

PSYCHOLOGY

SOCIAL SCIENCES CENTRE, Room 7406

Chairman: W. J. McClelland

Professors:

Brainerd, C., BS, MA, PhD Michigan State
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 (Emeritus)
Vanderwolf, C. H., BSc Alberta; MSc, PhD McGill
Williams, D. C., BA Manitoba; MA, PhD Toronto (Emeritus)
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
Neufeld, R. W. J., BA Alberta; Msc, PhD Calgary
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)
Pylyshyn, 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

Stone, G. L., BA U.C.L.A., MA, PhD Michigan State
Vidmar, N. J., AB MacMurray; AM, PhD Illinois
Wilkinson, F. R., BA Utah; MA Hawaii, PhD Michigan State

Assistant Professors:

Cain, D. P., BA Northwestern; MA, PhD McGill
Evans, D. R., BA Toronto; MA Ottawa; PhD Toronto
Harshman, R. A., PhD U.C.L.A.
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
Reberg, D., BA, MA Western Michigan; PhD McMaster
Ritter, K., BA Temple; PhD Minnesota
Scheid, A. B., BA Cardinal Glennon; MEd St. Louis; PhD Ohio State

Clinical Assistant Professors:

Jaffe, P. G., BSc McGill; MA, PhD UWO
Lobb, H., BA, MEd Saskatchewan; PhD Toronto
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 and applied psychology with specialization in clinical and experimental psychopathology, cognition and verbal processes, developmental, experimental social, learning and motivation, measurement, counselling, personality, physiological and comparative, sensation and perception. The nature of the clinical, and of the counselling program may be such that students require more than the minimum number of courses set by the Department. In addition, applied students usually serve Summer 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.

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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 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, both 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 for PhD admission.

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 with the approval of the Department. The Department discourages part-time status during the residence period.

COURSES

Courses offered in 1977-78.

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. D. Reberg
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. W. Roberts.
Full course; two terms.

505b. Rhythmic Behavior in Animals and Humans. This course examines a variety of behavioural rhythms in humans and animals. Emphasis will be placed on the circadian rhythms, including a discussion of the control of these cycles and their role in learning and performance. N. Innis.
Half course; one term.

517b. Perceptual Development. Perceptual capacities of neonatal humans and animals and the identification of these abilities through experience; deprivation and recovery; neural growth and critical periods; perceptual adaptation and rearrangement; form and pattern recognition; illusions; cultural influences; cognitive development. G. Rollman.
Half course; one term.

525a. Introduction to Brain and Behavior. A biological course relevant to applied areas of psychology. Topics include: brain structure (including dissection), brain research relevant to psychosurgery, brain electrical activity including EEG, electro-convulsive 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.

526a. 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.

527a. Advanced Topic in Physiological Psychology. (To be announced). C. Vanderwolf.
Half course; one term.

527b. Advanced Topic in Physiological Psychology. (To be announced). M. Goodale.
Half course; one term.

529. Research Seminar in Physiological Psychology. M. Goodale.
Full course; two terms.

532b. Play. D. Pederson.
Half course; one term.

534a. Concept Development. The focus is on the acquisition of basic conceptual skills such as object permanence, egocentrism, conservation, transitivity, etc. by infants and children. The course is empirically oriented rather than theoretically oriented. C. Brainerd.
Half course; one term.

535b. Theories of Development. This course deals with modern approaches to the explanations of age-related changes in behavior. Several theoretical traditions (functionalism, Piaget, Social learning, formalism, etc.) are examined and their main explanatory constructs are discussed. 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.

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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 Ageing. A critical examination of findings, methods, and theories in the psychology of ageing. Topics to be covered shall include changes in: intelligence, learning and memory.
M. Schmore.

Half course; one term.

539b. Special Topics in Developmental Psychology. The Attachment Process and Its Bearing on Emotional Disorders in Young Children. The first half of the semester will deal with selected factors underlying the emergence of parental attachment from infancy through early childhood. The second half will focus on the diagnosis, etiology, and treatment of selected childhood behavior disorders related to the emergence of attachment.
M. Simner.

Half course; one term.

Note: Students having taken Psychology 449b should not enroll in this course. Permission of Instructor required.

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.

Full course; two terms.

542a. Applied Multivariate Analysis. A brief review of matrix algebra and multivariate sampling theory will be followed by a survey of multivariate statistical methods, including the general linear model, multiple regression methods, including the general linear model, multiple regression analysis, canonical correlation analysis, principal component analysis, common factor analysis and multivariate analysis of variance. W. R. Krane.

Half course; one term.

543b. Introduction to Factor Analysis. This course will cover the mathematical foundations of factor analysis. Included in the discussion will be the unrestricted common factor model, methods of estimating its parameters, numerical algorithms, the likelihood ratio principle, analytic transformations, factor score estimators, and the analysis of covariance structures. W. R. Krane.

Half course; one term.

544a. Minicomputers in Psychological Research. Introduction to the use of the PDP-12 laboratory computer, particularly for on-line collection of data and control of experiments. Main emphasis will be on the OS-12 operating system and the use of real-time Fortran IV to sample analog and digital inputs and generate analog outputs, control relays, and operate laboratory equipment, as well as perform preliminary analyses of the data collected. Students will write, debug, and run an applications program of their own during the course, preferably related to their own research interests. "Hand-on" experience will be stressed. R. Harshman.

Half course; one term.

546b. Scaling and Clustering. An introduction to selected methods of uncovering patterns, structures, dimensions, etc. in data matrices. The approach will be both intuitive-conceptual and moderately mathematical (matrix notation will be introduced and used throughout the course). In addition, students will gain practical experience by running programs to analyse both simulated and real data (preferably the student's own data). Topics will include multidimensional scaling, cluster analysis, three-way data analysis, and their relations to factor and component analysis. Common issues will be stressed, including choice of dimensionality, appropriate rotation and interpretation, and evaluation of the reliability of the solution. R. Harshman.

Half course; one term.

552a. Topics ... Cognitive Science, I. (see 552b). Z. Pylyshyn.
Half course; one term.

552b. Topics in Cognitive Science, II. For 1977-78, in order to obtain credit in both these courses, students must qualify for Psychology 232 and attend the lectures in that course and also take part in a weekly seminar on a topic to be decided. Psych 552 is an advanced technically oriented course and will only be offered if a sufficient number of students request it. Z. Pylyshyn.
Half course; one term.

566a. Theories of Social Psychology. This course deals with a small number of selected theorists in social psychology (e.g., Festinger, Newcomb, Lewin, Rokeach, Schultz, Atkinson) in an attempt to develop a framework for evaluating theories in general. The reading load is moderate to heavy. Students from outside the social area are also encouraged to enroll. R. Sorrentino.
Half course; one term.

567b. Attribution Theory. N. Vidmar.
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. 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. 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. P. Rushton.
Half course; one term.

583b. 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.

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.

610a. Laboratory in Adult Behaviour Modification. Supervised experience in application of behavior change procedures with adults. P. Jaffe.
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.
Half course; one term.

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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.
Half course; one term.

617a. Psychological applications in Health Care and Rehabilitation. Psychological theory, research and treatment pertinent to problems of health, illness and rehabilitation will be examined. The course will be primarily didactic, but will contain some limited exposure to clinical situations. P. Carlson.
Half course; one term.

620b. Psychopathology II. 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.

625a. Behavior Modification Theory. 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 I. 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.
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. The cognitive-behavioral approach will be emphasized. Students will prepare critical evaluations of each approach. Taped examples of each approach may be discussed. A final paper on the students' own theoretical approach to counselling will also be written. G. Stone.
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. Prerequisite: Psychology 635. K. Murphy, P. Highten.
Full course; two terms.

633b. Group Counselling. Introduction to the theory and practice of basic group counselling psychotherapy approaches. Focus on group ethics, process, leader

techniques, evaluation procedures, and basic models. Process consultation as a method for changing groups and systems is also stressed. Although didactic learning is emphasized, experiential learning activities will also be provided. 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. A. Scheid.

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.

637b. Family Counselling. Basic concepts and ideas in marriage and the family will be explored, followed by an introduction to the research and intervention methods used with marital and family problems. Observation of and limited involvement in marital and family counselling sessions will comprise the experiential component of the course. P. Highlen.

Half course; one term.

661b. 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. Sorrentino.

Half course; one term.

680. 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.

Half course; two terms.

690. PhD Thesis.

COURSES 1978-79

It is anticipated that most of the courses listed for 1977-78 will be offered in 1978-79. Please contact the Department for a complete listing June 1978.