

Graduate Course List for 1997-1998

Courses below are sorted by Area of Specialization: [Clinical](#), [Cognition](#), [Developmental](#), [Educational](#), [Industrial/Organizational](#), [Learning and Animal Behaviour](#), [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 BEHAVIOUR

501. Advanced Seminar in Learning. Area Faculty. The purpose of this weekly seminar is to review current research topics in learning and animal behaviour at an advanced level and to present current research findings of area graduate students and faculty. All students in learning and animal behaviour are expected to attend and participate. Second and Third Year students may wish to take the course for credit. Full course; two terms

506a. Spatial Orientation. D. Sherry. "Spatial orientation" can mean many things. It can refer to the detection of targets in visual space, the ability to reach for objects, auditory localization, and many other perceptual and cognitive processes. The emphasis in this course will be on navigation through space - the mechanisms used by animals and people to identify places, to return home from unfamiliar sites, and to relocate familiar places. A great many cognitive mechanisms have been proposed for solving problems of this kind and there is enormous diversity in the mechanisms actually used by different species of animals. There are also many competing theories of the neural basis of spatial orientation. This course provides an introduction to current research in a number of areas concerned with spatial ability and spatial orientation, including the ecology of homing and migration, landmark use, path integration, the neurobiology of spatial orientation, and sex differences in spatial ability. Also available as an [Advanced Topic in Psychobiology](#) Half course; one term

SENSATION AND PERCEPTION

507a. Seminar in Sensation and Perception: The Visual Perception and Recognition of Objects. K. Humphrey. Humans perceive and recognize the shapes of objects with amazing flexibility and efficiency. But just how we do this is not known despite decades of research on the topic. The course will be concerned with recent empirical findings and theoretical proposals that may elucidate some of the processes and principles underlying our visual perception and recognition of objects. Students will be expected to take an active part in weekly discussion of these findings and proposals. The major written requirement for the course is a proposal for research on one of the topics we have discussed. 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 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

545a. Test Construction. S. Paunonen. This course will review classical methods of developing psychological tests, questionnaires, and surveys. There will be a strong emphasis on the psychometric theory and statistical principles underlying the different test construction techniques. Topics will include reliability, validity, item analysis, standardization, and equating. Also discussed will be test-taking response styles, such as social desirability responding and acquiescence, and the problem of faking on personality tests. Formal empirical comparisons of different test construction strategies will be studied. Half course; one term

547a. Nonparametric Statistics. P.A. Vernon. This course will include a broad survey of nonparametric statistical tests and procedures. Principles underlying nonparametric methods will be covered, as will the application of these methods to a variety of experimental and nonexperimental, and univariate and multivariate designs. Comparisons will be drawn between analogous nonparametric and parametric methods, and the appropriateness of using each of these methods in different situations will be discussed. Half course; one term

548b. Selected topics in quantitative research methods. R. Harshman. (1) PC programming as a research tool: techniques of data manipulation, analysis, and use of computer graphics for exploration of relationships. This section would show you how to exploit the capabilities of MATLAB, an intuitive "high level" language that greatly simplifies the task of manipulating, exploring, and analysing your research data, and then making figures, plots, images, etc. to powerfully present your results. AND/OR (2) Simple and flexible statistical methods (randomization tests, bootstrapping, nonparametric tests). This section would introduce recently developed statistical methods that are based on comparing your observed results with those obtained by randomly resampling or reshuffling, your data (in a computer). These are simpler to understand than classical methods, because they substitute the number crunching power of modern PCs for classical mathematics. As an added benefit, they are not dependent on the assumptions of normality, or even (in some cases) random sampling. These methods are known as permutation tests, randomization tests, and bootstrapping. Half course; one term

PERSONALITY

There were no courses in Personality in 1997-1998.

COGNITION

553y. Cognitive Research. S. Lupker. The purpose of this course is to give students an opportunity to acquaint themselves with some areas of Cognition that are unrelated to their main interests. Approximately five "hot" topics will be selected by the class and material on these topics will then be presented in a seminar format. A subset of the topics will then be selected and students (in pairs or triplets) will be asked to create a research proposal and carry out a study in the area. Half course; two terms

577y. Computational Models of Language Processing. K. McRae. Computational modeling plays a large role in cognitive science in general, and psycholinguistics in particular. The purpose of this course is to provide students with knowledge that allows them to understand and implement computational models of a few different types, including connectionist networks. The exact models that we study will be determined by the students' interests. Students will be graded on the basis of a class presentation and a paper that features at least one simulation conducted by the student. Half course; one term

SOCIAL

560a. Theories in Social Psychology. C. Seligman. 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

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

566a. Special Topics in Social Psychology: Group Processes. R. Sorrentino. This course will consider concepts and research findings related to groups and their properties, with special emphasis on interpersonal and intergroup relations. Among the topics to be considered are: Social interaction and communication in groups, the basis of group influence, group cohesiveness, group norms and the conformity process, group structure and leadership, and intragroup and intergroup conflict. 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

INDUSTRIAL/ORGANIZATIONAL

599a. Research Methods in Industrial/Organizational Psychology. J. Meyer. The purpose of this course is to familiarize students with research methods used in the science and practice of industrial and organizational psychology. Students will be introduced to a variety of commonly used methods and techniques including structural equation modelling, meta-analysis, program evaluation, and qualitative research methods. The objective of the course will be to provide students with a basic understanding of, and appreciation for, these methods and how they can be used in research and practice. Following discussion of the rationale for, and assumptions underlying, the various approaches, students will be required to critically evaluate existing research, design their own studies, and/or apply analytic techniques to data provided. Eligibility: Students in the I/O area or with special permission. Half course; one term

845b. Work Groups and Teams in Organizations. N. Allen. The purpose of this course is to examine psychological processes involved in work groups (or teams) in organizational settings. Particular attention will be given to the implications, for work attitudes and performance, of the following: the "stages" of group/team development, the design and composition of groups, and the congruence between structure/process variables associated with the group and the organization in which it is embedded. In addition, attention will focus on methodological issues associated with work group research. Eligibility: Students in the I/O area or with special permission. Half course; one term

EDUCATIONAL

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

613a. 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

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: stress and coping, the psychology of physical symptoms, psychosocial influences on health and illness behaviour, adherence, mechanisms underlying the effectiveness of behavioural and medical interventions, psychological influences on medical decision making, gender and cultural correlates of physical health and illness, and of health and illness behaviours, and illness cognitions and their implications for health care seeking and adherence. It should be noted that the course emphasis will be on theory and research methods rather than on applied techniques. Half course; one term

621b. Child Psychopathology. D. 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

628b. Community Psychology. D. Evans. Students who complete this course will be familiar with the historical antecedents to community psychology, the various theoretical approaches used, the fields of psychology which contribute to practice, the technology of practising community psychology, and the research and evaluation methodology which can be used. Emphasis will be on the methods of practising community psychology, and methods of evaluation. 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

640b. Cultural Clinical Psychology. S. Kazarian. This course examines the field of clinical psychology from a cross-cultural perspective. Specific topics pertaining to clinical interviews, diagnostic systems, psychological assessments, psychotherapy, as well as service utilization and delivery practices with various cultural groups or special needs-groups such as women and refugees will be explored, with a view to highlighting the cultural sensitivity and appropriateness of these functions. Half course; one term

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

526a. Clinical Neuropsychology. E. Hampson. 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. Video-tapes and detailed consideration of individual patients' test patterns will form a part of the instructional content. Prerequisite: The equivalent of an advanced 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; and a series of lectures and required readings. Student progress is assessed by oral examinations. Half course; one term

754y (Psych) or 755y (Neuro). Research Seminar in Psychobiology. C. Vanderwolf. Faculty and students in Psychobiology and related areas meet every week for one hour to report on ongoing research. Some didactic topics are also covered. Half course; two terms

744a. Advanced Topic in Psychobiology I: Spatial Orientation. D. Sherry. "Spatial orientation" can mean many things. It can refer to the detection of targets in visual space, the ability to reach for objects, auditory localization, and many other perceptual and cognitive processes. The emphasis in this course will be on navigation through space - the mechanisms used by animals and people to identify places, to return home from unfamiliar sites, and to relocate familiar places. A great many cognitive mechanisms have been proposed for solving problems of this kind and there is enormous diversity in the mechanisms actually used by different species of animals. There are also many competing theories of the neural basis of spatial orientation. This course provides an introduction to current research in a number of areas concerned with spatial ability and spatial orientation, including the ecology of homing and migration, landmark use, path integration, the neurobiology of spatial orientation, and sex differences in spatial ability. Also available as a course in [Learning and Animal Behaviour](#) Half course; one term

745b. Advanced Topic in Psychobiology II: Current Topics in Evolution, Behavior and Sociobiology. K.-P. Ossenkopp. This course takes an evolutionary and biological approach to understanding social behavior in both humans and nonhumans. Topics will include an overview of evolutionary principles, natural and sexual selection, ultimate and proximal causes of behavior, genes and behavior, altruism and its challenge for Darwin's theory, social behavior and kin selection, evolution of sexual reproduction, parental investment and reproductive strategies, cost/benefit analyses, games theory, and competition and aggression. Some special topics, such as the effects of parasitic infections on mate selection, sex difference in human mate selection, and homicide and kinship, will be examined as well. Readings from various books and the research literature will be used as the source material for the various topics in the course. Half course; one term

PRACTICA

800a. Practicum in Clinical Neuropsychology I. E. Hampson. 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 526a/b. Half course; one term

802a. Practicum in Clinical Neuropsychology II. E. Hampson. As for Clinical Neuropsychology I, but for advanced students in Clinical Neuropsychology in the fall term. 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 526 a/b. Half course; one term

803b. Practicum in Clinical Neuropsychology II. E. Hampson. As for Clinical Neuropsychology I, but for advanced students in Clinical Neuropsychology in the winter term. 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 526 a/b. Half course; one term
