

PSYCHOLOGY

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
 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; (Registrar)
 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
 Pepper, S., BA Toronto; PhD Stanford (Asst. Dean, Faculty of Social Science)
 Prytulak, L. S., BA Toronto; PhD Stanford (on leave)
 Pylshyn, Z. W., BEng McGill; MSc, PhD Saskatchewan
 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 (Director, Student Services)
 Simner, M. L., BA Syracuse; MSc North Carolina State; PhD Cincinnati
 Sorrentino, R. M., BA S.U.N.Y. Buffalo; MA American; PhD S.U.N.Y. Buffalo
 Spence, I., MA Glasgow; MA Guelph; 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
 Evans, D. R., BA Toronto; MA Ottawa; PhD Toronto
 Highlen, P. S., BA, MA Purdue; PhD Michigan State

Innis, N. K., BA, MA Toronto; PhD Duke
Miller, D. T., BA Victoria; MA York; PhD Waterloo
Neufeld, R. W. J., BA Alberta; MSc, PhD Calgary
Norman, R., BA Newfoundland; PhD Michigan
Reberg, D., BA, MA Western Michigan; PhD McMaster
Scheid, A. B., BA Cardinal Glennon; MEd St. Louis; PhD Ohio State
Siegel, J. A., BA Purdue; PhD Michigan
Siegel, W., BA Toronto; PhD Michigan
Stone, G. L., BA U.C.L.A.; MA, PhD Michigan State

Clinical Assistant Professors:

Carlson, P. M., BS Wisconsin; PhD Washington
Murphy, K. C., BA, PhD Minnesota
Stenn, P. G., BA Chicago; MA Missouri; PhD Cincinnati
Uhlemann, M. R., BS, MS, PhD Colorado State

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 to 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. Two 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.

The minimum residence requirement is three terms of full-time study by a candidate with a Canadian Honors degree or its equivalent. Students must finish by September 30 if becoming PhD candidates in the fall. Failure to complete the MA before the end of the fall term requires reapplication by February 1.

If the MA program is completed by the end of the Fall term, the status of student will be altered to PhD at the beginning of the Winter term provided the result of the thesis examination is positive and Department approval is forthcoming. An MA of quality must be completed for continuation into the PhD program.

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 nine terms of full-time study after an Honors level Bachelor's or six 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 1976-77.

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. N. Innis.

Full course; two terms.

506b. Classical Conditioning. This course will focus on current issues and theoretical approaches in

neo-Pavlovian conditioning. The readings and discussions will usually concern experiments from animal laboratories, but our objective will also be to evaluate the potential significance of these findings for understanding human behavior (for example, the possible relationships between second-order conditioning and phobias).

A final topic will be the role of stimulus-reinforcer contingencies as they influence directed actions (such as autoshaping). D. Reberg
Half course; one term.

514a. Psychology of Reading. This course will explore the perceptual and cognitive bases of reading at all levels, and will cover topics as reading in adults, beginning reading, and reading failure. 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, D. Cain, D. Kimura, R. Kramis, C. Vanderwolf.
Half course; two terms.

523a. Advanced Topics in Physiological and Comparative Psychology: Part I Neurobiology of Experimental Epilepsy. Required of students in the P & C area. D. Cain.
Half course; one term.

523b. Advanced Topics in Physiological and Comparative Psychology: Part II. CNS Activity During sleep; 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, 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.

531. Research Methods in Developmental Psychology. This course is only for incoming Developmental students. M. Simner.
Full course; two terms.

534a. Recent Research on Concept Development. The focus is on acquisition of Piagetian concepts such as object permanence, egocentrism, conservation, transitivity, etc. C. Brainerd.
Half course; one term.

535b. T.B.A. C. Brainerd.
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.

538b. Psychology of Aging: Part II. Topics to be covered shall include: personality, rigidity, cautiousness, and psychopathology. Prerequisite: 538a. M. Schnore.

Half course; one term.

539b. Special Topics in Developmental Psychology. Factors related to the emergence of Social Responsiveness in Humans. The first half of the semester will deal with selected factors underlying the emergence of parental and peer social responsiveness from infancy through early selected childhood. The second half will focus on the diagnosis, etiology, and treatment of selected childhood behavior disorders related to the emergence of social responsiveness. **Note:** Students having taken Psychology 449b should not enroll in this course. Permission of Instructor. M. Simner.

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. I. Spence.

Full course; two terms.

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. D. Miller.

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. R. Norman.

Half course; one term.

562b. Small Group Processes. This course will be considering concepts and research findings related to groups and their properties. Among the topics to be considered, not necessarily in this order, are these: Social Interaction and Communication in Groups, the Basic of Group Influence, Group Cohesiveness, Group Norms and Conformity Processes, Group Structure and Leadership. Weekly written assignments for the purpose of class discussion as well as a term paper will constitute the evaluative aspect of the course. R. Sorrentino.

Half course; one term.

565a. Social Conflict. This is a theoretical and research oriented seminar exploring the social-psychological dynamics of human conflict. It will focus on the individual and group basis of this conflict, its maintenance, its destructive and constructive aspects, and the social mechanisms for resolving or controlling the conflict. N. Vidmar.

Half course; one term.

571. Psycholinguistics. The purpose of the seminar is to explore problems, research, and theory on the psychology of language. Topics include the structure of language as seen by linguists and psychologists; language acquisition; semantics; the effects of linguistic and psychological variables on the perception, comprehension, learning, retention, and production of language; language pathology; bilingualism; etc. A. Palvio.

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 DPI 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.

585a. Seminar In Personality Research. An examination of contemporary research and methodology in personality. Participants will present and discuss research of their own and others. D. Jackson, S. Pepper.
Half course; one term.

590. MA Thesis.

600a. Educational Psychology. This course will deal with the application of basic principles of psychology, especially principles from the field of learning, to problems in education. Topics covered will include 1) intelligence and educability, 2) operant principles in teaching, 3) educational implications of research on verbal learning and information processing, and 4) characteristics of successful teachers. H. Murray.
Half course; one term.

612b. Laboratory in Community Psychology. Supervised experience in a community setting. P. Carlson.
Half course; one term.

614. Clinical Psychology I. The course is designed to integrate theory and practice in clinical psychology as it is applied primarily to adult problems. Topics covered in the course will include basic interviewing skills, ethics of practice and research, behavioral analysis and assessment, and the application and evaluation of behavior change procedures with adults. S. Miller, B. Shaw.
Full course; two terms.

615b. Introduction to Clinical Psychology. The course presents a broad introduction to theory, research and practice in clinical psychology. It is a survey course for students whose area of specialization is other than clinical. S. Miller.
Half course; one term.

616. Clinical Psychology II. The course is designed to integrate theory and practice in clinical psychology as it is applied primarily to childhood problems. Topics covered in the course will include behavioural analysis assessment, and the application and evaluation of behavior change procedures with children. B. Bucher, P. Jaffe.
Full course; two terms.

620a. Psychopathology. Quantitative methods in psychopathology; assessment techniques for investigating clinical issues. R. Neufeld.
Half course; one term.

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. B. Shaw.
Half course; one term.

627b. 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. D. Evans.
Half course; one term.

630. 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, K. Murphy.
Half course; two terms.

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, M. Uhlemann, C. Coates.
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. Scheld.

Half course; one term.

633a. 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.

633b. Group Counselling. Same as Psychology 633a, offered during the Winter term. P. Highlen.
Half course; one term.

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

Full course; two terms.

635. 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. P.

Highlen, A. Scheid.
Half course; two terms.

638b. Cognitive Therapies. A seminar focused on the role of cognitive behavior change in therapeutic improvement, preventive program development, and self modification procedures. Social learning theory and information processing perspectives will be used in developing conceptual models and behavior change interventions.

G. Stone.
Half course; one term.

690. PhD Thesis.

COURSES 1977-78

It is anticipated that most of the courses listed for 1976-77 will be offered in 1977-78. Please contact the Department for a complete listing June 1977.