

## Psychology's Graduate Course List for 2008-2009

**Key:** Fall = Sept-Dec, Winter=Jan-April, Summer=May-August. See weights at the end of each description.

### Department

**Psychology 9010. (Fall 2008). 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 (0.5); one term.

**Psychology 9020. (Fall 2008). Career Development in Experimental Psychology. S. MacDougall-Shackleton.** This course will review topics including conference presentations, manuscripts and the publications process, applying for scholarships and grants, and the job application process. This course is particularly relevant to PhD students interested in pursuing a career in academia. Class will meet 90 minutes per week. Zero weighted (pass/fail) course; one term.

### Developmental

**Psychology 9439. (Winter, 2009) Attachment Theory, Research and Application -- Developmental and Clinical Perspectives. G. Moran.** This course explores the theoretical underpinnings and empirical literature in the domain of human attachment. The evolution of attachment theory stretches from its classical foundations in psychoanalytic object relations theory, through Bowlby's ethological theory, to contemporary proposals by Main, Bretherton, and Lyons-Ruth that firmly place attachment in the realm of cognitive representational processes. Attachment – both the theory and the developmental process – has its roots in infancy but we will discuss its expression in relationships from childhood through adolescence and later adulthood. We will cover research dealing with the challenges of the assessment of attachment, the experiential antecedents of different attachment relationships, and the consequences of individual differences in attachment - including attachment Disorganization. A parallel theme of our discussions will be the relation of attachment processes to psychopathology and mal-adaptation and an exploration of the many emerging areas of its application, with a focus on early intervention programs with at-risk mothers and infants. The course objectives, then, include that all students will acquire a strong introduction to theory and research in attachment and its application. In addition, in the course of acquiring this knowledge, students will gain experience and enhance their skills in critically reading and discussing challenging material and ideas, and in presenting their work both orally and in written form. Half course (0.5); one term.

**Psychology 9499. Directed Research in Developmental Psychology.** Developmental PhD students who have successfully completed their PhD Comprehensive Examinations must take this half course over two consecutive terms, usually in the PhD II year. The purpose of the course is to expose students to theory and research in substantive areas that they normally would not cover in work with their PhD supervisor. Students must find a willing supervisor from among the faculty in the Psychology Department, and with that

supervisor, develop a plan of activity for the course. At a minimum, the course should entail attending the supervisor's research group meetings, participating in data collection and analysis for ongoing studies, and writing a research report on some aspect of the data. If time allows, students also may participate in designing and running short studies or experiments. The written product normally will be due during the exam period of the second semester, and should take the form of a journal manuscript. The course supervisor will provide a grade of PASS or FAIL for the course. Half course; two terms.

## Personality and Measurement

**Psychology 9540 (Fall 2008 & Winter 2009 terms). 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 (1.0); two terms.

**Psychology 9550. (Fall 2008). Multivariate Analysis. A. Klein.** This graduate-level half-course provides in-depth coverage of major topics for the analysis of data sets with multiple dependent variables. The topics are part of a classic methods curriculum and applicable to a wide range of research questions. Topics will include introduction to matrix algebra, screening of multivariate data, MANOVA, profile analysis, repeated measures designs, basic random and mixed effects models, discriminant analysis, and exploratory factor analysis. The 9540 course (Research Design) is required as a prerequisite, unless otherwise negotiated with the instructor. SPSS will be used for data analysis. Textbook information will be available from the instructor two months ahead of the course's starting date. Half course (0.5); one term.

**Psychology 9555. (Winter 2009). 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](http://www.mvsoft.com) and [www.statmodel.com](http://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 (0.5); one term.

**Psychology 9580A. (Fall 2008). Research in Personality Assessment. R. Goffin. (cross-listed with undergraduate course Psychology 3580.)** Addresses reliability and validity issues as well as several contemporary topics in assessment such as multitrait-multimethod analysis, personality testing in personnel selection, and control of dissimulation or "faking" of personality test responses. The course includes a hands-on research component. Half course (0.5); one term.

## Cognition and Perception

**Psychology 9199. Advanced Research in Cognition. Area Faculty.** 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.

**Psychology 9101. (Winter 2009). Language and Concepts. M. Joanisse.** This course will familiarize students with fundamental issues and controversies in the areas of language and concepts, especially from the perspective of cognitive psychology. Of interest are the broad classes of models and theories of language and concept processing, and how these can be investigated using experimental data in areas such as perception, phonology, morphology, syntactic processing, semantics, working memory, first- and second-language learning, neurological disorders and neuroimaging. Half course (0.5); one term.

**Psychology 9111. (Fall 2008). 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

**Psychology 9701. (Fall 2008). 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: 12 students. Half course (0.5); one term.

**Psychology 9720. (Winter 2009). The Psychology of Attitudes. 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. Maximum enrollment: 15 students. Half course (0.5); one term.

**Psychology 9723. (Winter 2009). 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 are determinants of attitudes toward immigrants and immigration policies, acculturation, and factors affecting the psychological well-being of immigrants. Half course (0.5); one term.

**Psychology 9725. (Fall 2008). Social Psychology of Human Sexual Behavior. Wm. Fisher.** This seminar on the social psychology of human sexual behavior will involve lectures, readings, and student presentations, focusing on history, ethics, methodology, theory, and content areas that are significant in this area of study. Provision of a foundation of knowledge in the social psychology of sexual behavior is a primary objective of this course. Half course (0.5); one term.

## Industrial/Organizational

**Psychology 9601. 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. Zero weighted; one term.

**Psychology 9611. (Fall 2008). 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. Note: You must obtain permission from the instructor to take this course if you are not in the Industrial/Organizational program. Half course (0.5); one term.

**Psychology 9622. (Winter 2009). 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.

**Psychology 9641. (Winter 2009). Doctoral Seminar in I/O Psychology: Examining the Impact of Research in Industrial/Organizational Psychology. N. Allen.** Due to the in-depth coverage of selected topics in Industrial/Organizational Psychology, enrollment in this course is strictly limited to PhD students in the I/O program. Half course (0.5); one term.

## Clinical

**Psychology 9300. (Fall 2008). 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 (0.5); one term.

**Psychology 9301. (Winter 2009). Clinical Skills Pre-practicum. N. Kuiper** This course is designed to provide clinical psychology students with an initial orientation to fundamental issues and skills that underlie assessment, intervention, and evaluation. Substantial practice in basic interviewing techniques, using a programmed micro-skills approach, will be one of the major components of this course. Students may also receive some preliminary practice using several standard cognitive-behavioral techniques. Examples of other topics that may be covered include therapist issues, the therapeutic relationship, client issues, assessment, and goal-setting procedures. The course will focus on helping each student developing a framework for understanding practical concerns and issues relating to clinical work. Pre-requisites: Successful completion of Psychology 9300 and current enrolment in the clinical psychology graduate program. Half course (0.5); one term.

**Psychology 9311. (Fall 2008). 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 (0.5); one term.

**Psychology 9321. (Winter 2009). 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 (0.5); one term.

**Psychology 9343. (Winter 2009). Quantitative Clinical Cognitive Science and Assessment. R. W. J. Neufeld.** Emphasis is on analytic modeling and assessment of cognitive dysfunction, where predictions emanate from closed-form derivations, over and above computer simulation. Scheduled topics include: formal-modeling redress of psychometric issues in the study of differential cognitive deficit; epistemic advantages of formal modeling of clinical phenomena; principal methods of model selection, parameter estimation, recovery and sensitivity analysis; mixture-model provision for individual differences; Bayesian mediation of group-level findings to assessment of individual clients; cognitive- and statistical-science principled evaluation of treatment-regimen efficacy; connectionist-modeling extensions of stochastic analytic modeling; contributions of formal clinical cognitive science to clinical cognitive neuroscience, entailing vascular- and electro-neurophysiological measurement (notably fMRI); nonlinear-dynamical-systems (chaos-theoretic) implementations; and quantitative approaches to appraising prominent clinical hypotheses. Students present seminars on prominent contemporary topics (e.g., clinical-science Markov Chain Monte Carlo applications), or on applications to their own research domain. Primary resources include 2 special sections of *Psychological Assessment*, an APA-publications volume (each edited by the course instructor), and a special issue of the *Journal of Mathematical Psychology* (co-edited by the course instructor). Undergraduate first courses in calculus and linear/matrix algebra are required, with advanced calculus being desirable, though not essential; students wishing to access preparatory resources may contact the instructor, and/or consult chapter 1 of his edited "Advances in Clinical Cognitive Science: Formal Modeling of Processes and Symptoms", 2007, APA Pubs. The course is open to all students, however clinical-program students have priority, in deference to their "Advanced Clinical Research Methods" requirement. Half course (0.5); one term.

**Psychology 9380. Clinical Psychology Proseminar 2008-2009. 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 two workshops and six 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 a half-day or day-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.

## Clinical Practica

**Psychology 9800. (Fall 2008 & Winter 2009). 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 9300, 9301. A course in psychopathology, either Psychology 9310 or 9311 are required as either prerequisites or corequisites. Full course (1.0); two terms.

**Psychology 9805, 9806, 9807, 9808, 9809, 9810, 9811, 9812, 9813 or 9814. Clinical Practicum. L. Swartzman.** This clinical practicum involves placement of clinical students with an adjunct clinical faculty supervisor in one of our clinical settings (adult or child). Prerequisites: For clinical students who have completed Psychology 9300, 9301, 9800, and 9310 or 9311. Clinical students will complete 9805 before using 9806 for the next practicum placement, complete 9806 before using 9807 for the subsequent practicum placement and so on. Half-course (0.5); two or more terms.

**Psychology 9850, 9851, 9852, 9853 or 9854. Applied 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. 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 (9341); Psychotherapy Research (9342); Clinical Research Methods (9340)). Clinical students will complete 9850 before using 9851 for the next practicum placement, complete 9851 before using 9852 for the subsequent practicum placement and so on. Half-course (0.5); two or more terms.

**Psychology 9890. 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

**Psychology 9201. (Fall 2008 & Winter 2009). Research Seminar in Behavioural and Cognitive Neuroscience. K.-P. Ossenkopp .** Faculty and students in Behavioural and Cognitive Neuroscience and related areas meet every week for one hour to report on ongoing research. Some didactic topics are also covered. Half course (0.5); two terms.

**Psychology 9221. (Fall 2008). Behavioral Pharmacology. M. Kavaliers. (cross-listed with undergraduate course Psychology 4222.)** 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 (0.5); one term.

**Neuroscience 9520a. (Fall 2008). Computational Neuroscience II: Neural Models. P. Gribble.** The goal of this one-semester graduate course is to provide graduate students with broad knowledge of computational models of neural systems from neuron to network, hands-on experience using Matlab to implement and test models, and the ability to critically assess original research articles in which computational modeling techniques are used to address current issues in Neuroscience research. Although it is listed as a Neuroscience course, Psychology graduate students are welcome to take it. Half course (0.5); one term.

**Neuroscience 9506b. (Winter 2009). Statistics for Neuroscience. P. Gribble.** The goal is to provide neuroscience graduate students with the opportunity to learn a common base of standard statistical techniques. The course will be different than Computational Neuroscience I: Data Analysis, which is more focused on Matlab and data processing/analysis. Topics include: logic of statistics & experimental design; t-tests; the General Linear Model; type-I error & post-hoc tests; Analysis of Variance (ANOVA); Analysis of Co-Variance (ANCOVA); Multivariate ANOVA (MANOVA); correlation & regression; Multiple regression; model benchmarking; Chi-Square; non-parametric statistics; statistical issues for fMRI analysis. Although it is listed as a Neuroscience course, Psychology graduate students are welcome to take it. Half course (0.5); one term.