2019-2020 Graduate Calendar

The information published in this Graduate Calendar outlines the rules, regulations, curricula, programs and fees for the 2019-2020 academic year, including the Summer Semester 2019, Fall Semester 2019 and the Winter Semester 2020.

For your convenience the Graduate Calendar is available in PDF format.

If you wish to link to the Graduate Calendar please refer to the Linking Guidelines.

The University is a full member of:

- Universities of Canada

Contact Information:

University of Guelph
Guelph, Ontario, Canada
N1G 2W1
519-824-4120

Revision Information:

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>May 1, 2019</td>
<td>Initial Publication</td>
</tr>
<tr>
<td>June 28, 2019</td>
<td>Revision 1</td>
</tr>
<tr>
<td>September 2, 2019</td>
<td>Revision 2</td>
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<tr>
<td>December 10, 2019</td>
<td>Revision 3</td>
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<tr>
<td>January 28, 2020</td>
<td>Revision 4</td>
</tr>
</tbody>
</table>
Disclaimer
The Office of Graduate and Postdoctoral Studies has attempted to ensure the accuracy of this on-line Graduate Calendar. However, the publication of information in this document does not bind the university to the provision of courses, programs, schedules of studies, fees, or facilities as listed herein.

Limitations
The University of Guelph reserves the right to change without notice any information contained in this calendar, including any rule or regulation pertaining to the standards for admission to, the requirements for the continuation of study in, and the requirements for the granting of degrees or diplomas in any or all of its programs.
The university will not be liable for any interruption in, or cancellation of, any academic activities as set forth in this calendar and related information where such interruption is caused by fire, strike, lock-out, inability to procure materials or trades, restrictive laws or governmental regulations, actions taken by the faculty, staff or students of the university or by others, civil unrest or disobedience, Public Health Emergencies, or any other cause of any kind beyond the reasonable control of the university.
The University of Guelph reaffirms section 1 of the Ontario Human Rights Code, 1981, which prohibits discrimination on the grounds of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, handicap, age, marital status or family status.
The university encourages applications from women, aboriginal peoples, visible minorities, persons with disabilities, and members of other under-represented groups.
Introduction

Collection, Use and Disclosure of Personal Information

Personal information is collected under the authority of the University of Guelph Act (1964), and in accordance with Ontario's Freedom of Information and Protection of Privacy Act (FIPPA) at http://www.e-laws.gov.on.ca/DBLaws/Statutes/English/90f31_e.htm. This information is used by University officials in order to carry out their authorized academic and administrative responsibilities and also to establish a relationship for alumni and development purposes. Certain personal information is disclosed to external agencies, including the Ontario Universities Application Centre, the Ministry of Advanced Education and Skills Development, and Statistics Canada, for statistical and planning purposes, and is disclosed to other individuals or organizations in accordance with the Office of Registrarial Services Departmental Policy on the Release of Student Information. For details on the use and disclosure of this information call the Office of Registrarial Services at the University at (519) 824-4120 or see https://www.uoguelph.ca/registrar/.

Statistics Canada - Notification of Disclosure

For further information, please see Statistics Canada's web site at http://www.statcan.gc.ca and Section XIV Statistics Canada.

Address for University Communication

Depending on the nature and timing of the communication, the University may use one of these addresses to communicate with students. Students are, therefore, responsible for checking all of the following on a regular basis:

Email Address

The University issued email address is considered an official means of communication with the student and will be used for correspondence from the University. Students are responsible for monitoring their University-issued email account regularly.

Home Address

Students are responsible for maintaining a current mailing address with the University. Address changes can be made, in writing, through Registrarial Services.

Name Changes

The University of Guelph is committed to the integrity of its student records, therefore, each student is required to provide either on application for admission or on registration, their complete, legal name. Any requests to change a name, by means of alteration, deletion, substitution or addition, must be accompanied by appropriate supporting documentation.

Student Confidentiality and Release of Student Information Policy Excerpt

The University undertakes to protect the privacy of each student and the confidentiality of their record. To this end the University shall refuse to disclose personal information to any person other than the individual to whom the information relates where disclosure would constitute an unjustified invasion of the personal privacy of that person or of any other individual. All members of the University community must respect the confidential nature of the student information which they acquire in the course of their work.

Complete policy at https://www.uoguelph.ca/secretariat/office-services/university-secretariat/university-policies.
Learning Outcomes

Graduate Degree Learning Outcomes

On May 27, 2013, the University of Guelph Senate approved the following five University-wide Learning Outcomes as the basis from which to guide the development of graduate degree programs, specializations and courses:

1. Critical and Creative Thinking
2. Literacy
3. Global Understanding
4. Communication
5. Professional and Ethical Behaviour

These learning outcomes are also intended to serve as a framework through which our educational expectations are clear to students and the broader public; and to inform the process of outcomes assessment through the quality assurance process (regular reviews) of programs and departments.

An on-line guide to the learning outcomes, links to the associated skills, and detailed rubrics designed to support the development and assessment of additional program and discipline-specific outcomes, are available for reference on the Learning Outcomes website.

Critical and Creative Thinking

Critical and creative thinking is a concept in which one applies logical principles, after much inquiry and analysis, to solve problems with a high degree of innovation, divergent thinking and risk taking. Those mastering this outcome show evidence of integrating knowledge and applying this knowledge across disciplinary boundaries. Depth and breadth of understanding of disciplines is essential to this outcome. At the graduate level, originality in the application of knowledge (master’s) and undertaking of research (doctoral) is expected.

In addition, Critical and Creative Thinking includes, but is not limited to, the following outcomes: Independent Inquiry and Analysis; Problem Solving; Creativity; and Depth and Breadth of Understanding.

Literacy

Literacy is the ability to extract information from a variety of resources, assess the quality and validity of the material, and use it to discover new knowledge. The comfort in using quantitative literacy also exists in this definition, as does using technology effectively and developing visual literacy.

In addition, Literacy includes, but is not limited to, the following outcomes: Information Literacy, Quantitative Literacy, Technological Literacy, and Visual Literacy.

Global Understanding

Global understanding encompasses the knowledge of cultural similarities and differences, the context (historical, geographical, political and environmental) from which these arise, and how they are manifest in modern society. Global understanding is exercised as civic engagement, intercultural competence and the ability to understand an academic discipline outside of the domestic context.

In addition, Global Understanding includes, but is not limited to, the following outcomes: Global Understanding, Sense of Historical Development, Civic Knowledge and Engagement, and Intercultural Competence.

Communication

Communication is the ability to interact effectively with a variety of individuals and groups, and convey information successfully in a variety of formats including oral and written communication. Communication also comprises attentiveness and listening, as well as reading comprehension. It includes the ability to communicate and synthesize information, arguments, and analyses accurately and reliably.

In addition, Communication includes, but is not limited to, the following outcomes: Oral Communication, Written Communication, Reading Comprehension, and Integrative Communication.

Professional and Ethical Behaviour

Professional and ethical behaviour requires the ability to accomplish the tasks at hand with proficient skills in teamwork and leadership, while remembering ethical reasoning behind all decisions. The ability for organizational and time management skills is essential in bringing together all aspects of managing self and others. Academic integrity is central to mastery in this outcome. At the graduate level, intellectual independence is needed for professional and academic development and engagement.

In addition, Professional and Ethical Behaviour includes, but is not limited to, the following outcomes: Teamwork, Ethical Reasoning, Leadership, Personal Organization and Time Management, and Intellectual Independence.
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology</td>
<td>157</td>
</tr>
<tr>
<td>Administrative Staff</td>
<td>157</td>
</tr>
<tr>
<td>Graduate Faculty</td>
<td>157</td>
</tr>
<tr>
<td>Associate Graduated Faculty</td>
<td>158</td>
</tr>
<tr>
<td>MA Program</td>
<td>158</td>
</tr>
<tr>
<td>MSc Program</td>
<td>158</td>
</tr>
<tr>
<td>PhD Program</td>
<td>159</td>
</tr>
<tr>
<td>Collaborative Specializations</td>
<td>159</td>
</tr>
<tr>
<td>Courses</td>
<td>159</td>
</tr>
</tbody>
</table>
IX. Graduate Programs, Psychology

Psychology

The Department of Psychology offers programs in four fields of psychology: 1) applied social psychology, 2) clinical child and adolescent psychology, 3) industrial/organizational psychology and 4) neuroscience and applied cognitive science.

- **Applied Social Psychology (MA, PhD)**

  Applied Social Psychology is based on the investigation of social processes and problems of significance to the general community and to specific groups. Areas of investigation may include, but are not limited to, aging, ethics, health, policy, equity, community services, the environment, ethnicity, and gender. Diverse research strategies, including qualitative and quantitative methods, are used to answer questions related to social issues. Graduate study in Applied Social Psychology is designed to prepare students for academic and applied research careers in a wide range of settings. The graduate program has two emphases: (1) the pursuit of advanced research, and (2) the design and evaluation of programs that aim to reduce social problems and promote human welfare.

- **Clinical Child and Adolescent Psychology (MA, PhD)**

  The area of Clinical Child and Adolescent Psychology concentrates on understanding the development and treatment of psychological disorders experienced by children, youth and families. This includes a focus on the social, emotional, cognitive, and neurobiological features of normal and atypical development; risk and protective factors that influence the nature and progression of atypical development and response to treatment; and approaches to assessment, psychodiagnosis, and intervention. Also considered is the developmental impact of stressful life events such as divorce, illness, poverty, adoption, and death. Training in this field follows an integrated series of courses and practica which contribute to and mutually supports the students' acquisition of competence as both practitioners and researchers. Students participate in our on-campus clinic, the Centre for Psychological Services, and complete off-campus practica in hospitals, schools and mental health settings under the supervision of registered psychologists. This training allows students to enter careers involving clinical and/or research positions in mental health centres, hospitals, schools, and the private sector, as well as careers involving teaching and research in university settings. It also prepares students for registration as psychologists with provincial licensing boards.

- **Industrial/Organizational Psychology (MA, PhD)**

  The objective of study in the area of Industrial/Organizational Psychology is to train future professionals in the area of Industrial/Organizational Psychology following the guidelines established by the Canadian Society for Industrial/Organizational Psychology. Graduate students are expected to obtain a high level of proficiency in both research skills and practice in the core areas of Industrial/Organizational Psychology including personnel selection, organizational behaviour, work attitudes, performance appraisal, and measurement of individual differences. Graduates from this field of study will be in a position to enter careers in a wide range of private and public sector organizations, including universities, consulting firms, industries, and government agencies.

- **Neuroscience and Applied Cognitive Science (MSc, PhD)**

  This program encompasses: basic cognitive processes, behavioural neuroscience, cognitive ergonomics, cognitive neuroscience, developmental and life-span cognition, and foundations of cognitive science. Students in these disciplines have the opportunity to learn about the interdisciplinary work of other students, faculty and outside researchers in the weekly research seminar in Neuroscience and Applied Cognitive Science. Additionally, students take courses specific to their research. A unique feature of this area of study is the practicum that provides students with additional specific training in a research laboratory, hospital, government agency, or non-government agency.

Note that the Masters programs are an integral part of the doctoral studies and students are admitted with the expectation of completing the doctoral degree. These areas of study, which are described below, provide training in both research and professional skills, as well as a firm grounding in theory and research in relevant content areas. See the department website at [http://www.psychology.uoguelph.ca](http://www.psychology.uoguelph.ca) for additional information. Faculty in Psychology also participate in the interdepartmental programs in Neuroscience and Toxicology.

### Administrative Staff

**Chair**

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**Associate Chair**

Daniel Meegan (3018 MacKinnon Ext, 54998)

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**Graduate Program Assistant**

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BSc Calgary, MA, PhD Toronto - Associate Professor

Heidi N. Bailey

BA British Columbia, PhD Western - Associate Professor

Paula Barata

BA British Columbia, MA, PhD Windsor - Associate Professor

Patrick Barclay

BSc Guelph, PhD McMaster - Associate Professor

Elena Choleris

BSc, PhD Parma (Italy) - Professor

Donald Dedrick

BA, MA Carleton, PhD Toronto - Associate Professor, (cross-appointed with Department of Philosophy)

Serge Desmarais

BA, MA, PhD Waterloo - Professor

Mark J. Fenske

BSc Lethbridge, MA, PhD Waterloo - Associate Professor

Christopher Fiacconi

BSc Western, PhD McMaster - Assistant Professor

Benjamin Giguère

BA McGill, MA, PhD York - Associate Professor

Harjinder Gill

BA Waterloo, MA, PhD Western Ontario - Associate Professor

Gloria Gonzalez-Morales

BA La Laguna, DPI., PhD Valencia - Associate Professor

Peter A. Hausdorf

BSc McMaster, MA Guelph, PhD McMaster - Associate Professor and Graduate Program Coordinator

Karl H. Hennig

BEd, MA, PhD British Columbia - Assistant Professor

Francesco Leri

BA, MA, PhD McGill - Professor and Chair

Stephen Lewis

BSc, PhD Dalhouse - Associate Professor

Margaret N. Lumley

BA Waterloo, MA, PhD Queen's - Associate Professor and Director of Clinical Training

Harvey H.C. Marmurek

BA Toronto, MA, PhD Ohio State - Professor

Kaitlyn McLachlan

BA York, MA, PhD Simon Fraser - Assistant Professor

C. Meghan Murty

BA Laurier, PhD Dalhouse - Associate Professor

Daniel V. Meegan

BA SUNY at Albany, PhD McMaster - Associate Professor

Barbara A. Morroniello

BA Douglass College (Rutgers), MS, PhD Massachusetts - Professor, Canada Research Chair

Jennifer Murray

BSc Nebraska-Kearney, MA, PhD Nebraska-Lincoln - Assistant Professor

Ian R. Newby-Clark

BSc Toronto, PhD Waterloo - Professor

Kieran O'Doherty

BSc Witwatersrand, BHSc, PhD Adelaide - Associate Professor

Linda A. Parker

BA, MA California State, Long Beach PhD Memorial - Professor, Canada Research Chair

Deborah Powell

BA Queen's, MA, PhD Western - Associate Professor

Saba F. Safdar

BA McMaster, MA, PhD York - Professor

Leanne S.M. Son Hing

BA Queen's, MA, PhD Waterlo - Associate Professor

Jeffrey Spence

BA Laurier, MA, PhD Waterloo - Associate Professor

David Stanley

BA Waterloo, MA, PhD Western Ontario - Associate Professor

Kristel Thomassin

BA Vanderbilt, MSc, PhD Georgia - Assistant Professor

Lana M. Trick

BSc Calgary, MA, PhD Western Ontario - Professor
Admission Requirements

Consideration for admission to the MSc program will be given to students with an Honours BA or BSc (or its equivalent) in Psychology or a related field of study (e.g., neuroscience) and a minimum of a 'B+' standing. Students are normally expected to have taken courses across the breadth of psychology with some courses in the area to which they are applying. A strong background in methodology and statistics is expected. As well, applicants must have undertaken an Honours thesis research project or senior research project equivalent. Students are admitted to the MSc program with the understanding that they intend to proceed to the PhD program.

Program Requirements

The program involves three components:

1. Preparatory Course Work Students will acquire knowledge and skills necessary to carry our Neuroscience and Applied Cognitive Science research in academic and/or applied settings. Students will complete a practicum in a variety of research settings, including government agencies, hospitals, businesses, and other research laboratories. The practicum may involve learning a new technique in a laboratory other than that of the advisor. Practicum experiences will be tailored to the student's interests, and will enable student to acquire and refine skills and develop professional contacts. The research practicum is a required course for Masters students.

2. Practicum One of the unique features of University of Guelph's Neuroscience and Applied Cognitive Science masters program is the practicum. Students will complete a practicum in a variety of research settings, including government agencies, hospitals, businesses, and other research laboratories. The practicum may involve learning a new technique in a laboratory other than that of the advisor. Practicum experiences will be tailored to the student's interests, and will enable student to acquire and refine skills and develop professional contacts. The research practicum is a required course for Masters students.

3. Thesis Research Students will carry out an independent research project under the supervision of a faculty supervisor. This will involve a thesis for the Masters program.
PhD Program

The PhD program is offered in the fields: 1) applied social psychology; 2) clinical child and adolescent psychology; 3) industrial/organizational psychology and 4) neuroscience and applied cognitive science.

Admission Requirements

Students must have completed Masters requirements in the appropriate field of study (Neuroscience and Applied Cognitive Science; Applied Social Psychology; Clinical Child and Adolescent Psychology; Industrial/Organizational Psychology) with a minimum ‘A’- standing to be eligible for admission to the PhD program. These Masters requirements are normally met within the department in a two-year course of studies comprising specified course work and a thesis. Students admitted to the PhD program who have completed MA or MSc degrees in other fields of study and/or from other universities may be required to take Masters level courses and complete clinical practice to ensure adequate background preparation for PhD work.

Program Requirements

Applied Social Psychology

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>PSYC*6900</td>
<td>Philosophy and History of Psychology as a Science</td>
<td>[0.50]</td>
</tr>
<tr>
<td>PSYC*6380</td>
<td>Psychological Applications of Multivariate Analysis</td>
<td>[0.50]</td>
</tr>
<tr>
<td>PSYC*6950</td>
<td>Qualitative Methods in Psychology</td>
<td>[0.50]</td>
</tr>
</tbody>
</table>

One of the following 3 core AS courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC*6910</td>
<td>Critical Approaches to Applied Social Psychology</td>
<td>[0.50]</td>
</tr>
<tr>
<td>PSYC*6920</td>
<td>Applied Social Psychology and intervention</td>
<td>[0.50]</td>
</tr>
<tr>
<td>PSYC*6930</td>
<td>Community, Culture &amp; Global Citizenship</td>
<td>[0.50]</td>
</tr>
</tbody>
</table>

One elective course to be determined in consultation with the student's PhD Advisory Committee and approved by the Graduate Area Representative.

Clinical Child and Adolescent Psychology

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Notes</th>
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<tbody>
<tr>
<td>PSYC*6580</td>
<td>Foundations in Child and Adolescent Psychotherapy</td>
<td>[0.50]</td>
</tr>
<tr>
<td>PSYC*6610</td>
<td>Advanced Child and Adolescent Psychotherapy</td>
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</tr>
<tr>
<td>PSYC*6840</td>
<td>Program Evaluation</td>
<td>[0.50]</td>
</tr>
<tr>
<td>PSYC*6890</td>
<td>Legislation and Professional Practice</td>
<td>[0.25]</td>
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<tr>
<td>PSYC*6900</td>
<td>Philosophy and History of Psychology as a Science</td>
<td>[0.50]</td>
</tr>
<tr>
<td>PSYC*7070</td>
<td>Psychological Measurement</td>
<td>[0.50]</td>
</tr>
<tr>
<td>PSYC*7993</td>
<td>CCAP Clinical Practicum III</td>
<td>[1.00]</td>
</tr>
<tr>
<td>PSYC*7994</td>
<td>Cognitive Behaviour Therapy Practicum</td>
<td>[1.00]</td>
</tr>
<tr>
<td>PSYC*7996</td>
<td>Clinical Supervision, Consultation and Professional Development</td>
<td>[0.50]</td>
</tr>
<tr>
<td>PSYC*8000</td>
<td>Clinical Internship</td>
<td>[0.00]</td>
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</table>

Students who complete this accredited Doctoral program in clinical psychology are expected to have breadth of training within the larger discipline of Psychology. If a student has not completed 2 senior undergraduate half courses in the biological bases of behaviour, the following course is required:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>PSYC*6810</td>
<td>Neuropsychology</td>
<td>[0.50]</td>
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</table>

If a student has not completed 2 senior undergraduate half courses in social bases of behavior, the following course is required:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC*6920</td>
<td>Applied Social Psychology and intervention</td>
<td>[0.50]</td>
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</table>

OR

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Notes</th>
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<tbody>
<tr>
<td>PSYC*6930</td>
<td>Community, Culture &amp; Global Citizenship</td>
<td>[0.50]</td>
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</table>

If a student has not completed 2 senior undergraduate half courses in the cognitive-affective bases of behaviour, the following course is required:

<table>
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<tr>
<th>Course Code</th>
<th>Title</th>
<th>Notes</th>
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<tbody>
<tr>
<td>PSYC*6790</td>
<td>Memory and Cognition</td>
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</table>

The following course is required if a student has not taken a one half undergraduate course of this nature:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>PSYC*6900</td>
<td>Philosophy and History of Psychology as a Science</td>
<td>[0.50]</td>
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</tbody>
</table>

Qualifying Exam; And PhD Thesis.

Industrial/Organizational Psychology

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>PSYC*6900</td>
<td>Philosophy and History of Psychology as a Science</td>
<td>[0.50]</td>
</tr>
<tr>
<td>PSYC*7070</td>
<td>Psychological Measurement</td>
<td>[0.50]</td>
</tr>
<tr>
<td>PSYC*7080</td>
<td>Consulting in Industrial/Organizational Psychology</td>
<td>[0.00]</td>
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</tbody>
</table>

And if not already taken during Master’s Degree:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC*7130</td>
<td>Introduction to Industrial/Organizational Psychology</td>
<td>[0.50]</td>
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At least 1 of the following set of 3 courses:

<table>
<thead>
<tr>
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<th>Title</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC*7010</td>
<td>Recruitment and Selection: Methods and Outcomes</td>
<td>[0.50]</td>
</tr>
<tr>
<td>PSYC*7020</td>
<td>Employee Performance</td>
<td>[0.50]</td>
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</table>

Qualifying Exam; And PhD Thesis.

Neuroscience and Applied Cognitive Science

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC*6670</td>
<td>Research Seminar in Neuroscience and Applied Cognitive Science</td>
<td>[0.00]</td>
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</table>

At least 1 of the following set of 3 courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC*7030</td>
<td>Work Attitudes and Behaviour</td>
<td>[0.50]</td>
</tr>
<tr>
<td>PSYC*7040</td>
<td>Social Processes in the Workplace</td>
<td>[0.50]</td>
</tr>
<tr>
<td>PSYC*7190</td>
<td>Work Motivation and Leadership</td>
<td>[0.50]</td>
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One elective from:

<table>
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<th>Title</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>PSYC*6840</td>
<td>Program Evaluation</td>
<td>[0.50]</td>
</tr>
<tr>
<td>PSYC*7140</td>
<td>Industrial/Organizational Psychology Special Topic</td>
<td>[0.50]</td>
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<tr>
<td>PSYC*7170</td>
<td>Industrial/Organizational Psychology Doctoral Research Internship I</td>
<td>[0.50]</td>
</tr>
<tr>
<td>PSYC*7180</td>
<td>Industrial/Organizational Psychology Doctoral Research Internship II</td>
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</tbody>
</table>

Qualifying Exam; And PhD Thesis.

Collaborative Specializations

Faculty in Psychology also participate in the collaborative specializations in Neuroscience and Toxicology.

Courses

Restriction: All courses are restricted to Psychology graduate students; all others are by permission only. Students from all areas of Psychology may choose from the Department Core courses. For convenience, the other graduate courses are categorized by area, but students from any area may take courses from outside their specific area with the permission of their thesis advisor and with instructor consent. In fact, in some cases, students are encouraged to take courses out of area as these courses are specified in their list of electives or required courses.

Departmental Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC*6060</td>
<td>Research Design and Statistics U</td>
<td>[0.50]</td>
</tr>
</tbody>
</table>

This course covers non-parametric and parametric hypothesis testing and estimation, analysis of variance and covariance, and multiple correlation and multiple regression. Current controversial issues are presented.

Department(s): Department of Psychology

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC*6380</td>
<td>Psychological Applications of Multivariate Analysis</td>
<td>[0.50]</td>
</tr>
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This course emphasizes the use of multivariate techniques in psychological research. Both predictive (e.g., regression, canonical correlation, discriminant analysis, MANOVA) and reduction (e.g., factor analysis, multidimensional scaling, cluster analysis) techniques are considered in addition to the use of both observed and latent variable structural models.

Department(s): Department of Psychology

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<th>Course Code</th>
<th>Title</th>
<th>Notes</th>
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<tr>
<td>PSYC*6401</td>
<td>Reading Course I U</td>
<td>[0.25]</td>
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An independent in-depth study of current theoretical and empirical issues in the student's area of specialization.

Department(s): Department of Psychology

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<tr>
<td>PSYC*6402</td>
<td>Reading Course II U</td>
<td>[0.50]</td>
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An independent in-depth study of current theoretical and empirical issues in the student's area of specialization.

Department(s): Department of Psychology
PSYC*6411 Special Problems in Psychology I U [0.25]
A critical examination of current problems relating to conceptual and methodological developments in an area of psychology.

Department(s): Department of Psychology

PSYC*6412 Special Problems in Psychology II U [0.50]
A critical examination of current problems relating to conceptual and methodological developments in an area of psychology.

Department(s): Department of Psychology

PSYC*6471 Practicum I U [0.50]
Students will gain 2-3 days per week of supervised experience in a setting related to their field of specialization.

Department(s): Department of Psychology

PSYC*6472 Practicum II U [1.00]
See PSYC*6471. Students work four to five days a week in the selected setting.

Department(s): Department of Psychology

PSYC*6473 Practicum III U [0.25]
See PSYC*6471. This course is intended for students who wish to gain additional practicum experience after completing the requirements for PSYC*6471/PSYC*6472. Students work one day a week in the selected setting.

Department(s): Department of Psychology

PSYC*6521 Research Seminar I U [0.25]
An in-depth review of current theoretical and empirical developments in topic areas related to the student’s area of specialization.

Department(s): Department of Psychology

PSYC*6522 Research Seminar II U [0.50]
An in-depth review of current theoretical and empirical developments in topic areas related to the student’s area of specialization. The course requirements may include the completion of an empirical research project.

Department(s): Department of Psychology

PSYC*6670 Research Methods U [0.50]
This course emphasizes those techniques most frequently used in applied and field settings. These include: quasi-experimental designs, survey research, interviewing, questionnaire design, observational techniques, and other more qualitative methods.

Department(s): Department of Psychology

PSYC*6880 Ethical Issues in Psychology U [0.25]
Relevant issues in the application of professional ethical standards to the practice of psychology, including consultation, field research, intervention, and decision-making models are discussed in this half course. Depending on the particular faculty and students involved, discussion emphasizes specific applications to either I/O or applied developmental/social psychology.

Department(s): Department of Psychology

PSYC*6890 Legislation and Professional Practice U [0.25]
This companion course to PSYC*6890, Ethics in Psychology, provides an introduction to the Provincial and Federal legislation governing the practice of psychology. Students will become familiar with legislation relevant to professional practice with children and adults in hospital, educational, community, and other settings.

Co-requisite(s): PSYC*6880

Department(s): Department of Psychology

PSYC*6900 Philosophy and History of Psychology as a Science U [0.50]
This doctoral course examines the philosophical and metatheoretical issues involved in the scientific analysis of human experience. Both the historical context of these issues and the status of current metatheoretical debates are covered.

Department(s): Department of Psychology

PSYC*6940 Discrete-variable Statistics U [0.50]
This course is an in-depth examination of statistical approaches used in psychology, with an emphasis on experimental research designs with discrete independent variables (e.g., t-test, ANOVA, general linear model), and how these approaches address ongoing statistical challenges faced by psychological researchers, such as replication and generalizability.

Department(s): Department of Psychology

PSYC*6950 Qualitative Methods in Psychology U [0.50]
The purpose of this course is to provide students with foundational knowledge and skills to conduct qualitative research in psychology. Approaches that will be covered may include discursive psychology, critical discourse analysis, grounded theory, thematic analysis, ethnography, and interpretive phenomenological analysis.

Department(s): Department of Psychology

PSYC*7070 Psychological Measurement U [0.50]
Concepts and applications of classical measurement theory, especially reliability and validity of tests and measurements used in applied psychology. Principles of test construction, standardization, norming, administration, and interpretation are discussed, as well as integration of test information and its use in decision making.

Restriction(s): Instructor consent required.

Department(s): Department of Psychology

Neuroscience and Applied Cognitive Science

PSYC*6740 Research Seminar in Neuroscience and Applied Cognitive Science A U [0.50]
This course will expose graduate students to some of the major theories, issues and methodologies driving research in the broad field of Neuroscience and Applied Cognitive Science. Students will learn to critically evaluate presentations by researchers as well as to communicate the results of their own research, in both a written and oral format. All first year master's students in NACS are required to enroll in this course in both the fall and winter semesters.

Department(s): Department of Psychology

PSYC*6750 Applications of Cognitive Science U [0.50]
This course surveys applications of cognitive science to the problem of optimizing human performance. Topics of discussion will include human-system interactions (including Human-Computer and Human-Vehicle), education, and cognitive rehabilitation.

Department(s): Department of Psychology

PSYC*6760 Research Seminar in Neuroscience and Applied Cognitive Science B U [0.00]
This course will expose graduate students to some of the major theories, issues and methodologies driving the research field of Neuroscience and Applied Cognitive Science. Students will learn to critically evaluate presentations by researchers in this field as well as to communicate the results of their own research, in both a written and oral format. All second year master's and doctoral students in NACS are required to enroll in this course each fall and winter semester of their graduate program until they graduate.

Department(s): Department of Psychology

PSYC*6780 Foundations of Cognitive Science U [0.50]
Cognitive Science is an inter-disciplinary field that encompasses cognitive psychology, neuroscience, philosophy, and computer science. The foundational issues and basic methodologies that define cognitive science will be discussed, with specific examples from perception, learning, memory, language, decision-making, and problem solving.

Department(s): Department of Psychology

PSYC*6790 Memory and Cognition U [0.50]
This course reviews the major theories, issues and methodologies guiding contemporary research in human memory and related aspects of human cognition. Topics include the encoding and retrieval of information, the nature of representations in memory, classifications of memory, and applications to reading and eyewitness testimony.

Department(s): Department of Psychology

PSYC*6800 Neurobiology of Learning U [0.50]
This course reviews the major theories, issues, and methodologies guiding contemporary research in the neurobiology of learning.

Department(s): Department of Psychology

PSYC*6810 Neuropsychology U [0.50]
This course focuses on current developments in neuropsychology. Particular emphasis is placed on the aphasias, apraxias, memory disorders, and disorders of movement.

Department(s): Department of Psychology

Applied Social Psychology

PSYC*6270 Issues in Social Policy U [0.50]
This doctoral course examines historical developments and selected contemporary policy domains in Canada. Topics may include policies affecting children, families, the elderly, First Nations people, the mentally and physically disabled, and one parent families. The course also addresses the interplay between social and psychological research and policy formation, as well as the use of social policy as an instrument of social change.

Department(s): Department of Psychology

PSYC*6840 Program Evaluation U [0.50]
This course provides an introduction to a variety of methods of social program evaluation and to the process of consultation with program staff.

Department(s): Department of Psychology
The purpose of this course is to introduce students to critical approaches to applied social psychology. The course will address theoretical and methodological issues that take as their starting point a reflexive critique and evaluation of culture, society, and its institutions.

**Restriction(s):** Department of Psychology

**Department(s):** Department of Psychology

**PSYC*6910** Critical Approaches to Applied Social Psychology U [0.50]

This course will critically examine theoretical approaches and research in the field of applied social psychology with a particular focus on work aimed at generating intervention strategies intended to ameliorate social and practical problems. The course will also consider implications for social policy.

**Restriction(s):** Department of Psychology

**Department(s):** Department of Psychology

**PSYC*6920** Applied Social Psychology and Intervention U [0.50]

The purpose of this course is to conceptualize community and cultural psychological work in the context of global citizenship. The course will cover theory and methods for addressing such issues as community health, poverty, violence, immigration, diversity and acculturation, in an interconnected, interdependent and globalized world.

**Restriction(s):** Department of Psychology

**Department(s):** Department of Psychology

**PSYC*6930** Community, Culture & Global Citizenship U [0.50]

This course focuses on the cognitive and academic components of comprehensive cognitive assessment. The conceptualization and clinical skills in assessing cognitive processes and their application to the assessment of neurodevelopmental disorders (e.g., Specific Learning Disorders, ADHD, ASD, FASD) will be examined.

**Prerequisite(s):** PSYC*6690

**Restriction(s):** Open only to graduate students in the Clinical Child and Adolescent Psychology (CCAP) field

**Department(s):** Department of Psychology

**PSYC*6010** Integrated Child and Adolescent Assessment W [0.50]

This course provides practical training in clinical and diagnostic interviewing. Through role-play, direct observation, and in-vivo practice, students will learn how to conduct assessment and diagnostic interviews, and clinical dialogues with children and adults. This course is open only to graduate students in the CCAP field.

**Prerequisite(s):** Completion of all MA level course work except for the thesis

**Restriction(s):** Open only to graduate students in the Clinical Child and Adolescent Psychology (CCAP) field

**Department(s):** Department of Psychology

**PSYC*6020** Clinical and Diagnostic Interviewing Skills S [0.50]

This course examines issues in the areas of cognitive, social, and emotional development. Specific research topics and theoretical issues concerning the nature of development are discussed.

**Restriction(s):** This course is open only to graduate students in the CCAP field

**Department(s):** Department of Psychology

**PSYC*6630** Developmental Psychology U [0.50]

This course considers standards, ethics, uses and interpretation of selected intelligence and other cognitive tests. Students administer tests, score, interpret and write reports under supervision.

**Restriction(s):** This course is open only to graduate students in the CCAP field

**Department(s):** Department of Psychology

**PSYC*6690** Foundations in Cognitive Assessment of Child and Adolescents F [0.50]

This course considers projective, questionnaires, observations and interviews for assessing children's personality and behaviour. Students administer tests, score, interpret and write reports under supervision.

**Restriction(s):** This course is open only to graduate students in the CCAP field

**Department(s):** Department of Psychology

**PSYC*6700** Personality and Social Assessment of Children and Adolescents U [0.50]

This CCAP practicum is typically undertaken at the Center for Psychological Services, one day a week over a semester, to enhance skills introduced in other clinical courses. Expectations for the course will be based on the student's current level of clinical skill. Students will work with diverse clients, and gain knowledge of ethics and jurisprudence in a clinical setting.

**Restriction(s):** Restricted to students in the CCAP field

**Department(s):** Department of Psychology

**PSYC*7991** CCAP Clinical Practicum I U [0.25]

This CCAP practicum is undertaken in a school board, psychological services department for two days a week over one semester. Students will develop clinical assessment skills with a diversity of clients, work with interdisciplinary teams, and apply knowledge of ethics and jurisprudence to educational settings. A passing grade and a satisfactory rating on the practical component must be achieved in PSYC*6690 and PSYC*6700 to enroll in this course.

**Prerequisite(s):** PSYC*6010, PSYC*6690, and PSYC*6700

**Restriction(s):** Restricted to students in the CCAP field

**Department(s):** Department of Psychology

**PSYC*7992** CCAP Clinical Practicum II U [0.50]

This course is designed to introduce students to the theory, research, and practice of child psychotherapy. Major models of child/adolescent psychotherapy and case conceptualization are introduced.

**Restriction(s):** Open only to graduate students in the Clinical Child and Adolescent Psychology (CCAP) field

**Department(s):** Department of Psychology

**PSYC*7993** CCAP Clinical Practicum III U [1.00]

This course is designed to introduce students to the theory, research, and practice of supervision and consultation in the field of clinical psychology. Students will become familiar with the professional literature relevant to supervision, gain competency with ethical, culturally-competent clinical supervision, and explore their own development as a professional in the field of psychology.

**Restriction(s):** Restricted to PhD students in the CCAP area of Psychology only. Instructor consent required.

**Department(s):** Department of Psychology

**PSYC*7994** Cognitive Behaviour Therapy Practicum E/W [1.00]

This course considers ethical and experiential components. Students will gain competency with the basics of CBT, gain capability with treatment manuals, and undertake at least one ongoing therapy case.

**Co-requisite(s):** PSYC*6580

**Restriction(s):** Restricted to PhD students in the CCAP area of Psychology only. Instructor consent required.

**Department(s):** Department of Psychology

**PSYC*7996** Clinical Supervision, Consultation and Professional Development F [0.50]

This course is undertaken in a children's mental health setting two days a week over two semesters. Students will develop complex assessment and therapy skills with diverse clients, work with interdisciplinary teams, and apply knowledge of ethics and jurisprudence to mental health settings.

**Prerequisite(s):** PSYC*6701 or PSYC*7992

**Restriction(s):** Restricted to students in the CCAP field Instructor consent required.

**Department(s):** Department of Psychology

**PSYC*7994** Cognitive Behaviour Therapy Practicum E/W [1.00]
PSYC*8000 Clinical Internship U [0.00]
A mark of satisfactory (SAT) in this course indicates that a student in the Clinical Child and Adolescent Psychology (CCAP) field has successfully completed a full year (1800-2000 hour) internship in an accredited clinical setting (e.g., CPA or APA) approved by the Director of Clinical Training for CCAP.
Prerequisite(s): Completion of all course work in the CCAP field, the PhD qualifying examination, and the PhD Thesis proposal at the time of application, one year in advance of beginning the clinical internship.
Department(s): Department of Psychology

Industrial/Organizational Psychology

PSYC*7100 Recruitment and Selection: Methods and Outcomes U [0.50]
The course explores organizational issues in the recruitment and selection of new employees. Topics may include: individual differences, human rights, survey-based job analysis, recruitment methods and outcomes, selection methods and outcomes, hiring, decision making and employee placement/classification.
Department(s): Department of Psychology

PSYC*7105 Work Attitudes and Behaviour U [0.50]
This course examines micro-level influences on organizational behaviour. Topics may include: organizational commitment, job satisfaction, emotions, other work attitudes and attitude change, organizational citizenship behaviours, withdrawal behaviours, employee well-being, deviance, and work-life integration.
Department(s): Department of Psychology

PSYC*7104 Social Processes in the Workplace U [0.50]
This course examines social processes in the workplace. Topics may include: groups, teams, and intergroup processes; justice; diversity in the workplace; prejudice and discrimination; harassment and unethical behaviour; climate, culture change and, organizational development.
Department(s): Department of Psychology

PSYC*7100 Research Seminar in Industrial/Organizational Psychology U [0.00]
This course will expose graduate students to some of the major theories, issues, and methodologies driving research in the field of Industrial/Organizational psychology. Students will learn to critically evaluate presentations by researchers in this field, as well as to communicate the results of their own research, in both written and an oral format. All students are required to enroll in this course.
Restriction(s): Psychology students only.
Department(s): Department of Psychology

PSYC*7100 Consulting in Industrial/Organizational Psychology U [0.00]
The course introduces students to consulting in I/O Psychology through actual consulting projects with local organization. Topics include: marketing consulting services, understanding consulting, client and project management. Specific projects will vary from semester to semester based on work secured with local organizations (e.g., training, surveys, coaching).
Prerequisite(s): Registration in the graduate IO psychology program and permission of the Instructor.
Department(s): Department of Psychology

PSYC*7100 Introduction to Industrial/Organizational Psychology U [0.50]
This course introduces graduate students to a broad range of topics in Industrial/Organizational psychology. It emphasizes researcher-practitioner issues, consumer behaviour, professionalism, ethics, and theory building. As well, graduate students will learn about contemporary issues in I-O Psychology.
Department(s): Department of Psychology

PSYC*7140 Industrial/Organizational Psychology Special Topic Doctoral Research Seminar U [0.50]
Participants investigate a specific area of Industrial/Organizational psychology. They critically review past and current research, including theory development and empirical findings. Participants work together to integrate past theory and findings, to note inconsistencies in the literature, and to identify promising areas for future investigations.
Prerequisite(s): PSYC*7130
Department(s): Department of Psychology