

Psychology's Graduate Course List for 2012-2013

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

This course list is sorted by Areas of Specialization and then by course number:

[Behavioural and Cognitive Neuroscience](#)

[Clinical](#)

[Cognition and Perception](#)

[Developmental](#)

[Industrial/Organizational](#)

[Personality and Measurement](#)

[Social](#)

Developmental

No Developmental graduate course offerings for 2012-2013.

Personality and Measurement

Psychology 9540 (Fall 2012 & Winter 2013). Research Design. R. C. Gardner. This course serves as a general survey of statistics at the graduate level, stressing conceptual understanding, awareness of the mathematical basis, and application and use of most major analytic procedures. Topics covered include the logic of inferential statistics, bivariate regression/ correlation, univariate analysis of variance (both traditional and regression approaches), multiple regression/correlation, logistic regression, factor analysis, confirmatory factor analysis, path analysis/causal modeling, multivariate analysis of variance and discriminant function analysis. 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 12, 2012.**

Psychology 9542B. (Winter 2013). Multilevel Modeling (MLM). P. Tremblay. This course serves as an introduction to multilevel modeling (also known as hierarchical linear modeling, mixed models). The course is designed as a continuation of the Psychology 9555 Structural Equation Modeling (SEM) focusing on Mplus as the main analytical software and including research and analytical methods that merge MLM with SEM. Students should therefore have a solid understanding of multiple regression and structural equation modeling and would benefit from previous knowledge of analysis of variance. Course topics include a review of traditional regression procedures, research design with multilevel structures, the basic two-level regression model (and extension to three-levels), methodological and statistical issues including power analyses, models with longitudinal data, models with dichotomous, categorical or count outcomes and structural equation models with multiple data levels. The objective of this course is to provide students with the necessary knowledge to apply MLM to research; the course will therefore involve hands-on projects in which students have the opportunity to analyze their own data or to conduct simulation studies (in Mplus or other packages such as HLM or SPSS Mixed Models). Prerequisite: must have taken Psychology 9540 (Research Design) and should have taken Psychology 9555 (SEM) or obtained the permission of the instructor. Class size is limited to 15 students and there will be no audits. The course textbook is Hox J. J. (2010). *Multilevel analysis. Techniques and application. 2nd edition.* New York: Routledge.

Topics: 1. Introduction, Overview, Rationale; 2. Building blocks: Multiple regression and ANOVA; 3. Multilevel Data and Research Design; 4. The Basic Two-Level Regression Model; 5. Methodological and Statistical Issues; 6. Sample size, power, Monte Carlo; 7. Analyzing Longitudinal Data; 8. Dichotomous, Categorical, Count Data; 9. MLM meets SEM: Factor models; 10. MLM meets SEM: Path models. **Wednesdays, 9:00 am to 12:00 noon. SSC 8438/8440. Start date: Wednesday, January 9, 2013.**

Psychology 9555A (Fall 2012). Structural Equation Modeling. P. Tremblay. This course serves as an introduction to structural equation modeling (SEM), a very flexible technique for modeling relationships among variables. The course assumes no prior experience with SEM, and it is intended as both a theoretical and practical introduction. However, students will benefit from previous knowledge of multiple linear regression, factor analysis, and psychometric principles of reliability and construct validity. Software packages demonstrated in the course will include Mplus and AMOS. Course topics will include confirmatory factor analysis (CFA), traditional path analysis, and basic principles of model building including specification, identification, estimation, hypothesis testing, and modification. The overall objective of this course is to provide students with the necessary knowledge to apply SEM to research in scale construction and evaluation, construct validation, theoretical development and special designs involving mediation and moderation, multi-group analyses, and latent growth modeling. The course textbook is Kline, R. B. (2011). *Principles and Practice of Structural Equation Modeling. Third Edition*. New York : Guilford Press. Prerequisite: must have taken Psychology 9540 (Research Design) or obtained the permission of the instructor. Class size is limited to 15 students and there will be no audits. Self-enrollment in this course is set to zero. If accepted into the course, Val will add the course to your academic record. **Wednesdays, 9:00 am to 12:00 noon. SSC 8438/8440. Start date: Wednesday, September 12, 2012.**

Cognition and Perception

Psychology 9199Y. 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 9101B. (Winter 2013). 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 to 4:00 pm, Room 245a Natural Sciences Centre. Start date: Tuesday, January 8, 2013.**

Social

Psychology 9701A. (Fall, 2012). 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, 9:00 am to 12:00 noon, SSC 8409. Start date: Thursday, September 6, 2012.**

Psychology 9723B. (Winter, 2013). 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. **Tuesdays, 1:00 to 4:00 pm, SSC 5220. Start date: Tuesday, January 8, 2013.**

Psychology 9727A. (Fall, 2012). Motivation and Cognition. R. Sorrentino. This course will consider concepts and research findings related to the synergism of motivation and cognition in determining behaviour. We will examine theories related to the self, affect, implicit and explicit motives, goals, attitudes and conscious versus nonconscious thought and action. Half course (0.5); one term. **Wednesdays, 1:30 to 4:30 pm, SSC 7409. Start date: Wednesday, September 12, 2012.**

Industrial/Organizational

Psychology 9612B. (Winter, 2013). The Psychology of Personnel Selection, Recruitment, and Work Analysis. R. Goffin. This course will cover psychological theory and research pertinent to the ultimate goal of insuring that the particular individuals hired by an organization are likely to be successful employees. Work analysis and competency modeling provide the starting point by determining required employee attributes and aligning employee attributes with organizational goals. Additionally, the course will cover employee recruitment, and a variety of approaches to personnel selection (i.e., pre-employment testing). Cost/benefit considerations in personnel selection will also be covered. Students who are not enrolled in the graduate industrial/organizational psychology program require the instructor's permission to register. Half course; one term. **Thursdays, 1:30 to 4:30 pm, SSC 8438/8440. Start date: Thursday, January 10, 2013.**

Psychology 9621A. (Fall, 2012). Work Attitudes and Behaviour. N. Allen. This seminar is designed to familiarize students with theory and research on work attitudes and behaviour. The course begins with an overview of construct development and measurement issues as they pertain to work attitude research. We will then focus on the two most widely studied work attitudes -- job satisfaction and work commitment -- and discuss their development, correlates, and consequences. Particular consideration will be given to withdrawal intentions / behaviour, organizational citizenship behaviour, and workplace deviance behaviour. Throughout the course, emphasis will be placed on the critical evaluation of theory and research as well as on their implications for practice in applied settings. Half course: one term. **Thursdays, 1:30 - 4:30 pm, SSC 8409. Start date: Thursday, September 13, 2012.**

Psychology 9644Y. (Fall & Winter 2012-2013). Doctoral Seminar in I/O Psychology: I/O Psychology and Evidence-Based Management. J. Meyer. Half course. **Wednesdays, 1:30 to 4:30 pm. SSC 8409. Start date: Wednesday, September 12, 2012.**

Clinical

Psychology 9300A. (Fall, 2012). 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. **Mondays, 2:00 - 5:00 pm, Room 20, Westminster Hall. Start date: Monday, September 10, 2012.**

Psychology 9301B. (Winter 2013). 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. **Thursdays, 1:00 - 4:00 pm, Room 1, 357 Windermere Road. Start date: Thursday, January 10,**

2013.

Psychology 9311A. (Fall, 2012). 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. **Wednesdays, 1:00 - 4:00 pm, Room 1, 357 Windermere. Start date: Wednesday, September 12, 2012.**

Psychology 9321B. (Winter, 2013). 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 to eight (8), 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 8, 2013.**

Psychology 9322A. (Fall 2012). 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, Room 20E, Westminster Hall. Start date: Tuesday, September 11, 2012.**

Psychology 9380Y. Clinical Psychology Proseminar 2012-2013. 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 2012 and Winter 2013). I. Nicholson and R. W. J. Neufeld. 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, case conceptualization, and report writing. There will also be discussions of current issues in clinical assessment, ranging from basic issues of psychometrics, to contemporary quantitative developments in assessment technology. 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. **Tuesdays, 9:30 am to 12:30 pm, Room 1, 357 Windermere Road. Start date: Tuesday, September 11, 2012.**

Psychology 9805Y, 9806Y, 9807Y, 9808Y, 9809Y, 9810Y, 9811Y, 9812Y, 9813Y or 9814Y. 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 9805Y before using 9806Y for the next practicum placement, complete 9806Y before using 9807Y for the subsequent practicum placement and so on. Half-course (0.5 or 180 hours)=9805Y to 9819Y; two or more terms. Quarter-course (0.25 or 90 hours)=9820U to 9839U; two or more terms. **Thursdays, 1:30 - 4:30 pm, Room 36, Westminster Hall.**

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., Clinical Research Methods (9340), Program Development, Evaluation, and Marketing (9341); Psychotherapy Research (9342); Quantitative Clinical Cognitive Science and Assessment (9343)). 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)=9855U to 9859U; two or more terms. **Thursdays, 1:30 - 4:30 pm, Room 36, Westminster Hall.**

Psychology 9860Y, 9861Y, 9862Y, 9863Y, 9864Y, 9865Y, 9866Y, 9867Y, 9868Y, or 9869Y. Clinical Supervision Practicum. L. Swartzman. Clinical students will complete 9860 before using 9861 for the next practicum placement, complete 9861 before using 9862 for the subsequent practicum placement and so on. Half-course (0.5 or 180 hours) = 9860Y to 9865Y; two or more terms. Quarter-course (0.25 or 90 hours) = 9870U to 9879U; two or more terms. **Thursdays, 1:30 - 4:30 pm, Room 36, Westminster Hall.**

Psychology 9880U, 9881U or 9882U. Clinical Practicum in Community Mental Health. F. Otchet. Offered through the Department of Psychology's Clinical Program, this clinical practicum course will be taught by community-based registered clinical psychologists who are Adjunct Clinical faculty within the Department of Psychology. It will afford clinical graduate students, typically during their MSc I and/or II year, the opportunity to provide basic supportive counselling to adults presenting with a range of personal concerns, in a transdisciplinary community setting. Students will be supervised by clinical psychology residents or senior clinical psychology students as well as by registered psychologists. Enrolment is restricted

to students in Western's Clinical Psychology Program. This one semester course will be offered in each of the Fall, Winter and possibly Summer terms. Students' time commitment is 5 hours per day/evening per week for 12 weeks, plus 10 hours of orientation/initial training. Quarter course; one term.

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 9205Y. (Fall 2012 & Winter 2013). 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 12, 2012.**

Psychology 9223B. (Winter 2013). Neuroimaging of Cognition. J. Culham. Brain imaging, particularly functional magnetic resonance imaging (fMRI), has become a common tool to study specialized human brain regions involved in cognitive functions. Lectures and demonstrations will cover brain imaging technology, data quality and preprocessing, experimental design and analysis (including multivariate analyses and brain connectivity approaches), and discussion of the merits and limitations of neuroimaging as a tool for cognitive neuroscientists. The course will emphasize the development of skills that are important for a career in academia: grant-writing, oral presentations, and critical thinking. By the end of the class, students should be able to read, understand, and critique papers in brain imaging. The course is intended for graduate students in Psychology, Neuroscience and related disciplines but is also open to upper-level undergraduates with the instructor's permission. There are no prerequisites and no prior neuroimaging experience is required, although some advanced material will be discussed for the benefit of more senior students with prior fMRI experience. Half course (0.5); one term. **Mondays, 12:30 to 2:30 pm SSC 7405/7409 (class) and Mondays, 2:30 to 3:30 pm SSC 1000 (lab). Start date: Monday, January 7, 2013.**

Psychology 9225B. (Winter 2013). Animal Cognition. D. Sherry. This course examines current ideas and research in animal cognition, including topics in social cognition, innovation, imitation, tool use, communication, numerical competence, timing, spatial ability, and memory. Phylogenetic methods for investigating evolutionary change in cognition and its neural mechanisms will be described and discussed. Contrasting approaches to animal cognition, including those of learning theory, behavioural ecology, and "animal mind" research will be examined and critically evaluated. Half course (0.5); one term **Thursdays, 9:30 am to 12:30 pm. SSC 8409. Start date: Thursday, January 10, 2013.**

[Neuroscience 9520A.](#) (Fall 2012) Computational Models in Neuroscience. P. Gribble. The goal of this one-semester graduate course is to provide students with broad knowledge of computational models of neural systems from neuron to network to behaviour, hands-on experience using Python and 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. We will cover topics such as models of single neurons (e.g. hodgkin-huxley model), neural network models, supervised and unsupervised learning, and models of dynamical systems (e.g. musculoskeletal models). Half course; one term. **Mondays, 2:00 to 3:30 pm, and Thursdays, 11:30 am to 1:00 pm, Room 245A Natural Sciences Centre. Start date: Monday, September 10, 2012.**