

Graduate Course List for 1994-1995

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.

DEPARTMENT

870y. Preparing for a Career in Psychology. V. Esses & L. Zarbatany. This course will assist students in obtaining and maintaining a career in psychology. The emphasis will be on academic settings, although some nonacademic settings will also be covered. Students will gain experience in preparing a curriculum vitae, developing job interview skills, writing and reviewing manuscripts and grant proposals, and teaching. Other topics will include developing an independent research program, preparing conference presentations, exploring nonacademic career options, and getting registered. This course is for Ph.D. students only. Half course; two terms; biweekly meetings.

LEARNING AND ANIMAL BEHAVIOR

501. Advanced Seminar in Learning. Area Faculty. The purpose of this weekly seminar is to review current research topics in learning and animal behavior at an advanced level and to present current research findings of area graduate students and faculty. 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.

504b. Animal Cognition. W. A. Roberts. A number of cognitive abilities in animals will be discussed within a comparative framework. We will particularly be concerned with the extent to which cognitive processes found in people may be found in animals. Some of the topics to be covered will be language in animals, human-ape communication, working memory, reference memory, spatial cognition, timing, serial learning, counting, concept formation, and problem solving. 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 chosen in consultation with the instructor. Half course; one term.

SENSATION AND PERCEPTION

515a. Seminar in Sensation and Perception. L. Dawe. This seminar course will focus on an examination of the temporal characteristics of processing in the peripheral auditory system. Topics will include discussions of acoustics, anatomy and physiology of the peripheral auditory system, psychoacoustics, frequency selectivity, temporal psychophysical research on time perception and cognitive research on attentional rhythmicity will be reviewed. Grades will be assigned based on participation in the seminar, and a written essay on a selected topic. Half course; one term.

513b. Psychology of Pain. G. Rollman. Topics include the psychological, clinical, and physiological correlates 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 the placebo effect. Attention will be devoted to problems associated with headaches, back pain, labour pain, and neurogenic pain states. As well, the management 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 treatment of acute

and chronic pain. Half course; one term.

DEVELOPMENTAL

536a. Social Development in Cultural Context. X. Chen. In this course we will discuss contemporary issues in the cross-cultural study of the social, emotional, and personality development. The course will emphasize an examination of the "meanings" of basic social-personality constructs and the appropriateness of developmental research methods in different cultures. The topics to be discussed in this course include cultural influences on parent-child relationships, peer relationships, moral development, aggression, inhibition and social withdrawal, and social problem solving. The roles of cultural contexts in research on parenting beliefs and behaviors, family social-ecological factors, and family systems will also be discussed. Given the particular interests of the students in this course, topics may be deleted, added, or expanded. Half course; one term.

555b. Social Development. D. Pederson. This seminar will be a survey of current theory and research in social development. Topics will include: infant-parent attachment, development of the self systems, social cognition, moral development, aggression, sex role development, child rearing practices, and peer relationships. 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. Full course; two terms.

541b. Basic Factor/Component Analysis and Introductory Structural Equation Modeling through "Hands-on" Matrix Manipulation I. R. Harshman. The main emphasis of this seminar will be factor/component analysis, but factor models can be view as structural equation models, and compared with other basis structural equation models and modeling techniques. The texts are: 1. McDonald, *Factor Analysis and Related Methods*, Lawrence Erlbaum, 2. Student edition of MATLAB (a PC matrix manipulation program), 3. Kim, *Introduction to Factor Analysis* (the Sage volume). Half course; one term.

COGNITION

573a. Exploring Connectionist Networks. K. McRae. Connectionist networks (also called neuro networks) are among the most exciting and useful psychological tools available today. It is difficult to be a well informed cognitive scientist without possessing an understanding of these important theoretical tools. The purpose of this course is to provide students with the knowledge that allows them to understand connectionist models and their implications. The course will be set up in the following way. For each of a number of network architectures/learning rules, we will cover the mathematical concepts that are revelant to understanding them. Students will run small-scale simulations designed to illuminate these concepts. Second, for each type of network, we will read and discuss an article that features it. The precise articles that we read will be determined by students' interests. Students will be graded on the basis of their simulation assignments and presentation of one paper to the class. Half course; one term.

550b. Concept Theory. P. Denny. Concepts are the building blocks of thoughts. We will review the recent explosion of new theories about concepts, emphasizing the work of Keil, Lakoff, Medin, and Brooks, among others. Half course; one term.

SOCIAL

560a. Theories in Social Psychology. J. Olsen. 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. Half course; one term.

565a. Theories of the Self. V. Esses. This course will survey current theoretical analyses of the self, dealing with issues in both personality and social psychology. The focus will be on motivational and cognitive processes resulting from particular conceptions of the self. Among the topics to be covered are self-presentation, self-monitoring, self-evaluation maintenance, and self-esteem. Emphasis will be placed on a critical evaluation of the empirical work on which these analyses are based. Due to high enrollment, this course is restricted to Ph.D. students only. Half course; one term.

566b. Social Psychology of Thought and Action. R. Sorrentino. This course will consider concepts and research findings related to the interaction of motivation and cognition in determining social behavior. Topics to be discussed follow 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 cognition; affect, attribution, and empathy; emotion, cognition, and action); 3. Control (e.g., antecedents and implications of memory distortion; uncertainty, motivation and cognition); 4. Goals (e.g., application of memory models to motivational phenomena; the role of goals and control in information processing; a theory of action emergence). The classes will be interactive in nature. Half course; one term.

861y. Practicum in Applied Social Psychology. Social Faculty. This course will offer students the opportunity to apply social psychological theory and methods to practical problems encountered in nonacademic settings. Students will be required to develop a plan of study and supply it to the area for approval well in advance of the starting date. Regular meetings with a faculty advisor will be required at least once per month. It is anticipated that students will spend 6-8 hours per week for one term or 3-4 hours per week for two terms on the project. This practicum is for Social graduate students only. Half course; two terms.

PERSONALITY

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

583b. Contemporary Topics in Personality and Person Perception. S. Paunonen. In this course, we will evaluate critically some issues and controversies prominent in research in personality and perception. The general focus of the course will be on the situational and personological factors that determine the perceptions people have of themselves and of others. Specific topics will include current thinking about accuracy and bias in person perception, issues involving stranger ratings of personality, the semantic determination of personality ratings and self-reports, and the search for moderators of behavior consistency and predictability. We will also study some of the recent research on facial features of people, and discover how those cues influence our thinking about others. In addition, contemporary issues surrounding the so-called Five Factor Model of personality will be evaluated. Half course; one term.

INDUSTRIAL/ORGANIZATIONAL

591y. Practicum in Industrial/Organizational Psychology. J. Meyer. This course offers students the opportunity 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 selections and performance appraisal procedures and the development and analysis of attitude surveys. This practicum is for Industrial/Organizational graduate students only. Half course; two terms.

595y. Current Issues in Industrial/Organizational Psychology. J. Meyer. This course is designed to keep students abreast of recent developments in the field of Industrial and Organizational Psychology. Topics of discussion will include issues in methodology (e.g., the measurement of change), theory and research (e.g., leadership motivation), and practice (e.g., employment equity). Some topics will be selected by the instructor, but students will also be responsible for identifying and leading discussion on topics of particular interest to them. This course is intended for students in I/O psychology. All others must receive permission from the instructor; only requests from students who have taken an introductory course in I/O psychology at the graduate or undergraduate level will be considered. Half course; one term.

EDUCATIONAL

607a. Topics in Cognitive Educational Psychology: The Development of Skilled Reading. D. Jared. This seminar will examine theory and research on the cognitive processes involved in learning to read and the educational practices that can best facilitate reading development. Topics will include skills that children must have before they learn to read, causes of reading failure, whole language vs. phonics methods of instruction, and the relation between reading and writing. Half course; one term.

CLINICAL

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

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. With respect to disorders subsumed under the system, emphasis will be placed on etiology and prognosis. Methods of empirical study and theory development are highlighted, including formal approaches, such as quantitative models of genetic transmission and of cognitive-behavioral deficits in psychosis and neurosis. Students are given the opportunity to present a seminar on current findings concerning a disorder of interest. Half course; one term.

636b. Pre-practicum in Clinical Skills. N. Kuiper. 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 basic cognitive-behavioral techniques. Arrangements will be made for students to attend case presentations relating to other clinical practica courses. Finally, if possible, some interviewing with patients in a clinical setting may also be arranged. Pre- or Co- requisites: for clinical students who have taken Psychology 635a, and 621a/b or 627a/b. Half course; one term.

610. Clinical Assessment Practicum. R. Martin and L. Swartzman. This 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. Full course; two terms.

615y. Advanced Assessment Practicum in Clinical Psychology. R. Martin & L. Swartzman. 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. Half course; two terms.

641y. Clinical Intervention Practicum. L. Swartzman. 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. L. Swartzman. 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. L. Swartzman. 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. L. Swartzman. 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.

619y. Health Psychology: Practicum. L. Swartzman. This intervention practicum involves placement of clinical students with an adjunct faculty supervisor in a clinical health psychology setting. Specific experience varies across settings. Students will meet with other intervention practicum students on a biweekly basis. Prerequisite: For clinical students who have already completed 641y. It would be advantageous but not essential for **Psychology 618a/b - Health Psychology: Theory** to have been completed prior to this practicum. Half course; two terms.

693. Clinical Internship. R. Martin. 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 advisor and the Director of the Clinical Psychology Program.

PSYCHOBIOLOGY AND CLINICAL NEUROPSYCHOLOGY

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 part of the instructional content. Prerequisite: Psychology 252a or an undergraduate Psychobiology course. 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.

715y. 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.

738a. Advanced Topics in Psychobiology I: Vertebrate and Invertebrate Neuroethology. P. Cain. Neuroethology is a hybrid field that combines the approaches of laboratory and field ethology to determine the neural mechanisms of natural behaviors. This seminar course draw from neuroethological studies involving both vertebrate and invertebrate species. Students will give short (10-15 minute) presentations/critiques of original research papers assigned by the instructor, and the grade will be determined by the presentations and by participation in the general discussion that will follow each presentation. Topics to be covered may include the command neuron concept, neural control of behavior in aplysia, echolocation and prey detection in bats, visual processing and predatory in amphibia, the neuroethology of birdsong, mechanisms of food catching and retrieval in birds, predatory aggression in cats, and brain graphing in neural circuits related to natural behavior. Students are expected to have completed an undergraduate or graduate course in biopsychology, physiological psychology, or neuroscience as a prerequisite. In the absence of this prerequisite, permission of the instructor is required. Half course; one term.

739b. Advanced Topics in Psychobiology II: Neurobiology of Human Sex Differences. This course takes a biological and evolutionary approach to understanding the differences in behavior between men and women. Topics include basic sexual differentiation; neural and hormonal mechanisms in reproductive behavior; hormonal contributions to aggression, rough-and-tumble play, toy preference, sexual orientation; sex differences in hypothalamic and non-hypothalamic brain organization and in brain asymmetry; sex differences and hormonal influences on cognitive functioning. Half course; one term.

PRACTICA

727a or y. 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 or two terms.

720b or y. 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 or two terms.
