Graduate Course List for 2004-2005

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.

Developmental

532b. Theories of Cognitive Development. B. Morton. This course will introduce students to key theoretical debates and challenges underlying modern cognitive developmental psychology. In the context of seminar discussions, students will examine selected topics (e.g., object permanence, theory of mind, language, etc.) from a variety of perspectives including constructivist, modular, information processing, connectionist, and social interactionist theories. Half course: one term.

537b. Gender and Social Development. L. Zarbatany. The primary purpose of this course is to critically evaluate current theoretical explanations for the development and maintenance of gender-differentiated behavior. Although we will focus most heavily on social and cognitive theories pertaining to gender, biological explanations also will be considered. Gender differences in personality, interpersonal behavior (e.g., play styles, aggression, prosocial behavior, communication), and relationships (friendship, romantic) will be explored. Half course; one term.

Personality and 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.

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

574a. Concepts and Categories. P. Minda. The ability to learn and use categories of information is a characteristic of intelligent behavior. Categories allow a person to generalize information to new situations or to previously unseen objects. Categories also allow for many variations of an item to be treated as the same thing. In this course, we will review theoretical accounts of how humans represent information and knowledge as categories. We will also review current models of classification and categorical decision making. Some of the specific topics we will cover will be: typicality and similarity, prototype and exemplar theory, the theory approach, basic level categories and taxonomic organization, neuropsychological accounts of categorization, conceptual development in infants, and conceptual behavior in nonhuman animals. In addition, we will spend some time getting into the mechanics of several computational models and we will use these models to create simulations of category learning scenarios. 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.

565b. Psychological Perspectives on Immigration. V. Esses. This seminar will survey theory and research in psychology and related disciplines that aids in understanding the processes associated with immigrants and immigration. Among the topics to be covered will be determinants of attitudes toward immigrants and immigration policies, acculturation attitudes, and factors affecting the psychological well-being of immigrants. This will be a seminar course in which we discuss the major conceptual and theoretical issues within each topic area and evaluate the available empirical work. Half course; one term.

666a. The Social Psychology of Good and Evil. C. Seligman. The course will survey major themes in altruism and aggression research, especially focusing on the emergent research areas of morality and evil. The course is organized into two sections: theoretical -- which focuses on the nature of good and evil; and applied -- which attempts to understand the role of good and evil in interpersonal relations, including violent crime, warfare, torture, charity, heroism, and citizenship. Course readings will consist of journal articles and book chapters. Evaluation will consist of a class presentation and a research proposal. Half course; one term.

667b. Implicit Social Cognition. B. Gawronski. Many of our thoughts and feelings about other individuals are influenced by relatively automatic, so-called implicit processes that may affect human behavior outside of conscious awareness. The main goal of the seminar is to provide an overview of recent research on the role of such automatic processes in social information processing. The course will address (a) methodological issues regarding the measurement of automatic processes, (b) empirical evidence regarding the influence of automatic processes on judgments and behavior, and (c) theoretical controversies about the ontological nature of implicit social cognitions. In addition, the course will include a discussion of (d)

juridical and philosophical implications associated with the antagonism of automaticity and free will. This course is limited to 12 graduate students. Half course; one term.

Industrial/Organizational

840a. 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

842a. Foundations in Industrial and Organizational Psychology. J. Meyer. The purpose of this course is to provide a broad overview of core topics in industrial and organizational (I/O) psychology. This course is intended as an entry-level course for new students to the I/O psychology program and is designed to prepare students for more advanced courses in job analysis and personnel selection, criterion development and performance appraisal, work attitudes, leadership and motivation, and group processes and teamwork. Students will be required to complete assigned readings in advance and be prepared to discuss the material in class. Faculty within the I/O area will take responsibility for guiding discussion in areas of relevance to their interests and expertise. This is an "extra" course restricted to first year I/O students. Half course; one term.

845b. 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 design, structure and composition of groups, as well as the congruence between structure/process variables associated with the group and those of the organization in which it is embedded. Throughout the course, emphasis will be placed on methodological issues associated with work group / team research. Eligibility: Students in the I/O area or with special permission. 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

Clinical

627a. Adult Psychopathology. P. Hoaken. The purpose of this course is to examine the scientific and clinical literatures relevant to normal and pathological behavior in adults. Early sessions will focus on nosological systems for categorizing psychopathology, with particular attention to the DSM-IV-TR. Seminars will then focus on each of the major categories of psychological disorders occurring in adults. Issues relevant to etiology, differential diagnosis, and treatment planning will also be considered. This course is restricted to students in the clinical program. Half course; one term.

630b. Current Perspectives In Psychotherapy. D. LeMarquand. This course will introduce students to

important concepts, issues, and theories in contemporary psychotherapy. The course will examine the theoretical rationales, goals, therapeutic techniques, and effectiveness of several different approaches to therapy, including classical psychoanalysis, object relations, cognitive-behavioural, client-centered, and gestalt therapies. This course will also address psychotherapy e ffectiveness, assessing psychotherapy outcome, countertransference, and multicultural issues in therapy. This course is restricted to Clinical students and preference will be given to senior clinical students to a maximum of 10 overall. 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. This course is restricted to Clinical Students. Half course; one term

636b. Pre-practicum in Clinical Skills. K. Dance. 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. 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. 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.

Clinical Practica

610. Clinical Assessment Practicum. I. Nicholson. This course is designed to provide clinical students with skills in the administration, scoring, interpretation, and integration of several major psychological assessment instruments currently used in clinical practice with adults and children. Supervised practical experience assessing adults or children in clinical settings is included. Emphasis is also placed on the integration of assessment data and report writing. There will also be discussions of current issues in clinical assessment including basic issues of psychometrics. 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. 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.

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

617y. Advanced Assessment Practicum in Clinical Psychology III. 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: 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. 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. N. Kuiper. 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

500b. Hormones and Behaviour (cross-listed with undergraduate course Psychology 326b). S. MacDougall-Shackleton. An in-depth review of current research problems in the field and the biological mechanisms by which hormones can affect behaviour. Topics may include hormones and brain development, sexual differentiation, sexual and courtship behaviour, parental behaviour, aggressive behaviour, stress, food intake, and endocrine disorders in humans. Half course; one term

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

733b. Neuroimaging of Cognition. J. Culham. Brain imaging, particularly functional magnetic resonance imaging (fMRI), has become 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 review of current techniques and experimental design strategies, demonstrations and hands-on tutorials using fMRI analysis software (Brain Voyager), a brief review of key areas involved in vision and cognition, 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. T he emphasis will be on fMRI and experiments in visual cognition, though other areas of cognitive psychology may be covered, depending on the interests of the students. The course is intended for graduate students in Psychology, Neuroscience and related disciplines. Half course; one term.

734a. Biological Rhythms. M. Kavaliers. (cross-listed with undergradaute course number 428F.) The course will provide a general introduction to current research and theory in biological rhythms and the timing of biological and psychological events. It will deal with the generation, expression and measurement of biological rhythms that occur on a daily basis (circadian rhythms), seasonal basis, as well as shorter rhythms (sleep). Topics will include: general characteristics of biological rhythms, organization and neural basis of circadian rhythms, hormonal rhythms, rhythms and motivated behaviours (e.g. arousal, hunger, sexual behaviour, feeding), the organization and roles of sleep and dreaming, timing behaviour, rhythms and human health (e.g. shift work, “jet-lag”, rhythms and drug treatment, abnormal rhythms and depressive disorders, sleep disorders, seasonal affective disorder). Half course; one term.

717y (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.