

# Psychology's Graduate Course List for 2011-2012

**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.

## 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.

## 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.

## Social

**Psychology 9702. Research Methods in Social Psychology.** 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 (0.5); one term.

**Psychology 9720. 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 (0.5); one term.

**Psychology 9710. Social Psychology of Good and Evil. C. Seligman.** The course will survey major themes in altruism and aggression research, especially focusing on the emergent research areas of morality and evil. The course is organized into two sections: theoretical -- which focuses on the nature of good and evil; and applied -- which attempts to understand the role of good and evil in interpersonal relations, including violent crime, warfare, torture, charity, heroism, and citizenship. Course readings will consist of journal articles and book chapters. Evaluation will consist of a class presentation and a research proposal. Half course (0.5); one term.

## Industrial/Organizational

**Psychology 9601. (Fall 2011). 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.

## Clinical

**Psychology 9300. (Fall, 2011). Professional Foundations of Clinical Psychology.** 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 2012). Clinical Skills Pre-practicum.** 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 9310. Child Psychopathology and Diagnosis.** 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 (0.5); one term.

**Psychology 9320. Psychotherapy Approaches.** This course will introduce students to important concepts, issues, and theories in contemporary psychotherapy. The course will examine the theoretical rationales, goals, therapeutic techniques, and efficacy of several different therapeutic approaches, broadly subsumed under psychodynamic, cognitive, behavioral, humanistic, and experiential modalities. This course will also address various issues in psychotherapy such as investigating effectiveness and assessing psychotherapy outcome. Through lectures, class presentations, readings, videos, class discussions, and experiential class exercises, students will critically evaluate the theories and techniques of major approaches to psychotherapy. Enrolment is restricted to clinical psychology students. This course is intended to serve as an overview course for more junior clinical students. Half course (0.5); one term.

**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 2011 and Winter 2012). Clinical Assessment Practicum.** 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 9204Y. (Fall 2011 & Winter 2012). 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 to 1:30 pm. SSC 8438/8440. Start date: Wednesday, September 15, 2011.

[Neuroscience 9519A.](#) (Fall 2011). Scientific Computing. P. Gribble. The goal of this one-semester graduate course is to provide students with a basic set of skills in scientific computing, that they can use in their own research. We will focus on learning to think about experiments and data in a computational framework. We will cover a number of data analysis techniques that are commonly used in Neuroscience research (e.g. linear & non-linear modeling, constrained & unconstrained optimization, functional data analysis, Fourier analysis & filtering, dimensionality reduction techniques such as PCA & ICA, data smoothing, bootstrapping & resampling techniques). We will also cover a number of practical aspects of scientific computing such as data acquisition, storage, archive & backup, and reading & writing custom file formats. We will also talk about high-performance computing on single multi-core workstations, clusters, and grids. An integral part of the course will be learning a high-level programming language. In the past we have used Matlab and Python. Other languages are possibilities as well, please talk to Dr. Gribble if you have a particular preference. No previous experience with programming is required, although you must be prepared to spend some extra time learning about programming if you haven't done it before. If you have some other topics in mind, please get in touch, we can customize the list of topics depending on interest and need. Half course; one term. Mondays & Wednesdays, 1:30-3:30 pm, NSC 245A. Start date: Monday, September 12, 2011.

[Neuroscience 9506B.](#) (Winter 2012). 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 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 cognitive and behavioural neuroscience. We will go over the usual set of topics covered in Frequentist approaches to statistical inference (sampling theory, t-tests, ANOVA, etc) and we will also spend some time going over Bayesian approaches as well.

There will be a hands-on practical aspect to the course, namely learning to use the R language for statistical computation and graphical display of data. No prior experience with R is required. We will also learn how to use the LaTeX document preparation system to write reports, and Sweave to combine R and LaTeX to produce reproducible research.

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; non-parametric statistics; maximum-likelihood estimation; monte-carlo simulation; signal

detection theory and ROC curves; Bayesian approaches to data modeling. Half course; one term. Mondays & Wednesdays, 1:30-3:30 pm, NSC 245A. Start date: Monday, January 9, 2012.