

# Psychology's Graduate Course List for 2010-2011

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

## Developmental

**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.

**Psychology 94xx. Developmental Cognitive Neuroscience of Executive Function. J. Bruce Morton.** Half course; one term.

## Personality and Measurement

**Psychology 9540. Research Design.** 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. **Wednesdays, 9:00 am to 12:00 noon, SSC 7405/7409. Start date: Wednesday, September 15, 2010.**

**Psychology 9550. (Fall 2010). 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. **Wednesdays, 9:00 am to 12:00 noon, SSC 8438/8440. Start date: Wednesday, September 15, 2010.**

**Psychology 9542. (Winter 2011). Multilevel Modeling and Factor Analysis. A. Klein.** This advanced methods course delivers a more in-depth coverage of two of the most relevant techniques for psychological and social-science research. The use of multilevel models becomes important when, beyond individual-level characteristics, contextual factors are critical determinants of individual human behavior. The course will provide an introduction to mixed effects models and hierarchical models which are suited

to separate individual-level from group-level effects in settings where groups (e.g., families, work teams) randomly occur. In the second part of the course, factor analysis models will be covered, including topics such as factorization, rotation, factor scores, factor-based reliability, and factor-based clustering of items. The Psych 9540 course (Research Design) is required as a prerequisite, unless otherwise negotiated with the instructor. The previous attendance of either Psych 9550 (Multivariate Analysis) or Psych 9555 (Intro to Structural Equation Modeling) is highly recommend. 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. **Wednesdays, 9:00 am to 12:00 noon, SSC 8438/8440. Start date: Wednesday, January 5, 2011.**

## 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. Half course (0.5); two or more terms.

**Psychology 9101. (Winter 2011). Language and Concepts. M. Joanisse. (cross-listed with graduate course LINGUIST 9101).** 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. **Tuesdays, 1:00 - 4:00 pm, SSC 8438/8440. Start date: Tuesday, January 4, 2011.**

**Psychology 9115. (Fall 2010). Semantic Memory. K. McRae.** Semantic memory, often thought of as people's memory for the meaning of words, is central to many aspects of cognitive behaviour. Although semantic memory has been investigated for many years, there has been a dramatic resurgence in semantic memory research in recent years because of the excitement generated by cognitive neuropsychological investigations, fMRI studies, and computational modeling. Underlying all of these is an embodied approach, in particular theories based on modality-specific representations. Thus, in this course, we will investigate semantic memory from a number of perspectives, including human behavioral experiments of various types (such as semantic priming and visual-world eyetracking studies), neural imaging (mostly fMRI, but perhaps some ERP as well), patient studies (such as category-specific deficits and semantic dementia), and connectionist modeling. Half course; one term. **Mondays, 2:30 to 5:30 pm, SSC 8409. Start date: Monday, September 13, 2010.**

**Psychology 91xx. D. Jared.** Half course; one term.

## Social

**Psychology 9701. (Winter, 2011). Theories in Social Psychology. B. Gawronski.** The general purpose of the course is to provide an overview of different theoretical approaches in social psychology and 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 approaches to understanding social psychological phenomena, and (c) current controversies in social psychology. Maximum enrollment: 12 students (priority will be given to social psychology students at the Master's level). Half course (0.5); one term. **Thursdays, 9 am to 12:00 noon, SSC 8409. Start date: Thursday, January 6, 2011.**

**Psychology 9703. (Fall 2010). Proseminar in Social Psychology. B. Gawronski - Organizer.** The purpose of the course is to provide broad knowledge of historical and conceptual developments in social psychology through the study of classic articles on attitudes; persuasion; social judgment; social cognition; prejudice, stereotyping, and intergroup relations; close relationships; evolutionary perspectives on social behavior; conformity; group dynamics; social motivation; cognitive dissonance; prediction of behavior; and the historical crisis in social psychology. The course will be co-taught by the social area faculty, such that each faculty member will be responsible for two thematic sessions. Course participation is limited to MSc students in social psychology, which will be evaluated as "complete/incomplete." Zero weighted; one term. **Wednesdays, 1:30 to 4:30 pm, SSC 8409. Start date: Wednesday, September 15, 2010.**

**Psychology 9710. (Winter, 2011). 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. **Tuesdays, 9:30 to 12:30, SSC 8409. Start date: Tuesday, January 4, 2011.**

**Psychology 9724. (Fall, 2010). Interpersonal Relationships. L. Campbell.** This graduate seminar will focus on theory and research in close relationships. At the present time, this field is characterized by enormous breath of content, several unique methodological and statistical challenges and, perhaps most importantly, the need for meta-theories around which various empirical findings might be integrated and organized. The purpose of this seminar is four fold: (1) to familiarize everyone with classical and contemporary theorizing in the field of close relationships; (2) to read and critique some of the best research in this field; (3) to develop a meta-theoretical perspective on the field; and (4) to identify what critical questions must be asked (and eventually answered) if a stronger, more complete, and more integrated science of relationships is to emerge. Half course (0.5); one term. **Tuesdays, 1:00 to 4:00 pm, SSC 8438/8440. Start date: Tuesday, September 14, 2010.**

## Industrial/Organizational

**Psychology 9601. (Fall 2010). Foundations in Industrial and Organizational Psychology.** 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 typically meets for about one hour every other week. May be offered. Details to follow in September 2011. Half course (0.5); one term.

**Psychology 9631. (Winter 2011). Research Methods in I/O Psychology. J. Meyer.** Half course (0.5); one term. (tentatively Thursdays 1:00 - 4:00 in SSC 8409 or SSS 8440)

**Psychology 9623. (Fall 2010). Work Groups and Teams. N. Allen.** Half course (0.5); one term. (tentatively Tuesdays 1:30 - 4:30 in SSC 8409 or SSC 8440)

## Clinical

**Psychology 9300. (Fall, 2010). 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 2011). 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. **Wednesdays, 1:00 to 4:00 pm, Room 1, 357 Windermere. Start date: January 6, 2011**

**Psychology 9311. (Fall 2010). 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 2011). 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. **Tuesdays, 9:00 am to 12:00 noon, Room 36, Westminster Hall. Start date: Tuesday, January 4, 2011.**

**Psychology 9322. (Fall 2010). Intervention 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/9310: 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 (0.5); one term. **Tuesdays, 9:00 am to 12:00 noon, WH 20E. Start date: Tuesday, September 14, 2010.**

**Psychology 9380. Clinical Psychology Proseminar 2010-2011. D. Dozois.** 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 2010 and Winter 2011). 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 or 180 hours)=9805 to 9819; two or more terms. Quarter-course (0.25 or 90 hours)=9820 to 9839; 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 or 180 hours)=9850 to 9854; two or more terms. Quarter-course (0.25 or 90 hours)=9855 to 9859; two or more terms.

**Psychology 9890. Clinical Internship. D. Dozois.** 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 9204. (Fall 2010 & Winter 2011). Research Seminar in Behavioural and Cognitive Neuroscience.** 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. **Wednesdays, 12:30 - 1:30 pm, SSC 8438/8440. Start date: Wednesday, September 15, 2010.**

**Psychology 9221. (Fall 2010). 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. **Thursdays, 2:00 to 5:30 pm, Room TBA. Start date: Thursday, September 16, 2010. There will be a full lecture at the first class.**

**Psychology 9224. (Winter 2011). Brain Organization and Connectivity. J. Culham. (cross-listed with graduate course Neuroscience 95xxb)** Though neuroscientists have traditionally emphasized neural processing within single brain areas, a rich understanding of cognitive function requires consideration of relationships and interactions between areas. The first part of this course will investigate the principles by which brain areas may have evolved and by which they are organized. The second part of the course will investigate modern means to study anatomical, functional and effective connectivity, with emphasis on the human (and non-human primate) brain, cognitive functions, and MRI-based techniques (especially functional magnetic resonance imaging and diffusion tensor imaging). The course will emphasize the development of skills that are important for a career in academia, including oral presentations and critical thinking. Half course; one term. **Mondays, 1:00 - 4:00 pm, SSC 7405 & SSC 7409. Introductory meeting on Monday, January 3, 2011. No class on January 10, 2011.**

**Neuroscience 9519. (Fall 2010). Computational Neuroscience I: Data Analysis. P. Gribble.** Half course; one term.

or

**Neuroscience 9520. (Fall 2010). Computational Neuroscience II: Neural Models. P. Gribble.** Half course; one term.

**Neuroscience 9506. (Winter 2011). Statistics for Neuroscience. P. Gribble.** The goal of the seminar is to provide students with the opportunity to gain a deeper understanding of the logic behind inferential statistics, and to learn a common base of standard multivariate statistical techniques. The course is not particularly oriented towards the arithmetic calculations underlying statistical procedures, rather we will focus on gaining an understanding of the logic behind various parametric and non-parametric statistical techniques common in the neurosciences. There will be a practical aspect to the course, namely learning to use [R](#) for statistical computation and graphical display of data.

The course is different than Computational Neuroscience I: Data Analysis, which is focused on using Matlab for data processing and analysis.

Typical topics covered in the course 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; bayesian models. Click [ [here](#) ] for the course website. Half course; one term. **Fridays, 9:30 am to 11:30 am, Room TBA. Start date: Friday, January 7, 2011.**