

Graduate Course List for 1995-1996

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

642a. Addictions: An Interdisciplinary Approach. C. Wild. A survey course of the addictions field, broadly conceived. The primary emphasis will be on alcohol and other drug abuse, but general principles derived from the drug addiction field will be used to illustrate commonalities in other behavior domains (e.g. gambling). Initially, we will survey basic issues such as the prevalence of addictive behaviors, classification systems, and basic theoretical constructs relevant to the development and maintenance of addictions. Then, students will read and respond to a series of key papers that introduce selected issues in the field. Topics include, but are not limited to: 1. critical evaluation of methodological approaches (e.g., survey research, experimental studies, evaluation techniques, qualitative methods), 2. assessment of addictive behaviors, 3. interface of motivational constructs (e.g., expectancies, attitudes, personality traits) and the social context in substance use and abuse, 4. treatment process and outcomes, 5. treatment services research, and 6. addictions in special populations (e.g., the elderly, criminals, psychiatric patients). Half course; one term.

691b. Advanced Topics in the History of Psychology. N. Innis. Topics may include the ideas and contributions of major figures in the early years of psychology; systems of psychology; developments in the history of methodology; assessment of theories and research in experimental, applied and professional psychology in historical context. Half course; one term.

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.

503b. Evolution of Learning and Memory. D. Sherry. Learning and memory, like all other biological processes, are subject to natural selection. Natural selection acts on heritable variation in structure and behavior to produce adaptations: traits with specific functions and design features. This course will draw on data from animals and humans to examine the evidence for heritable variation in learning and memory, and evidence that learning and memory possess adaptive properties. Adaptive specializations, multiple memory systems, and evolutionary costs and benefits of learning and memory will be examined. The role of learning and memory in solving problems in spatial orientation, foraging, and social behavior will be described, along with the effects of sexual selection on cognitive capacities. The neuroanatomical consequences of evolutionary change in learning and memory will be examined, as will the influence of learning and memory on the process of evolutionary change in behavior. *Also available as an Advanced Topic in Psychology III. Half course; one term.

SENSATION AND PERCEPTION

511a. 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.

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

537a. Gender and Social Development. L. Zarbatany. This course will review evidence for sex differences in personality and social development. Topics will include the development of gender roles, sex-typing processes, and sex differences in interpersonal processes such as play, aggression, altruism, communication style, social support, and intimacy. Biological, cognitive, and social theoretical explanations for sex differences will be explored. Half course; one term.

531b. Research Methods in Developmental Psychology. X. Chen. This course will focus on conceptual, design, and analytic issues in research on behavioral development. The topics will include observation in laboratory and naturalistic settings, interviews and standardized tests, developmental changes and differences, longitudinal studies, modeling approaches, qualitative methods, and cross-cultural research. Data presentation and publications will also be discussed. 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.

546b. Multiple Regression. P. A. 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.

880a. A Second Course in Factor Analysis. R. Harshman. This course will provide deeper coverage of factor/component analysis, and introduce three-way factor analytic methods. We will look at the relationship of factor analysis to some introductory structural equation methods. Once again a "hands on" approach will be used, where students will develop some of their own analysis programs using MATLAB, as well as applying some existing programs. Hopefully, students will apply these methods to their own research data/projects, and/or develop some exploratory simulations. Half course; one term.

881b. "Hands on" Overview of some Multivariate Methodology. R. Harshman. Content will be strongly influenced by student interests and research applications/needs. The current plan is to review the common basis for, and approach to, the family of "external" data analysis methods, including multiple regression, ANOVA/MANOVA, and discriminant analysis, and to write some simple MATLAB programs to do these analyses (less than a page long per program) by using dummy-coding along with multiple regression or canonical correlation. We might also (or alternatively) consider a range of "internal" data analysis methods such as cluster analysis, unidimensional scaling (of attitudes, pain, values, etc.). Some

use of bootstrapping and randomization would also be encouraged. Stress is on an intuitive, unified understanding of all the methods of their relationships. Students will use MATLAB and analyze their own real or simulated data. Half course; one term.

COGNITION

574a. Reasoning and Problem-Solving. P. Denny. This surveys up-to-date theories and experiments concerned with deductive reasoning, inductive reasoning, and problem-solving. Required reading will include: Holland et al. *Induction* and others to be selected. Half course; one term.

559b. Processing of Figurative Language. A. Katz. This seminar course will examine empirical and theoretical issues in the processing of figurative language. Theoretical issues to be addressed include: the pragmatic issues in the processing of figurative language (i.e., why do we sometimes speak figuratively rather than literally); the representational and processing implications of different models of figurative language; the extent (and conditions) under which semantic interpretation of a trope can be derived from understanding of its parts; and the role (if any) played by conceptual root metaphors in the comprehension process. Students will be expected to be present seminars. If class size permits, students also will be expected to design and conduct experiments. Half course; one term.

SOCIAL

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

567b. The Psychology of Prejudice. V. Esses. This seminar will survey theory and research on intergroup attitudes. Among the topics to be covered area: stereotypes and stereotyping, intergroup ambivalence, symbolic and modern racism, and unconscious aspects of prejudice. Emphasis will be placed on discussing the major issues within each topic and on critically evaluating the empirical work on which current analyses are based. 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.

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.

INDUSTRIAL/ORGANIZATIONAL

843a. Topics in Industrial Organizational Psychology: Work Attitudes and Behavior. J. Meyer. This seminar is designed to familiarize students with theory and research on work attitudes and behavior. The course will begin with a discussion of major work attitude variables and their measurement. We will then focus on what has been the most widely studied work attitude to date, job satisfaction, with emphasis on

theory, measurement, development and consequences. Next we will discuss another widely studied work attitude, organizational commitment, and will conclude with an examination of theory and research pertaining to absenteeism and turnover. Throughout the course, emphasis will be placed on the critical evaluation of theory and research as well as on their implications for practice in applied settings. Half course; one term.

840b. Topics in Industrial Organizational Psychology: Job Analysis, Recruitment, and Selection. R. Goffin. This course will cover the application of psychological theory and methods for the purpose of insuring that the particular individuals hired by an organization are likely to be successful employees. Job analysis, which is a collection of techniques for determining the basic knowledge, skill, aptitude, and personal characteristics required for a job, will be covered. Additionally, the course will cover employee recruitment, and a variety of approaches to personnel selection such as integrity/honesty testing, the employee interview, cognitive ability testing, and personality testing. Cost/benefit considerations in personnel selection will be covered under the rubric of utility analysis. Half course; one term.

EDUCATIONAL

604a. Educational Applications of Cognitive Psychology. D. Jared. 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.

606b. Educational Assessment. H. Murray. 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

621a. Child Psychopathology. B. Evans. This course will cover the area of developmental psychopathology which will include the major behavioural and emotional disorders of childhood and adolescence. The introductory sessions will focus on three areas: theoretical models of developmental psychopathology, empirically derived classifications of disorders and epidemiological research. We will then turn our attention to an in-depth analysis of the major categories of childhood psychopathology: disruptive behaviour disorders (oppositional-defiant disorder, conduct disorder, attention deficit-hyperactivity disorder) and "internalizing" disorders (depression, anxiety and somatization). We will devote some time to the area of pervasive developmental disorders and childhood psychoses. In addition to covering assessment and diagnosis, we will also consider aetiological factors and the developmental progression (natural history) of disorders. We will also pay special attention to the prevention and treatment of disorder. 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 and evaluation, and marketing. Among the topics covered are: Needs Assessment, Program Design, Program Evaluation, Marketing and Advocacy. Half course; one term.

630b. Current Perspectives In Psychotherapy. D. Vollick. This course will introduce students to important concepts, issues, and theories in contemporary psychotherapy. The course will examine the theoretical rationales, goals, therapeutic techniques, and effectiveness of several different approaches to therapy, including classical psychoanalysis, object relations, cognitive-behavioral, client-entered, and gestalt therapies. 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. 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. 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. 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. 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.

619y. Health Psychology: Practicum. R. Martin. 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

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

717y. Research Seminars 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.

740a. Advanced Topics in Psychobiology I: The Psychobiology of Ingestion. K.-P. Ossenkopp. This course will first examine the evolutionary aspects of ingestion with emphasis on plant-herbivore interactions, evolution of the taste and gustatory systems, development of toxin defense mechanisms, and the regulatory nature of ingestive behavior. It will then focus on the proximate aspects of ingestion by dealing with such topics as the sensory aspects of the taste system, neural control of gustation, role of the gastrointestinal system, brain stem and hypothalamic involvement in hunger/satiety, the neurochemistry of feeding, learning mechanisms in feeding, and pathological aspects of feeding. This course will also examine some of the current approaches to treatment for anorexia and obesity in relation to the neurobiological literature and the rare af taste and food preferences in health and disease. Half course; one term.

741b. Advanced Topics in Psychobiology II: Developmental Neuropsychology. E. Hampson. This seminar course will provide an overview of selected topics in developmental neuropsychology, including: disorders of cognitive functioning, language, memory, attention, motor and perceptual processes in children and adolescents. Readings will be taken from basic neuroscience as well as clinical studies of disrupted development arising from congenital or acquired neurological conditions. Emphasis will be on understanding brain-behavior relationships in the developing nervous system. A basic background in physiological psychology and/or neuropsychology is assumed. Half course; one term.

741b. Advanced Topics in Psychobiology III: Evolution of Learning and Memory. D. Sherry. *Also available as a course in Learning and Animal Behavior (Psychology 503B). See page one for a complete description of this course. Half course; one term.

721a 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.

722b 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.