

Psychology's Graduate Course List for 2005-2006

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

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

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.

544a. Factor Analysis and Related Methods Studied via Matlab and Matrix Models (continues 543b [Winter/2005] Matlab, Matrices, and Models). R. Harshman. After a short review of matrix algebra and Matlab methods from 543b, these tools will be applied to learn factor analysis and related methods (such as multidimensional scaling of stimuli) and study basic issues in their application, such as dimensionality (the number-of-factors problem), orthogonal and oblique solutions, factor rotation, factor scores, factor comparison, differences between PCA and Common Factor Analysis, bootstrap confidence bounds around factor loadings and how to do significance testing in Exploratory Factor Analysis. We will also cover the extension of factor analysis to multiple matrices at once ("three-way data analysis") focusing on the PARAFAC and INDSCAL models. Students will write their own analysis programs and apply them to their own (or other) data. Half course; one term

583a. 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 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 and Perception

558y. Advanced Research in Cognition. This is an independent study course that is required for all PhD 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.

556b, Section 001 and 556b, Section 002. Decision-Making and Uncertainty. P. Minda. This seminar will cover historic and current theories of decision making and uncertainty. The primary focus of this course is on the cognitive psychology of decision-making, although we will draw from research in economics, political science, management, and neuroscience. Some of the specific topics we will cover include normative decision making, probability estimation, heuristics and biases, risk assessment, economic choice, social dilemmas, game theory, and neuroeconomics. Class size is limited to 15 and preference will be given to Cognition and Perception graduate students. 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

668a. Applied Social Psychology. C. Seligman. The course is a survey of several current content areas in applied social psychology, including political psychology, law, health, environment, and education. Although some attention will be paid to research methods, this will not be a primary focus. The content areas chosen to examine will be determined in large part by student interests. One purpose of the course is to study how the sometimes competing demands of hypothesis testing, policy impact, research ethics, values and politics influence the success of any applied project. Student evaluation will be based on a term paper, a class presentation, and five brief commentary papers on the readings. The readings will be from journal articles and chapters. Students will work with the professor to develop class readings for their presentations. Half course; one term.

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

586b. 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

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, attempts to improve performance appraisals and theories of job performance. If enrollment is too high, preference will be given to students in the Industrial/Organizational program. 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.

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.

871b. 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. More specific topics include the understanding that organizational practitioners have of I/O psychology, the research-site access issue and its implications, ethical issues 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 scholarship 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. Registration is restricted to doctoral students in the I/O psychology program. Half course; one term.

Clinical

621a. Child Psychopathology. E. Hayden. This course will familiarize students with current concepts and research on the major psychological disorders of childhood, including issues of prevalence, classification, phenomenology, course, and major etiological theories. A developmental psychopathology perspective, emphasizing lifespan continuities of psychopathology and factors linking normal development to psychopathological processes, will be taken throughout. Current approaches and methods in psychopathology research will be examined. Class size is limited to 10 and preference will be given to Clinical students. 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 enroll.*** Half course; one term.

626a. Clinical Research Methods. P. Hoaken. The purposes of this course are twofold: First, to review methodologies relevant to investigating clinical issues and phenomenon, such as experimental within-group and between-group designs, observational approaches, and single case designs. Second, to define science and pseudoscience, and to discuss how the former has advanced the discipline, and how the latter emerges and acts to hinder the discipline. 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.

640b. Clinical Psychology: A Cross-Cultural Perspective. F. Otchet. Description of course still subject to change: This course examines the field of clinical psychology from a cross-cultural perspective. Specific topics pertaining to clinical interviews, diagnostic systems, psychological assessments, psychotherapy, as well as service utilization and delivery practices with various cultural groups or special needs-groups such as women and refugees will be explored, with a view to highlighting the cultural sensitivity and appropriateness of these functions. Half course; one term.

644y. Clinical Psychology Proseminar 2005-2006. N. Kuiper. This proseminar course consists of a series of workshops, brownbags and two clinical program meetings (1 in the fall and 1 in the spring). Typically, there are 6 workshops and 6 brownbags per year. Presentations focus on various clinically relevant topics, and are made by adjunct clinical faculty, core faculty, or other guest speakers. Workshops are typically 2 hours long, with each providing in-depth coverage of a specific topic of interest to clinical students. The proseminar series is a requirement of the clinical program, with all students (except those completed or on internship) expected to attend all of the events that are part of the proseminar series. This course is limited to clinical students. Zero weighted course; three terms, starting September 1, 2005 until August 31, 2006.

Clinical Practica

610. Clinical Assessment Practicum. I. Nicholson . Description of course still subject to change: 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

New! 526b. Clinical Neuropsychology. S. Pigott. This is an introductory-level survey course in clinical neuropsychology. The goal of the course is to develop a basic understanding of human brain function as it pertains to the practice of clinical neuropsychology. This will be accomplished by reviewing core components of neuropsychological assessment in addition to reviewing gross neuroanatomy pertinent to clinical practice. Topics will include: the concept of hemispheric specialization, core components of neuropsychological testing, disorders of cognition and behaviour that follow acquired brain injuries, issues in the evaluation of surgical epilepsy cases, acquired disorders of speech and language, the role of the frontal lobes in cognitive and executive functions, the assessment of dementia, and issues in pediatric neuropsychological assessment. A combination of lecture format and seminars will be used. Anti-requisite: Psych 324a or b (UWO). Half course; one term.

734a. Biological Rhythms. M. Kavaliers. (cross-listed with undergraduate 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.

718y (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.