

Psychology's Graduate Course List for 2013-2014

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:

Department

Behavioural and Cognitive Neuroscience

Clinical

Cognition and Perception

Developmental

Industrial/Organizational

Personality and Measurement

Social

Department

Psychology 9540 (Fall, 2013 & Winter, 2014). 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 7409/7405. Start date: Wednesday, September 11, 2013.**

Psychology 9040A. (Fall, 2013). Scientific Computing. P. Gribble. The goal of this one-semester graduate seminar is to provide you with skills in scientific computing - tools and techniques that you can use in your own research. We will focus on learning to think about experiments and data in a computational framework, and we will learn to implement specific algorithms using a high-level programming language (mainly Python although we will see some C and R code as well; Matlab is also a possibility if you want to substitute on your own.) Learning how to program will significantly enhance your ability to conduct scientific research today and in the future. Programming skills will provide you with the ability to go beyond what is available in pre-packaged analysis tools, and code your own custom data processing, analysis and visualization pipelines. Half course (0.5); one term. **Mondays 2:30 - 4:30 pm Stevenson Hall 3166 and Wednesdays, 2:00 - 4:00 pm, SSC 8440. Start date: Monday, September 9, 2013.**

Psychology 9041B. (Winter, 2014). Introduction to Statistics Using R. P. Gribble. The goal of this one-semester graduate seminar is to provide you with a deep understanding of the logic behind statistical analyses of data, to learn a set of standard statistical techniques, and to gain hands-on experience using the R language for statistical computing and graphical display of data.

We will cover an initial set of core topics including sampling distributions, t-tests, ANOVA (and its variants), multiple comparisons & post-hoc tests, and multiple regression. We also cover a set of advanced topics pertinent to modern research in psychology and neuroscience such as maximum-likelihood estimation and bayesian approaches to data analysis and modelling.

Mondays 2:30 - 4:30 pm Stevenson Hall3166 and Wednesdays 2:00 - 4:00 pm, SSC 8440.
Start date: Monday, January 6, 2014.

Developmental

Psychology 9434B. Topic in Developmental Psychology: Evolutionary and Epigenetic Perspectives on Development. B. Morton and A. Cohen. This course will explore points of agreement and disagreement between epigenetic and evolutionary-developmental perspectives on human development. Readings will focus on recent and historical applications of evolutionary theory, particularly natural selection, to explain social and cognitive development, including genetic and environmental mechanisms that underlie species-universal developmental programs and the epigenetic processes that calibrate developing competencies to local conditions. Half course; one term. **Tuesdays, 12:30 to 4:30 pm. Room 20, Westminster Hall. Start date: Tuesday, January 7, 2014.**

Personality and Measurement

Psychology 9545A. (Fall, 2013). Test Construction and Survey Design. D. Saklofske. This course is intended for psychology graduate students who need to develop test instruments such as questionnaires, short performance scales, observation schedules, interview checklists etc. for their current research or practice. Students should know in advance what variables/factors they are intending to measure (e.g., resiliency, motivation, well-being) and be familiar with the relevant research and assessment issues. Students should also have completed at least a foundational course in psychometrics as well as intermediate statistics and be familiar with statistical packages such as SPSS. It is expected that students will complete the basic scale development and have sufficient data to demonstrate the psychometric integrity and usefulness of the measure. While each project will stand alone, common themes such as item writing, reliability and validity, and norming will be discussed in the larger group, creating a richer and collaborative/supportive learning opportunity. Students interested in applying to this course require the approval of the instructor and should meet with him/her to determine the 'goodness of fit'. Half course (0.5); one term. **Tuesdays, 9:00 am to 12:00 noon in SSC 8409. Start date: Tuesday, September 10, 2013.**

Psychology 9555A. (Fall, 2013). 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. If accepted into the course, Val will add the course to your academic record. Half course (0.5); one term. **Wednesdays, 9:00 am to 12:00 noon, SSC 8438/8440. Start date: Wednesday, September 11, 2013.**

Psychology 9556B. (Winter, 2014). Longitudinal Methods. P. Tremblay. This course focuses on various techniques within the domain of structural equation modeling and multilevel modeling to analyze longitudinal (repeated-measures) data beyond the repeated-measures ANOVA framework. Topics within the SEM domain will include longitudinal measurement models, basic panel models with autoregressive and cross-lagged processes, latent growth curve models, growth mixture models (to investigate prototypical trajectories), longitudinal mediation models and multiple group models. Within the MLM domain, topics will include models for multiple repeated observations (e.g., diary data) and time-variant and time-invariant covariates. Other topics will include missing data techniques, metrics of time, power, and modeling approaches for non-continuously distributed outcome variables. The objective of this course is to provide students with the necessary knowledge to apply the longitudinal methods to research; the course will therefore involve hands-on projects in which students have the opportunity to analyze their own data or data provided in class. Most of the analysis examples in the lecture material are based on the software program Mplus; however, students have the flexibility to work with other packages (e.g., AMOS, HLM, SPSS Mixed Models or R). Given the heavy emphasis on the SEM modeling approach in this course, students are required to have completed a structural equation modeling course (e.g., PSY9555). Although not mandatory, they would also benefit from having completed a multilevel modeling course. Prerequisite: must have taken Research Design PSY9540 and must have taken Psychology 9555 (SEM) or obtained the permission of the instructor. Class size is limited to 15 students. Course material: The course textbook is Little Todd D. (2013). *Longitudinal Structural Equation Modeling*. New York: Guilford Press. Half course (0.5); one term. **Wednesdays, 9:00 am to 12:00 noon, SSC 8438/8440. Start date: Wednesday, January 8, 2014.**

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 9100A. (Fall, 2013). Fundamental Issues in Cognition/Perception. J. P. Minda. This course aims to provide graduate students with exposure to classic and current research in

cognitive psychology. We will read and discuss articles on the major topics in the field, including high-level perception, categorization, attention, working memory, knowledge, language, and thought. The readings will encompass theoretical approaches, behavior research, computational modeling, and cognitive neuroscience research related to the central topics. Meetings will follow a seminar format, in which students will discuss the readings for each class. To frame the discussion for each meeting, the instructor will provide background and any needed tutorials. Marks will be based on participation and written work. This course is limited to 12 students and preference will be given to students in Cognition and Perception. Half course (0.5); one term. **Tuesdays, 9:00 am to 12:00 pm. SSC 8438/8440. Start date: Tuesday, September 10, 2013.**

Psychology 9117B. (Winter, 2014). Computational Models of Mind and Brain. M. Joanisse. This course explores parallel distributed processing (or connectionist) models of cognition, perception and action. The technique provides a powerful theoretical framework for understanding cognitive processes, yet to the uninitiated it can appear to be a complex set of abstract concepts and mathematical principles. The goal of this course is to introduce students to artificial neuron based computational modeling using a mixture of hands-on experience with actual models, and published research that employs these techniques. Topics covered will include basic elements of neurons and models of artificial neurons, learning mechanisms, representations, and methods for simulating damage. Specific topics will be dependent on student interest, but can include models and theories of auditory and visual perception, action, conceptual knowledge, language, and memory. Half course; one term. **Tuesdays, 1:00 - 4:00 pm, Room 245a, Natural Science Centre. Start date: Tuesday, January 7, 2014.**

Psychology 9120A. Bilingualism. (Fall, 2013). D. Jared. In this seminar we will examine psycholinguistic approaches to bilingualism. Topics will include theories of bilingual language representation and processing, cross-language transfer, language selection and switching, language comprehension, the critical period hypothesis, cognitive consequences of bilingualism, second language acquisition in children and adults, and the neuropsychology of bilingualism. Grades will be based on participation, a presentation, and a research proposal. It is expected that students will have taken Psychology 9101- Language and Concepts. Half course; one term. **Tuesdays, 1:30 - 4:30 pm, SSC 7409/7405. Start date: Tuesday, September 10, 2013.**

Social

Psychology 9702B. Research Methods in Social Psychology. L. Campbell. This course will acquaint students with the major research designs and procedures in social psychology, as well as explore recent methodological innovations that were designed to address issues unique to social psychological research. The objectives are to develop a firm grasp of the research methods available, including the application of these methods in research settings, and statistical considerations of these methods. Topics to be covered include, but are not limited to, validity and reliability, mediation and moderation, field research, modelling interdependence (data from groups of 2 or more), multi-level modelling, methods for the study of social cognition, structural equation modelling, and meta-analysis. Half course (0.5); one term. **Tuesdays, 1:00 pm to 4:00 pm, SSC 8409. Start date: Tuesday, January 7, 2014.**

Psychology 9715B. (Winter, 2014). The Psychology of Morality. C. Seligman. The course will examine the extent to which empirical investigation and subsequent theorizing of social behaviour can explain (and perhaps justify) our moral positions and behaviour. The course will consider the origin, development, and social expression of morality, primarily from a social psychological perspective. The class format will be largely discussions, with some lectures, jointly and/or sequentially taught by the instructor and students. Evaluation will consist of class participation, 15-20 page final paper, presentation(s) and five or six 2-page thought papers regarding the weekly readings. Half course (0.5); one term. **Thursdays, 9:30 am - 12:30 pm, SSC 8409. Start date: Thursday, January 16, 2014.**

Psychology 9725A. (Fall, 2013). 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. **Mondays, 2:00 pm to 5:00 pm, SSC 7405/7409. Start date: Monday, September 9, 2013.**

Psychology 9730A. Social Psychology of Justice. J. Olson. This course will cover the major theories and research programs in the area of the social psychology of justice. The topics will include prominent theories (e.g., equity theory, relative deprivation theory, just world theory) and important research areas (e.g., the psychology of punishment, moral priming, psychology and the law). The class format will include lectures and discussions of readings. Half course (0.5); one term **Thursdays, 10:00 am to 1:00 pm, SSC 8438/8440. Start date: Thursday, September 12, 2013.**

Industrial/Organizational

Psychology 9623A. (Fall 2013). Work Groups and Teams. N. Allen. The purpose of this course is to examine psychological issues associated with work groups (or teams) in organizational settings. Particular attention will be given to the implications, for work attitudes and performance, of the design, structure and composition of groups, as well as the congruence between structure/process variables associated with the group and those of the organization in which it is embedded. Throughout the course, emphasis will be placed on methodological issues associated with work group / team research. Eligibility: Students in the I/O area or with special permission. This course is limited to ten (10) registrants only. Half course (0.5); one term. **Thursdays, 1:30 - 4:30 pm, SSC 8409. Start date: Thursday, September 12, 2013.**

Psychology 9631B. (Winter, 2014). Research Methods in I/O Psychology. J. Meyer. The purpose of this course is to familiarize students with research methods used in the science and practice of industrial and organizational psychology. We will begin with a discussion of how to develop research questions and to select the research methodology best suited to answering these questions. We will then discuss a number of specific research strategies and techniques used by I/O psychologists along with their strengths and limitations. We will also address a number of critical issues that arise in I/O research (e.g., common method variance, missing data, level of analysis) and discuss strategies for dealing with them. Upon completion of the course, students should be in a better position to critically evaluate research in which these methods have been

applied and to assess whether, and how, they can be applied in their own research. Eligibility: Students in the I/O area or with special permission. Half course (0.5); one term. **Tuesdays, 1:30 - 4:30 pm, SSC 8438/8440. Start date: January 7, 2014.**

Psychology 9642B. Doctoral Seminar in Industrial/Organizational Psychology: Addressing the researcher-practitioner gap, communicating effectively with I/O stakeholders, and other fundamental competencies in I/O careers. R. Goffin. 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. **Wednesdays, 1:30 pm to 4:30 pm, SSC 8409. Start date: Wednesday, January 8, 2014.**

Clinical

Psychology 9300A. (Fall, 2013). 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 WH 20E. Start date: Monday, September 9, 2013.**

Psychology 9301B. (Winter 2014). Clinical Skills Pre-practicum. N. A. 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, 1:30 - 3:30 pm, Room 1 - 357 Windermere Road. Start date: Thursday, January 9, 2014.**

Psychology 9310A. (Fall, 2013). Child Psychopathology and Diagnosis. E. Hayden. This course will familiarize students with current concepts and research on the major psychological disorders of childhood, including issues of classification, phenomenology, course, and major etiological theories. A developmental psychopathology perspective will be taken throughout, with an emphasis on lifespan continuities and discontinuities of psychopathology and factors linking typical development to psychopathological processes. Current approaches and methods in psychopathology research will be examined. Class size is limited to 15 students. In the case that student demand exceeds course capacity, enrollment preference will be given to clinical program students. Half course (0.5); one term. **Tuesdays, 1:00 - 4:00 pm, Room WH 20. Start date: Tuesday, September 10, 2013.**

Psychology 9320B. (Winter 2014). Psychotherapy Approaches. D. Dozois. 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.

Tuesdays, 9:00 am - 12:00 noon, WH 36. Start date: Tuesday, January 7, 2014.

Psychology 9343A (Fall 2013). Mathematical Modeling of Group and

Individual Differences. R. W. J. Neufeld. Emphasis is on analytic modeling, where predictions emanate from mathematical derivations. Models are structured around specific psychological content, and substantive issues, such as information processing, cognitive-workload capacity, decision and choice, memory processes, concept-learning, and perceptual organization.

Advantages of formal modeling include the provision of measurement methods surmounting issues encountered with multi-item inventories, and model-prescribed empirical self-diagnostics. Utility in individual-difference psychology is the focus. Although many examples are taken from clinical psychology, procedures are general, and presentation is *tailored to students' specific quantitative backgrounds*. Considered are methods of model development and evaluation; "mixture-model" provision for individual differences in model expression; Bayesian customization of group level findings to individual participants; cognitive- and statistical-science disciplined monitoring of changes in individual cognitive functioning, and in evaluating efficacy of cognition-directed treatment programs; extensions of analytical, process modeling to connectionist modeling; and implications of analytical modeling for neuro-imaging (e.g., fMRI) studies, including specification of intra-trial times of measurement interest, complementing brain regions of interest, along with preferred methods of imaging-data analysis. Chaos-theoretic and game-theoretic topics are considered depending on student interest. Students present seminars on topics in their research domains. Resources include 2 special-section tutorials of Psychological Assessment, an APA Publications volume (*which also serves as the text* ; each edited by the instructor), supplemented by a special issue of the Journal of Mathematical Psychology (co-edited by the course instructor), along with the forthcoming Oxford Handbook of Mathematical and Computational Psychology. Relevant software resources are addressed. The course is open to all students. Pre-requisite: Psychology 9540, or equivalent. Half course (0.5); one term.

Thursdays, 9:30 am to 12:30 pm, Room 1 - 357 Windermere Road. Start date: Thursday, September 12, 2013.

Psychology 9370L (Summer, 2014). History and Systems of Psychology. N. Kuiper. The purpose of this reading course is to provide clinical psychology graduate students with an opportunity to obtain credit for completing a course in the area of history and systems of psychology. Psychology 9370 is designed as a reading course and consists of a series of individualized weekly written assignments. Each weekly assignment is to be handed in to the instructor on or before the due date indicated in the course outline. Please note there are no extensions or exemptions from these due dates. The course will be graded on a Pass/Fail basis. Each weekly assignment will then be evaluated by the instructor, on a Pass/Fail basis. Each weekly assignment must receive a passing grade, in order to receive a PASS for this course. **Pre-requisites** : Successful completion of Psychology 9380: Professional Foundations and

Psychology 9301: Clinical Skills Pre-practicum and current full-time enrolment in the Clinical Psychology Graduate Program. Half-course; one term.

Psychology 9380Y. Clinical Psychology Proseminar 2013-2014. 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 2013 and Winter 2014). Clinical Assessment Practicum. I. Nicholson and R. W. J. Neufeld. 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. **Fall Term (Sept-Dec): Tuesdays, 9:30 am - 12:30 pm, Room 1 - 357 Windermere Road. Start date: Tuesday, September 10, 2013. Winter term (Jan-April): Fridays, 2:00 - 5:00 pm, Room 1 - 357 Windermere Road. Start date: Friday, January 10, 2014.**

Psychology 9801U, 9802U or 9803U. Initial Intervention Practicum at Western's Student Development Center. This course will entail a placement at Western's Student Development Center, typically in the Summer of the MScI year. Designed to help student ease into their roles as clinicians, there will be ample opportunities to observe, be observed by and/or conduct co-therapy sessions with a senior clinician. This senior clinician will either be an SDC Staff Psychologist or a London Clinical Psychology Consortium Resident. The amount of time committed to this placement is to be agreed upon by the student, his/her research supervisor and the SDC placement coordinator. Enrolment is restricted to students in Western's Clinical Psychology Program. Quarter course; one term.

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. L. Swartzman. 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 9206Y. (Fall 2013 & Winter 2014). 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.**

Psychology 9228B. (Winter, 2014). Brain, Behaviour and Immune System. K.-P. Ossenkopp. (cross-listed with undergraduate course Psychology 4223G). This course will introduce the basic concepts of immune system function. The functional consequences of the relationship between the nervous system and the immune system will be examined with a special focus on immune influences on brain functions, and the influence of stress and psychological processes on the immune system. **Thursdays, 2:30 - 5:30, SH-3355. Start date: Thursday, January, 9, 2014.**

Biology 9437B. (Winter, 2014). Hormones and Behaviour. S. MacDougall-Shackleton. (Cross-listed with undergraduate course Psychology 3226G.) An in-depth review of current research problems in the field and the biological mechanisms by which hormones can affect behaviour. Topics will include hormones and brain development, sexual differentiation, sexual and courtship behaviour, parental behaviour, aggressive behaviour, stress, food intake, and endocrine disorders in humans. This course will focus on vertebrates, and will mostly examine research in mammals and birds. Half course (0.5); one term. **Mondays, 2:30 - 5:30 pm. Room 117, North Campus Building. Start date: Monday, January 6, 2014.**