

## 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  
Pylyshyn, Z. W., BEng McGill; MSc, PhD Saskatchewan  
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 (Emeritus)

### **Associate Professors:**

Bucher, B. D., AB Knox; PhD Princeton; PhD Pennsylvania  
Chambers, D. A., BA British Columbia; MSc, PhD McGill (Registrar)  
Cole, M. R., BA, MA, PhD UWO  
Denny, J. P., BA Toronto; PhD Duke  
Evans, D. R., BA Toronto; MA Ottawa; PhD Toronto  
Goodale, M. A., BA Alberta; MA Calgary; PhD UWO  
Higgins, E. T., BA McGill; MA London School of Economics and Political Science;  
PhD Columbia  
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)  
Roberts, W. A., BSc Maryland; MA, PhD Bryn Mawr  
Rollman, G. B., BA Rochester; MA, PhD Pennsylvania  
Rushton, J. P., BSc, PhD London  
Schnore, M. M., BA, MA UWO; PhD McGill  
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  
Vidmar, N. J. Ab MacMurray; AM, PhD Illinois

**Clinical Associate Professors:**

Lobb, H., BA, MEd Saskatchewan; PhD Toronto  
Stenn, P. G., BA Chicago; MA Missouri; PhD Cincinnati

**Assistant Professors:**

Cain, D. P., BA Northwestern; MA, PhD McGill  
Fisher, W. A., BA Tel Aviv; MS, PhD Purdue  
Goldband, S., BA Cornell; MA, PhD S.U.N.Y.-Buffalo  
Harshman, R. A., PhD U.C.L.A.  
Innis, N. K., BA, MA Toronto; PhD Duke  
Katz, A. N., BSc McGill; MA, PhD UWO  
Kuiper, N., BA UWO; MA, PhD Calgary  
Lupker, S. J., BS MS, PhD Wisconsin  
Moran, G., BSc McGill; MA, PhD Dalhousie  
Pressley, M., BA Northwestern; PhD Minnesota  
Seligman, C., BSc McGill; MA, PhD Northwestern  
Timney, B. N., MA Edinburgh; MA, PhD Brandeis

**Clinical Assistant Professors:**

Jaffe, P. G., BSc McGill; MA, PhD UWO  
Scheid, A. B., BA Cardinal Glennon; MEd St. Louis; PhD Ohio State  
Shaw, B. F., BSc Toronto; MA, PhD UWO

**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 or her undergraduate work combined, to be admitted to the Faculty of Graduate Studies.

**PhD Degree**

An MA degree in psychology is currently required for admission as a PhD candidate in the Department.

**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 SPECIALTIES**

The graduate program provides advanced training in general and general applied psychology with specialization in clinical and experimental psychopathology, cognition and verbal processes, developmental, educational/counselling, learning and motivation, measurement, personality, physiological and comparative, sensation and perception, social and personality. The nature of the applied 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 three 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 staff 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 subject) 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 completion of the degree may require a period extending beyond the minimum residence requirement.

## **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

**500a. Learning, Motivation and Behavior/TBA.** Survey and discussion of selected theory and research in animal and human learning, motivation and animal behavior/ethology. Area faculty member responsible for the course in a particular year can provide details of content and format. Half course; one term.

**501. Advanced Seminar in Learning/TBA.** 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 and Third Year students may wish to take the course for credit. Full course; two terms.

**502b. Current Topics in Operant Behavior**  
Not offered in 1980-81. (May be offered 1981/82)

**505b. Advanced Topics in Learning, Motivation and Behavior/TBA.** An advanced seminar in which current research and thought on a selected topic is examined in detail. Topics have included biorhythms and theory and system in the study of learning. See area faculty member responsible for the course in a particular year for details of content and format. Half course; one term. (Offered 1980-81; may be offered 1981-82).

**513b. Pain/ G. Rollman.** Topics include the psychological, clinical, and physiological components of the pain experience, the major theories of pain mechanisms, congenital insensitivity to pain, psychophysical assessment of pain thresholds and placebo effects, and the treatment of pain by analgesic drugs, hypnosis, neurosurgery, acupuncture, electrical stimulation, and operant conditions. Meetings will be arranged with medical personnel concerned with clinical diagnosis and con-

trol of acute and chronic pain. Half course; one term.

**515b. Mathematical Models in Psychology/S. Lupker.** This course is intended to introduce the student to a wide range of mathematical models currently used in Psychology. Topics covered will include learning models, reaction time models, decision models and models of letter and word recognition. Half course; one term. (Not offered 1981-82).

**520y. Research Seminar in Physiological Psychology/TBA.** 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. Half course; two terms.

**525a. Introduction to Brain and Behaviour/C. Vanderwolf.** 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, electroconvulsive shock, neurochemistry in relation to psychological state, behavioural pharmacology of drugs used in psychiatric disorders. May serve as prerequisite to 526b. Half course; one term.

**526b. Clinical Neuropsychology/D. Kimura.** 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. Video-tapes and detailed consideration of individual patients' test patterns will form an important part of the instructional content. Prerequisite: 525a or undergraduate physiological psychology. Half course; one term.

**529a. Advanced Topics in Physiological and Comparative Psychology/TBA.** Required of students in the P & C area.  
Half course; one term.

**529b. Advanced Topics in Physiological and Comparative Psychology/TBA.** Required of students in the P & C area.

**533b. Developmental Methodology/** M. Pressley. Methods in experimental child psychology. Interpretation of developmental data.  
Half course; one term.

**534a. Concept Development/C.** Brainerd. 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.  
(Not offered 1980-81)  
Half course; one term.

**535b. Theories of Development/C.** Brainerd. This course deals with modern approaches to the explanations of age-related changes in behaviour. Several theoretical traditions (functionalism, Piaget, social learning, formalism, etc.) are examined and their main explanatory constructs are discussed.  
(Not offered 1980-81).  
Half course; one term.

**540. Research Design/R.** Gardner. This course provides a general coverage of statistical procedures. Primary attention is directed toward analysis of variance techniques though consideration is also given to multivariate methods such as multiple regression, factor analysis, etc. The use of the computer in data analysis is stressed, and Fortran programming skills are developed.  
Full course; two terms.

**545. Seminar in Contemporary Measurement Problems/R.** Gardner/D. Jackson. This seminar will consider issues in the theory, method, and applications of psychological measurement. The focus of the seminar will be

on the integration of measurement theory and applied problems. Students will be encouraged to develop presentations based on their own research and applied interests.  
Full Course; two terms.

**522a or b. Topics in Cognitive Science, I/TBA.**  
(Not offered in 1980-81.)  
Half course; one term.

**553a or b. Topics in Cognitive Science, II/TBA.**  
(Not offered in 1980-81.)  
Half course; one term.

**556a. Seminar in Cognitive Processes/TBA.** This is an introductory graduate-level course on cognitive processes intended primarily for graduate students with little or no undergraduate background in cognitive psychology. The course will deal with theory and research in relation to such topics as perception, memory, problem solving, representation of language and knowledge of the world, etc.  
Half course; one term.

**568b. Social Psychology Theory/TBA.** A research oriented analysis of representative social psychology theories; a consideration of methods and findings in various areas of social psychology research, an analysis of the issues involved in the empirical investigation of social psychology.  
Half course; one term.

**569a. Research in Current Personality Theory/TBA.** 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.  
Half course; one term.

**570. Verbal Learning and Memory/A.** Paivio. 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.  
Full course; two terms.

**571. Psycholinguistics/A.** Paivio. 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 psycholinguists; language acquisition; semantics; the effects of linguistic and psychological variables on the perception, comprehension, learning, retention, and production of language; language pathology; bilingualism; etc.

(Not offered in 1980-81).

Full course; two terms.

**580a, b or y — 589a, b, or y (excluding 586). Special Topics in Personality and Social Psychology.** Up to four special topics half-courses are taught per year. These include: personality assessment; test construction; social cognition; group dynamics; human sexuality; attitudes and attitude measurement; social motivation; attribution theory; personal perception; and, current topics in Social and Personality. Half course; one term.

**586b. Thesis and Research Methods In Social and Personality Psychology/TBA.** This course will be devoted to coverage of the major empirical designs and procedures in social and personality psychology. It will examine quasi-experimental and correlational as well as experimental designs which have particular relevance to the problem of social psychological and personality investigation. Observation, attitude measurement, personality assessment, field studies, and survey research are among the other topics to be covered. Discussion will be focused on contemporary substantive topics by which the utility and liabilities of various procedures and designs can be illustrated. A major portion of the course will be devoted to development of student research suitable for the MA thesis or an original study. Half course; one term.

**603b. Teacher Effectiveness and Teacher Training/M.** Sitko. An examination of empirical research on the relationship of classroom teaching behaviors to student achievements and

the application of this research to the training of future teachers.

Half course; one term.

**604b. Applications of Learning Principles To Instructional Design/H.** Murray. Students will consider the major theories of learning and their relationship to the design of instructional procedures in education.

Half course; one term.

**609a. Practicum In Adult Assessment/I.** Gotlib. The course is designed to teach students to administer the major tests employed in clinical practice with adults. Supervised experience assessing adults in clinical settings is included. Emphasis is also placed on the integration of assessment data and reporting.

Half course; one term.

**610y. Practicum In Adult Behaviour Modification/S.** Goldband. Supervision in the implementation of behaviour therapy with adults. Students will work in field settings, and will use behavioural techniques such as systematic desensitization, self-control, cognitive behaviour modification, and contingency management. Seminars will consist of case presentations and discussion.

Corequisite with 614Y.

Half course; two terms.

**611y. Practicum in Child Behaviour Modification/B.** Bucher. Supervised experience in behaviour modification procedures with children.

Half course; two terms.

(Not offered in 1980-81)

**612y. Practicum in Community Psychology/D.** Wolfe. Students will complete a supervised project in a community setting.

Half course; two terms.

**613a. Program Evaluation/C.** Seligman. The purpose of this course is to introduce the student to the basic concepts, methods, and problems in program evaluation. Among the topics covered are: Management and conduct of evaluations, quasi-experimental designs, utilization and policy implications

of program evaluation results, etc.  
(Not offered in 1980-81)  
Half course; one term.

**614y. Practicum in Behavioural Assessment/S.** Goldband. An introduction to the techniques and practice of assessment for behaviour therapy. Seminars will focus on current trends in assessment for treatment and evaluation. Students will complete supervised assessments, brief treatments and outcome evaluations.  
Corequisite with 610Y.  
Half course; two terms.

**616b. Practicum In Program Evaluation/C.** Seligman. The purpose of the course is to give students actual experience in designing, and perhaps conducting, an evaluation of an ongoing or new program in an applied setting. In addition, regular classes will be held in which students present their projects as well as discuss current literature.  
(Not offered in 1980-81)  
Half course; one term.

**617a. Practicum In Child Assessment/D.** Wolfe. The course is designed to teach students to administer the major tests employed in clinical practice with children. Supervised experience assessing children in clinical settings is included. Emphasis is also placed on the integration of assessment data and reporting.  
Half course; one term.

**618a. Behavioural Medicine/S.** Goldband. An introduction to theory and research in behavioural medicine. Topics will include: Human psychophysiology and measurement of physiological functions, biofeedback, stress and disease, health-care behaviours, pain and pain regulation, and life-style management.  
Half course; one term.

**619b. Practicum In Behavioural Medicine/S.** Goldband. Supervised experience in the therapeutic applications of behavioural techniques with medical problems. Students will work in treatment settings, and will use behavioural techniques in the manage-

ment of pain, stress, rehabilitation, adherence to medical regimes, and other medical problems. Seminars will consist of presentations of intervention techniques and relevant research, and case presentations.  
Half course; one term.

**620y. Research In Psychopathology/N.** Kuiper. This course provides the student with experience conducting research in psychopathology. Each student will propose, design, conduct, and prepare a final report on their own individual research project. Specific projects will be determined by student interest.  
Half course; two terms. (Not offered in 1981-82)

**621b. Child Psychopathology and Developmental Disorders/I.** Gotlieb. Discussion on concepts and research findings in child psychopathology and developmental disorders. Definitions, etiology and models of treatment and prevention associated with childhood disorders will be considered.  
Half course; one term.

**622a. Mental Retardation/H.** Lobb. Discussion of psychological concepts and research findings in the field of mental retardation, including definition, etiology, treatment and prevention.  
(Not offered 1980-81)  
Half course; one term.

**624b. Psychotherapy Research/N.** Kuiper. A review of major theoretical and methodological issues in the field of psychotherapy research. Important examples of existing psychotherapy research will be critically examined.  
(Not offered 1980-81)  
Half course; one term.

**625a. Behaviour Modification/B.** Bucher. Conceptual foundations of behaviour modification, with analysis of these modern therapeutic techniques.  
(Not offered 1981-82)  
Half course; one term.

**626b. Clinical Research Methods/R.** Neufeld. The course is designed to inform students about the clinical use of quantitative methods designed to ans-

wer immediate applied and research questions. Basic mathematical computations are discussed in terms of their uses for condensing clinical data.

Half course; one term.

(Not offered in 1980-81)

**627a. Psychopathology/R.** Neufeld.

A survey of research strategies and prevalent findings associated with severe and relatively mild forms of behavioral problems. Sources of information range from biological models to behavioral levels of analysis with an emphasis on the interface between alternate approaches.

Half course; one term.

(Not offered in 1980-81)

**628b. Community Psychology – Theory/D.** Evans.

Students completing this course will be familiar with the major theories that contribute to research and practice in community psychology. Topics include ecology, epidemiology, systems theory and evaluative methods.

Half course; one term.

(Not offered in 1980-81)

**629b Community Psychology – Methods/D.** Evans.

Students completing this course will be familiar with principal techniques and methods employed in community psychology. Topics include prevention, crisis intervention consultation and systems employing paraprofessionals.

Half course; one term.

(Not offered in 1981-82)

**630a. Theories of Counselling and Psychotherapy/M.** T. Hearn.

The major theoretical approaches to counselling and psychotherapy will be critically examined and discussed as they relate to each other. Practical examples of methods will be presented where possible and representative research critically examined. Students will be encouraged to develop their own models.

Half course; one term.

**633b. Group Counselling and Therapy/R.** Harris.

An introduction to the theory and practice of basic group counselling and psychotherapy ap-

proaches. The course emphasizes the common elements of group process and therapy, although major models of group therapy will be covered.

Half course; one term.

**635a. Professional Foundations of Applied Psychology/D.** Evans.

The course serves as an orientation to professional issues and applied skills relevant to all areas of applied psychology. Ethics, standards of service and conduct, interviewing techniques, consultation methods and other professional activities will be considered.

Half course; one term.

**637a. Marital and Family Therapy/R.**

Harris. Major theories of marital and family therapy will be examined. Assessment, intervention strategies and research associated with each theory will be critically reviewed.

Half course; one term.

**639y. Practicum In Child Intervention/TBA.**

Students are assigned to a clinical supervisor for four hours per week over two terms. Students carry out intervention activities with two or more children under the supervision of the clinical supervisor.

Half course; two terms.

**614y. Proseminar In Applied Psychology/N.** Kuiper.

Students will be exposed to a broad spectrum of issues in applied psychology. Various speakers will outline the typical theoretical, methodological, and ethical difficulties encountered applying psychological techniques and theories to representative problems in the applied domain. Required of all Masters students in the Applied Program.

Half course; two terms.

**650a. Psychology of Ageing, Part I/M.** Schnore.

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.

(Formerly course number 538a).

Half course; one term.

**651b. Psychology of Ageing, Part II/M.** Schnore.

Topics to be covered

shall include: personality, rigidity, cautiousness and psychopathology. (Formerly course number 538b). Half course; one term.

**690. PhD Thesis.**

**693. Internship/B. Bucher.** (Applied program requirement).

Courses in Industrial/Organizational Psychology are presently being created. Course descriptions in this area were not available when the

Calendar went to press, therefore, students interested in this area should consult the Coordinator of the Applied Psychology Program as of September, 1980.

**703-709. Readings/Tutorials./Staff.**

**Courses 1980-81**

It is anticipated that most of the courses listed for 1980-81 will be offered in 1981-82. Please contact the Department for a complete listing June 1981.