

Psychology's Graduate Course List for 2007-2008

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

830a. Autism, ABA , and IBI. L. LaRose. Two-thirds of this survey course covers the basic principles of Applied Behavior Analysis (ABA). ABA is based on the notions of radical behaviorism of B. F. Skinner which espouses a scientific approach to the study of human behavior. The remainder of the course focuses on how ABA applies to the treatment of autism as well as many childhood disorders. Students can expect to read textbooks and articles related to this topic. Class discussions will focus on the readings and students understanding of the readings. In keeping with the behavioral practice of maintaining high rates of behavior, students can expect to have bi-weekly tests and/or assignments to complete. **Half course; one term. Tuesdays, 1:30 - 4:30, SSC 8409, commencing Tuesday, September 11, 2007.**

866b. Topic in Social Psychology: Motivation and Cognition within and across Cultures. R. Sorrentino. This course will examine the interface of motivation and cognition in terms of similarities and differences from culture to culture. The basic issue is what types of theories of thought and action apply to all cultures and how must they be modified if they do not. The textbook is, "The Handbook Motivation and Cognition across Cultures," (Sorrentino and Yasunaga, Eds, In Press). The course will be discussion oriented (30% class participation), with students required to hand in six two-to- three page papers (30%) over the course of 9 weeks(for purposes of class discussion), a term paper(30%), and a class presentation of their term paper (10%). Enrollment is restricted to 12 students and preference will be given to Social Area students. **Half course; one term. Mondays, 1:00 - 4:00 pm, SSC 6414, commencing Monday, January 7, 2008.**

Developmental

535a. The Self: Developmental, Social and Genetic Approaches. K. Trzesnewski. The "self" has been a major topic in psychology since William James published a captivating chapter on the topic in Principles of Psychology, in 1890. The purpose of the seminar will be to consider what progress has been made over the past century. Possible issues to be discussed include: (1) What is "the self"? (2) When does the self emerge and how does it develop throughout the lifespan? (3) What are the biological foundations of the self? (4) Is the self a product of evolution? (5) Is the self and self-enhancement cross-culturally universal, or is it a particularly Western process? (6) What are the roles of implicit and explicit processes? (7) Is self-esteem distinct from constructs such as self-efficacy, depression, neuroticism, and negative affectivity? (8) What can the "applied world" learn from studying the self? For every topic, as appropriate, developmental, social, personality, cognitive, and biological approaches will be considered. Maximum enrollment will be strictly limited to 15 graduate students. **Half course; one term. Mondays, 1:30 - 4:30, Room 20, Westminster College, commencing Monday, September 10, 2007.**

538b. Peer relationships in Childhood and Adolescence. X. Chen. The focus of the course will be on theoretical and empirical issues in the study of qualitative and quantitative aspects of children's peer relationships. We will also pay attention to contextual factors that may be associated with children's difficulties in social interactions and relationships. The topics that will be discussed in this course include

theories and measurement of peer relationships, function and structure of friendship, developmental origins of children's social difficulties, aggression and social withdrawal, and psychopathological outcomes of peer rejection. The roles of the family and social-cultural contexts in the development of interpersonal competence and skills 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. Tuesdays, 1:00 pm to 4:00 pm, Room 20E, Westminster College, commencing Tuesday, January 8, 2008.**

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. Most applications of the procedures focus on SPSS. **Full course; two terms. Wednesdays, 9:30 am to 12:30 pm, SSC 3108, commencing Wednesday, September 12, 2007.**

544a. Factor Analysis and Related Methods Studied via Matlab and Matrix Models (continues 543b [Winter/2007] 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. Wednesdays, 2:30 - 5:30 pm, SSC 6319, commencing Wednesday, September 12, 2007.**

547b. Introduction to Structural Equation Modeling. A. Klein. This course serves as an introduction to structural equation modeling (SEM), which is a very flexible technique of modeling relationships among variables. SEM has become particularly popular in psychology and the social sciences, as it integrates the concepts of latent variables, regression, path analysis, and factor analysis. SEM sometimes also goes under other titles such as covariance structure analysis, latent variable modeling, or causal modeling. An understanding of structural equation modeling will be developed by relating it to students' previous knowledge of multiple linear regression and exploratory/confirmatory factor analysis. The 540 course (Research Design) is required as a prerequisite, unless otherwise negotiated with the instructor. The course assumes no prior experience with structural equation modeling, and is intended as both a theoretical and practical introduction. It will use the popular software packages EQS and Mplus for examining structural models. Usable demo versions are available under www.mvsoft.com and www.statmodel.com. Topics covered will include traditional path analysis, confirmatory factor analysis (CFA), basic principles of model building and modification, latent variable path analysis, higher-order models, multi-group models. Textbook information will be available from the instructor 3 months ahead of the course' starting date. Prerequisite: must have taken Psychology 540 or obtained the permission of the instructor. **Half course; one term. Wednesdays, 9:00 am to 12:00 noon, SSC 6414, commencing Wednesday, January 9, 2008. This course is now full. Please contact Val Van Domelen (vmvandom@uwo.ca) regarding the waiting list.**

Cognition and Perception

550b. Cognitive neuroscience of event related potentials, electroencephalography and magnetoencephalography. M. Joanisse. Event-related brain potentials (ERPs) can provide fine-grained information about cognitive, perceptual and affective processes in real time. They are acquired as electrical potentials on the scalp using EEG, or electromagnetic fields around the head using MEG. The purpose of this

course is to acquaint students with these techniques at both the technical and conceptual levels, focusing primarily on ERPs recorded via EEG. The course format will be a combination of lectures and discussions of journal articles. Technical topics will include: ERP and MEG instrumentation and techniques; data processing, filtering and analysis; source localization; experimental design. Research topics will be set based on student interest, and may include: perceptual processes; attention; speech and language; memory; high- and low-level vision; affective and emotional processing; special populations. Hands-on experience with data acquisition and processing will also be provided. **Half course; one term. Tuesdays, 10:30 am - 1:30 pm, SSC 8440, commencing Tuesday, January 8, 2008.**

554a. Fundamentals of Cognitive Psychology. J. P. Minda. This course aims to provide graduate students with exposure to classic and current research in cognitive psychology. We will read and discuss articles on the major topics in the field, including high-level perception, categorization, attention, working memory, knowledge, language, and thought. The readings will encompass theoretical approaches, behavior research, computational modeling, and cognitive neuroscience research related to the central topics. Meetings will follow a seminar format, in which students will present summaries of papers followed by discussion. To frame the discussion for each meeting, the instructor will provide background and any needed tutorials. Marks will be based on participation and written work. This course is limited to 12 students and preference will be given to students in Cognition and Perception. **Half course; one term. Tuesdays, 9:30 am to 12:30 am, SSC 6414, commencing Tuesday, September 11, 2007.**

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 supervisor 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

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. Wednesdays, 1:00 - 4:00 pm, SSC 6414, commencing Wednesday, September 12, 2007.**

860a. Topic in Social Psychology: Political Psychology. C. Seligman. The course is a survey of selected topics in political psychology, determined by the instructor's and students' interests. Topics may include the moral basis of political positions, ideology and political attitudes, moderating effects of personality, system justification theory, and the examination of specific political issues, e.g., employment equity, peace and conflict, leadership, electoral issues, and the like. Student evaluation will be based on a term paper, a class presentation, class participation 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. Tuesday, 9:30-12:30, SSC 8409, commencing Tuesday, September 11, 2007.**

667b. Implicit Social Cognition. B. Gawronski. Social behavior is often influenced by automatic or implicit processes that occur without intention or outside of conscious awareness. The goal of the seminar is to provide an overview of recent research on implicit social cognition and a critical assessment of methods, research findings, and theoretical interpretations in the area of implicit social cognition. The course will

address (a) methodological issues regarding the measurement of implicit social cognitions, (b) empirical evidence regarding the influence of automatic/implicit processes on social judgment and social behavior, and (c) theoretical controversies about the ontological nature of implicit social cognitions. Maximum enrollment: 11 students. **Half course; one term. Mondays, 9:30 - 12:30, SSC 6414, commencing Monday, January 7, 2008.**

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 that allows one to infer 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. Tuesdays, 1:00 - 4:00 pm, SSC 8440, commencing Tuesday, September 11, 2007.**

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 graduate students and, if offered, typically meets for about one hour every other week. **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. Tuesdays, 1:30 - 4:30, SSC 8440, commencing Tuesday, January 8, 2008.**

847b. Doctoral Seminar in I/O Psychology: Motivation and Leadership across Cultures. Enrollment in this course is limited to PhD students in the I/O program. **Half course; one term. Thursdays, 1:30 - 4:30 pm, SSC 8409, commencing Thursday, January 10, 2007.**

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 classification, phenomenology, course, and major etiological theories. A developmental psychopathology perspective will be taken throughout, with an emphasis on lifespan continuities and discontinuities of psychopathology and factors linking typical development to psychopathological processes. Current approaches and methods in psychopathology research will be examined. Class size is limited to 15 students. In the case that student demand exceeds course capacity, enrollment preference will be given to clinical program students. **Half course; one term. Thursdays, 9:00 am to 12:00 noon, Room 20, Westminster College, commencing Thursday, September 13, 2007.**

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 late June about who will be allowed to enroll. **Half course; one term. Tuesdays, 9:00 am to 12:00 noon, Room 1, 357 Windermere, commencing Tuesday, January 8, 2008.**

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. Tuesdays, 1:00 pm to 3:00 pm, Room 1, 357 Windermere (house), Westminster College, commencing Tuesday, September 11, 2007.**

630b. Current Perspectives In Psychotherapy. D. LeMarquand. This course will introduce the 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. **Half course; one term. Fridays, 9:00 am to 12:00 noon, Room 20E, Westminster College, commencing Friday, January 11, 2008.**

635a. Professional Foundations of Clinical Psychology. I. Nicholson. The course serves as an orientation to professional issues 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. Mondays, 1:00 pm - 4:00 pm, Room 1, 357 Windermere (house), Westminster College, commencing Monday, September 10, 2007.**

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. Thursdays, 9:00 am to 12:00 noon, SSC 8440, commencing Thursday, January 10, 2008.**

644y. Clinical Psychology Proseminar 2007-2008. 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, 2007 until August 31, 2008.

Clinical Practica

610. Clinical Assessment Practicum. I. Nicholson. This course is designed to provide clinical students with basic 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 and 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. A course in psychopathology, either Psychology 621a/b or 627a/b are required as either prerequisites or corequisites. **Full course; two terms. Wednesdays, 9:00 am to 12:00 noon, Room 1, 357 Windermere (house), Westminster College, commencing Wednesday, September 12, 2007.**

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. **Thursdays, 1:00-4:00 pm, Room 36, Westminster College.**

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. **Thursdays, 1:00-4:00 pm, Room 36, Westminster College.**

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. **Thursdays, 1:00-4:00 pm, Room 36, Westminster College.**

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. **Thursdays, 1:00-4:00 pm, Room 36, Westminster College.**

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. **Thursdays, 1:00-4:00 pm, Room 36, Westminster College.**

659y. Advanced Intervention Practicum in Clinical Psychology II. L. Swartzman. See 649y for details. Prerequisite: 649y. Half course; two terms. **Thursdays, 1:00-4:00 pm, Room 36, Westminster College.**

769y. Advanced Intervention Practicum in Clinical Psychology III. L. Swartzman. See 649y for details. Prerequisite: 659y. Half course; two terms. **Thursdays, 1:00-4:00 pm, Room 36, Westminster College.**

770y. Advanced Intervention Practicum in Clinical Psychology IV. L. Swartzman. See 649y for details. Prerequisite: 769y. Half course; two terms. **Thursdays, 1:00-4:00 pm, Room 36, Westminster College.**

771y. Advanced Intervention Practicum in Clinical Psychology V. L. Swartzman. See 649y for details. Prerequisite: 770y. Half course; two terms. **Thursdays, 1:00-4:00 pm, Room 36, Westminster College.**

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 supervisor and the Director of the Clinical Psychology Program.

Behavioural and Cognitive Neuroscience

732a. Behavioral Pharmacology. M. Kavaliers. (cross-listed with undergraduate course Psychology 428F.) Behavioral Pharmacology 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. Thursdays, commencing Thursday, September 6, 2007 2:30-5:30, SH 3355.**

736b. Developing Animal Models in Behavioral Neuroscience. K.-P. Ossenkopp. The utility of animal models to some degree reflects the similarity of genes and brain substrates among humans and infrahuman primates and rodents. In behavioral neuroscience (BN) animal models allow for the examination of brain-behavior relationships that may be of relevance to human behavior and behavior pathology. Indeed there is a strong tradition in BN in the development of a large variety of animal models. This course will examine the scientific basis for creation of animal models and deal with the various types of validity that apply to these models. In addition we will examine the role of endophenotypes in model development and how to apply appropriate behavioral neuroscience methodology to the quantification of such endophenotypes. The course will also examine some popular animal models for such pathologies as depression and anxiety disorder,

hyperactivity disorders, as well as schizophrenia, obsessive/compulsive disorders, and autism spectrum disorder, among others. Performance assessment in the course will be based on in class discussion, an essay, and a project related to development of BN methods for quantifying new endophenotypes. **Half course; one term Thursdays, 1:00 - 4:30 pm, SSC 6414, commencing Thursday, January 10, 2008.**

751y (both Psychology & Neuroscience). Research Seminar in Behavioural and Cognitive Neuroscience. P Gribble . 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. Wednesdays, 12:30 noon to 1:30 pm, SSC 8440, commencing Wednesday, September 12, 2007.**