

Psychology's Graduate Course List for 2006-2007

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

530b. Mind, Brain and Education. D. Ansari. Recently, there has been a growing interest in the promise that cognitive science and cognitive neuroscience may hold for education and educational practice. The aim of this course is: to explore the emerging field of Mind, Brain and Education by critically reviewing recent cognitive neuroscience research in areas such attention, learning, reading, mathematics, emotion and memory in both typically and atypically developing populations; to discuss the relevance of cognitive neuroscience research for education and to think about models and mechanisms by which the fields of cognitive neuroscience and education can interact on multiple levels. Class size: priority will be given to Developmental students. Half course; one term.

531a. Developmental Research Methods. 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.

539b. Attachment Theory and Application -- Developmental and Clinical Perspectives. G. Moran. Attachment theory was founded in clinical practise 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 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 attachment's psychoanalytic roots have shown new vitality with a focus on the roles of representations and affect regulation in the developmental process and in the trans-generational transmission of attachment. In this course we will consider the theory and assessment 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. Finally, we will extend this exploration to the emerging clinical applications of attachment, ranging from interventions with mothers and infants through its use in family and adult psychotherapy. The areas of clinical application covered will, in large part, be determined by the interests of the participants. 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"). 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

513b. Psychology of Pain. G. Rollman. Topics include the psychological, clinical, and physiological correlates of the pain experience, the major theories of pain mechanisms, congenital insensitivity to pain, psychophysical assessment of the sensory and affective components of pain, and concepts of neural plasticity. Attention will be devoted to problems associated with headaches, back pain, labour pain, and neurogenic pain states. As well, the management of pain by analgesic drugs, hypnosis, neurosurgery, acupuncture, electrical stimulation, biofeedback, cognitive-behaviour therapy, and operant conditioning will be examined. There will be strong emphasis on the psychological manifestations of pain in terms of assessment, management, and study of underlying mechanisms. Meetings will be arranged with medical personnel concerned with clinical diagnosis and treatment of acute and chronic pain. Half course; one term.

551a. Autobiographical Memory. A. Katz. In this course, we will review the recent developments in the study of autobiographical memories. Topics to be covered include: considerations of methodology, the content of autobiographical memories, the development of autobiographical memory, distribution of memories across the lifespan, the dynamics of recall, physiological correlates of autobiographical memory and disturbances of autobiographical memory due to illness.. The format of the course will be as follows. I will give the first set of lectures, to orient the class to specific issues in the field. The rest of the in-class interactions will be based on seminars (either one or two, depending on class size) led by students in the class. These seminars will be chosen from a list I will provide: naturally I will assist the seminar-leader in identifying papers of importance to present in class. Each student will be expected to write an annotated bibliography and paper on the topic of their seminar. Finally, again if class size permits, experimental research will be planned, and conducted (and, if the class is too large, a study will be planned and written up as a research proposal). Half course; one term.

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.

Social

560a. Theories of Social Psychology. B. Gawronski. The purpose of the class is (a) to provide an overview of different theoretical approaches in social psychology, and (b) to provide the ability to critically evaluate the range and the limits of social psychological theories from a meta-theoretical perspective. The class will address (a) meta-theoretical principles in the evaluation of scientific theories, (b) classic and contemporary

social psychological theories, and (c) current controversies in social psychology. Maximum enrollment: 11; Priority will be given to Social Psychology students at the Master's level. Half course; one term.

563b. Evolutionary Social Psychology. L. Campbell. This course will provide an evolutionary perspective on social psychological topics. Current empirical research will be emphasized. Topics will include theoretical perspectives on adaptation and psychological mechanisms, interpersonal attraction, love and commitment, aggression, and cooperation. We will spend the class discussing issues related to theory and research concerning weekly topics. To facilitate this process, there will often be weekly readings and thought papers. For each class, students will be asked to come prepared to actively participate in the discussion. Half course; one term.

567b. 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. Emphasis 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.

568a. Attitudes and Persuasion. 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

599b. Research Methods in I/O Psychology. R. Goffin The purpose of this course is to familiarize students with research methods used in the science and practice of industrial and organizational (I/O) psychology. Students will be introduced to a variety of commonly used methods and techniques including (but not limited to) multi-item scale development, exploratory and confirmatory factor analysis, structural equation modeling, and dealing with common method variance. 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. Evaluation will include (but is not necessarily limited to) a major paper, class presentation(s), and participation. Eligibility: Students in the I/O area or with special permission. 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.

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 issues as they pertain to work attitude research. We will then focus on the two most widely studied work attitudes -- job satisfaction and work commitment -- and discuss their development, correlates, and consequences. Particular consideration will be given to withdrawal intentions / behaviour, organizational citizenship behaviour, and workplace deviance behaviour. 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.

846b. Doctoral Seminar in I/O Psychology. Organizational Change: A Psychological Perspective. J. Meyer. Enrollment in this course is limited to PhD students in the I/O program. Half course; one term.

Clinical

618a. Health Psychology Theory. L. Swartzman. This seminar course is designed to provide an introduction to health psychology. Health psychology, broadly defined, encompasses any activity of psychology related to any aspect of physical health and illness. Accordingly, we will focus on the scientific and, to a lesser extent, the professional contributions of the discipline of psychology to the promotion and maintenance of physical health, the prevention and treatment of physical illness and the identification of etiologic correlates of physical health and illness. Areas to be covered may include, though are not limited to the stress illness relationship; coping; the psychology of physical symptoms; placebo mechanisms; illness cognitions and health related decision making, theories of health behaviour change; and adherence and compliance. The course emphasis will be on theory and research methods rather than on applied techniques. **Enrollment limit:** 15. **Eligible:** Any UWO graduate student, though pre-requisite and priorities apply. **Prerequisite:** Given that the course emphasis will be on theory and research methods, students taking the course should have a thorough grounding in the main methodological and statistical approaches used in psychology research. Most (if not all) psychology graduate students will have this grounding; non-psychology graduate students will need to speak with the course instructor to get permission to enrol. **Priority: 1st:** UWO Psychology Graduate students in the Clinical area; **2nd:** UWO Psychology graduate students. Half course; one term

627a. Adult Psychopathology and Diagnosis. 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.

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.

638b. Cognitive-Behavioral 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.

644y. Clinical Psychology Proseminar 2006-2007. 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, 2006 until August 31, 2007.

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.

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

504y. Comparative Cognition. W. A. Roberts. A number of cognitive abilities in animals will be discussed within a comparative framework. We will particularly be concerned with the extent to which cognitive processes found in people may or may not be found in animals. The course will cover a number of papers found in a new book on "Comparative Cognition: Experimental Explorations of Animal Intelligence", edited by E. A. Wasserman and T. R. Zentall. Topics to be covered will include visual and auditory perception, attention and search, memory, spatial cognition, conceptualization and categorization, pattern learning, tool fabrication and use, problem solving, and social cognition. The course will run on a group discussion format, with the professor and students presenting chapters and papers in class meetings. Students will write two papers for the course, one in the first term and one in the second term. The course will meet every other week. Half 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.

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. The emphasis will be on fMRI and experiments in visual cognition, though other areas of psychology may be covered, depending on the interests of the students. The course is intended for graduate students in Psychology and Neuroscience, though students from related disciplines may be admitted if space permits. Half course; one term.

735a. Cognitive Neuroscience of Memory. S. Köhler. The past 20 years of academic research have led to an interesting amalgamation between cognitive psychology and neuropsychology that is now captured within the new discipline of cognitive neuroscience. In this interdisciplinary field, the focus of interest is on understanding the relationship between the brain, cognitive processes (i.e, the mind), and observable behaviour. The rise of cognitive neuroscience has benefited enormously from the advent of new technologies, such as functional brain imaging in humans. The goal of the present course is to review current knowledge in cognitive neuroscience that relates to memory processing. Emphasis will be placed on studies in humans, although research in non-human primates may also be considered. The course will start with a brief review of neuroanatomy and an introduction to the methods used in cognitive neuroscience. Subsequently, we will do an in-depth survey of the relevant research by examining various types of memory and their neural basis, including working memory, episodic memory, semantic memory, and priming. This course assumes a good working knowledge of upper undergraduate-level physiological and cognitive psychology. Half course; one term.

719y (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.