

Graduate Course List For 2003-2004

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

694a. Professional Development in Psychology. S. MacDougall-Shackleton. A seminar/discussion course providing information for graduate students about professional development such as grant writing, ethics for both animals and humans, how to apply for postdoctoral fellow positions and jobs, how to review manuscripts and write manuscript review letters, how to prepare grant applications, etc. In 2003-2004, it will be offered as an optional course to all current students beyond PhD1. In future years, the course may become mandatory for students in some research areas and remain optional for other areas. In all cases, this course is additional to the six half courses required for the PhD. Pass/fail. Half course, one term.

Developmental

539a. Attachment Theory: A Developmental, Affective, Cognitive and Clinical Perspective. 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 1980s. 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 consider assessments of attachment in infants, children and adults. We then will examine research on caregiver and infant correlates of attachment and the roles of emotion and representational processes. We will touch very briefly on research extending attachment concepts to understanding of romantic adult relationships and conclude with an examination of clinical applications. Half course; one term.

Measurement and Personality

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.

543b. Introduction to Matrices and Matlab and Simple Models ("hands on") (co-listed with Psychology 454G). 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.

Cognition and Perception

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.

557a - Topic in Cognitive Psychology: Masked Priming. S. Lupker. This will be a one-time course on the specific topic of masked priming. We will use the hot-off-the-press book "Masked priming: State of the art". As we'll see from the chapters in the book, masked priming is a technique that allows us to study a number of topics in word recognition, including the roles of orthography, phonology and morphology, bilingualism and even some developmental issues. Half course. One term.

572b. Semantic Memory. P. Conley. (cross-listed with undergraduate course 439G.) This is a seminar-based examination of topics in semantic memory. Topics covered include theories of memory, methods of assessing semantic retrieval and performance, computational models, the interaction of association and semantic memory, how semantic memory and episodic memory affect each other, more perceptual theories of meaning, and how semantic memory is affected by aging, dementia, and brain damage. Half Course; one term.

Social

561a. Research Methods in Social Psychology. L. Campbell. This course will acquaint students with the major research designs and procedures in social psychology, as well as explore recent methodological innovations that were designed to address issues unique to social psychological research. The objectives are to develop a firm grasp of the research methods available, including the application of these methods in research settings, and statistical considerations of these methods. Topics to be covered include, but are not limited to, validity and reliability, mediation and moderation, field research, modelling interdependence (data from groups of 2 or more), multi-level modelling, methods for the study of social cognition, structural equation modelling, and meta-analysis. Half course; one term

564b. Culture and Social Behaviour. R. Sorrentino. This course will focus on the social psychological aspects involved in cross-cultural research. Special attention will be given to similarities and differences between cultures with regard to the self, motivation, cognition, and affect. The course will consist of weekly class discussions, thought papers, and a term paper focusing on a particular issue related to culture and social behavior. This course is limited to eight (8) students only. Half course; one term.

569b. Interpersonal Relationships. L. Campbell. This graduate seminar will focus on theory and research regarding interpersonal relationships. At the present time, this field is characterized by enormous breath of content, several unique methodological and statistical challenges and, perhaps most importantly, the need for meta-theories around which various empirical findings might be integrated and organized. The purpose of this seminar is four fold: (1) to familiarize everyone with classical and contemporary theorizing in the field of close relationships; (2) to read and critique some of the best research in this field; (3) to develop a meta-theoretical perspective on the field; and (4) to identify what critical questions must be asked (and eventually answered) if a stronger, more complete, and more integrated science of relationships is to emerge. Half course; one term.

Industrial/Organizational

843a. Topic in Industrial Organizational Psychology: Work Attitudes and Behaviour. N. Allen. This seminar is designed to familiarize students with theory and research on work attitudes and behaviour. The course begins with an overview of construct development and measurement as it pertains to work attitude research. We will then focus on the two most widely studied work attitudes -- job satisfaction and work commitment -- and discuss several issues related to their development and consequences. In the latter regard, particular consideration will be given to attendance/absenteeism, organizational citizenship behaviour, and turnover. 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.

599b. Research Methods in Industrial/Organizational 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

608a. Topic in Educational Psychology. D. Jared. The objective of the course is for students to gain an understanding of the cognitive processes involved in learning to read and of the educational practices that can best facilitate its development. The course will focus on the whole language vs phonics controversy in reading education and will examine how psychological studies of language processing can contribute to a resolution of the debate. Dyslexia and the relation between reading and writing will also be discussed. Half course; one term

Clinical

621a. Child Psychopathology. C. Crooks. 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.

691a. Research in the History of Psychology. 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.

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 enrolment 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. N. Kuiper. This course is designed to provide clinical psychology students with an initial orientation to fundamental issues and skills that underlie assessment, intervention, and evaluation. Substantial practice in basic interviewing techniques, using a programmed micro-skills approach, will be one of the major components of this course. Students may also receive some preliminary practice using several standard cognitive-behavioral techniques. Examples of other topics that may be covered include therapist issues, the therapeutic relationship, client issues, assessment, and goal-setting procedures. The course will focus on helping each student developing a framework for understanding practical concerns and issues relating to clinical work. *Pre-requisites:* Successful completion of Psychology 635a and current enrolment in the clinical psychology graduate program. 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 psychodiagnostic 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, 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.

617y. Advanced Assessment Practicum in Clinical Psychology III. 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: Enrolment 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

501. Research Seminar in Animal Cognition and Animal Behaviour. 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

732a. Ethology and Pharmacology. M. Kavaliers. (cross-listed with undergraduate course number 428F). Ethopharmacology is an area that combines detailed behavioural analysis from an evolutionary perspective and pharmacological manipulations in the investigation of the mechanisms that modulate and regulate various basic psychological processes. In this course we will consider combined behavioural and pharmacological analysis of basic emotional and motivational systems (e.g. social behaviours, sexual behaviour, defense, aggression, ingestive behaviours, learning and memory.) In addition, we will consider animal model systems of human psychopathology, including that of drug abuse. Half course; one term.

716y (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.