intentions, motives, abilities and traits to oneself and others. The relationship between attributions and behavior will be emphasized. A special effort will be made to determine the relevance of attribution processes to an understanding of inter-personal relations. D. Miller.

Half-course; one term.

570. Verbal Learning and Memory. Evaluation of contemporary theory and research in verbal learning and memory, with an emphasis on coding and mediating processes, structure and organization, and theoretical issues. A. Paivio.

Full course; two terms.

580a. Personality Assessment. This seminar will emphasize theoretical and research problems in the assessment of personality, intellect, vocational interests, and psychopathology. The topics to be considered will include personality scale construction, factor analysis, response styles, faking, and the assessment of invalidity, clinical judgments and inference, actuarial characterization of a person and

computer-based interpretation, differential diagnosis and other recurrent themes. Tests reviewed will include the MMPI, the Personality Research Form, the Jackson Personality Inventory, the DPT, and the Jackson Vocational Interest Survey. Opportunities will be provided for individual projects. D. Jackson.

Half-course; one term.

581a. Personality Theory and Research.

A research oriented analysis of representative personality theories; a consideration of methods and findings in various areas of personality research, an analysis of the issues involved in the empirical investigation of personality. S. Pepper.

Half-course; one term.

587b. Special Topic in Personality: Test Construction.

An introduction to the development and evaluation of measures for psychological research and assessment. Consideration will be given to theoretical aspects of linking theory to measurement, as well as to techniques in the development of psychological measures. Individual projects, including those related to thesis research, will be encouraged. D. Jackson.

Half-course; one term.

590. MA Thesis.

610. Laboratory in Adult Behavior Modification.

Supervised experience in application of behavior change procedures with adults. D. Evans.

Half-course; two terms.

611b. Laboratory in Child Behavior Modification.

Supervised experience in applied behavior analysis with children. B. Bucher.

Half-course; one term.

612b. Laboratory in Community Psychology.

Supervised experience in a community setting. J. Willis.

Half-course; one term.

620b. Psychopathology.

Quantitative methods in psychopathology; assessment techniques for

investigating clinical issues. R. Neufeld.

Half-course; one term.

621. Laboratory in Psychological Assessment.

Upon completion of this course students would be able to 1) select appropriate assessment procedures for a given clinical problem, 2) appropriately administer a range of assessment devices including the Wechsler scales, individual achievement tests of a survey and diagnostic nature, tests of special abilities, observation methods in the natural environment, and objective measures of personality such as the MMPI, 3) use the data obtained to develop realistic, effective intervention strategies and successfully communicate them to the consumers of psychological consultation, 4) effectively integrate data obtained from a variety of assessment procedures into a coherent, meaningful report that includes a description of the findings, their meaningfulness, and which suggests possible intervention strategies which may be used, and 5) use appropriate interviewing skills to develop rapport, gather personal information, and communicate findings and recommendations. D. Burron, P. Stenn.

Full course; two terms.

622a. Mental Retardation.

Discussion of psychological concepts and research findings in the field of mental retardation, including definition, etiology, treatment and prevention. H. Lobb.

Half-course; one term.

624b. Psychotherapy Research.

A review of major theoretical and methodological issues in the field of psychotherapy research. Important examples of existing psychotherapy research will be critically examined. The problem of adequate experimental control and the development of suitable outcome criteria will receive special attention. P. Carlson.

Half-course; one term.

1975-1976

625a. Behavior Modification. Learning foundations of behavior modification; with analysis of these modern therapeutic techniques and the associated conceptualizations of abnormal behavior. B. Bucher.
Half-course; one term.

627a. Psychopathology. Research and theory in understanding psychopathological states and their treatment. R. Neufeld.
Half-course; one term.

628a. Community Psychology. Students who complete this course will be familiar with the historical antecedents to community psychology, the various theoretical approaches used, the fields of psychology which contribute to practice, the technology of practicing community psychology, and the research and evaluation methodology which can be used. Emphasis will be on the methods of practicing community psychology, and methods of evaluation. J. Willis.
Half-course; one term.

630a. Counselling Theories and Practice. The major theoretical approaches to counselling will be examined and discussed as they relate to each other and to the students' current approach to counselling. Primary sources are used and students will prepare written reports on each approach from these sources. Taped examples of each approach are discussed. A final paper on the student's own theoretical approach to counselling will also be written. D. Blocher.
Half-course; one term.

630b. Counselling Theories and Practice. Prepracticum. Students will be systematically introduced to the various aspects of the counselling process. Included will be the skills associated with the different components of the counselling process, i.e., establishing a helping relationship, information gathering, assessment, problem-solving, goal setting, case management, termination and evaluation. The

course is designed to serve as a prepracticum and is a performance-based approach to counsellor preparation. Demonstrated mastery of the counselling skills will be a prerequisite for enrollment in Psychology 631. A. Scheid.
Half-course; one term.

631. Interviewing Techniques in Counselling. The course is designed to teach the basic interviewing skills necessary for effective counselling. Students will participate in seminars combined with actual counselling experience in a service setting. Individual cases will be presented in seminar and students will be closely supervised by the group of counselling faculty members responsible for the course. Ten to twelve hours per week of actual student time is required plus the completion of relevant readings on interviewing. K. Murphy.
Full course; two terms.

632a. Theories of Career Development. A study of the variables used in the description and explanation of occupational behavior; systems of job classification; correlates of job performance and satisfaction. A critical survey of major theories of career development and work adjustment, with special attention to their implications for counselling. A. Scheid.
Half-course; one term.

633b. Group Counselling. Introduction to the theory and practice of basic group counselling approaches. History and development of group counselling and recent developments in the area. An examination of problems and issues in group work with particular attention to an examination of research in the field. M. Uhlemann.
Half-course; one term.

634. Advanced Practicum. The course is designed to provide an advanced practicum. Students will participate in group seminars

focussing upon models of counsellor training and supervision combined with actual counselling and supervision experience in an applied setting. Students will be closely supervised by the group of counselling faculty members responsible for the course. G. Stone. Full course; two terms.

635b. Behavioral Counselling. Investigation of strategies of behavior change, including systematic desensitization, assertive training, and self-control. Laboratory practice will be included. P. Highlen. Half-course; one term.

636b. Laboratory in Assessment. Discussion and practice in techniques of test selection, administration and interpretation. Emphasis will be placed on the use of tests as an aid in decision-making. K. Murphy. Half-course; one term.

637b. Family Counselling. An introduction to the research and interventions used with marital and family problems. Emphasis will be placed upon case conceptualization

and supervised experience. P. Highlen, G. Stone. Half-course; one term.

681. Humanistic Psychology: Theories and Techniques. A seminar-laboratory course combining experiences directed toward self-awareness with a study of humanistic frames of reference for the apprehension of the person; the implications of these perspectives for the philosophy and methodologies of science, for the development of therapeutic and other procedures oriented toward growth-autonomy and for value theory and social action; empirical studies bearing on states of consciousness and the evaluation of encounter and other growth movement practices. G. Turner.

Full course; two terms.

690. PhD Thesis.

COURSES 1976-77

It is anticipated that most of the courses listed for 1975-76 will be offered in 1976-77. Please contact the Department for a complete listing in April 1976.