

Graduate Course List For 2001-2002

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.

Department

691b. Research in the History of Psychology (cross-listed with Psychology 484G). N. Innis. A research seminar course on selected topics in the history of psychology. Research topics and discussion will focus on the development of ideas and research in various fields of psychology. Evaluation will be based on class discussion and presentations and completion of a paper based on a research project. Half course; one term.

Animal Cognition

503b. Foundations of Animal Behaviour. S. MacDougall-Shackleton. This course will be an in-depth review of classic papers (experimental and theoretical) in animal behaviour, including topics from ethology, comparative psychology and physiology. The objective will be to understand how current approaches to the study of animal behaviour have been shaped by the history of the field. Students will be required to lead class discussions and to complete a major paper reviewing the historical development of a particular area of animal behaviour. Half course; one term.

Sensation and Perception

No courses in Sensation and Perception will be offered this year.

Developmental

533a. Implications of Attachment Theory and Research. D. Pederson /A.Robson /K. Dance. This course involves the collaboration of an attachment researcher, a clinical psychologist working with children and families, and a clinical psychologist working with adults. We will examine attachment theory, methodology, and research with the goal of relating these with clinical practice. 1) We will begin with an overview of the assumptions of attachment theory and a consideration of the general implications of this theory for clinical practice. 2) We will next review the methods and measures used in attachment research and consider how they may be applied to and integrated into clinical assessment and practice. 3) Next, we will review the research on the role of attachment processes as a risk factor or a protective factor in maladaptive developmental pathways. Where ever possible we will also consider selected case examples. Potential topics may include attachment and physical health; psychopathology in childhood and adulthood; families at high social risk; child maltreatment; and attachment and family processes. Additional topics may be selected, based on the interests of the participants. 4) Finally, we will consider models of intervention and treatment derived from attachment theory and research. Half course; one term.

537b. Gender and Social Development. L. Zarbatany. This course will explore origins of

gender-differentiated social behavior and personality. Topics include the development of gender roles, sex-typing processes, and gender differences in interpersonal processes such as play, aggression, altruism, communication style, social support, and intimacy. Biological, cognitive, and social explanations for gender differences will be explored. 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") (cross-listed with Psychology 454F). 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") (cross-listed with Psychology 488G). 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

583b. Contemporary Topics in Personality and Person Perception. S. Paunonen. In this

course, we will evaluate critically some issues and controversies prominent in research in personality and perception. The general focus of the course will be on the situational and and personological factors that determine the perceptions people have of themselves and of others. Specific topics will include current thinking about accuracy and bias in person perception, issues involving stranger ratings of personality, the semantic determination of personality ratings and self-reports, and the search for moderators of behaviour consistency and predictability. We will also study some of the recent research on facial features of people, and discover how those cues influence our thinking about others. In addition, contemporary issues surrounding the so-called Five Factor Model of personality will be evaluated. Half course; one term.

Cognition

578b. Seminar in Speech Perception. M. Joanisse. This course will cover theoretical issues related to the perception and processing of spoken language. It will focus primarily on theories and models of how humans recognize spoken language, and on recent research seeking to address these theories. Topics covered will include a basic overview of auditory perception, classic psychoacoustics, infant speech perception, the acquisition of speech contrasts in children and adults, music perception in experts and nonexperts, the relationship between auditory and visual word recognition, the use of eye movement recording to study the time course of word recognition, and neuroimaging studies of speech perception. Students will be expected to lead class discussions on one or more of the readings, and to participate in all in-class discussions. A final project will be due at the end of the course, and will consist of an experiment proposal or a theoretical paper. Grading will be based on seminar presentations (25%), participation in class discussions (25%) and a final project (50%). Half course; one term.

554b. Neuroimaging of Cognition. J. Culham. Brain imaging, particularly functional magnetic resonance imaging (fMRI), is becoming a common tool to study specialized human brain regions that are involved in cognitive functions. This course will include: a brief introduction to brain imaging technology, a tour of an fMRI facility when an experiment is in progress, a review of current techniques and experimental design strategies, reviews of exemplary and flawed papers, and a discussion of the merits and limitations of neuroimaging as a tool for cognitive neuroscientists. By the end of the class, students should be able to read, understand and critique papers in brain imaging. Each student will give a presentation that provides a brief overview of previous research in their area of interest along with a proposal for a new experiment. The emphasis will be on fMRI (and to a limited degree, positron emission tomography, PET) and experiments in visual cognition, though other areas of cognitive psychology may be covered, depending on the interests of the students. 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.

561b. Research Methods in Social Psychology. R. Sorrentino. 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

586a. 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

845a. Work Groups and Teams in Organizations. N. Allen. The purpose of this course is to examine psychological issues associated with work groups (or teams) in organizational settings. Particular attention will be given to the implications, for work attitudes and performance, of the following: the "stages" of group/team development, the design and composition of groups, and the congruence between structure/process variables associated with the group and the organization in which it is embedded. In addition, attention will focus on the potential psychological purposes that work groups serve and various methodological issues associated with work group research. Eligibility: Students in the I/O area or with special permission. Half course; one term

840b. The Psychology of Personnel Selection, Recruitment, and Job Analysis. R. Goffin. This course will cover the application of psychological theory and methods for the purpose of insuring that the particular individuals hired by an organization are likely to be successful employees. Job analysis, which is a collection of techniques for determining the basic knowledge, skill, aptitude, and personal characteristics required for a job, will be covered. Additionally, the course will cover employee recruitment, and a variety of approaches to personnel selection. Cost/benefit considerations in personnel selection will be covered under the rubric of utility analysis. Half course; one term

846b. Doctoral Seminar in I/O Psychology. Organizational Change: A Psychological Perspective. J. Meyer. This advanced seminar course is intended for Ph.D. students in the I/O program. Organizations are under increasing pressure to adapt to changes taking place in their environments (e.g., improvements in technology; increases in global competition; shifting demographics). These organizational changes, in turn, are creating new demands on managers and employees. We will discuss how accumulated knowledge in I/O psychology and related disciplines (e.g., social psychology; cognitive psychology) can help us to understand and manage employees' reactions to change. For example, what are the factors that contribute to resistance to change and how can they be overcome? We will also discuss the implications of the changing nature of work for the sciences and practice of I/O psychology. For example, are the traditional approaches to selecting and managing employees still effective, or are new strategies required? N.B. Enrollment in this course is limited to PhD students in the I/O program. Half course; one term

Educational

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.

Educational Practica: 601y, 605y, 607y, 609y.

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, 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. Enrolment is restricted to clinical psychology students. 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.

626b. Clinical Research Methods. J. Neufeld. The purpose of this course is to inform students about the clinical use of quantitative methods designed to answer immediate applied and research questions. Basic mathematical computations are discussed in terms of their uses for developing formal (quantitative) clinical hypothesis and for condensing clinical data. 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.

622b. Interventions with Children. G. Reid. This course offers an overview of interventions for psychosocial problems in children. The focus will be on individual therapeutic interventions with children with a systems perspective. Exposure to parent and family interventions will be provided along with an understanding of environmental systems that impact on interventions with children (e.g., schools, physicians, mental health system). Major types of interventions, and treatments for most common disorders of children will

be covered. Knowledge of developmental factors in intervention and empirical support for interventions will be highlighted throughout.

Prerequisite or Co-requisite: Psychology 621a: Child Psychopathology. Also, course enrollment is strictly limited to no more than 10 students and preference will be given to senior clinical students. If the pre-registration figure exceeds 10, the instructor will make the final decision about the students in the class. The instructor will notify students by mid-June about who will be allowed to enrol.

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, lectures, and presentations, 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, posttraumatic stress disorder, hypochondriasis, couple distress, and borderline personality disorder will be emphasized. Toward the end of the term, we will also focus on special issues in cognitive-behavioural therapy such as dealing with unmotivated clients, managing suicidal clients, preparing for treatment termination, and preventing relapse. Enrolment is limited and restricted to clinical psychology students. Preference will be given to more senior students. Also, course enrollment is strictly limited to no more than 10 students and preference will be given to senior clinical students. If the pre-registration figure exceeds 10, the instructor will make the final decision about the students in the class. The instructor will notify students by mid-June about who will be allowed to enrol. Half course; one term.

635a. Professional Foundations of Clinical Psychology. I. Nicholson. 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. L. Swartzman. 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

Clinical Practica

610. Clinical Assessment Practicum. R. Martin. 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: Limited to 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.

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.

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.

See 649y for details. Prerequisite: 649y. Half course; two terms.

769y. Advanced Intervention Practicum in Clinical Psychology III. L. Swartzman. See 649y for details. Prerequisite: 659y. Half course; two terms.

770y. Advanced Intervention Practicum in Clinical Psychology IV. L. Swartzman. See 649y for details. Prerequisite: 769y. Half course; two terms.

771y. Advanced Intervention Practicum in Clinical Psychology V. L. Swartzman. See 649y for details. Prerequisite: 770y. Half course; two terms.

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 PhD 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.

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.

Behavioural and Cognitive Neuroscience

526a. Introduction to Clinical Neuropsychology. E. Hampson. This is an introductory-level survey course in clinical neuropsychology. Topics will include: overview of gross neuroanatomy pertinent to clinical practice, review of common neurological disorders, the concept of hemispheric specialization, disorders of sensation and perception that follow acquired brain injuries, motor systems and disorders of motor function, acquired disorders of speech and language, disorders of memory and attention, the role of the frontal lobes in social behaviour and executive functions, forms of dementia. The goal is to develop a basic understanding of human brain function as it pertains to the practice of clinical neuropsychology. A combination of lectures and seminars will be used. Prerequisite: any undergraduate or graduate course in biopsychology or behavioural neuroscience. Half course; one term.

759y (both Psychology & Neuroscience). Research Seminar in Psychobiology. M. Kavaliers. 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.

Clinical Neuropsychology Practica

801a. 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.

802b. 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.