

## Graduate Course List for 1988-1989

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.

### SENSATION AND PERCEPTION

**514a. Psychophysical Methods. B. Timney.** The purpose of this course is to provide an introduction to the psychophysical procedures and methods of analysis used currently by researchers in perception and related disciplines. The emphasis will be upon the practical aspects of psychophysics--the choice of appropriate methods and their application in experiments. Much less emphasis will be placed on psychophysical theory. Topics to be covered will include the classical psychophysical methods, adaptive procedures, scaling, and signal detection methods. In the second part of the course we shall discuss some of the psychophysical approaches to the study of neural 'channels'. Half course; one term.

**513b. 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.

### DEVELOPMENTAL

**555a. Social Development. L. Zarbatany.** This seminar will be a survey of current theory and research in social development. Topics will include: infant-parent attachment, development of the self system, social cognition, moral development, aggression, sex role development, child rearing practices, and peer relationships. Half course; one term.

**539b. Environmental Influences On Development. B. Morrongiello.** This course will provide a general overview of human brain development, structure-function (i.e., behavior) relations, and experimental influences on developmental outcome; where appropriate, non-human animal, as well as human research will be reviewed. Some of the topics to be covered include: A historical perspective on views of development (e.g., predeterminism, maturation, interactionism, etc.), a discussion of issues in brain functioning (e.g., models of brain organization, canalization, plasticity, recovery of functioning), a review of literature examining experimental effects on brain-behavior relations and subsequent developmental outcome (e.g., drug effects, nutrition effects, enriched vs. impoverished environments, acute brain trauma), and discussion of data on brain-behavior relations and aging (e.g., senile dementia, Alzheimer's disease). 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, seminar presentations, and discussion of material covered in the readings. Half course; one term.

## COGNITION

**559a. 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.

**571. Psycholinguistics. A. Paivio.** The purpose of this seminar is to explore problems, research, and theory on the psychology of language. Topics include the structure of language as seen by linguists and psycholinguists; language acquisition; semantics; the effect of linguistic and psychological variables on the perception, comprehension, learning, retention and production of language; language pathology; bilingualism; etc.. Some portion of the seminar will be devoted to a dual coding theoretic approach to the analysis of language. Full course; two terms.

**577b. Conceptual Thinking And Reasoning. P. Denny.** Reviews current theories and research concerning the structure of concepts and their role as the meaning of words, and concerning deductive and inductive reasoning. Half course; one term.

## SOCIAL

**560a. Theories in Social Psychology. M. Atkinson.** This course presents an overview of the theories and content areas of experimental social psychology. Topics covered include history, learning approaches, attitudes, attribution, social cognition, social influence, and group processes. Readings come from a text on theory and from contemporary journal articles. The course is a combination lecture/discussion format, and evaluation will consist of one take-home exam and one research proposal. Half course; one term.

**561b. Research Methods in Social Psychology. R. Sorrentino.** 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.

**562b. Applications Of Social Psychological Theories To Clinical Psychology. F. Forsterling.** Literature that relates social psychological theories and methods to the understanding of phenomena out of the area of clinical psychology will be discussed in this seminar. With regard to the theoretical conceptions, reactance, dissonance, attribution, social exchange, and self-theories will be covered.

Phenomena of consideration include theory and therapy of unipolar depression, underachievement, marital distress, insomnia and cognitive as well as rational-emotive therapy. Half course; one term.

**563a. Psychology And Ethics. C. Seligman.** The course is concerned with psychological perspectives on ethical issues. This year the two topics to be examined are: the ethics of psychological research and environmental ethics. The course is divided into three sections. The first part consists of a brief introduction to philosophical theories of normative ethics, focusing on the psychological assumptions of these theories. The second part deals with ethical problems in psychological research, including informed consent, deception, privacy, field and social experimentation, and animal research. The third part of the course examines issues in environmental ethics, such as nuclear energy, pollution, resource conservation, and so on. The overarching theme of the course concerns the potential of psychological theory and research to help solve ethical dilemmas. Half course; one term.

**568a. Attitudes. J. Olsen.** The 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 behavior; and applied issues, such as prejudice and advertising. Half course; one term.

## PERSONALITY

**587a. Ethnic Relations. R. Gardner.** This seminar will survey the general area of ethnic relations. Although a major intent will be to focus on topics relevant to the Canadian social scene, they will be considered from the perspectives of social scientists in Canada, the United States, and Europe. Topics to be covered include intergroup relations, foreign language learning, ethnic stereotypes, ethnic identity, ethnolinguistic vitality, the contact hypothesis, the multiculturalism hypothesis, acculturation, social and cognitive consequences of bilingualism, etc.. Within each topic, attention will be focused on examining the major issues in that area, reviewing the research done, and considering particular methodological and/or analytic developments, problems, or shortcomings. Students will be encouraged to develop research projects to investigate issues raised. 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.

**594b. Organizational Psychology. J. Meyer.** This course is designed to familiarize students with theory and research in organizational psychology. The focus will be on micro-level determinants of behavior in a work context. The major emphasis in the course will be on the critical evaluation of theory and research, but attention will also be given to practical application. At the completion of the course, students should have a better understanding not only of what we know about work behavior, but also how we acquire this knowledge and how it can be used to improve organizational effectiveness and quality of work life. Half course; one term.

## EDUCATIONAL

**655. Archival Writing In Cognition And Instruction. M. Pressley.** Students will investigate topics in cognition and instruction in sufficient depth to co-author original scholarly contributions to important archival outlets. This writing can be done in collaboration with any member(s) of the faculty although

several "class" projects will also be undertaken, including possible papers on the following topics: (a) Methods in strategy instruction research; (b) Principles of cognitive development and learning for teaching; (c) Cognitive instruction and cooperative learning.

Two texts on scientific writing will be reviewed. Students must have some prior background in either cognition, instruction, or development. Full course; two terms.

**603b. Teacher Effectiveness And Teacher Training. J. Martin.** An examination of empirical research on the relationship between teacher characteristics and teacher effectiveness, and the application of this research to the training and evaluation of teachers. Half course; one term.

**606b. Educational Assessment. J. Clark.** The course will provide an overview of theory, methods and issues in educational assessment. Particular emphasis will be placed on the assessment of handicapped children, and on measures designed to provide information that is relevant to classroom teaching and learning. The measures to be covered will include readiness, intelligence, achievement, and diagnostic and prescriptive measures. Students will also consider the applicability of development in dynamic assessment and instructional psychology to educational assessment. Half course; one term.

## CLINICAL

**618a. Health Psychology: Theory. L. Swartzman.** This course is designed to provide an introduction to health psychology. The field of health psychology, broadly defined, encompasses any activity of psychology related to any aspect of health and illness. Areas to be covered may include, though are not limited to: physiological bases of emotion and their influence on health and illness; psychophysiology; the impact of psychological factors on symptom report tendencies; psychosocial influences on health and illness behavior; compliance; assessment issues and mediators of the effect of stress management procedures. It should be noted that the course emphasis will be on theory and research methods and findings rather than on applied techniques. Half course; one term.

**627a. Adult Psychopathology. J. Neufeld.** Survey and critical evaluation of diagnostic systems and research findings concerning prominent syndromes of adult psychopathology. Emphasis is on theoretical approaches to behavioral deviance and methods of empirical investigation. Opportunity is given to undertake an evaluative review of current literature on a syndrome of choice. Half course; one term.

**630a. Current Perspectives in Psychotherapy. I. Gotlib.** The major theoretical approaches to counselling and psychotherapy will be critically examined and discussed as they relate to each other. Practical examples of methods will be represented where possible and representative research critically examined. Students will be encouraged to develop their own models. Prerequisite for Psychology 633b. Half course; one term.

**635a. Professional Foundations of Clinical Psychology. D. Evans.** The 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.

**613b. Program Evaluation. D. Evans.** The purpose of this course is to introduce the student to the basic concepts, methods, and problems in program evaluation. Among the topics covered are: Management and the conduct of evaluations, quasi-experimental designs, utilization and policy implications of program evaluation results, etc.. Half course; one term.

**632b. The Health Psychology Of Aging. L. Swartzman.** This course will focus on the interplay between psychological, social and biological processes that impact on health and effective functioning in the middle and later years. Topics to be covered include, though are not limited to: coping with chronic illness and disability; the social and cultural context of aging; psychosocial influences on preventative health behavior

and health care utilization; physiological aging processes; psychological interventions with older adults; aging and mental disorders; clinical assessment issues and experimental design in research on aging. While this course is targeted to clinical students, interested students from other areas (e.g. developmental) are encouraged to register as well. Half course; one term.

**636b. Fundamentals Of Interviewing And Clinical Skills. N. Kuiper.** The course provides a practical/theoretical introduction to interviewing and clinical skills. Practical issues are considered in a setting in which students act as interviewers, record their performance, and obtain feedback from instructor and peers. Students will complete further exercises relating to the fundamentals of cognitive-behavioral clinical skills. Preference given to clinical students. Prerequisite: Psychology 635a. Half course; one term.

**637b. Marital And Family Therapy. C. Colby.** Major theories of marital and family therapy will be examined. Assessment, intervention strategies and research associated with each theory will be critically reviewed. Half course; one term.

**609y. Practicum in Adult Assessment. R. Martin.** The course is designed to provide students with skills in the administration, scoring, interpretation, and integration of the major psychodiagnostic instruments currently used 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. Prerequisites: Psychology 635a/b, 636a/b, 580a/b, and 627a/b. Half course; two terms.

**617y. Practicum in Child Assessment. D. Wolfe.** 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.

**639y. Practicum in Child Intervention. I. Gotlib.** 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.

**649y. Advanced Practicum in Clinical Psychology I. N. Kuiper.** This advanced intervention practicum involves placement with an adjunct faculty supervisor in one of our clinical settings (adult or child). Prerequisite: Completion of an adult assessment practicum and completion of 639y or 644y. (Prerequisite may be in the child domain if the the student is doing an advanced child intervention practicum). Half course; two terms.

**659y. Advanced Practicum in Clinical Psychology II. N. Kuiper.** This advanced intervention practicum involves placement with an adjunct faculty supervisor in one of our clinical settings (adult or child). Prerequisite: Completion of adult assessment practicum and completion of 639y or 644y and 649y. (Prerequisite may be in the child domain if the the student is doing an advanced child intervention practicum). Half course; two terms.

## PSYCHOBIOLOGY AND CLINICAL NEUROPSYCHOLOGY

**529a. Cerebral Electrical Activity And Behavior. C. Vanderwolf.** This course will deal with a description of the generalized patterns of electrical activity of the cerebral cortex (electrocorticogram, erolad potentials), their relation to cellular activity, their control by inputs from the basal forebrain,

thalamus and brainstem and their relation to behavior. The course will consist of a series of lectures followed by student presentations on selected topics. Half course; one term.

**527b. Behavior In Relation To Neuropathological Processes. P. Cain.** This seminar course will relate behavioral abnormality to underlying neuropathology in a number of human brain disease states. Topics to be covered may include: Alzheimer's disease, Huntington's disease, Parkinson's disease, Gilles de la Tourette's syndrome, Down's syndrome, slow viral diseases of the brain, schizophrenia, bipolar affective illness, epilepsy, and others. Grafting and other potential treatments for some disease states will be covered where appropriate. Recent advances in neurobiological research in these topics will form the core of material to be covered, and evidence from animal models will be included where appropriate. Students will read, present, and critique research papers assigned by the instructor, in rotation throughout the course. Grades will be based on these presentations and on contributions to the general discussion. Half course; one term.

**520y. Research Seminars in Psychobiology. M. Goodale.** 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; one term.

**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 the human brain; and a series of lectures and required readings. Student progress is assessed by oral examinations. Half course; two terms.

## **PRACTICA**

**645a. 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).

**646b. 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).