Graduate Course List For 2002-2003

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

500a. Behavioural Endocrinology. (co-listed with 408F) S. MacDougall-Shackleton. This course will be an in-depth review of how hormones affect behaviour. We will first review basic concepts in endocrinology including the major classes of hormones, mechanisms of hormone action, and methods in the study of hormones and behaviour. Next, the course will consist of a series student-led modules on current topics in hormones and behaviour. These topics will include sexual differentiation, female sexual behaviour, male sexual behaviour, courtship behaviour, parental behaviour, aggressive behaviour, stress, and biological rhythms. Students completing this course will have a strong foundation in understanding the biological mechanisms by which hormones can affect behaviour, as well as knowledge of current research problems in the field. The main readings for the course will be an edited volume available at the bookstore, occasionally supplemented with journal articles. An introductory textbook on hormones and behaviour will also be recommended for those requiring more background. Half course; one term.

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

505b. The Evolution of Learning and Cognition. W. A. Roberts. This course will examine the evolution of learning and cognitive processes in animals and humans. The role of ecological pressure in the development of adaptive cognitive and behaviour specializations will be examined. Some issues to be discussed are general processes and adaptive specializations, homology and analogy in the evolution of adaptive processes, and the ecological and anthropocentric programs of research. Specific areas of research to be covered are perception and attention, memory, learning, discrimination and categorization, spatial cognition and foraging, timing and counting, social learning, cognitive ethology, and communication and language. Students will read original research articles and chapters from relevant books. Two presentations and papers will be required. Half course; one term.

Sensation and Perception

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

Developmental

531b. Research Methods in Developmental Psychology. X. Chen. This course will focus on conceptual, design, and analytic issues in research on behavioural development. The topics will include observation in laboratory and naturalistic settings, interviews and standardized tests, developmental changes and differences, longitudinal studies, applications of HLM and SEM, qualitative methods, and cross-cultural research. Data presentation and publication will also be discussed. 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") (co-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.

Cancelled--->544b. Factor Analysis and Related Methods Using Matrices and Matlab ("hands on") (co-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

No courses in Personality will be offered this year.

Cognition

558y. Advanced Research in Cognition. This course is an independent study course that is required for all Ph.D. students in the Cognition Area. Once the two stages of the written comprehensive examination have been completed successfully, a student will choose a faculty member other than their primary advisor and conduct a research project with them leading to a report in the form of an article. The goal of the course is to allow the student to gain knowledge and conduct research in an area of Cognition that is not their primary topic of study.

573a. Exploring Connectionist Networks. M. Joanisse. Connectionist networks (also called neural networks) are among the most exciting and useful psychological tools available today. It is difficult to be a well informed cognitive scientist without possessing an understanding of these important theoretical tools. The purpose of this course is to provide students with the knowledge that allows them to understand connectionist models and their implications. The course will be set up in the following way. For each of a number of network architectures/learning rules, we will cover the mathematical concepts that are revelant to understanding them. Students will run small-scale simulations designed to illuminate these concepts. Second, for each type of network, we will read and discuss an article that features it. The precise articles that we read will be determined by students' interests. Students will be graded on the basis of their simulation assignments and presentation of one paper to the class.

Half course; one term.

Social

560a. Theories in Social Psychology. R. Sorrentino. The course provides an opportunity to discuss in detail a number of theories in social psychology. There is no pretence 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.

567a. The Psychology of Prejudice. V. Esses. This seminar will survey theory and research on prejudice and discrimination. Among the topics to be covered are stereotypes and stereotyping, unconscious aspects of prejudice, symbolic and modern racism, hate on the web, 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

568b. Attitudes. J. Olson. This course will cover social psychological research and theory on attitude formation and change. Topics will include: the formation of beliefs and attitudes; motivational forces on attitudes, such as dissonance and reactance; factors that influence the effectiveness of persuasive messages; the impact of attitudes on behaviour; and applied issues, such as prejudice and advertising. Half course; one term.

Industrial/Organizational

871a. Examining the Impact of Research in 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 major issues to be addressed in this doctoral seminar are: (a) the way in which research process is understood by organizational gatekeepers / potential end-users and (b) the impact that scholarship in I/O psychology has actually had on organizational practice. (Research from both industrial and organizational psychology will be discussed with somewhat greater emphasis on the latter.) Topics include the understanding that organizational practitioners have of I/O psychology, the research-site access issue and its implications, research ethics "challenges" for organizational researchers, the processes through which I/O psychology research is disseminated to various

communities (e.g., end-user organizations, consultants, trainers), and the constraints (and opportunities) 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.

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 validation and evaluation of the "goodness" of performance appraisals and attempts to improve performance appraisals. Preference for enrolment 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.

Educational

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

604b. Educational Applications of Cognition Psychology. D. Jared. Critical examination of the implications of cognitive psychology for the development of effective instruction. Topics will include knowledge acquisition and representation, the development of expertise, transfer of learning, and problem solving.

Half course; one term.

Clinical

580a. Assessment of Personality and Psychopathology. 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 and to determine what approaches are optimal for diagnostic and treatment outcome assessment. The course will consist of lectures, discussions, presentations, and demonstrations. Topics that will be covered include test construction and evaluation, clinical interviewing, judgment and inference, legal and ethical issues in assessment, 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 Minnesota Multiphasic Personality Inventory (MMPI-2), the Millon Clinical Multiaxial Inventory (MCMI-III), the Personality Assessment Inventory (PAI), and various psychopathology- and symptom-based measures. Enrolment is restricted to clinical psychology students. This course is a prerequisite to Psychology 610. Full course; two terms.

627b. Adult Psychopathology. R. Norman. 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. 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. K. Dance. The major goal of this course is to assist each student in the acquisition of fundamental interviewing and clinical skills. Clinical listening will be differentiated from ordinary listening, and the skills necessary for basic and advanced empathy will be taught and practiced. We will cover topics of helping clients set goals, and change behaviors; additionally, there will be some focus on dealing with people in crisis and dealing with endings. Throughout the course, there will be an emphasis on the person of the therapist, the use of self in therapy, and the development and establishment of the therapeutic relationship. Toward the end of the course, arrangements will be made for all students to conduct an intake interview at the Student Development Centre. With the clients' permission, these intakes will be audiotaped, and one hour of supervision for the interview will be provided. 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, 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 restricted to clinical psychology students. This course is most beneficial for students who have at least some therapy experience. Thus, because enrolment is limited, preference will be given to senior clinical students. 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 I. R. Martin. 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.

616y. Advanced Assessment Practicum in Clinical Psychology II. R. Martin. 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. R. Martin. 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. R. Martin. 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. R. Martin. 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. R. Martin.

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

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

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

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

671y. Applied Clinical Research Practicum. R. Martin. 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. R. Martin. See 671y for details.

Prerequisite: 671y.

673y. Advanced Applied Clinical Research Practicum II. R. Martin. See 671y for details. Prerequisite 672y.

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

675y. Advanced Applied Clinical Research Practicum IV. R. Martin. 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

526b. 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 lecture format and seminars will be used. Prerequisite: any undergraduate or graduate course in biopsychology or behavioural neuroscience. Anti-requisite: Psych 324a or b (UWO). Half course; one term.

715y (both Psychology & Neuroscience). Research Seminar in Behavioural and Cognitive Neuroscience. 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.

Clinical Neuropsychology Practica

803a. 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.

804b. 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.