

Graduate Course List for 1989-1990

Courses below are sorted by Area of Specialization: Clinical, Cognition, Developmental, Educational, Industrial/Organizational, Learning and Animal Behavior, Measurement, Personality, Psychobiology and Clinical Neuropsychology, Sensation and Perception, and Social.

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.

505a. Special Topics In Animal Memory And Cognition. W. A. Roberts. This course will cover a number of topics in the recently emerging field of animal memory and cognition. A number of cognitive abilities recently discovered in animals will be discussed within a framework; we will be particular concerned with the extent to which cognitive processes found in people may be found in animals. Some of the areas of study to be covered will be language in animals, human-ape communication, the bases of short and long term memory, spatial memory, concept formation, thinking and reasoning, timing, foraging theory, and the processing of sequentially presented information. The course will run on a mixed lecture-seminar format. The instructor will present some of the information in introductory lectures. Each student will be asked to present some articles in class and to write and present a paper on a topic of his/her choosing. The final grade will be based on class presentations, the term paper, and a final examination. Half course; one term.

SENSATION AND PERCEPTION

507a. Visual Perceptions Of Patterns And Objects. K. Humphrey. Recent empirical research and theorizing concerned with visual shape and pattern representation and recognition will be discussed. Computational, neuropsychological, animal and human developmental research will be examined. The format of the course will be seminar/discussion in which active participation is expected. Half course; one term.

DEVELOPMENTAL

534a. Developmental Assessment. B. Morrongiello. This course will provide students with basic knowledge regarding issues in and approaches to child assessment, including in-depth discussions of popular tests used for this purpose. Videotaped demonstrations of children taking a variety of tests will be provided, but there is no practical component for the course. Specific topics to be covered include: psychometric considerations in test development and selection, interviewing techniques for children, assessment goals, infant assessment, intelligence tests, speech and language tests, perceptual tests, neuropsychological assessment, projective/personality tests, family assessment, and ethical considerations and concerns. Half course; one term.

538a. Peer Relations. L. Zarbartany. This seminar will examine the unique contributions made by peer relationships to children's cognitive, social, and emotional development. Points of intersection and divergence between the peer system's and other cultural subsystems' (e.g., the family, school) influence on development will also be explored. The causes and consequences of peer popularity and rejection will be

traced, along with possible interventions for child outcasts. Half course; one term.

MEASUREMENT

540. Research Design. S. Lupker and R. Harshman. 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 and multivariate analysis of variance (both traditional and regression approaches), multiple regression, discriminant function analysis, canonical correlation, factor analysis and causal modeling. Students are encouraged to become familiar with the major computer statistical packages. Full course; two terms.

543b. Microcomputers In Psychological Research. R. Harshman. We will start by attempting to overcome "computer phobia". Each student will be able to take apart and handle the parts of a PC. We will look inside a running (but broken) hard disk, examine memory RAM and ROM, rip apart floppy disks, insert IO cards into slots, and generally mess with motherboards, mice and modems. In the process, we will learn the differences between 8086, 286, and 386 systems, plus a glance at Mac and Sun type machines.

But software is more important: we will devote most of our attention to acquiring a taste of what is possible with PCs and how these little machines might be of service in our personal and professional lives.

Software starts with learning about DOS, (there are helpful and instructive videotapes for those who feel they might need "extra coaching" at these early stages). We then proceed to simple batch commands, config setup, and handy system utilities.

We will then get hands on experience with major kinds of useful software, including database (dBase IV, Paradox 3.0, Ask Sam) graphics, both for scientific charts (e.g., Sigma-plot) technical illustration and diagramming, (Micrographic Graph-plus) as well as for slides and charts for talks (Harvard Graphics). Data Exploration software (Solo, Statgraphics?) that shows, e.g., colored 3-D rotating point clouds. Scientific Desktop Publishing will be explored using Ventura Publisher with its unique "Professional Extension". Wordprocessing issues will no doubt come up when the latest versions of Wordstar and Wordperfect are compared.

Other topics will be explored hands on, as guided by the interest of the students. Possibilities include "personal productivity" software, computers in the Lab, interactively controlling stimuli and experiments, true C "Number crunching" (e.g., 32 bit optimizing Fortran on 386 machines with 387 and Weitek coprocessors), PCs in teaching (does "authoring" software make it easier to develop courseware?), games as covert education, computers and creativity, possible uses of "expert systems" software (might you perhaps be "consultant" in some area). Finally, its part of the plan that students will leave the course feeling at ease about computers and will have acquired a basic insight into how any computer is able to "compute". Half course; one term.

COGNITION

556. Imagery And Cognition. A. Paivio. This seminar course focuses on mental imagery and its relation to other cognitive phenomena. The seminar covers historical background and contemporary work on such topics as the definition and measurement of imagery, comparisons of perception and imagery in different modalities, relations between imagery and memory, the role of imagery in language phenomena, and individual differences in imagery. Imagery theories and controversial issues related to them provide an orienting theme for the seminars. Full course; two terms.

557y. Topics In Cognitive Science: Cognitive Architecture. Z. Pylyshyn. This course will discuss the

fixed mechanisms of cognition at two levels. First, foundation issues concerning the computational view of mind, and the question of why it is essential to distinguish cognitive architecture from knowledge-based systems. Several different architectures will be briefly described, including recent proposals for non-symbolic (connectionist) ones. Second, the macro-architecture of cognition, and especially the proposal that the mind is modular. Evidence for the modularity of vision and language will be reviewed. Half course; two terms.

578b. Reading And Memory. S. Lupker. This course will involve an examination of a number of aspects of the reading process especially as they relate to normal adult reading. The focus will be on current theories about these aspects as well as attempts to evaluate those theories empirically. Half course; one term.

SOCIAL

560a. Theories In Social Psychology. J. Olson. 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 both a major source text on theory and 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. Social Psychology And The Study Of Sexual Behavior. W. A. Fisher. This seminar will present an introduction to the social psychological study of sexual behavior, and will discuss the theoretical and methodological approaches that are common to social psychological research in this area. Various content domains of sexual behavior--pornography and aggression, AIDS prevention, teenage pregnancy, sexual harassment, and the like--will then be analyzed from the standpoint of social psychological theory. Student seminar papers may comprise either a review of social psychological literature in one of the areas discussed (or a related one), or may involve a research proposal for the social psychological investigation of one of these topics. Half course; one term.

569b. The Social Psychology Of Social Relations. M. Atkinson. This course will consider both classic contributions and recent work in the broadly-defined area of social relations. Major topics include aggression, altruism, interpersonal attractions, prejudice, and conflict. Evaluation will be based on one or two (shorter) seminar presentations and a take-home exam. Half course; one term.

PERSONALITY

580a. Personality Assessment. D. Jackson. This seminar will emphasize theoretical and research problems in the assessment of personality, intellect, vocational interests, and psychopathology. The 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 Basic Personality Inventory (BPI), the MMPI, the Personality Research Form, the Jackson Personality Inventory, and the Jackson Vocational Interest Survey. Opportunities will be provided for individual projects. Half course; one term.

INDUSTRIAL/ORGANIZATIONAL

591y. Practicum in Industrial/Organizational Psychology. N. Allen. 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.

595b. Cross-Cultural Perspectives In Organizational Psychology. N. Allen. Much of what is written about the psychology of organizational behavior is derived from research conducted in North American or Western European settings. The purpose of this course, therefore, is to examine the generalizability, of selected organizational psychology theories and research findings, to other cultures. Topics such as work attitudes and values, motivation, leadership, conflict, and organizational structure will be discussed. As well, consideration will be given to methodological issues associated with cross-cultural organizational research and to issues facing those on expatriate work assignments. Half course; one term.

596a. Industrial Psychology. D. N. 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.

EDUCATIONAL

604a. Educational Applications Of Cognitive Psychology. A. Corkhill. Critical examination of the implications of cognitive psychology for improvement of educational practice. Topics will include learning and teaching strategies, curriculum design, and training of problem solving skills. Half course; one term.

606b. Educational Assessment. A. Corkill. The course will provide an overview of theory, methods and issues in educational assessment. Particular emphasis will be placed on measures relevant to classroom teaching and learning, including readiness, intelligence, achievement, and diagnostic and prescriptive measures. Students will also consider the applicability of developments in instructional psychology to educational assessment. Half course; one term.

CLINICAL

612b. Alcohol And Alcoholism. R. Hinson. Alcohol will be used as a model drug. Principles of behavior pharmacology as studied in an experimental situation will be discussed as well as the clinical aspects of drug abuse and its treatment. Half course; one term.

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.

621b. 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.

624b. Psychotherapy Research Methods. E. Helmes. This course will review design and research

methodology issues in psychotherapy research. Topics will include single subject designs, experimental and quasi-experimental designs, sampling and conducting studies, therapy process research, meta-analysis, and a review of the current state of therapy research. Half course; one term.

627b. Adult Psychopathology. D. Evans. This course is designed to familiarize students with theory and research in psychopathology. Seminars will focus on the major diagnostic systems and the disorder subsumed in these systems. Of particular concern will be issues related to the etiology, diagnosis, and prognosis of each disorder. 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.

636b. Fundamentals Of Interviewing And Clinical Skills. N. Kuiper. This 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.

643a. Defining And Assessing "Parenting Capacity" A Developmental/Clinical Approach. L. Oldershaw. In this course we will integrate information from both the developmental and clinical literatures to define and assess "parenting capacity". Emphasis will be placed on the identification of behavioral, affective, and perceptual parent characteristics that influence the social and cognitive development of children. Focusing on these parental domains, we will critically examine different ways to measure and assess "parenting capacity" within clinical and nonclinical populations. Implications for treatment, prevention, and child custody assessment will be discussed. This course is being jointly offered by the clinical and developmental areas. Half course; one term.

609y. Practicum in Adult Assessment. R. Martin. The course is designed to provide clinical 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. L. Wilmshurst. The course is designed to teach clinical 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. Health Psychology Practicum. R. Martin. This intervention practicum involves placement with an adjunct faculty supervisor in a clinical health psychology setting. Specific experience varies across settings. Students will meet as a group on a biweekly basis to discuss their clinical experiences as well as readings in selected topics on clinical health psychology. Each student will be required to prepare a reading list on an assigned topic, and to make a case presentation in class. Prerequisites: Psychology 618a/b - Health Psychology:Theory, and a practicum in adult or child assessment. Half course; two terms.

639y. Practicum in Child Intervention. D. Wolfe. 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: for clinical students who have already taken a Child Assessment Practicum, Psychology 635a, 636b, 627a/b, and a graduate half course in psychometric theory. Half course; two terms.

644y. Practicum in Adult Intervention. N. Kuiper. This intervention practicum involves placement of clinical students with an adjunct faculty supervisor in one of our adult clinical settings. Prerequisite: For clinical students who have completed an Adult Assessment Practicum, Psychology 635a, 636b, 627a/b, and a graduate half course in psychometric theory. Half course; two terms.

649y. Advanced Intervention Practicum in Clinical Psychology I. N. Kuiper. This advanced intervention practicum involves placement of clinical students with an adjunct faculty supervisor in one of our clinical settings (adult or child). Prerequisite: For clinical students who have completed 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 Intervention Practicum in Clinical Psychology II. N. Kuiper. This advanced intervention practicum involves placement of clinical students with an adjunct faculty supervisor in one of our clinical settings. Prerequisite: for clinical students who have completed 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

523a/790a. Advanced Topic in Psychobiology I: Neuromotor Mechanisms in Human Communication. D. Kimura. This course will consider the brain mechanisms underlying human communication from an evolutionary point of view. Topics to be covered will include: defining "language", communication systems in the great apes (natural and taught), evolution of communication in hominids, evolution of relevant brain structures, the role of brain asymmetry, ontogeny, facial expression, neural mechanisms in speech, neural mechanisms of oral and manual praxis, manual sign language, praxis and constructional ability, individual differences in brain organization with special reference to handedness and sex. Half course; one term.

526a. Clinical Neuropsychology. D. Kimura. 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.

709a. 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.

522b/791b. Advanced Topic in Psychobiology II: Mechanisms Of Plastic Change In Central Nervous System: Implications For Behavior. D. P. Cain. This seminar course will deal with recent developments in the study of mechanisms of plasticity in the central nervous system, both during development and in adulthood, and the implications of this for the understanding of behavioral change. Topics to be covered may include, but are not limited to: CNS development, including growth cones and cell death; hippocampal models of epileptiform models of neural plasticity; damage and recovery of function; plastic synaptic growth in the adult CNS. Half course; one term.

520y or 717y. 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.

PRACTICA

721a. 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).

722b. 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).