

Graduate Course List for 1992-1993

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 weekly seminar, 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 and animal behavior 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

509b. Seminar in Sensation and Perception. K. Humphrey. Faculty and students in Sensation and Perception and related areas will meet once a week to discuss ongoing research and contemporary issues in sensation and perception. Half course; one term.

DEVELOPMENTAL

539b. Attachment Theory and Research. D. Pederson. The purpose of this course is to examine the theoretical and empirical literature on what is loosely described as infant attachment. The course will survey the development of attachment theory from the classical foundations in psychoanalytic object relations theory, through Bowlby's ethological theory and to contemporary proposals by Main and by Bretherton about self-models. We will also explore the research literature on assessments of attachment, antecedent conditions related to attachment security, and consequences of individual differences in attachment. The format of the course will be discussion of assigned readings. Active participation is expected. There will be a midterm and a final exam. 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. Extensive use is made of SPSS/PC+. Full course; two terms.

549a. Multi-Dimensional Scaling. R. Harshman. Use of MDS (Multi-Dimensional Scaling) to study cognitive or perceptual structures in humans and animals; also MDS of asymmetric relations, including perceived causal relations, preference judgements and dimension value. Standard sessions to emphasize application. Special (optional) sessions on basic matrix manipulations and decompositions, using the PC program MALTLAB, for students interested in strengthening their fundamental quantitative skills. Half course; one term.

COGNITION

572y. Memory. A. Katz. This course will focus on current issues in memory research. The emphasis will be on both the more traditional laboratory-based literature and the more recent attempts to study memory in nontraditional (ecologically-valid) ways. A goal of the course will be the development and "running" of original research. Topics might include the interpretation of dissociations (in task performance, in consciousness, in amnesia); the role of affect; constraints on acquiring and maintaining knowledge; examination of whether there is a taxonomy to memory; the current status of formal memory models. An attempt will be made to match course content with students' specific interests. Half course; two terms.

574b. Reasoning and Problem Solving. P. Denny. This course covers the basic processes from two core areas of cognition, from the point of view of recent, advanced theory and research. Readings will include portions of: P. Johnson-Laird, Mental models; J. Holland et al., Induction; A. Newell and H. Simon, Human problem solving; J. Hayes, The complete problem solver. Topics covered include deductive reasoning, inductive reasoning, mental models, the Newell and Simon theory of problem solving, and the role of context in both reasoning and problem solving. 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 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. V. Esses. This course will acquaint students with the major research designs and procedures in social psychology. The objectives are to develop the ability to evaluate critically the research literature, to gain practical experience in answering research questions by experimentation, and to gain practice in the writing of research proposals and reports. Half course; one term.

568b. Attitudes. J. Olson. This 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.

569b. Interpersonal Relations. D. Hazelwood. This seminar will concentrate on three areas of interpersonal relations; attraction, aggression, and altruism. For each of the three areas, the seminar instructor will present an overview of the area, and the students will present overviews of subareas that are of conceptual and empirical interest. Student's seminars will involve either a review of the literature in some area of attraction, aggression, or altruism, or a review of the literature and research proposal in one of these areas. Half course; one term.

PERSONALITY

580b. Personality Assessment. E. Helmes. This seminar will examine theoretical and practical problems in the assessment of personality and psychopathology. The topics to be considered will include diagnosis, method of test construction, response styles, manipulation, and clinical judgement and inference. Tests reviewed will include: the Basic Personality Inventory, Jackson Personality Inventory, Millon Clinical Multiaxial Inventory, Minnesota Multiphasic Personality Inventory, Personality Assessment Inventory and Personality Research Form, among others. Individual projects will be a component. Half course; one term.

582a. Current Controversies and Issues in Personality. J.-P. Rushton. Topics might include: 1. Traits vs situations vs interactionism?, 2. Nature vs Nurture re. intelligence?, 3. Internal vs external causes of

aggression?, 4. Why do people behave altruistically?, 5. What are emotions?, 6. Is the self-concept useful?, 7. Are there sex differences?, 8. Does psychotherapy work? Half course; one term.

INDUSTRIAL/ORGANIZATIONAL

596a. Industrial Psychology. J. Meyer. This seminar course is designed to familiarize students with major issues in industrial psychology. Among the topics to be covered will be job analysis, personnel selection, job evaluation, performance appraisal, and training and development. Discussion will focus on psychological theory and research as well as on legal, ethical, and practical issues involved in human resource management policy and practice. Half course; one term.

594b. Organizational Psychology. J. Meyer. This seminar 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. Among the topics to be covered will be work motivation, work attitudes, group processes, and leadership. Emphasis will be placed on critical evaluation of theory and research, but attention will also be given to practical application. Half course; one term.

EDUCATIONAL

604b. Educational Applications of Cognitive Psychology. H. Murray. Critical examination of the implications of cognitive psychology for improvement of educational practice. Topics include: knowledge representations; memory; problem solving; and reasoning. Half course; one term.

CLINICAL

618a. Health Psychology. L. Swartzman. This seminar course is designed to provide an introduction to health psychology. Health psychology, broadly defined, encompasses any activity of psychology related to any aspect of health and illness. Accordingly, we will focus on the scientific and, to a lesser extent, the professional contributions of our discipline to the promotion and maintenance of health, the prevention and treatment of illness, and the identification of etiologic correlates 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; psychosocial influences on health and illness behavior; personality and health; compliance, and the mechanisms underlying the effectiveness of stress-management interventions. It should be noted that the course emphasis will be on theory and research methods rather than on applied techniques. Half course; one term.

613b. Program Evaluation. D. Evans. The purpose of this course is to introduce the student to basic concepts, methods, and problems in program development, marketing and evaluation. Among the topics covered are: Needs Assessment, Program Design, Marketing, Program Evaluation, and Advocacy. Half course; one term.

627b. Adult Psychopathology. J. Neufeld. This course is designed to familiarize students with theory and research in psychopathology. Seminars will focus on issues surrounding the construction and validity of 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, legislation, and other professional issues will be considered. Preference given to Clinical students. Half course; one term.

636b. Pre-practicum in Clinical Skills. K. Dance. This course is designed to provide clinical students with practice in fundamental clinical skills underlying assessment and intervention. Interviewing skills are

taught with a clinical perspective. Students also complete several exercises focusing on cognitive-behavioral intervention techniques. Some interviewing with patients in a clinical setting may be arranged. Students will also attend case presentations relating to other clinical practica courses. Pre- or Co-requisites: for clinical students who have taken Psychology 636a, and 621a/b or 627a/b, and a graduate half course covering psychometric theory. Half course; one term.

610. Clinical Assessment Practicum. R. Martin. The course is designed to provide clinical students with skills in the administration, scoring, interpretation, and integration of several major psychodiagnostic instruments currently used in clinical practice with adults and children. Supervised experience assessing adults or children in clinical settings is included. Emphasis is also placed on the integration of assessment data and report writing. Prerequisites: For clinical students who have already taken Psychology 635a/b, 636a/b, 580a/b, and 621a/b or 627a/b. Half course; two terms.

615y. Advanced Assessment Practicum in Clinical Psychology. R. Martin. This advanced assessment practicum involves placement of clinical students with an adjunct faculty supervisor in one of our clinical settings (adult or child). Prerequisites: For clinical students who have completed Psychology 610 or 614y or 617y. Half course; two terms.

641y. Clinical Intervention Practicum. R. Martin. This intervention practicum involves placement of clinical students with an adjunct faculty supervisor in one of our clinical settings. Prerequisite: For clinical students who have already completed an assessment practicum, Psychology 635a, 636b, 621 a/b or 627a/b, and a graduate half-course covering psychometric theory. Half course; two terms.

649y. Advanced Intervention Practicum in Clinical Psychology I. R. Martin. 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 already completed an initial clinical intervention practicum. Half course; two terms.

659y. Advanced Intervention Practicum in Clinical Psychology II. R. Martin. 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 649y. Half course; two terms.

769y. Advanced Intervention Practicum in Clinical Psychology III. R. Martin. 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 Psychology 659y. Half course; two terms.

PSYCHOBIOLOGY AND CLINICAL NEUROPSYCHOLOGY

525a. Introduction to Brain Behavior. M. Goodale. An introductory course in principles of behavioral neuroscience for graduate students in applied and experimental psychology outside of mainstream psychobiology. Topics include: the structure of the nervous system, the physiology of sensory and motor systems, research methods in psychobiology (simulation, EEG, single unit recording, ability, lesion studies, MRI, PET, and CT scans), the physiological foundation of ECT and psychosurgery, methods in cognitive neuroscience, and psychopharmacology of drugs used in behavioral disorders. May serve as a prerequisite for Psychology 526b. Half course; one term.

526b. 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 part of the instructional content. Prerequisite: Psychology 525a or undergraduate physiological psychology. Half course; one term.

709b. 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-stem; and a series of lectures and required readings. Student progress is assessed by oral examinations. Half course; one term.

716y. 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; two terms.

734a. Advanced topics in Psychobiology I: The Psychobiology of Ingestion. K.-P. Ossenkopp. This course will examine the neural substrates and neurochemical systems involved in ingestive behavior. Ingestive behavior as a regulatory process will be introduced from an evolutionary and control systems perspective. Topics which will be dealt with include the role of taste and the neural gustatory system, the role of the gastrointestinal system, the hypothalamus and hunger/satiety, the gut defense system, the neurochemistry of feeding, learning mechanisms and ingestion, and pathological aspects of eating. This course will also examine some of the current approaches to treatment for anorexia and obesity in relation to the neurobiological literature. Half course; one term.

735b. Advanced topics in Psychobiology II: 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, affective disorders, epilepsy, and others. There will be emphasis on the classical findings in these fields as well as on recent developments. Animal models of the disorders, and grafting and other potential treatments will be covered where appropriate and where time allows. Students will read, present, and critique original research papers assigned by the instructor. Grades will be based on these presentations and on contributions to the general discussion. Students are strongly advised to have completed an advanced undergraduate course in Psychobiology or Psychology 525; students without such background will require permission of the instructor. Half course; one term.

723a. 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).

724b. 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).
