Graduate Course List For 1999-2000

key: a = Sept-Dec, b=Jan-April, y=Sept-April, no letter=Sept-April.

See weights at the end of each description.

LEARNING AND ANIMAL BEHAVIOUR

501. Advanced Seminar in Learning. Area Faculty. The purpose of this weekly seminar is to review current research topics in learning and animal behaviour at an advanced level and to present current research findings of area graduate students and faculty. All students in learning and animal behaviour are expected to attend and participate. Second and Third Year students may wish to take the course for credit. Full course; two terms

502b. The Evolution of Animal Cognition. D. Sherry. This course will examine recent research on the evolution and ecology of animal cognition. The emphasis will be on the ecological setting in which cognitive processes contribute to Darwinian fitness. Cognitive processes involved in animal signalling, risk-sensitive foraging decisions, predator avoidance, mate choice, navigation, and other topics will be examined. The course will cover a recent collection of articles [Dukas, R. (Ed.) 1998 *Cognitive Ecology* University of Chicago Press: Chicago] along with current research papers in the area. Also available as an **Advanced Topic in Psychobiology** (See page 10 - Psyc 737b). Half course; one term.

SENSATION AND PERCEPTION

518b. Psychophysics. G. Rollman. Psychophysical theory, classical psychophysics (absolute and differential thresholds, Weber and Fechner), signal detection theory, psychophysical scaling (magnitude estimation, cross-modality matching, Stevens, Laming), critiques, applications, relation of perceived magnitude to sensory physiology, infant and animal psychophysics. Half course; one term. Half course; one term.

517a. Vision, Attention, and Consciousness. K. Humphrey. Over the past two decades or so, research on visual attention has increased dramatically. In this course we will examine recent research and theorizing about visual attention. We will consider both behavioural and neurological research (neurophysiological and neuroimaging). We will also consider the relations between attention and consciousness. We will discuss critically findings and proposals to try to get a fix on some of the current thinking about the attention. Each week will discuss several papers related to visual attention. The students who are enrolled in the course are expected to take an active and informed part in each week's discussion. Half course; one term.

DEVELOPMENTAL

534b. Developmental Assessment. A. Robson. This course will provide students with an overview of issues in developmental assessment; basic knowledge concerning a range of assessment tools for children from 0-12; and practical experience in assessment skills relevant tofuture practical or research experiences. Topics will include developmental, psychometric, and ethical issues, as well as a review of tools in the areas of infant assessment and the assessment of cognitive, perceptual and social/emotional functioning during childhood. Practical experience will be provided in the administration and evaluation of a selective assessment of one child. Half course; one term.

539a. Attachment Theory: Developmental, Affective, Cognitive and Clinical Perspectives. D. Pederson. Attachment theory was founded in clinical practice and object relations theory. John Bowlby recognized the empirical limitations of psychoanalytic theory and turned to ethology for a conceptual and

methodological framework. Mary Ainsworth followed Bowlby's lead by developing observational procedures that were particularly sensitive to individual differences in the organization of infant-caregiver relationships. This ethological orientation and the assumption that attachment was based upon the infant's need for security fostered an explosion of research on early relationships in the 1980's. More recently the psychoanalytic roots have shown new vitality with a focus on the roles of representations and affect regulation**.** In this course, we will trace the evolution of attachment theory from its psychoanalytic roots, through ethology, to contemporary cognitive models. We will review the interfaces between attachment research and research in cognitive representation, affect and affect regulation, and social adjustment. The course will conclude with an examination of the implications for the understanding of clinical populations such as individuals with affective or conduct disorders and intervention in high risk populations such as adolescent mothers; and the understanding of the impact of life circumstances such as loss or abuse. Half course; one term.

MEASUREMENT

540. Research Design. R. Gardner. This course serves as a general survey and introduction to statistics at the graduate level, stressing a conceptual understanding and appreciation of major analytic procedures. Topics covered include the logic of inferential statistics, correlation and regression, univariate analysis of variance (both traditional and regression approaches), multivariate analysis of variance, multiple regression, discriminant function analysis, canonical correlation, factor analysis and causal modelling. Full course; two terms.

543a. Introduction to Matrices and Matlab and Simple Models ("hands on"). Richard Harshman. This class covers two basic tools very useful for quantitative work in Psychology and Neuroscience: (a) Matrix algebra and manipulation, and its conceptual interpretation as applied to data analysis, and (b) basic programming in a high level language for data analysis, manipulation, visualization/graphics, and data exploration. The language is Matlab, which is probably the easiest and most powerful of its type. Many of the programming principles will be applicable to most programming languages. To make these tools meaningful, they will be applied to simple problems such as writing a program for multiple regression. Some basic theory of statistical significance testing will also be covered in the context of developing a program for "nonparametric" (distribution free) testing by randomization or permutation methods. To provide a concrete example, you will write a simple multiple regression procedure that uses Matlab and is based on matrix methods. Connections of these methods with factor analysis will also be touched on throughout the course.

544b. Factor Analysis and Related Methods Using Matrices and Matlab ("hands on"). Richard Harshman. Continues and applies 543a. The ideas underlying multivariate data analysis/exploration methods, particularly Factor Analysis and some related techniques (e.g., SVD, Multidimensional Scaling) will be covered in "hands on" fashion. That is, in addition to conceptual material presented in lecture, you will also use Matlab, matrix algebra and data simulation/analysis to explore issues like factor extraction, rotation, the number of factors problem, factor score estimation, longitudinal factor analysis, image analysis, etc. Applications in Psychology (e.g., perception, intelligence and personality) and in Neuroscience (e.g., fMRI image analysis, EEG/evoked response analysis) will be considered. In addition to the substantive material covered, this term is intended to provide further development and refinement of your matrix and programming skills (e.g., you will be able to write - and modify as desired - your own Matlab program for Principal Components/Factor Analysis [and it will only take 1 page!]). This course is a natural and expected continuation of 543a, but those who have the needed background from other sources (and those who had 541 in Spring 99) will also be welcome.

PERSONALITY

581a. Personality Theory and Research. S. Pepper. This seminar course will review theory and research on major issues in personality psychology. The course will draw upon psychodynamic, phenomenological,

trait, behavioral, and social cognitive approaches to the study of personality in order to place current questions in their historical contexts. Theoretical conceptions will be evaluated in light of recent empirical evidence. Half course; one term.

COGNITION

570a. Concepts and Word Meanings. C. Gagné. There appears to be a close relation between concepts and word meanings. Yet, linguists have argued for years that meanings are not concepts, and recent philosophical arguments have concluded that meanings are not mental representations, which concepts clearly are. However, several researchers in psychology use the term "word meaning" synonymously with the term "conceptual representation". So, what's going on? Are word meanings the same thing as conceptual representations or not? We will try to answer this question by discussing general theoretical issues regarding concepts and word meanings. In addition, we will evaluate specific empirical issues that seem to involve both domains. In doing so, we will discuss a number of topics including early word learning, polysemy, process models of word use, and the bilingual lexicon. Half course; one term.

571b. Categorization and Inference. T. Spalding. This class will discuss some of the major issues in the psychology of categories, focussing particularly on their representation and their use in various kinds of inference, as well as their use for categorization. We will review some of the main theoretical viewpoints and empirical findings in the field. The last section will look at how "theories" or background knowledge might influence category representation and processing. Half course; one term.

SOCIAL

560a. Theories in Social Psychology. C. Seligman. The course provides an opportunity to discuss in detail a number of theories in social psychology. There is no pretense that the number of theories covered in the course is exhaustive or even that all categories of social psychological theories are presented. There are simply too many theories in social psychology. The major criterion for including a particular theory in the course is that the theory is rich enough and has been around long enough that it is possible to see how it has changed over time. One of the principal objectives of the course is to inform us of the usefulness of theory through a study of how particular theories both guided the collection of data and adapted to the results of the experiments. At the end of the course, we should have an appreciation of why some theories are considered more important than others and why some experiments are more important to theory development than others. Of course, it is hoped that at the end of the course, all of us will be better able to use theory to guide our own research. Half course; one term.

562b. The Social Psychology of Morality. C. Seligman. The course will examine the extent to which empirical investigation and subsequent theorizing of social behaviour can explain (and perhaps justify) our moral positions and behaviour. The course will consider the origin, development, and social expression of morality, primarily from social psychological and sociobiological perspectives. The class format will be lectures and discussions, jointly and/or sequentially taught by the instructor and students. Evaluation will consist of class participation, 15-20 page final paper, and six or seven 2-page thought papers regarding the weekly readings. Half course; one term.

563a. The Social Psychology of Thought and Action. R. Sorrentino. This course will consider concepts and research findings related to the interaction of motivation and cognition in determining social behaviour. Drawing on dynamic theories of motivation and self-oriented theories of social cognition, an attempt will be made to integrate the two approaches into a formal theory. Half course; one term.

586b. The Social Psychology of Sexual Behavior. W. Fisher. This course will introduce the history, methodology, theoretical approaches, ethical issues, and substantive areas of research (such as sex differences in sexual behavior, effects of erotica and pornography on behavior, and the social psychology of reproductive health behavior) which are focal to the social psychological understanding of human

sexual behavior. Evaluation will consist of class presentations and participation and preparation of a 15-20 page review of the research literature or research proposal at the end of the term. Half course; one term.

INDUSTRIAL/ORGANIZATIONAL

841a. Topic in Industrial/Organizational Psychology: Performance Appraisal and Related Issues. R. Goffin. As a topic within the area of industrial/organizational psychology, this course will cover research relevant to the application of psychological theory and methods for the purpose of appropriately measuring a key criterion variable within work-settings, that is, job performance. A variety of approaches to the measurement of performance will be discussed in detail and some of the more prominent topics will be the evaluation of performance appraisals and attempts to improve performance appraisals. Preference for enrollment will be given to students in the Industrial/Organizational program. Half course; one term.

844b. Topic in Industrial/Organizational Psychology: Motivation and Leadership. J. Meyer. This seminar course is designed to familiarize students with theory and research on motivation and leadership in a work context. We will discuss classic and modern theories of motivation and leadership and critically evaluate the research that has been conducted to test them. Implications for the design of motivation systems and for the assessment and selection of managers will also be addressed. Preference for enrollment will be given to students in the Industrial/Organizational program. Half course; one term.

871a. Examining the Impact of Industrial/Organizational Psychology: Doctoral Seminar. N. Allen. A critical feature of scholarship in I/O psychology is its applied focus. With this in mind, the general topic to be addressed in this doctoral seminar is the nature and extent of the impact that theory and research findings from I/O psychology have actually had on organizational settings. (Although research from both industrial and organizational psychology will be discussed, somewhat greater emphasis will be placed on the latter.) Issues to be addressed include the knowledge/awareness that organizational practitioners have of I/O psychology, the processes through which research and theorizing is disseminated to various organizational communities (e.g., end-user organizations, consultants, trainers), and the constraints associated with the diffusion/adoption of I/O research in organizations. Overall, the goal of the course is to provide an appreciation of, and framework for thinking about, the impact of our field on organizational practice. Half course; one term.

EDUCATIONAL

604a. Educational Applications of Cognition Psychology. D. Jared. Critical examination of the implications of cognitive psychology for the improvement of educational practice. Topics will include knowledge representations, memory, problem solving, and reasoning. Half course; one term.

606b. Educational Assessment. H. Murray. This course examines the multiple roles of measurement, assessment, and evaluation in the educational system. Topics will include test reliability and validity, test construction, norm-referenced vs. criterion referenced assessment, impact of testing on students, traditional vs. constructivist approaches to assessment, teacher evaluation, and assessment of learning disabilities. The main focus of the course is basic measurement theory, but attention will also be given to practical aspects of assessment, as well as current issues and controversies. Half course; one term.

CLINICAL

580a. Issues in Psychological Assessment. D. Dozois. The purpose of this course is to provide an overview of the theoretical, professional, and ethical issues in psychological assessment. Another objective is to develop competence in the ability to critically evaluate various assessment instruments. The course will consist of lectures, discussions, and demonstrations. Topics that will be covered include test construction and evaluation, clinical interviewing, judgment and inference, legal and ethical issues in

assessment, intellectual and personality assessment, and the assessment of psychopathology. In addition to providing a basic understanding of the development and psychometric characteristics of particular tests, students will learn to apply their understanding of test construction and evaluation to inform and influence the way they conduct psychological assessment. Specific tests that will be covered include the Minnesota Multiphasic Personality Inventory (MMPI and MMPI-II), the Millon Clinical Multiaxial Inventory (MCMI I, II, and III), the Personality Assessment Inventory (PAI), various projective instruments, and selected symptom-based measures. This course is a prerequisite to Psychology 610. All Clinical students who have not previously taken Psychology 580a should enroll in this course. Half course; one term.

613b. Program Evaluation. D. Evans. The purpose of course is to introduce the student to the basic concepts, methods, and problems in program development and evaluation, and marketing. Among the topics covered are: Needs Assessment, Program Design, Program Evaluation, Marketing, and Advocacy. Half course; one term.

621b. Child Psychopathology. D. Wolfe. This course will review the major psychological disorders of childhood in relation to DSM-IV criteria and guidelines. In addition to gaining a broad understanding of these major disorders, recent studies pertaining to the etiology, course, and treatment of each disorder will be emphasized. Current research and clinical findings will be stressed. Half course; one term.

PRACTICA

610. Clinical Assessment Practicum. R. Martin and L. Swartzman. This course is designed to provide clinical students with skills in the administration, scoring, interpretation, and integration of several major psycho-diagnostic instruments currently used in clinical practice with adults and children. Supervised experience assessing adults or children in clinical settings is included. Emphasis is also placed on the integration of assessment data and report writing. Prerequisites: For clinical students who have already taken Psychology 635a/b, 636a/b, 580a/b, and 621a/b or 627a/b. Full course; two terms.

615y. Advanced Assessment Practicum in Clinical Psychology. L. Swartzman. This advanced assessment practicum involves placement of clinical students with an adjunct faculty supervisor in one of our clinical settings (adult or child). Prerequisites: For clinical students who have completed Psychology 610. Half course; two terms.

641y. Clinical Intervention Practicum. **L. Swartzman**. This intervention practicum involves placement of clinical students with an adjunct faculty supervisor in one of our clinical settings. Prerequisite: For clinical students who have already completed an assessment practicum, Psychology 635a, 636b, 621 a/b or 627a/b, and a graduate half-course covering psychometric theory. Half course; two terms.

649y. Advanced Intervention Practicum in Clinical Psychology I. L. Swartzman. This advanced intervention practicum involves placement of clinical students with an adjunct faculty supervisor in one of our clinical settings. Prerequisite: For clinical students who have already completed an initial clinical intervention practicum. Half course; two terms.

659y. Advanced Intervention Practicum in Clinical Psychology II. L. Swartzman. This advanced intervention practicum involves placement of clinical students with an adjunct faculty supervisor in one of our clinical settings. Prerequisite: For clinical students who have completed 649y. Half course; two terms.

769y. Advanced Intervention Practicum in Clinical Psychology III. L. Swartzman. This advanced intervention practicum involves placement of clinical students with an adjunct faculty supervisor in one of our clinical settings. Prerequisite: For clinical students who have completed Psychology 659y. Half course; two terms.

770y. Advanced Intervention Practicum in Clinical Psychology IV. L. Swartzman. This advanced intervention practicum involves placement of clinical students with an adjunct faculty supervisor in one of

our clinical settings. Prerequisite: For clinical students who have completed Psychology 659y. Half course; two terms.

771y. Advanced Intervention Practicum in Clinical Psychology V. L. Swartzman. This advanced intervention practicum involves placement of clinical students with an adjunct faculty supervisor in one of our clinical settings. Prerequisite: For clinical students who have completed Psychology 659y. Half course; two terms.

619y. Health Psychology: Practicum. L. Swartzman. This intervention practicum involves placement of clinical students with an adjunct faculty supervisor in a clinical health psychology setting. Specific experience varies across settings. Students will meet with other intervention practicum students on a biweekly basis. Prerequisite: For clinical students who have already completed 641y. It would be advantageous but not essential for **Psychology 618a/b - Health Psychology: Theory** to have been completed prior to this practicum. Half course; two terms.

693. Clinical Internship. L. Swartzman. This course is a full-year (2000-hour) internship for clinical students who have completed all course and practicum requirements, and have made substantial progress on their dissertation. Typically, students are expected to submit a first draft of their dissertation prior to leaving on internship. The internship must be carried out at an approved setting, and written permission is required from both the advisor and the Director of the Clinical Psychology Program.

671y. Applied Clinical Research Practicum. L. Swartzman. This applied research practicum involves placement of clinical students in any one of a range of local service delivery settings (including physical and mental health delivery settings, community agencies. etc..) where they undertake and/or serve as consultants for on-site research projects. "Research" in this context is broadly defined. Students work under the supervision of the course instructor and, when appropriate, may also be co-supervised by an on-site psychologist or other researcher.

Those interested in taking this course are encouraged to speak with the course instructor as soon as possible, so that their particular interests, abilities and time constraints can be matched with the research needs of the service setting.

NOTE: Enrollment in this course is limited to Ph.D. clinical students.

Prerequisites: Permission of instructor, and, preferably, successful completion of a graduate level applied research course or its equivalent (e.g., Program Development, Evaluation, and Marketing (613a/b); Psychotherapy Research (624a/b); Clinical Research Methods (626a/b)).

672y. Advanced Applied Clinical Research Practicum I. L. Swartzman. See 671y for details. Prerequisite: 671y.

673y. Advanced Applied Clinical Research Practicum II. L. Swartzman. See 671y for details. Prerequisite 672y.

674y. Advanced Applied Clinical Research Practicum III. L. Swartzman. See 671y for details. Prerequisite: 673y.

675y. Advanced Applied Clinical Research Practicum IV. L. Swartzman. See 671y for details. Prerequisite 674y.

PSYCHOBIOLOGY AND CLINICAL NEUROPSYCHOLOGY (now called Behavioural and Cognitive Neuroscience)

737b. The Evolution of Animal Cognition. D. Sherry. This course will examine recent research on the

evolution and ecology of animal cognition. The emphasis will be on the ecological setting in which cognitive processes contribute to Darwinian fitness. Cognitive processes involved in animal signalling, risk-sensitive foraging decisions, predator avoidance, mate choice, navigation, and other topics will be examined. The course will cover a recent collection of articles [Dukas, R. (Ed.) 1998 *Cognitive Ecology* University of Chicago Press: Chicago] along with current research papers in the area. Half course; one term.

756y (Psych) or 757y (Neuro). Research Seminar in Psychobiology. K-P. Ossenkopp. Faculty and students in Psychobiology and related areas meet every week for one hour to report on ongoing research. Some didactic topics are also covered. Half course; two terms.

526b. Clinical Neuropsychology. E. Hampson. This is an introductory-level theory course in clinical neuropsychology. Topics to be covered may include: basic neuroanatomy, common neurological disorders, hemispheric specialization, sensory and perceptual disorders that follow acquired brain injuries, motor systems and disorders of motor function, acquired disorders of language, the neurobiology of memory and amnesia, frontal lobe functions, dementia. The goal is to develop a basic knowledge of human brain function as it pertains to the practice of clinical neuropsychology. A combination of lectures and seminar format will be used. Prerequisite: An undergraduate or graduate course in physiological psychology. Half course; one term.

748a. Advanced Topics in Psychobiology: Current Topics in Biological Rhythms. M. Kavaliers. The course will provide an introduction to and overview of current research and theory in biological rhythms and timing of biological and psychological events. It will deal with the generation, expression and measurement of biological rhythms that occur on a daily basis (circadian rhythms), seasonal basis, as well as shorter rhythms (including sleep). Topics will include: general characteristics of biological rhythms, organization and neural basis of circadian rhythms, hormonal rhythms, rhythms and motivated behaviors (e.g., arousal, hunger, sexual behavior, feeding), the organization and roles of sleep and dreaming, timing behavior, rhythms and human health (e.g., shift-work, "jet-lag", rhythms and drug treatment, abnormal rhythms and depressive disorders, seasonal affective disorder). Half course; one term.

749b. Consciousness, Behavior, and Cerebral Activity. C.H. Vanderwolf. This course will consist of a series of lectures by the instructor with ample time for questions and discussion. Students will be expected to read a number of papers and present one seminar. Topics to be discussed include: a) psychological and neuroscientific findings relevant to the problem of consciousness; b) principles of cerebral electrophysiology; c) relation of cortical activity to consciousness, sleep, and waking behavior; d) neurochemical and anatomical basis of cerebral electrical activity; and e) implications of this work for other methodologies, such as brain imaging. Students will be graded on their seminar, class participation, and a written paper which may or may not be on the same topic as the seminar. Half course; one term.

PRACTICA

806a. Practicum in Clinical Neuropsychology II. E. Hampson. This practicum is for intermediate or advanced students in Clinical Neuropsychology. It consists of supervised practice in the administration, scoring, and interpretation of standard neuropsychological tests, practice in interviewing, history-taking, providing client feedback, attendance at the Citywide Neuropsychology Rounds as well as selected hospital rounds in the clinical setting. Advanced students will be provided with supervised instruction in report-writing. May include reading pertinent literature or learning specialized procedures. An introduction to the ethical principles of practice as they are pertinent to Clinical Neuropsychology is a component of the course. Prerequisite: Psychology 526a/b. Half course; one term.

807b. Practicum in Clinical Neuropsychology II. E. Hampson. This practicum is for intermediate or advanced students in Clinical Neuropsychology. It consists of supervised practice in the administration, scoring, and interpretation of standard neuropsychological tests, practice in interviewing, history-taking,

providing client feedback, attendance at the Citywide Neuropsychology Rounds as well as selected hospital rounds in the clinical setting. Advanced students will be provided with supervised instruction in report-writing. May include reading pertinent literature or learning specialized procedures. An introduction to the ethical principles of practice as they are pertinent to Clinical Neuropsychology is a component of the course. Prerequisite: Psychology 526 a/b. Half course; one term.