

Graduate Course List For 2000-2001

Key to Course Numbers: a = Sept-Dec (fall term half course), b=Jan-April (winter term half course), y=Sept-April (two term half course), no letter=Sept-April (two term full course). See weights at the end of each description.

ANIMAL COGNITION

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

SENSATION AND PERCEPTION

511b. Visual Perception. K. Humphrey. The course will be a survey course on visual perception. We will discuss major aspects of visual processing and perception such as luminance, colour, depth, texture, and motion processing. We will also discuss some major theoretical approaches to perception and consider different 'levels' in the explanation of perception. If time permits, we will also consider high-level processes related to visual attention and memory. Half course; one term.

513b. Psychology of Pain. G. Rollman. Topics include the psychological, clinical, and physiological correlates of the pain experience, the major theories of pain mechanisms, congenital insensitivity to pain, psychophysical assessment of the sensory and affective components of pain, and concepts of neural plasticity. Attention will be devoted to problems associated with headaches, back pain, labour pain, and neurogenic pain states. As well, the management of pain by analgesic drugs, hypnosis, neurosurgery, acupuncture, electrical stimulation, biofeedback, cognitive-behaviour therapy, and operant conditioning will be examined. There will be strong emphasis on the psychological manifestations of pain in terms of assessment, management, and study of underlying mechanisms. Meetings will be arranged with medical personnel concerned with clinical diagnosis and treatment of acute and chronic pain. Half course; one term.

DEVELOPMENTAL

536a. Social Development in Cultural Context. X. Chen. In this course, we will discuss contemporary issues in the cross-cultural study of social, emotional, and personality development. The course will emphasize an examination of the "meanings" of basic social-personality constructs and the appropriateness of developmental research methods in different cultures. Topics to be discussed in this course include models of cultural influences on development, research paradigms and strategies, cultural influences on parent-child relationships, peer relationships, moral development, aggression, inhibition and social withdrawal, and social problem solving. The role of the cultural context in the development of socialization beliefs and values and family systems will also be discussed. Given the particular interests of the students in this course, topics may be deleted, added, or expanded. Half course; one term.

MEASUREMENT

540. Research Design. R. C. 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. Half course; one term.

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, 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. Half course; one term.

PERSONALITY

No courses in Personality will be offered this year.

COGNITION

552a. Category-Specific Semantic Deficits. K. McRae. This course will cover issues regarding category-specific semantic deficits in patients with herpes simplex encephalitis, stroke, semantic dementia, and Alzheimer's Dementia. The term "category-specific semantic deficits" refers to behavioral phenomena whereby patients are differentially impaired in their knowledge of different types of object concepts, with the typical distinction being living versus nonliving things (although the reality is more complex than that). There has been a great deal of interest in category-specific semantic deficits over the last 15-20 years because they are fascinating in their own right, and more importantly, because of their promise in shedding light on the organization of semantic memory. We will survey the category-specific deficits literature from neurological and cognitive perspectives to gain insight into how semantic memory is organized in both the mind and brain. At the beginning of the course, students will be paired together and given a theoretical perspective to defend throughout the course (e.g., a pair of students will defend Caramazza and Shelton's or Damasio's views each week). Students will be graded on a presentation of their theory at the beginning of the course (15%), a defense of their theory at the end of the course (15%), and the final project (70%). The final project will consist of a mock article (that is realistic and

professional) in which each pair of students creates an imaginary patient, constructs hypotheses to be tested on their patient, develops experiments to test those hypotheses, and writes a report of the experiments conducted with their imaginary patient. That is, each student will write an article in which they pretend that they tested pertinent hypotheses on a patient, with the goal being to provide evidence for the theory that they have defended throughout the course. Half course; one term.

559b. Processing of Figurative Language. A. Katz. This seminar course will examine empirical and theoretical issues in the processing of figurative language. Theoretical issues to be addressed include: the pragmatic issues in the processing of figurative language (i.e., why do we sometimes speak figuratively rather than literally); the representational and processing implications of different models of figurative language; the extent (and conditions) under which semantic interpretation of a trope can be derived from understanding of its parts; and the role (if any) played by conceptual root metaphors in the comprehension process. A special emphasis will be to consider the role played by “social” factors in comprehension. Students will be expected to be present seminars. If class size permits, students also will be expected to design and conduct experiments. Half course; one term.

SOCIAL

561b. Research Methods in Social Psychology. C. Seligman. This course will acquaint students with the major research designs and procedures in social psychology. The objectives are to develop the ability to evaluate critically the research literature, to gain practical experience in answering research questions by experimentation, and to gain practice in the writing of research proposals and reports. Half course; one term

566b. 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. Topics to be discussed follow four dimensions: 1. the Self (e.g., self conflict and interpersonal behaviour; the self, achievement, and personal goals); 2. Affect (e.g., affect and social cognition; affect, attribution, and empathy; emotion, cognition, and action); 3. Control (e.g., antecedents and implications of memory distortion; uncertainty, motivation and cognition); 4. Goals (e.g., application of memory models to motivational phenomena; the role of goals and control in information processing; a theory of action emergence). The classes will be interactive in nature. Half course; one term.

567a. The Psychology of Prejudice. V. Esses. This seminar will survey theory and research on intergroup relations, prejudice, and discrimination. Among the topics to be covered are stereotypes and stereotyping, unconscious aspects of prejudice, symbolic and modern racism, and combatting prejudice. Emphases will be placed on discussing the major issues within each topic and on critically evaluating the empirical work on which current analyses are based. Half course; one term

INDUSTRIAL/ORGANIZATIONAL

Psychology 843a. Work Attitudes and Behavior. J. Meyer. This seminar course is designed to familiarize students with theory and research on work attitudes and behavior. We will begin with a general discussion of construct development and measurement as it pertains to work attitude research. Next, we will consider theory and research pertaining to two of the most widely studied work attitude variables, job satisfaction and organizational commitment. In the context of this discussion, we will address several factors involved in attitude formation, including perceptions of organizational support, organizational justice, and trust. We will then shift attention to discussion of how work attitudes, among other factors, can help to explain important forms of work behavior, including absenteeism, turnover, and organizational citizenship behavior. Throughout the course, emphasis will be placed on the critical evaluation of theory and research, as well as on their implications for practice in applied settings. Half course; one term.

Psychology 599b. Research Methods in I/O Psychology. J. Meyer. The purpose of this course is to

familiarize students with research methods used in the science and practice of industrial and organizational psychology. Students will be introduced to a variety of commonly used methods and techniques including structural equation modeling, meta-analysis, program evaluation, and qualitative research methods. The objective of the course will be to provide students with a basic understanding of, and appreciation for, these methods and how they can be used in research and practice. Following discussion of the rationale for, and assumptions underlying, the various approaches, students will be required to critically evaluate existing research, design their own studies, and/or apply analytic techniques to data provided. Eligibility: Students in the I/O area or with special permission. Half course; one term

EDUCATIONAL

603b. Teacher Effectiveness. H. Murray. An examination of empirical research and theory on characteristics that contribute to teaching effectiveness, with applications to the training and evaluation of teachers. The full range of theoretical and methodological approaches to teacher effectiveness will be considered, including traditional process-product models plus current qualitative and constructivist models. Half course; one term.

CLINICAL

618a. Health Psychology: Theory. L. Swartzman. This seminar course is designed to provide an introduction to health psychology. Health psychology, broadly defined, encompasses any activity of psychology related to any aspect of health and illness. Accordingly, we will focus on the scientific and, to a lesser extent, the professional contributions of our discipline to the promotion and maintenance of health, the prevention and treatment of illness, and the identification of etiologic correlates of health and illness. Areas to be covered may include, though are not limited to: stress and coping, the psychology of physical symptoms, psychosocial influences on health and illness behaviour, adherence, mechanisms underlying the effectiveness of behavioural and medical interventions, psychological influences on medical decision making, gender and cultural correlates of physical health and illness, and of health and illness behaviours, and illness cognitions and their implications for health care seeking and adherence. It should be noted that the course emphasis will be on theory and research methods rather than on applied techniques. Half course; one term..

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, the assessment of psychopathology, and the use of psychological assessment in treatment planning. In addition to providing a basic understanding of the development and psychometric characteristics of particular tests, students will learn to apply their knowledge of test construction and evaluation to inform and influence the way they conduct psychological assessment. Specific tests that will be covered include the Wechsler Adult Intelligence Scale-III, the Minnesota Multiphasic Personality Inventory (MMPI and MMPI-2), 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.

638b. Cognitive-Behavioural Therapy. D. Dozois. Cognitive-behavioural therapies figure prominently among the empirically supported treatments currently recognized in psychotherapy. These approaches have demonstrated significant growth and have been applied successfully to an array of clinical disorders. The main objectives of this course are to (1) provide students with an overview of the history, theory, research, and practice of various cognitive-behavioural therapies; (2) foster motivation in students to be

informed by the empirical literature; and, (3) promote the development of clinicians who critically evaluate and utilize research to guide their approaches to treatment. Through discussion and lectures students will become familiar with the theoretical rationale underlying different cognitive therapeutic approaches, the empirical data supporting various techniques, and the psychotherapy outcome literature regarding the efficacy of cognitive therapy for different disorders. With hands-on demonstrations, exercises, role-playing activities, and videos, students will learn session-by-session techniques and strategies for treating various disorders and difficulties. The treatment of major depressive disorder, panic disorder, social phobia, obsessive-compulsive disorder, generalized anxiety disorder, specific phobia, and couple distress will be emphasized. Enrolment is limited and restricted to clinical psychology students. Preference will be given to more senior students. Half course; one term.

627b. Adult Psychopathology. R. Martin. The purpose of this course is to familiarize students with theory and research in adult psychopathology. Introductory sessions will focus on theoretical models of psychopathology and on the construction and validity of major diagnostic systems, with particular attention to DSM-IV. Seminars will then focus on each of the major categories of psychological disorders occurring in adults. Of particular concern will be issues related to the etiology, diagnosis, and treatment of each disorder. Half course; one term.

635a. Professional Foundations of Clinical Psychology. D. Evans. The course serves as an orientation to professional issues and skills relevant to all areas of clinical psychology. Ethics, standards of practice, legislation, and other professional issues will be considered. Half course; one term

636b. Pre-practicum in Clinical Skills. D. R. Evans. This course is designed to provide clinical students with practice in fundamental clinical skills underlying assessment and intervention. Interviewing skills are taught with a clinical perspective. Students also complete several exercises focusing on basic cognitive-behavioural techniques. Arrangements will be made for students to attend case presentations relating to other clinical practica courses. Pre- or Co- requisites: for clinical students who have taken Psychology 635a, and 621a/b or 627a/b. Half course; one term

PRACTICA

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. R. Martin. 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. Half course; two terms.

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.

BEHAVIOURAL AND COGNITIVE NEUROSCIENCE

525b. Introduction to Brain and Behaviour. C. Vanderwolf. This course attempts to help psychology students to understand neurology, neurosurgery, and psychopharmacology. The following topics will be covered: (a) structure of the human nervous system based on study of human autopsy material; (b) effects of various brain lesions and of electrical stimulation of the brain; (c) brain imaging techniques; (d) electroencephalography; and (e) basic neuropsychopharmacology. The lectures and laboratory periods (a total of 3 hours per week) will, it is hoped, provide a broad introduction to the function of the nervous system. Half course; one term

758y (both Psych & Neuroscience). Research Seminar in Psychobiology. C. Vanderwolf. 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.

730a. Advanced Topics in Psychobiology I: Current Topics in Evolution, Behaviour, and Sociobiology. P. Ossenkopp. This course will take an evolutionary and biological approach to understanding social interactions in animal behaviour, with an emphasis on human behaviour. The basic concepts of evolutionary biology, optimality theory, and behaviour genetics will be introduced and applied to an evolutionary discussion of social behaviour. The course will then focus on discussion of a variety of special topics from a sociobiological perspective. Topics that will be covered include: the evolution of sex, reproductive strategies and sexual dimorphism, interpersonal attraction, theories of parental investment, parent-offspring conflict, the biology of altruism, strategies of social competition with an extensive examination of aggressive behaviour and the application of game theory to the evolution of behavioural strategies. This course will also cover some of the current criticisms of sociobiology and the relationship between sociobiology and other social sciences, especially psychology (Evolutionary Psychology). Half course; one term.

731b. Advanced Topics in Psychobiology II: Current Topics in Emotion. M. Kavaliers. Although almost everyone knows what emotions are, they remain a construct that is difficult to define. The course will provide an introduction to and overview of current research and theory in relation to the expression and regulation of emotions. It will deal with factors relating to the evolution, function, generation, expression, measurement and neurobiological correlates of emotions. Topics will include: general characteristics and theories of emotions, organization and neural basis of emotions, motivated behaviours and emotions (e.g., arousal, fear, hunger, sexual behaviour, feeding), emotions in relation to neuropsychiatric disorders. Half course; one term.

PRACTICA

808a. 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.

809b. 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.

