

## Graduate Course List for 1987-1988

Key: a=Sept-Dec, b=Jan-April, y=Sept-April, no letter=Sept-April. See weights at the end of each description.

### LEARNING AND ANIMAL BEHAVIOR

**501. Advanced Seminar in Learning. Area Faculty.** This seminar, held on a weekly basis, chiefly for students in the learning area, will be attended on a regular basis by several faculty members. The object will be to review current research topics in learning at an advanced level. All students in learning are expected to attend and participate. Second and third year students may wish to take the course for credit. Full course; two terms.

**570. Verbal Learning And Memory. A. Paivio.** Evaluation of contemporary theory and research in verbal learning and memory, with an emphasis on coding and mediating processes, structure and organization, and theoretical issues. Full course; two terms.

### SENSATION AND PERCEPTION

**513a. Psychology of Pain. G. Rollman.** Topics include the psychological, clinical, and physiological manifestations of the pain experience, the major theories of pain mechanisms, congenital insensitivity to pain, psychophysical assessment of the sensory and affective components of pain, and placebo effects. As well, the treatment of pain by analgesic drugs, hypnosis, neurosurgery, acupuncture, electrical stimulation, biofeedback, cognitive-behavior therapy, and operant conditioning will be examined. Meetings will be arranged with medical personnel concerned with clinical diagnosis and control of acute and chronic pain. Half course; one term.

**517b. Perceptual Development. B. Morrongiello.** A survey of current theories and research in normal and aberrant perceptual development during infancy and childhood, with an emphasis on vision, hearing, crossmodal perception, and visual-motor development. Half course; one term.

### DEVELOPMENTAL

**531a. Methods In Developmental Psychology. M. Pressley.** An overview of research methods commonly used in the study of human development with an emphasis on the inculcation of integrative analytical skills in students. Half course; one term.

**658a. The Child In The Family. D. Pederson.** The purpose of this course is to consider the influence of family process and structural variables on children's development. Although we will focus on the social and emotional development, some consideration will also be given to cognitive development. Examples of process variables that may be considered are parents knowledge of and theories about child development as well as the huge literature on child rearing practices. Maternal employment, divorce, reconstituted families, parental age and education, birth order, and sex of the child are among the potential structural variables. The course will use a discussion format. Students will be responsible for writing summaries of class discussions and a review paper as well as active participation in class. Half course; one term.

## MEASUREMENT

**540. Research Design. R. Gardner.** This course serves as a general survey and introduction to statistics at the graduate level, stressing a conceptual understanding and appreciation of major analytic procedures. Topics covered include the logic of inferential statistics, correlation and regression, univariate analysis of variance (both traditional and regression approaches), multivariate analysis of variance, multiple regression, discriminant function analysis, canonical correlation, factor analysis and causal modelling. Students are encouraged to become familiar with the major computer statistical packages. Full course; two terms.

**542a. Individual And Group Differences In Intelligence And Mental Abilities. T. Vernon.** This course will provide a broad overview of the main issues and controversies that have arisen in the development of theories about the nature of intelligence. Topics to be discussed will include major theories of intelligence from Galton to the present day; theories about the growth and modifiability of intelligence; evidence for and against environmental and genetic explanations of individual and group differences in intelligence; recent cognitive and biological approaches to the study of intelligence; and issues related to the measurement of intelligence. The course will consist of a combination of lectures, seminars presentations, and discussion of material covered in the readings. Half course; one term.

**546b. Multiple Regression. T. Vernon.** This course focuses on the use of multiple regression analysis in behavioral science research. Basic principles of multiple regression, its use as an alternative to the analysis of variance and covariance, and its extension to multivariate procedures such as MANOVA, canonical correlation, and discriminant analysis will be examined. Half course; one term.

## COGNITION

**574a. Reasoning. P. Denny.** Considers recent research on adult and child reasoning processes, with emphasis on conditional reasoning. Half course; one term.

**573b. / 579b. Cognitive Psychology In The Study Of Personality, Social Phenomena And Individual Differences / Social Cognition. A. Katz / U. Trzebinski.** An introduction to selected topics in cognitive psychology (sampled from the literatures on attention, memory, and problem solving). The course is primarily directed at non-cognitive students, though cognitive students are also welcome to take the course. There will be two components to our discussion of each sampled topic. First, we will discuss the literature in cognition in which the concept is grounded, examining the evidence in support of the concept. Second, we will examine how the concept has been employed theoretically in other fields of psychology, examining the alterations that have taken place (if any) when the concept is applied to a new domain and the increment in knowledge gained by this application, both to the new domain and to cognitive theorizing. Critical evaluation of the literature will be the order of the day and, if the class size is manageable, we may wish to develop workable research projects. Half course; one term.

**655y. Developing Cognitive Strategy Use In Children. M. Pressley.** The entire purpose of this seminar will be the production of a short book by the professor and students that specifies empirically-defensible cognitive strategies that can be implemented into educational practice. Enrollment is limited and by permission of the instructor. Preference given to students with a background in cognitive, developmental, or educational psychology. Half course; two terms.

**559y. Research Seminar In Cognitive Science. Z. Pylyshyn.** This seminar will discuss theoretical ideas, empirical findings, and design issues relating to a variety of research problems that constitute the Center

for Cognitive Science contribution to the Information Technology Research Center. These projects range from empirical studies of visual attention and perceptual-motor coordination to problems of designing robot visual tracking systems and human-computer interfaces. Guest speakers from other centers will also contribute to this seminar. Half course; two terms.

## **SOCIAL**

**560. Social Psychology Theory. J. Olson.** A research oriented analysis of representative social psychology theories; a consideration of methods and findings in various areas of social psychology, and an analysis of the issues involved in the empirical investigation of social behavior. Half course; one term.

**561b. Research Methods In Social Psychology. C. Seligman.** A coverage of the major empirical designs and procedures in social psychology, illustrated with examples from the current literature. A goal of the course is the development of student research suitable for the M.A. thesis or an original study. Half course; one term.

**569a. Special Topics In Social Psychology: The Social Psychology Of Thought And Action. R. Sorrentino.** This course will consider the concepts and research findings related to the interaction of motivation and cognition in determining social behavior. Topics to be discussed follow along four dimensions: 1) the Self (e.g., self conflict and interpersonal behavior; the self, achievement, and personal goals); 2) Affect (e.g., affect and social attention); 3) Control (e.g., antecedents and implications of memory distortion; uncertainty, motivation and cognition); 4) Goals (e.g., applications of memory models to motivational phenomena; the role of goals and control in information processing; a theory of action emergence). The class will be interactive in nature. Half course; one term.

## **PERSONALITY**

**580b. Personality Assessment. D. Jackson.** This seminar will emphasize theoretical and research problems in the assessment of personality and psychopathology. Topics to be considered will include personality scale construction, factor analysis, response styles, faking, and the assessment of invalidity, clinical judgements and inferences, actuarial characterization of a person and a computer-bases interpretation, differential diagnosis and other recurrent themes. Tests reviewed will include: the MMPI, the Personality Research Form, the Jackson Personality Inventory, the DIP and the Jackson Vocational Interest Survey. Opportunities will be provided for individual projects. Half course; one term.

**585b. Topics In Person Perception. S. Paunonen.** A seminar course designed to provide students with practical experience in the empirical evaluation of contemporary issues in person perception. Special attention will be paid to the perception of personality and the prediction of behavior. Students will be assigned to groups, each responsible for proposing and executing a research study on a relevant topic. The course format will be comprised of lectures, seminars, and group discussions. Half course; one term.

## **INDUSTRIAL/ORGANIZATIONAL**

**591y. Practicum in Industrial/Organizational Psychology. J. Meyer.** This course offers students the opportunity to to apply psychological theory to practical problems in industry and business. Teams of students, working under faculty supervision, are assigned to projects with participating organizations. Although the nature of the projects will depend upon the needs of the organizations, typical projects include the development/evaluation of selection and performance appraisal procedures and the development and analysis of attitude surveys. Half course; two terms.

**596a. Industrial Psychology. D. Jackson.** This seminar is designed to provide an overview of a range of topics relating to the psychological study of work and the applications of psychology to business and industry. The following are illustrative of areas from which seminar topics will be selected: Personnel

recruiting, selection, and job placement; job and task analysis; vocational preferences; employment interview; personnel training; performance appraisal. Half course; one term.

**595b. Special Topics In Industrial/Organizational Psychology. J. Meyer.** See instructor for course description. Half course; one term.

## EDUCATIONAL

No courses offered in the area of Education for this year.

## CLINICAL

**618a. Behavioral Medicine. L. Swartzman.** An introduction to theory and research in behavioral medicine. Topics will include: human psychophysiology and measurement of physiological functions, biofeedback, stress and disease, healthcare behaviors, pain and pain regulation, and lifestyle management. Half course; one term.

**621a. Child Psychopathology And Developmental Disorders. D. Wolfe.** Discussion on concepts and research findings in child psychopathology and developmental disorders. Definitions, etiology and models of treatment and prevention associated with childhood disorders will be considered. Half course; one term.

**635a. Professional Foundations of Clinical Psychology. D. Evans.** This course serves as an orientation to professional issues and skills relevant to all areas of clinical psychology. Ethics, standards of practice and service, consultation methods and other professional activities will be considered. Preference given to clinical students. Half course; one term.

**647a. Clinical And Experimental Aspects Of Behavioral Pharmacology. R. Hinson.** Drugs are widely used in modern society, both for medical and recreational purposes. The intent of this course is to examine the consequences of both licit and illicit drug use for individual well-being. Drugs used in the treatment of psychopathology will be discussed in terms of possible adverse side-effects. Additionally some of the major medical complications of illicit drug use will be considered. Half course; one term.

**625b. Behavior Modification. L. Swartzman.** The course focuses on the four major conceptual approaches to behavior therapy, including the respondent tradition, the operant tradition, social-learning theory, and cognitive-behavior modification. The purpose of the course is to familiarize students with the theoretical and empirical foundations of each approach, and to study current applications in the assessment and treatment of selected clinical populations. Dialogues with practitioners are scheduled in various hospital and clinical settings to further the student's understanding of theory-practice relationships. Half course; one term.

**627b. Psychopathology. D. Evans.** A survey of research strategies and prevalent findings associated with severe and relatively mild forms of behavioral problems. Sources of information range from biological models to behavioral levels of analysis with an emphasis on the interface between alternate approaches. Half course; one term.

**634b. Child And Adolescent Forensic Psychology. P. Jaffe, A. Lescheid, L. Sas, G. Austin.** The course will focus on current issues in research and clinical practice with children and families before the court related to family violence, young offenders, child abuse and neglect, and custody / access legislation will be discussed as well as the emerging role of psychologists in the justice system. Half course; one term.

**636b. Fundamentals Of Interviewing And Clinical Skills. J. Dumas.** The course provides a theoretical and practical introduction to interviewing and clinical skills. Theoretical issues are discussed in structured seminars, while practical issues are considered in a setting in which students act as interviewers, videotape their performance, and obtain feedback from instructor and peers. Half course; one term.

**609y. Practicum in Adult Assessment. R. Martin.** The course is designed to teach students to administer the major tests employed in clinical practice with adults. Supervised experience assessing adults in clinical settings is included. Emphasis is also placed on the integration of assessment data and report writing. Half course; two terms.

**611y. Practicum In Child Behavior Modification. D. Wolfe.** This course provides supervised experience in the design, implementation, and evaluation of behavioral treatment and training procedures for clinic-referred children. Clients may present with learning, emotional, behavioral and/or developmental disabilities. Experience with direct therapy is provided for beginning graduate students. More advanced students may obtain experience with behavioral approaches to parent training and behavioral consultation skills. All students are exposed to standards for the use of behavioral procedures. The course includes practicum placements in child treatment settings, participation in multi-disciplinary case conferences, and case presentations by students. Half course; two terms.

**617y. Practicum in Child Assessment. G. Moran.** The course is designed to teach students to administer the major tests employed in clinical practice with children (first term) and to acquire supervised experience in child assessment in clinical settings (second term). Emphasis will be placed on the integration of assessment data and reporting. Prerequisites: Psychology 621a, 635a, and 636b. Half course; two terms.

**619y. Practicum In Behavioral Medicine. R. Martin.** Supervised experience in the therapeutic applications of behavioral techniques with medical problems. Students will work in treatment settings, and will use behavioral techniques in the management of pain, stress, rehabilitation, adherence to medical regimes, and other medical problems. Seminars will consist of presentations of intervention techniques and relevant research, and case presentations. Half course; two terms.

**639y. Practicum in Child Intervention. G. Moran.** Students are assigned to a particular setting and clinical supervisor in the fall term and continue intervention activities until the spring. Specific experience varies across settings. Students will meet as a group at intervals to discuss their experiences and make presentations. Prerequisites: Child Assessment Practicum. Half course; two terms.

**644y. Practicum in Adult Intervention. N. Kuiper.** This intervention practicum involves placement with an adjunct faculty supervisor in one of our adult clinical settings. Prerequisite: Completion of an Adult Assessment Practicum. Half course; two terms.

## **PSYCHOBIOLOGY AND CLINICAL NEUROPSYCHOLOGY**

**523a. Vertebrate And Invertebrate Neuroethology. P. Cain.** Neuroethology is a hybrid field that combines the approaches of laboratory neurobiology and field ethology in order to determine the mechanisms of natural behaviors. This seminar course will draw from recent neuroethological studies involving both vertebrate and invertebrate species. General topic to be covered may include signal detection, orientation, localization, hormonal influences on behavior, and the control of complex behavioral sequences, among others. Half course; one term.

**526a. Clinical Neuropsychology.** This course focuses on those aspects of neuropsychology which are pertinent to a neurological setting. Topics include: the neurological examination, the cerebrovascular system, epilepsy; testing for disorders of perception, memory, visuospatial ability, constructional ability and language. Videotapes and detailed consideration of individual patients' test patterns will form an important part of the instructional content. Prerequisite: Psychology 525a or undergraduate physiological psychology. Half course; one term.

**511b/519b. Advanced Topics In Psychobiology: The Neuropsychology Of Vision. M. Goodale/K.**

**Humphrey.** In this series of seminars, a number of different visual deficits exhibited by patients with damage to the central nervous system will be discussed. The nature of these deficits will be explored in relation to existing ideas about structure and function of the visual system. Topics will include: visual processes in "split brain" patients; cortical blindness; visual neglect; visual abnosias; optic ataxia; and a variety of other visuomotor disturbances. Half course; one term.

**520y. Research Seminar In Psychobiology. P. Cain.** Faculty and students in Psychobiology and related areas meet every two weeks to report on ongoing research. Some didactic topics are also covered. Half course; two terms.

**648y. Research Methods In Clinical Neuropsychology. D. Kimura.** This course deals with clinical and case study research in Clinical Neuropsychology. It includes participation at the interdepartmental neuropsychological rounds. Half course; two terms.

**709y. Structure Of The Nervous System. C. Vanderwolf.** This course includes: demonstration and gross dissection of human and sheep brain; microscopic study of serial sections of human brain-stem; and a series of lectures and required readings. Student progress is assessed by oral examinations. Half course; two terms.

## **PRACTICA**

**645a/b. Practicum in Clinical Neuropsychology I.** This is an introduction to practical applications of Clinical Neuropsychology. The course of instruction includes attendance at the interdepartmental Neuropsychology rounds, as well as appropriate hospital rounds in the clinical setting. Typically there will be supervised practical experience in taking medical/neuropsychological histories, administering and scoring basic tests of intelligence and memory on neurological patients, and administering and scoring of specialized neuropsychological tests. Prerequisite: Psychology 526b. Half course; one term (first or second term).

**646a. Practicum in Clinical Neuropsychology II.** As above, but for advanced students in Clinical Neuropsychology. It will typically include supervised report writing on individual cases, reading pertinent literature, and learning special procedures. For senior students, it will include an introduction to ethical principles of practice as they are pertinent to Clinical Neuropsychology. Prerequisite: Psychology 526b. Half course; one term (first or second term).