

DEPARTMENT OF PSYCHOLOGY

TRENT UNIVERSITY

STUDENT HANDBOOK

Academic Year 2013-14

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INTRODUCTION

"A liberal arts education in general, and the study of psychology in particular, is a preparation for lifelong learning, thinking, and action; it emphasises specialized and general knowledge and skills" (McGovern, Furumoto, Halpern, Kimble, & McKeachie, 1991).¹

Trent University is a liberal arts and science university. Undergraduate psychology at Trent provides not only a liberal education for its students but an in-depth study of the issues, methodologies, research findings and contributions within the discipline itself. The Psychology Department acknowledges as its teaching goals the development of (1) a knowledge base of significant facts, theories, and issues within the discipline; (2) critical thinking skills; (3) communications skills; (4) information gathering and synthesis skills; (5) research methods and statistical skills; (6) interpersonal skills; (7) a knowledge of the history of the discipline; and (8) ethics and values relevant to the discipline (see McGovern et al., 1991).

WHAT IS PSYCHOLOGY?

Psychology is the study of behaviour and the mind. Behaviour refers to the observable actions of humans or animals. Mind refers to a person's sensations, perceptions, thoughts, memories, motives, feelings, and other subjective experiences. Psychology is both a science and a practice. As a science, it has roots in both the natural and social sciences. Undergraduate programs in psychology typically focus on the scientific aspects of the discipline (both natural and social), that is, on what we know and the methods we use to acquire knowledge about the broad range of areas that comprise our discipline. These areas include abnormal; biological (e.g., motivation & emotion, neuropsychology, physiological); cognitive (e.g., intelligence, language, memory); developmental (child, adolescent, life-span); learning; measurement (e.g., psychometrics; statistics & research design); personality; sensation and perception; and social psychology. The applied areas of the discipline frequently found in undergraduate programs include community, educational, health, and industrial/organizational psychology.

It is diversity, both in the goals of an undergraduate program in psychology and in the subject matter of the discipline, that defines psychology as a liberal arts and science discipline. And it is the research methods of the discipline that serve as the unifying core of this diversity. These methods have been informed historically by the methods of physics (experimental) and astronomy (correlational). Experimental methods are used to enhance our understanding of the causes of events, such as specific behaviours, through the manipulation of variables believed to influence those behaviours. Correlational methods, on the other hand, are used to help us understand the nature of the associations that exist between naturally-occurring behaviours within organisms. Recent advances in statistics and research design, however, have blurred somewhat this distinction between experimental (i.e., causation) and correlational (i.e., association) methods of inquiry.

Psychology also has its roots in the humanities -- specifically, in philosophy. Before psychology developed into the independent discipline called experimental psychology (1879), it was a part of philosophy. Aristotle (ca. 350 B.C.) has been referred to as the "first psychologist", given his writings on the differentiation of the five senses and the associative nature of memory. Approximately 2000 years later, in the 17th and 18th centuries, these ideas were elaborated, particularly by British, French, and German philosophers. The psychology of the late 19th and early 20th centuries, with its focus on sensory processes, perception, learning, and memory was strongly influenced by the writings of these early philosophers.

WHAT CAN YOU DO WITH A DEGREE IN PSYCHOLOGY?

An undergraduate degree in Psychology prepares students for many interesting and rewarding careers that involve working with people. In your Psychology classes at Trent, you will develop skills that many employers look for in potential employees. These skills include problem solving, interpersonal relations, critical thinking, writing proposals, interviewing, research and organizing information, data collection, and data analysis. With these skills, Psychology graduates are able to obtain jobs in business (e.g., personnel manager, loans officer, retail sales manager, occupational analyst, industrial relations specialist, claims specialist, and marketing representative) and in social services (e.g., child care worker, events and recreation director, group home attendant, case worker, probation officer, admissions counsellor, youth counsellor, employment counsellor, social service aide, social-urban planner, community relations officer, vocational rehabilitation counsellor, and day care supervisor).

¹McGovern, T. V., Furumoto, L., Halpern, D. F., Kimble, G. A., & McKeachie, W. J. (1991). Liberal education, study in depth, and the arts and science major -- Psychology. *American Psychologist*, 46, 598-605.

Graduate programs in psychology permit students to specialize within one or more areas of the discipline. This specialization allows students to develop further the research skills necessary to contribute to the knowledge base of the discipline through basic research and/or to develop the skills necessary for the application of psychological knowledge and principles. Students pursuing graduate degrees, such as the Ph.D., with a view to developing their basic research skills and contributing to the acquisition of knowledge, are typically employed in colleges and universities as teachers and researchers. Those intending to focus on the application of knowledge may be employed in settings such as business, corrections, government, hospitals, industry, market research, private practice, schools, social service agencies, etc. The scientist-practitioner, who combines these two orientations, may be employed in university/teaching hospitals or in colleges and universities as teachers and researchers who are involved in consultant work with business, education, government agencies, etc.

TRENT'S PSYCHOLOGY PROGRAM

The intent of the undergraduate psychology program at Trent is to ensure that students majoring in the discipline have exposure to the diverse areas of the discipline (both natural- and social-science oriented) and its research methods. Broad exposure is achieved through the introductory courses (PSYC 1020H and PSYC 1030H), two half-year survey courses. The elementary statistics learned in the first-year course are elaborated and expanded in a second-year half courses (i.e., PSYC 2016H and 2017H: Basic research methods and statistics I and II), required of all psychology majors, as well as in the third-year full course (i.e., PSYC 3015Y: Advanced statistics and research design), required of all students pursuing an honours degree in psychology.

The major content areas of the discipline are represented by eight half courses at the second-year level. Upper-year courses build on this background by focussing on more specialized topics within these areas and/or on the application of acquired knowledge and principles. The natural- and social-science orientations of the discipline are reflected in the "A" and "B" streams of courses, respectively, at the second- and third-year levels, with psychology majors selecting from both of these streams for their General (3-year) or Honours (4-year) degrees.

Table 1

Psychology 4 digit course codes A and B category courses (pre-2009 3 digit code in brackets).

A2	A3	B2	B3
2200H (222H)	3210H (375H)	2300H (240H)	337H*
2400H (225H)	3220H (376H)	2310H (236H)	3300H (341H)
2450H (202H)*	3230H (372H)	2500H (281H)	3510H (381H)
2600H (227H)	3420H (303H)	2700H (272H)	3550H (363H)
	3430H (352H)		3530H
	3440H (379H)		3560H (384H)
	3450H (307H)*		3580H (383H)
	3451H		3590H (308H)
	3460H (366H)		3730H (300H)
	3610H (323H)		3740H (304H)
	334H*		3750H (343H)
			3760H (355H)
			3780H (373H)

* no longer offered

Table 2

Degree Requirements: General and Honours Psychology

General Degree

PSYC 1020H+1030H
 PSYC 2016H+2017H
 .5 credit from each of A2,B2
 .5 credit from each of A3,B3
 1.0 credits (.5) other 3000/4000 PSYC
 1.0 credits (.5) other PSYC

Min: 6.0 (5.0) credits
 Max: 8.0 credits

Course-based Honours

PSYC 1020H+1030H
 PSYC 2016H+2017H
 .5 credit from each of A2,B2
 1.0 credit from each of A3,B3
 2.0 (1.0) credits other 3000/4000 PSYC
 1.0 (0) credit other PSYC
 1.0 credit 4000 PSYC
 PSYC 3015Y (or 333--no longer offered)

Min: 10.0 (8.0) credits
 Max: 13.0 credits

Thesis-based Honours

PSYC 1020H+1030H
 PSYC 2016H+2017H
 .5 credit from each of A2,B2
 1.0 credit from each of A3,B3
 1.0 (0) credit other 3000/4000 PSYC
 2.0 (1.0) credit thesis
 1.0 credit 4000 PSYC
 PSYC 3015Y

Min: 10.0 (8.0) credits
 Max: 13.0 credits

Note: Brackets indicate joint-major requirements.

Also Note: Trent's requirements for all Bachelor's degrees listed in the University Calendar.

Course Offerings

Psychology course offerings are presented in **Table 3**. Core courses (PSYC 1020H+1030H, 2016H+2017H, and 3015Y) are offered every year. Other courses, particularly at the 3000-level, may not be offered every year. Half courses (0.5 credit) are designated as "H" and may be offered in either or both terms.

Given the increasing focus of courses offered at the 3000-level, all third-year courses require at least one specific second-year course and completion of 8.0 Trent credits as a prerequisite. In some instances, one of two (or more) second-year courses may serve as an appropriate prerequisite (see, for example, Sleep and Arousal). **Table 4** lists all second-year courses (left column) and the upper-year courses (right column) for which the second-year courses (plus completion of 8.0 Trent credits) serve as prerequisites. PSYC 2016H+2017H(215) (Basic research methods and statistics I and II; noted with an * in Table 4) is an additional prerequisite for some third-year courses. With departmental approval, however, students who are not majoring in psychology may substitute a statistics course from another department for those courses in which PSYC 2016H+2017H is a prerequisite.

Note that students may not enrol in any psychology course beyond the 1000-level unless they have achieved at least a C- (60%) in each of Psychology 1020H and Psychology 1030H.

Table 3 Psychology Course Offerings

A2 Natural Science 2000-level	B2 Social Science 2000-level
Physiological (2200H)	Abnormal (2300H)
Cognition (2400H)	Personality (2310H)
Language (2450H) <i>no longer offered</i>	Child Development (2500H)
Learning (2600H)	Social (2700H)
A3 Natural Science 3000-level	B3 Social Science 3000-level
Prin. of Nervous System (3210H)	Advanced Abnormal (3300H)
Neuropsychology (3220H)	Adolescence (3510H)
Sleep & Arousal (3230H)	Atypical Development (3530H)
Motivation and Emotion (3420H)	Aging: Psychosocial Perspectives (3550H)
Memory (3430H)	Family Development (3560H)
Aging & Cognition (3440H)	Exceptionalities (3580H)
Reading Processes (3450H) <i>no longer offered</i>	Psychology of Education (3590H)
Psychology of Language (3451H)	Intimate Relationships (3730H)
Sensation & Perception (3460H)	Gender (3740H)
Behaviour Modification (3610H)	Health Psychology (3750H)
334H <i>no longer offered</i>	Human Sexuality (3760H)
	Dreams & Dreaming (3780H)
	337H <i>no longer offered</i>

Nonstreamed or Nondesignated Courses

Introduction to Psychology (1020H,1030H)
 Basic Research Methods & Statistics (2016H,2017H)
 Advanced Statistics and Research Design (3015Y)
 Basic Psychometrics (3110H)
 Research Practicum: (3801H, 3802H, 4801H, 4802H); Reading courses (3900Y, 3901H, 3902H, 4900Y, 4901H, 4902H)
 Thesis (4010Y/4020D)
 Psychology 4000-level course offerings (refer to Appendix A)

Note: H = half course

Information on 4000-level courses offered over the next two years: **Appendix A**.

Note: All upper-year Psychology courses have prerequisites. For students with equivalent academic background, prerequisite requirements within specific criteria may be waived upon approval of the department. The formal request may be made by submitting a completed prerequisite waiver request form to the department (available at the Psychology website, www.trentu.ca/psychology/)

Prerequisite 2000-level courses (Left Column) + 8.0 Trent credits for Upper-year Courses (Right Column)

2nd-year Courses

Basic Research Methods & Stats (2016H + 2017H)
(60% required in each)

3rd- and 4th-year Courses

Adv. Stats & Research Design (3015Y)
Basic Psychometrics (3110H)

A-stream (Natural Science-Oriented) Courses

Intro Physiological Psyc (2200H)

Principles of Nervous System (3210H)
Neuropsychology (3220H)

Intro Cognitive Psyc (2400H)

Memory (3430H)*
Aging & Cognition (3440H)*
Motivation & Emotion (3420H)
Psychology of Language (3451H)*

Intro Learning (2600H)

Behaviour Modification (3610H)

Any .5 credit from A stream

Sleep & Arousal (3230H)
Sensation & Perception (3460H)*

B-stream (Social Science-Oriented) Courses

Intro Abnormal (2300H)

Advanced Abnormal (3300H)

Intro Personality Theory (2310H)

Dreams and Dreaming (3780H)

Child Development (2500H)

Atypical Development (3530H)
Aging: Psychosocial Perspectives (3550H)
Development of Adolescents (3510H)
Dev of Individuals Exceptionalities (3580H)
Family Development (3560H)

Intro Social Psyc (2700H)

Intimate Relationships (3730H)
Psychology of Gender (3740H)
Human Sexuality (3760H)

1.0 2000-level credit

Psychology of Education (3590H)
Health Psychology (3750H)*

Non-Designated Upper Year Courses

Any 3.0 PSYC credits; 75% PSYC 2016H+2017H

Research Practicum (3801H; 3802H)**

Any 1.0 PSYC 3000/4000 level credit; 75% PSYC 3015Y

Research Practicum (4801H; 4802H)**

Any 4.0 PSYC credits

History of Psychology (4170H)

Any 1.0 credit from 3000-level content courses
+ PSYC 3015Y + refer to Calendar

4000 level offerings – see appendix A

75% or higher in PSYC 3015Y + .5 ea. (A2, B2, A3, B3)
+ 75% average all PSYC courses completed

Thesis (4010Y/4020D)

60% PSYC 2016H+2017H

Qualitative Research & Analysis (4120H)

* PSYC 2016H+2017H (215) is also a prerequisite

** Additional prerequisites as determined by Faculty Supervisor

Note: Some courses have additional prerequisites. Please check the current academic calendar.

SINGLE- AND JOINT-MAJORS

The majority of students taking courses in psychology at Trent choose psychology as a single major. However, a substantial minority -- approximately one-third -- joint-major in psychology and another discipline. The six most frequent joint-major choices are: Sociology, English, Biology, Anthropology, History, and Computer Studies. These choices reflect the diversity of our psychology students' interests.

BA or BSc?

Normally, students completing a major or joint-major in Psychology receive a BA degree. A BSc General degree can be earned with a minimum 1.0 mathematics credit plus 10.0 Science credits (for a total 11.0 Science credits of 15.0 overall total). A BSc Honours degree may be earned with a minimum 1.0 mathematics credit plus 13.0 Science credits (for a total of 14.0 Science credits of 20.0 overall total) have been completed. *All Psychology courses are designated as Science credits*, and, for students with a major or joint-major in Psychology, PSYC 2016H+2017H (215) satisfies the mathematics requirement. Normally, courses from other science disciplines (e.g., Biology, Chemistry, Physics) will have to be completed in order to meet the required total number of science credits.

THE HONOURS DEGREE

Both the course-based and thesis-based honours degrees are 20.0 credit degrees, with the requirement that a minimum of 10.0 (and a maximum of 13.0) psychology credits be completed (for joint-majors, 8.0 and 13.0, respectively). The credits must include PSYC 3015Y (315): Advanced statistics and research design; (or for the course-based PSYC 333: Psychometrics – offered prior to 2005 – is acceptable) and 1.0 credit must be from the 4000-level content courses. The main difference between the two honours degrees is that 2.0 credits are assigned to the thesis (PSYC 4020D) (joint-majors may divide between programs – 1.0 in each major of the joint major – see information below on options) and completion of PSYC 3015Y (315) with a grade of 75% or higher is required.

Students who are not planning to pursue graduate work in psychology normally pursue the course-based honours degree. Students planning to go to graduate school have a competitive edge if they have had the hands-on empirically-based research experience associated with the completion of a fourth-year thesis, as well as an overall A average. Although completion of a thesis may not be required for admission to other professional programs (e.g., business administration, law, medicine, social work), this type of background is highly valued by professional schools.

Thesis-based option. PSYC 4010Y and PSYC 4020D are honours thesis courses taken during the fourth quarter of the thesis-option Honours program in Psychology. Conducted under the supervision of departmental faculty, the honours thesis requires the ability to plan, execute and report satisfactorily a substantial and well-designed piece of research based on careful empirical study of some topic relevant to Psychology. Honours students who are majoring in Psychology and choose the thesis option, will take PSYC 4020D, a double-credit course for which double fees are charged. Joint-major students have the option of taking the single-credit PSYC 4010Y in conjunction with a single-credit honours thesis course in the other discipline of the joint major. In the latter case, theses will be jointly supervised by faculty representing both of the major disciplines. However, if the other discipline does not offer an honours thesis course or if the student prefers to do a thesis entirely within the Psychology program, joint-major Honours students may enrol in the double-credit PSYC 4020D. PSYC 4010Y/4020D is normally the final course of a student's 20.0-course honours program.

Enrolment is limited in the thesis program; currently 35 students can be accommodated.

Timetable for students interested in the thesis option:

- February in third year: attend the department information session to learn which faculty are available to supervise theses and how to apply to the program.
- Early March (date announced at info session): thesis application is due.
- Late-May: after final grades have been submitted, students who have completed all prerequisites will receive final acceptance email message, with acknowledgement to supervisor.
- Summer before fourth year: students should meet with their supervisors and begin planning the thesis project. It is wise to do as much of the preparatory reading as possible over the remainder of the summer in order to be able to start writing the proposal soon after classes start in September.
- End of October: thesis proposal due
- Early April: submission of completed thesis

NOTE: Students who miss the March application deadline may apply during the usual priority registration period or over the summer. Acceptance is guaranteed only if prerequisite requirements have been met and there are still spaces available.

RESEARCH ACTIVITIES/OPPORTUNITIES FOR STUDENTS

Students completing an honours thesis are encouraged to present the results of their research at the Psychology Honours Thesis Conference held annually at one of the universities in Ontario. Trent's Psychology Department has hosted this conference on three occasions in the past.

There are several opportunities for psychology students at Trent to acquire less intensive research contact and experience than that provided by completion of an honours thesis under the supervision of a faculty member. For example, students are encouraged to become involved in the research of faculty and honours thesis students by volunteering as research participants. This is particularly encouraged at the first and second year level, and the experience gained by participation can contribute to the student's final grades in the Introductory Psychology and Statistics courses. All volunteers are provided with written feedback concerning the research in which they participated and are invited to attend any public presentations of this research provided by faculty and honours thesis students.

Also, Research Practicum, offered as half courses and at two levels (PSYC 3801H; 3802H; 4801H; 4802H) is offered to third- and fourth-year students who have achieved high academic standing. The practicum allows students to gain experience in a range of research activities within a faculty member's ongoing research program. [See **Appendix B** for Research Practica offered in 2013-14].

And finally, psychology students are invited and encouraged to attend colloquia and special lectures sponsored by the Psychology Department. Departmental colloquia are held periodically through the year. Trent faculty, as well as their colleagues from other universities, present the results of their recent research. Attempts are made to invite speakers in such a way that several areas within the discipline are represented each year.

PSYCHOLOGY PRIZES

The faculty in the Psychology Department take great pleasure in annually recognizing the achievements of their students in each year of the academic program. Donations from the faculty contribute to the first five prizes:

- 1) The H. J. Stanford Prize. The first-year prize, awarded to the student with the highest standing in the Introductory Psychology courses, was named after Professor H. John Stanford in recognition of his significant contributions to the Psychology Department from 1967 until his retirement in 1995.
- 2) The Second-year Prize is awarded to the psychology major achieving the highest standing in Psychology 2016H+2017H (Basic research methods and statistics I and II).
- 3) The Third-year Prize is awarded to the student, eligible to graduate with a General degree in Psychology, who achieves the highest overall average in all 3000- and 4000-level psychology courses completed.
- 4) The Fourth-year Prize is awarded to the student, eligible to graduate with an Honours degree in Psychology, who achieves the highest overall average in all psychology courses completed.
- 5) The Gina Gesser Memorial Prize was established in memory of a former graduate of Trent's Psychology Honours thesis program. It is awarded to the fourth-year student achieving the highest standing in the honours thesis in psychology.
- 6) The J. Paul Scott, Jr. Memorial Prize was established by Dr. and Mrs. John Paul Scott, Sr. (Bowling Green State University, Ohio) in memory of their son, a faculty member at Trent in the early 1970s. This prize is awarded to a deserving student of high academic standing entering the fourth year of the Honours Psychology (thesis option) program.
- 7) The Carlyle Smith Prize, named after Professor Carlyle Smith, is awarded to a 3rd or 4th year student who has shown outstanding performance on a project or paper concerning sleep, sleep disorders, or dreams.

Students Please Note – E-Mail Correspondence:

All official e-mail correspondence from the Psychology Department and Trent University will be sent to your Trent e-mail account. Every student is provided with a Trent e-mail account for this purpose and these addresses are used in compiling class distribution lists, for sending of communiques.

If you haven't already done so, you may retrieve your account information at: <http://www.trentu.ca/mytrent/>. Once you have claimed your account information, the account may be accessed via the web at the above link. Should you wish to read your e-mail on another server of your choice, please set a forward to redirect to an Internet Service Provider of your choice. If you change service providers you need only change your redirect.

Please help us communicate with you!

TRENT IN OSHAWA – Schedule of Proposed Course Offerings

Psychology is one of seven departments offering programs to part-time or full-time students at Trent in Oshawa. We make a concerted effort to offer a range of courses in the regular and summer terms. Courses are scheduled in such a way as to ensure that necessary prerequisite courses are offered within the two terms prior to a course.

To assist students in Oshawa in planning their programs, the following is a schedule of courses for the next two years. Please keep in mind that, while we will do our best to ensure that the courses are offered as planned, we cannot guarantee that this schedule will not change and thus it must be regarded as tentative.

Summer 2013: PSYC 1020H-W, 1030H-W, 2016H, 2017H, 2300H, 2500H, 2600H, 2700H, 3015Y, 3430H, 3560H-W, 3580H, 3590H, 3750H, 3780H-W, 4120H.

Fall/Winter 2013-14: PSYC 1020H, 1030H, 2010H, 2016H, 2017H, 2200H, 2300H, 2310H, 2400H, 2500H, 2600H, 2700H, 3015Y, 3220H, 3230H, 3300H, 3420H, 3460H, 3530H, 3560H-W, 3590H, 3610H, 3730H, 3740H, 3750H, 3760H, 3780H-W, 4120H, 4140H, 4170H-W, 4570H, 4580H, 4780H.

Summer 2014: PSYC 1020H-W, 1030H-W, 2016H, 2017H, 2300H, 2400H, 2500H-W, 2600h, 2700H, 3300H, 3460H, 3510H, 3560H-W, 3590H, 3610H, 3740H, 4170H-W.

Fall/Winter 2014-15: PSYC 1020H, 1030H, 2018H, 2019H, 2200H, 2300H, 2310H, 2400H, 2500H, 2600H, 2700H, 3015Y, 3110H, 3220H, 3230H, 3300H, 3430H, 3451H, 3460H, 3510H, 3530H, 3590H, 3610H, 3730H, 3740H, 3750H, 3760H, 3780H-W, 4120H, 4170H-W, 4570H, 4580H, 4780H.

Note: All upper-year Psychology courses have prerequisites. For students with equivalent academic background, prerequisite requirements within specific criteria may be waived upon approval of the department. The formal request may be made by submitting a completed prerequisite waiver request form to the department (available at the Psychology website, www.trentu.ca/psychology/)

REGISTRATION GUIDELINES FOR 2013-14

Academic Advising and Registration Information 2013-14

All students whose major or joint-major subject is Psychology are encouraged to consult with the departmental advisor early in their academic career at Trent. Consultation with the Psychology advisor in upper years of the student's program is also encouraged. The departmental advisor has regular office hours to help with program planning, course choices, etc. During peak periods - priority registration, September and January registration, office hours will be posted by the departmental advisor.

You may email or call to set up an appointment:

email - psychology@trentu.ca, OR tkirschner@trentu.ca; phone – (705)748-1011 extension 7651 – Trudy Kirschner

I. Priority Registration through MyAcademicRecord

With the exception of PSYC 1020H and 1030H, all Psychology courses have prerequisite requirements and enrolment limits which are published in the Psychology sections of the University Calendar and Academic Timetable. It is important that you read carefully the information in these publications. Prior authorization during early registration is required only for the thesis, reading and practicum courses. Students may register in courses according to selection criteria detailed below.

Register for both fall and winter term PSYC courses at your earliest opportunity – there may not be room in winter term courses if you wait until later in the fall. If a fall term course is a prerequisite for a winter term course, you will be permitted to register in both. If you do not satisfactorily complete the fall prerequisite, you will be deregistered from the winter term course.

You are permitted to register for a fall or winter course if you are taking the prerequisite this summer. You will be deregistered if you do not satisfactorily complete the prerequisite.

To register online through MyAcademicRecord for classes in your major beyond the 1000-level during the priority registration period, please refer to the procedure and schedule posted on MyAcademicRecord.

Priority registration is determined by a student's declared program of study and the student's total earned credits. First priority (earliest access date for limited enrolment courses in the major) is given to upper year students in the honours program, followed by upper year students in the general program. Each group, in turn, is given the opportunity to select limited enrolment courses in their declared major based on the total number of completed course credits at the end of the winter term. Once access has opened for a group it remains open for the remainder of the priority registration period.

Students are reminded that making full use of priority registration is dependent on prompt course selection once registration opens for their group. At all times, but particularly during peak registration times, students are reminded to register in course sections ONE AT A TIME and to review each registration result using MyAcademicRecord.

Full details including the schedule are posted on MyAcademicRecord in advance of the priority registration period.

II. Waitlist Status Information:

The Psychology Department is one of two university departments testing implementation of an automated waitlist notification system.

As a space becomes available in a waitlisted PSYC course, the first waitlisted student will receive an email offer of a space and will have a 72 hour (i.e. 3 day) period in which registration via AcademicRecord is enabled.

Electronic notification is sent to the student's TRENT email account ONLY. Be certain to check. At the end of the 72 hour deadline, if unclaimed, the space will be offered to the next waiting student.

Students waitlisted in PSYC courses may view their current waitlist standing online, using the "AcademicRecord" tab and selecting "Manage my Waitlists".

III. Online Registration through MyAcademicRecord after the Priority Registration Period

To register online through MyAcademicRecord for classes beyond the 1000-level, please follow this procedure:

1. Register online through MyAcademicRecord for your choice of course section(s) for which you have met, or will meet before the start of class, all of the required prerequisites.
2. After the end of the Priority Registration Period, any remaining spaces are available on a first-come basis. Once full, courses go into waitlist status with placement order determined by date of request.
3. Current registration availability information may be viewed by using the search feature in "AcademicRecord".
4. Students waitlisted in Psychology course sections are encouraged to check their standing using the "AcademicRecord" tab and selecting "Manage my Waitlists" AND to monitor their Trent email account for an offer of a space. Failure to complete registration within 72 hours of the sending of the email offer will result in revocation of the offer, with the available space offer moving to the next waiting student.

Additional note:

When registering online for a Practicum or Reading Course, waitlist status is assigned UNTIL the appropriate paperwork has been signed by the student and Faculty Supervisor, received final approval of the Chair, and been processed by the Department.

Note: All upper-year Psychology courses have prerequisites. For students with equivalent academic background, prerequisite requirements within specific criteria may be waived upon approval of the department. The formal request may be made by submitting a completed prerequisite waiver request form to the department (available at the Psychology website, www.trentu.ca/psychology/)

PSYCHOLOGY COURSE DESCRIPTIONS

Indicating the term(s) and instructor(s), if known, for Peterborough course offerings. Term: FA = fall term; WI = winter .

PSYC 1020H/FA – Introduction to Psychology Part 1: Experimental and biological bases of behaviour

A survey of some of the major areas of psychology, including its historical development and scientific methodology. Course content includes material on statistics, the biological bases of behaviour, sensory and perceptual processes, as well as a consideration of cognition and memory processes. Excludes PSYC 1010Y (101), 102H. Prof. H. Lehmann

PSYC 1030H/WI – Introduction to Psychology Part 2: Social and personality perspectives

A survey of some of the major areas of psychology. Course content includes material on statistics, child and adult development, motivation and emotion, intelligence, personality, health psychology, psychological disorders and their treatment as well as consideration of some aspects of social psychology. Excludes PSYC 1010Y (101), 103H. Prof. E. Nisbet

PSYC 2010H – Thinking critically about psychology

This course applies the principles of critical thinking to the field of psychology. The major subdisciplines and methodology within psychology will be examined from a critical thinking perspective. Emphasis will also include how to read and write critically in psychology. Highly recommended for all Psychology majors. Prerequisite: 60% or higher in PSYC 1020H (102H) and 1030H (103H) (or in PSYC 1010Y or 101). PSYC 2016H is strongly recommended as co-requisite. (not offered PTBO 2013-14)

PSYC 2016H/FA – Basic research methods and statistics I

An introduction to methodological, statistical and computer techniques in psychological research and the application of these techniques to empirical research in the discipline. The focus is on descriptive statistics, an introduction to probability, and correlation procedures. (For Psychology majors and joint-majors, this course fulfils the Mathematics requirement for the B.Sc.). Prerequisite: 60% or higher in PSYC 1020H (102H) and 1030H (103H) (or in PSYC 1010Y or 101). Excludes PSYC 215. Prof. K. Peters

PSYC 2017H/WI – Basic research methods and statistics II

A continuation of the introduction to methods and statistical procedures in psychological research, focusing on inferential statistics. Includes hypothesis testing procedures such as dependent and independent t-tests, one- and two-way ANOVA, and repeated measures ANOVA. (For Psychology majors and joint-majors, this course fulfils the Mathematics requirement for the B.Sc.). Prerequisite: 60% or higher in PSYC 2016H. Excludes PSYC 215. Prof. K. Peters

PSYC 2200H/FA/WI – Introduction to physiological psychology

Basic neuroanatomy of the mammal with emphasis on the human nervous system. Examination of sensory and motor systems as well as the physiological mechanisms of behaviour, behaviour disorders and memory. Prerequisite: 60% or higher in PSYC 1020H (102H) and 1030H (103H) (or in PSYC 1010Y or 101). Excludes PSYC 222H, 221. (FA) Instructor TBA; (WI) Prof. H. Lehmann

PSYC 2300H/FA/WI – Introductory abnormal psychology

This course is designed to provide students with a background in theoretical, empirical, and conceptual issues central to the field of abnormal psychology, and to introduce students to contemporary diagnostic frameworks. Specific attention will be paid to the role of prevailing theoretical perspectives in the understanding, investigation, and treatment of psychopathology. Prerequisite: 60% or higher in PSYC 1020H (102H) and 1030H (103H) (or in PSYC 1010Y or 101). Excludes PSYC 240H, 340. FA/WI Instructor TBA.

PSYC 2310H/FA – Introduction to personality theory

A cross-section of personality theories and theorists will be examined: psychoanalytic, neopsychoanalytic, trait, phenomenological, behavioural and social-learning. Prerequisite: 60% or higher in PSYC 1020H (102H) and 1030H (103H) (or in PSYC 1010Y or 101). Excludes PSYC 236H, 235. Instructor: TBA.

PSYC 2400H/FA/WI – Introduction to cognitive psychology

This course focuses on humans as processors of information. Topics include perception, attention, memory, knowledge, consciousness and reasoning. Prerequisite: 60% or higher in PSYC 1020H (102H) and 1030H (103H) (or in PSYC 1010Y or 101). Excludes PSYC 225H, 306, 351. FA(A) Prof. L. Brown; FA(B) Prof. M. Chan-Reynolds; WI(A): Prof. M. Chan-Reynolds

PSYC 2500H/FA/WI – Child development

A survey course dealing with the theoretical and empirical research bases of child development and child psychology as a scientific discipline. Topics covered include theories of development, research methods, biological foundations, basic psychological processes in children, cognitive and intellectual development, social and emotional development, and family and peer influences on children's behaviour. Prerequisite: 60% or higher in PSYC 1020H (102H) and 1030H (103H) (or in PSYC 1010Y

or 101). Excludes PSYC 281H, 280. FA/WI(A): Prof. M. Liu; WI(B): Prof. G. Navara

PSYC 2600H/FA/WI – Introduction to learning

An examination of the fundamental concepts of learning in humans and animals. Emphasis is placed on empirical methods of investigation. Applications to choice behaviour, self-control and education are included. Prerequisite: 60% or higher in PSYC 1020H (102H) and 1030H (103H) (or in PSYC 1010Y or 101). Excludes PSYC 227H, 320 and 351. FA/WI: Instructor TBA.

PSYC 2700H/FA/WI – Introduction to social psychology

An examination of the foundations of social psychology including attribution processes, social cognition, attitudes, prejudice, attraction, aggression, helping behaviours, groups and conflict. Prerequisite: 60% or higher in PSYC 1020H (102H) and 1030H (103H) (or in PSYC 1010Y or 101). Excludes PSYC 272H, 271. FA: Prof. R. Coughlan; WI: Instructor TBA

PSYC – PHIL 2770Y/FW– Philosophy of mind (see Philosophy)

Not counted as part of the minimum requirements for the General or Honours degrees in Psychology

PSYC 3015Y/FW – Advanced statistics and research design

An intensive study of the application of statistical techniques to a variety of research questions and experimental designs. Focus is on the laws of probability, techniques of analysis of variance and covariance, correlation, regression and multivariate procedures. Prerequisite: 8.0 university credits including 60% or higher in PSYC 2016H and 2017H (or 215). Excludes PSYC 315. Prof. D. Kennett

PSYC 3110H – Basic psychometrics

A basic introduction to the principles of educational and psychological test construction and development that would be very beneficial to students pursuing careers in the school system. Topics include classical test theory, correlational methodology, item analysis, reliability, validity, and norms. Working knowledge of the Statistica software program is assumed. Prerequisite: 8.0 university credits including 60% or higher in PSYC 2016H and 2017H (or 215). Excludes PSYC 332H, 333. (not offered 2013-14)

PSYC – BIOL 3210H/FA– Principles of the nervous system

An intensive coverage of the central nervous system, its anatomy and physiological interactions. The course emphasizes subcortical and cortical brain structures and their functional characteristics. Prerequisite: 8.0 university credits including PSYC 2200H (222H) or 221 or one of BIOL 2070H (207H), 2110H (211H), 2130H (213H) or 3840 (384H). Excludes PSYC – BIOL 375H. Prof. L. Kerr

PSYC – BIOL 3220H/WI – Neuropsychology

An examination of the relationship between brain function and psychological processes, drawing heavily from contemporary research involving humans and animals and describing the neural bases for such psychological processes as learning, memory, language and emotion. Special attention is given to behavioural abnormalities resulting from brain pathology. Prerequisite: 8.0 university credits including PSYC 2200H (222H) or 221 or PSYC – BIOL 3210H (375H). Excludes PSYC – BIOL 376H. Prof. L. Brown

PSYC 3230H/FA/WI – Sleep and arousal

A description of the states of sleep using electrophysiological, physiological and behavioural terms, exploration of the nature of normal sleep in various species, examination of the nature of sleep disorders, consideration of the various theories of the functions of sleep. Prerequisite: 8.0 university credits including 0.5 credit from A2 category. Excludes PSYC 372H. FA: Instructor TBA WI: Prof. K. Peters

PSYC 3300H/FA/WI – Advanced abnormal psychology

This course is designed to explore in depth a cross-section of basic topics in abnormal psychology with emphasis upon specific diagnostic categories. Topics include anxiety, somatoform, mood, psychotic, and substance-related disorders. Clinical features, theoretical models of their development, maintenance, and treatment, and associated paradigms and findings will be addressed. Prerequisite: 8.0 university credits including PSYC 2300H (240H). Excludes PSYC 341H, 340. (FA): Instructor TBA; (WI): Prof. L. Summerfeldt

PSYC – BIOL 3360H – Behavioural ecology (see Biology)

Not counted as part of the minimum requirements for the General or Honours degree in Psychology.

PSYC 3420H/FA/WI – Motivation and Emotion

A survey of theory and research on human and animal emotion. Topics covered include the definition, measurement, evolution, development, control, physiology and neurology of emotions, as well as the connections between emotions, cognitions and consciousness. Prerequisite: 8.0 university credits including PSYC 2400H (225H) or 306 or 351. Excludes PSYC 303H, 396H. FA : Instructor Prof. E. Nisbet; WI: TBA

PSYC 3430H/FA – Memory

This course examines the processes and strategies underlying memory phenomena in humans, including their application to real-world events. Topics considered include imagery; working memory; memory as a constructive process; emotion and memory; implicit/explicit memory; memory disorders; and abilities and memory. Prerequisite: 8.0 university credits including PSYC 2016H and 2017H (or 215), and PSYC 2400H (225H). Excludes PSYC 352H, 306, 351. Prof. F. Bleasdale

PSYC 3451H – Psychology of language

A research-oriented approach to psycholinguistic theory and the psychology of language. Topics covered include syntactic theory, the representation of meaning in language, the relation between cognition and language, language acquisition in children, individual differences in language use, bilingualism and language disorders. Prerequisite: 8.0 university credits including PSYC 2016H and 2017H (or 215), and PSYC 2400H (225). Excludes PSYC 202H, 302H, 365, 2450H. (not offered 2013-14)

PSYC 3460H/FA – Sensation and perception

An intensive examination of how humans (and other species) perceive information presented to the senses. Topics include mechanisms of perception, detection, discrimination and pattern recognition. Psychophysical measurement, colour and spatial vision, hearing, taste, smell, and touch may be covered. Anatomical and physiological structures that support the senses are discussed. Prerequisite: 8.0 university credits including PSYC 2016H and 2017H, (or 215), and 0.5 credit from A2 category. Excludes PSYC 366H, 306. Prof. L. Brown

PSYC 3510H/FA – Development of adolescents and young adults

This course is designed to examine developmental theory and research in the area of development of adolescents and young adults. Topics include different theoretical views of physical, cognitive, moral and identity development and developmental issues in the contexts of family, peers, school and work. Prerequisite: 8.0 university credits including PSYC 2500H (281H) or 280. Excludes PSYC 381H. Prof. M. Liu

PSYC 3530H/FA – Atypical development This course will examine theory and research in the area of atypical child development using a developmental psychopathology framework. Topics include anxiety disorder, learning disorders, and autism spectrum disorder (among others). Practical and clinical implications of research will be emphasized as well as the importance of understanding typical child development. Prerequisite: 8.0 university credits including PSYC 2500H (281H) or 280. Excludes PSYC 383H, 382, 3580H. FA OSHAWA Offering: Prof. N. Im-Bolter

PSYC 3560H/FA/WI – Family development

This course will expose the student to current life-span developmental theory and research methodology in the area of family relationships. Topics to be covered include family-systems theory, attachment theory, Erikson's psychosocial theory, developmental interaction in the child-rearing years, family life transitions, challenging issues of contemporary parenting. Prerequisite: 8.0 university credits including PSYC 2500H (281H) or 280; or 60% or higher in 1020H (102H) and 1030H (103H) or in PSYC 1010Y (101) and 4.0 Nursing credits. Excludes PSYC 384H. FA(A) Prof. G Navara; FA/WI (Web)Instructor TBA;

PSYC 3580H/WI – Development of individuals with exceptionalities

This course is designed to examine developmental theory and research in the area of exceptional development. Topics include developmental difficulties for individuals with intellectual, vision or hearing impairments, individuals with physical disabilities and individuals with autism. Practical and theoretical implications of research will be emphasized. Prerequisite: 8.0 university credits including PSYC 2500H (281H) or 280. Excludes PSYC 383H, 382. Instructor TBA

PSYC 3590H/FA/WI – Psychology of education

An examination of the history, research methodology, theories of learning, structure of intellect, and assessment procedures within the field of educational psychology. This course will focus on the current, and sometimes controversial, issues which are at the forefront of research on and discussions of the relationship between psychological principles and educational practice. Prerequisite: 8.0 university credits including 1.0 PSYC 2000-level credit other than PSYC 2016H and 2017H (or 215). Excludes PSYC 308H, 301. Instructor: TBA

PSYC 3610H/FA/WI – Behaviour modification

The application of principles of learning and motivation to practical situations including teaching, child rearing, public institutions and everyday life settings. The two areas of concentration are: a) basic principles of learning and b) their application. Prerequisite: 8.0 university credits including PSYC 2600H (227H). Excludes PSYC 323H, 320. FA: Prof. F. O'Hagan; WI: Instructor: TBA

PSYC 3730H/FA/WI – Intimate relationships

An examination of the development, maintenance and breakdown of friendship and intimate relationships with emphasis upon individual differences in both quality and quantity of these relationships.

Prerequisite: 8.0 university credits including PSYC 2700H (272H) or 271. Excludes PSYC 300H. FA: Prof. E. Scharfe; WI: Prof. T. Humphreys

PSYC – WMST 3740H/WI– Psychology of gender

An examination of models of gender role orientation and the relationship of gender roles to social cognition and social behaviours with particular emphasis upon physical and mental well being.

Prerequisite: 8.0 university credits including PSYC 2700H (272H) or 271. Excludes PSYC 304H. Instructor: TBA

PSYC 3750H/FA/WI– Health psychology

Examines current views on the interface between psychosocial processes and physical health, focusing on theory-based psychological research and the practice of health psychology. Topics include models of health and illness, research methods employed, the impact of chronic illness on psychological well-being, and lifestyle and risk factors in various medical disorders. Prerequisite: 8.0 university credits including PSYC 2016H and 2017H (or 215) and 1.0 other 2000-level PSYC credit; or 60% or higher in PSYC 1020H (102H) and 1030H (103H) or in PSYC 1010Y (101), NURS 2030H, 4.0 additional NURS credits, and co-registration in NURS 3030H. Excludes PSYC 343H, 353, 450. FA: Prof. E. Nisbet; WI(A): Prof. R. Coughlan; WI(B): Prof. F. O'Hagan

PSYC – WMST 3760H/FA/WI – Human sexuality

This course examines biological and social psychological components of human sexual development and behaviour from a life-span perspective in the North American context. Attention is given to formal and informal sexual socialization and to laws regulating sexual behaviour, with an emphasis on psychological research and theory and differing value perspectives. Prerequisite: 8.0 university credits including PSYC 2700H (272H) or 271. Excludes PSYC – WMST 355H. Prof. T. Humphreys

PSYC 3780H/FA – Dreams and dreaming

An examination of the history of the meaning and use of dreams in various cultures, modern approaches to the study of dream material, relation of dreams to age, gender, social and cultural groups using content analysis, correlation of dream content to mental and physical health, lucid dreaming. Prerequisite: 8.0 university credits including one of PSYC 2200H (222H), 221, 2310H (236H), 235. Excludes PSYC 373H. FA(Web) Prof. T. DeCicco

PSYC 3801H, 3802H/FA/WI – Research practicum

A course designed to allow students in the third year of the Psychology Honours degree program to pursue research activities under the direction of a department faculty member, normally within that person's on-going research program. Prerequisite: 8.0 university credits including 75% or higher in PSYC 2016H and 2017H (or 215); successful completion of 3.0 PSYC credits; Honours standing; specific course prerequisites depending on the faculty supervisor; and permission of the department. Consult the student handbook for a list of participating faculty members. Excludes PSYC 387H, 388H.

PSYC 3900Y, 3901H, 3902H/FW/FA/WI– Reading course

A course designed to allow advanced students in Psychology to pursue independent study under the direction of departmental faculty. Prerequisite: Honours standing; 8.0 university credits including PSYC 2016H and 2017H (or 215); specific course prerequisites depending on the supervisor; and permission of the department. Excludes PSYC 390, 391H, 392H.

PSYC 4010Y, 4020D/FW – Honours thesis

Students design and execute a major piece of psychological research under the supervision of departmental faculty and participate in periodic workshops and departmental colloquia. PSYC 4020D is a double credit for Psychology majors; PSYC 4010Y is a single credit involving submission of the same thesis to the other department/program of a joint-major. *However, if the other discipline does not offer an honours thesis course or if the student prefers to do a thesis entirely within the Psychology program, joint-major Honours students may enrol in the double-credit PSYC 4020D.* The thesis should be taken in the final year of the student's degree. Prerequisite: PSYC 3015Y (315) with a grade of 75% or higher; at least 0.5 credit from each of A2, B2, A3 and B3 categories; an average of 75% or higher in all PSYC courses completed; and permission of the department. *periodic group meetings at Peterborough campus*

PSYC 4000-level course offerings

– refer to Appendix A for 2013-14 and 2014-15 proposed offerings.

Appendix A

4000-LEVEL COURSE OFFERINGS 2013-14

PSYC 4000-level requirements (1.0 for PSYC single or joint-major honours degree) may be met with any combination of the course offerings listed below:

PSYC 4nnnH series,

Research practica courses at the 4000-level (PSYC 4801H, 4802H),

Reading courses at the 4000-level (PSYC 4900Y, 4901H, 4902H).

PSYC – SOCI 4120H/FA – Qualitative research and analysis

An introduction to contemporary debates and practical strategies of qualitative research focusing on arguments current in critical and feminist theory which underpin Grounded Theory, Interpretive Phenomenology and various discourse analytical approaches. Students will also gain skills in the use of in-depth interviews, focus groups, narrative analysis, discourse analysis, action and participatory research. Prerequisite: 60% minimum grade in PSYC 2016H and 2017H (215); OR SOCI 3160H (316) or equivalent prerequisites; and 8.0 university credits. Excludes PSYC – SOCI 473H. (Peterborough and Oshawa offerings). Prof. R. Coughlan

PSYC 4130H/WI – Critical psychology

This course examines embedded theoretical and methodological assumptions of mainstream psychology and how the generation of such knowledge products support particular political and ideological goals. We will discuss alternative conceptions and subjects more consistent with an emancipatory world view including ethics, critical theory, personality, community, justice, feminist theory & gay perspectives. Prerequisite: Minimum 65% average in completed PSYC courses; PSYC 2700H (272H); 3015Y (315) or 333; and at least 1.0 additional 3000-level PSYC course credit. (PSYC 3015Y will be accepted as a co-requisite, provided the student has successfully completed 15.0 university credits). Excludes PSYC 447H. Prof. R. Coughlan

PSYC 4140H/WI – Advanced methods in experimental psychology

Students have hands-on experience in the design, implementation and analysis of experimental psychology research using computer-based data collection. The psychological implications of issues in psychophysical scaling, counterbalancing, event timing, and randomization, as well as assumptions of advanced statistical techniques such as Probit Analysis, Multidimensional Scaling, and Item Analysis are discussed. Prerequisite: Minimum 65% average in completed PSYC courses; PSYC 3015Y (315); and 0.5 credit from A3 category. (Oshawa Offering). Prof. B. Bauer

PSYC 4170H/FA/WI – History of psychology

This course is designed to give students an overview of the historical and philosophical foundations of modern psychology, defined broadly as humanity's attempts to understand itself. The course explores the development of the discipline from prehistory through the 21st century within a broader intellectual and cultural context. Prerequisite: 10.0 university credits including a minimum of 4.0 PSYC credits. Excludes PSYC 471H, 470. FA/WI (PTBO) Prof. M. Chan-Reynolds; WI (WEB) Prof. T. DeCicco;

PSYC 4225H/WI – Advanced cognitive neuroscience

This course will examine links between perception, cognition, and the central nervous system in detail. All topics will be approached from a systems-neuroscience perspective. Prerequisite: Minimum 65% average in completed PSYC courses; PSYC 3015Y (315) or 333; PSYC 3460H (366H) or PSYC – BIOL 3220H (376H); and at least 1.0 additional 3000-level PSYC credit. (PSYC 3015Y will be accepted as a co-requisite if the student has successfully completed 15.0 university credits). Prof. L. Brown

PSYC 4290H/FA – Neuroethics and Alzheimer Disease

Alzheimer disease (AD) is the most common type of neurodegenerative dementia in older adults. Considerable progress has been made in understanding AD, and there are increasing efforts to identify AD as early as possible with the hope that early identification will lead to better outcomes. This course will examine a number of ethical challenges that arise from neuropsychological research aimed at predicting, diagnosing, and treating AD. Some of these key challenges will include: How accurately can we predict the development of AD in healthy individuals? What role, if any, should biomarkers (e.g., genes, brain scans) play in diagnosing AD? What treatment interventions are available for AD, and how effective are they? To what extent should pharmaceutical companies influence research in AD? Prerequisite: Minimum 65% average in completed PSYC courses; one of PSYC 2200H (222H), 3210H (375H), or 3220H (376H); PSYC 3015Y (315) or 333; and at least 1.0 additional 3000-level PSYC credit. (PSYC 3015Y will be accepted as a co-requisite, if the student has successfully completed 15.0 university credits). Excludes PSYC 424H. Prof. K. Peters

PSYC 4310H/WI – Psychopathology

Students will explore contemporary psychological models of the development and perpetuation of

specific categories of psychopathology through the examination of current research derived from them. Exploration will be made of the implications of these models for research approaches and methodology, and for such clinical issues as treatment. Prerequisite: Minimum 65% average in completed PSYC courses; PSYC 3015Y (315) or 333; PSYC 3300H (341H); and at least 1.0 additional 3000-level PSYC credit. (PSYC 3015Y will be accepted as a co-requisite if the student has successfully completed 15.0 university credits). Excludes PSYC 435H. Prof. L. Summerfeldt

PSYC 4430H/WI – Autobiographical memory

Topics include aspects of autobiographical memory such as its accuracy, emotions, patterns of development and disruption across the lifespan as well as its functions as communication, cultural context and source of anchoring events that have self-directive value. Prerequisite: Minimum 65% average in completed PSYC courses; PSYC 2400H (225H), 351, 365 or 430; 3015Y (315) or 333; and at least 1.0 additional 3000-level PSYC credit. (PSYC 3015Y will be accepted as a co-requisite, provided the student has successfully completed 15.0 university credits). Excludes PSYC 416H. Prof. F. Bleasdale

PSYC 4530H/WI – Cross-cultural human development

Critical thinking and contemporary applications. Topics include theoretical reviews of cross-cultural psychology, methodology, impact of culture on areas of human development, and multicultural approach in schools. Prerequisite: Minimum 65% average in completed PSYC courses; PSYC 3015Y (315) or 333; one of PSYC 2500H (281H), 3730H (300H), 3590H (308H), 3510H (381H); and at least 1.0 additional 3000-level PSYC credit. (PSYC 3015Y will be accepted as a co-requisite if the student has successfully completed 15 university credits). Excludes PSYC 430H. Prof. M. Liu

PSYC 4570H/WI – Language impairment

Topics include theoretical reviews of underlying mechanisms, impact on other areas of development, related and/or associated disorders, assessment, intervention and outcomes. Prerequisite: Minimum 65% average in completed PSYC courses; PSYC 3015Y (315) or 333; one of PSYC 2450H (202H), 2400H (225H), 2500H (281H), 3450H (307H), 3580H (383H); and at least 1.0 additional 3000-level PSYC credit. (PSYC 3015Y will be accepted as a co-requisite, if the student has successfully completed 15.0 university credits). (OSHAWA offering) Prof. Im-Bolter

PSYC 4580H/FA – The school system and children with exceptionalities

Students in this course will examine a number of different types of developmental exceptionalities with a focus on the school environment. Prerequisite: Minimum 65% average in completed PSYC courses; PSYC 3015Y (315) or 333; one of PSYC 3590H (308H), 3580H (383H) or 301; and at least 1.0 additional 3000-level PSYC credit. (PSYC 3015Y will be accepted as a co-requisite if the student has successfully completed 15.0 university credits). Excludes PSYC 437H. (Oshawa offering).

PSYC 4590H/WI – Cognition and instruction

This is a critical examination of the cognitive basis of various instructional methods and techniques. The course will include both an overview of major theories of learning and in-depth analyses of special instructional applications. Students will apply their knowledge of learning, development, and cognition to acquire a critical understanding of issues in instruction. Prerequisite: Minimum 65% average in completed PSYC courses; one of PSYC 2400H (225H), 2600H (227H) or 3590H (308H); PSYC 3015Y (315) or 333; at least 1.0 additional 3000-level PSYC credit. (PSYC 3015Y will be accepted as a co-requisite, if the student has successfully completed 15.0 university credits). Excludes PSYC 417H. Prof. B. Smith-Chant

PSYC 4625H/WI -- Neurobiology of learning and memory.

This course will deal with questions and views concerning the neural basis of acquisition, consolidation, storage, and retrieval of memories. Levels of analysis will range from a molecular/cellular perspective to a functional anatomy perspective. Prerequisites: PSYC 3015Y (315) (PSYC 3015Y will be accepted as a co-requisite, if the student has successfully completed 15 credits); PSYC 2200H (222H) or 3210H (375H); PSYC 2600H (227H); at least 1.0 additional 3000-level Psychology credit. Prof. H. Lehmann

PSYC 4720H/WI – Psychology of evil

This course explores the 'darker side' of human behaviour and the underlying psychology of these behaviours. Why do we as human beings intentionally harm or diminish others or our environment? Beginning with a discussion of what evil is from a psychological perspective, individual, social and corporate/institutional evil will be considered. Prerequisite: Minimum 65% average in completed PSYC courses; PSYC 3015Y (315) or 333; PSYC 2700H (272H); and at least 1.0 additional 3000-level PSYC credit. (PSYC 3015Y will be accepted as a co-requisite if the student has successfully completed 15.0 university credits.) Prof. G. Navara

PSYC 4760H/FA– Social dimensions of sexuality.

A social psychological examination of sexuality. Social psychology and human sexuality are shaped by broader social contexts. Historical, cultural, interpersonal and intrapersonal understandings shape

our current knowledge about sex and sexuality. The focus will be on the integration of social psychology and research with social aspects of human sexuality. Prerequisite: Minimum 65% average in completed PSYC courses; PSYC 3015Y (315) or 333; PSYC 3730H (300H) or PSYC 3760H (355H); and at least 1.0 additional 3000-level PSYC credit. (PSYC 3015Y will be accepted as a corequisite if the student has successfully completed 15.0 university credits.) Excludes PSYC 439H. Prof. T. Humphreys

PSYC 4780H/WI– Advanced Dreams and Dreaming

This course will cover the theory and literature on various areas of personality, health and dreams. Students will explore the current research and methodologies. Practical applications will also be discussed in terms of therapy and clinical practice. Prerequisite: Minimum 65% average in completed PSYC courses; PSYC 3015Y (315) or 333 and PSYC 3780H (373H); and at least 1.0 additional 3000-level PSYC credit. (PSYC 3015Y will be accepted as a co-requisite if the student has successfully completed 15.0 university credits). Excludes PSYC 436H. (OSHAWA offering) Prof. J. Adams

PSYC 4801H – Research practicum 1

A course designed to allow students in the fourth year of their psychology Honours degree program to pursue research activities under the direction of a department faculty member, normally within that person's on-going research program. Prerequisite: Minimum 65% average in completed PSYC courses; 75% or higher in PSYC 3015Y (315); at least 1.0 other PSYC credit at the 3000- or 4000-level; specific course prerequisites depending on the faculty supervisor; and permission of the department. Consult Appendix B of the student handbook for a list of participating faculty members. Excludes PSYC 487H.

PSYC 4802H – Research practicum 2

A course designed to allow students in the fourth year of their psychology Honours degree program to pursue research activities under the direction of a department faculty member, normally within that person's on-going research program. Prerequisite: Minimum 65% average in completed PSYC courses; 75% or higher in PSYC 3015Y (315); at least 1.0 other PSYC credit at the 3000- or 4000-level, specific course prerequisites depending on the faculty supervisor; and permission of the department. Consult Appendix B of the student handbook for a list of participating faculty members. Excludes PSYC 488H.

PSYC – BIOL 4840H/WI – Neuroendocrinology

Explores the interactions between the central nervous and endocrine systems, focusing on the hypothalamic-pituitary-adrenal axis. The course will examine the control of hormone release, including neurotransmitter modulation and steroid feedback during both homeostatic and stress or induced states. Also, the interaction among stressors, behaviour, endocrine system and disease will be considered. Prerequisite: 10.0 university credits including BIOL 3840H (BIOL 384H) or BIOL – PSYC 3210H (375H). Excludes BIOL – PSYC 484H.

PSYC 4900Y, 4901H, 4902H – Reading course

A course designed to allow students in the fourth year of their Psychology program to pursue independent study under the direction of departmental faculty. Prerequisite: Minimum 65% average in completed PSYC courses; PSYC 3015Y (315) or 333; at least 1.0 other 3000- or 4000- level PSYC credit; specific course prerequisites depending on the supervisor; and permission of the department. (PSYC 3015Y will be accepted as co-requisite provided that the student has successfully completed 15.0 university credits). Excludes PSYC 490, 491H, 492H.

Appendix A (Continued)

4000-LEVEL PROPOSED COURSE OFFERINGS 2014-15

PSYC 4000-level requirements (1.0 for PSYC single or joint-major honours degree) may be met with any combination of the course offerings listed below:

PSYC 4nnnH series,

Research practica courses at the 4000-level (PSYC 4801H, 4802H),

Reading courses at the 4000-level (PSYC 4900Y, 4901H, 4902H).

PSYC – SOCI 4120H/FA – Qualitative research and analysis

An introduction to contemporary debates and practical strategies of qualitative research focusing on arguments current in critical and feminist theory which underpin Grounded Theory, Interpretive Phenomenology and various discourse analytical approaches. Students will also gain skills in the use of in-depth interviews, focus groups, narrative analysis, discourse analysis, action and participatory research. Prerequisite: 60% minimum grade in PSYC 2016H and 2017H (215); OR SOCI 3160H (316) or equivalent prerequisites; and 8.0 university credits. Excludes PSYC – SOCI 473H. (Peterborough and Oshawa offerings) Prof. R. Coughlan

PSYC 4130H/WI – Critical psychology

This course examines embedded theoretical and methodological assumptions of mainstream psychology and how the generation of such knowledge products support particular political and ideological goals. We will discuss alternative conceptions and subjects more consistent with an emancipatory world view including ethics, critical theory, personality, community, justice, feminist theory & gay perspectives. Prerequisite: Minimum 65% average in completed PSYC courses; PSYC 2700H (272H); 3015Y (315) or 333; and at least 1.0 additional 3000-level PSYC course credit. (PSYC 3015Y will be accepted as a co-requisite, provided the student has successfully completed 15.0 university credits). Excludes PSYC 447H. Prof. R. Coughlan

PSYC 4170H/FA/WI – History of psychology

This course is designed to give students an overview of the historical and philosophical foundations of modern psychology, defined broadly as humanity's attempts to understand itself. The course explores the development of the discipline from prehistory through the 21st century within a broader intellectual and cultural context. Prerequisite: 10.0 university credits including a minimum of 4.0 PSYC credits. Excludes PSYC 471H, 470. FA (WEB) Prof. T. DeCicco; WI: Prof. M. Chan-Reynolds

PSYC 4225H/FA – Advanced cognitive neuroscience

This course will examine links between perception, cognition, and the central nervous system in detail. All topics will be approached from a systems-neuroscience perspective. Prerequisite: Minimum 65% average in completed PSYC courses; PSYC 3015Y (315) or 333; PSYC 3460H (366H) or PSYC – BIOL 3220H (376H); and at least 1.0 additional 3000-level PSYC credit. (PSYC 3015Y will be accepted as a co-requisite if the student has successfully completed 15.0 university credits). Prof. H. Lehmann

PSYC 4310H/WI – Psychopathology

Students will explore contemporary psychological models of the development and perpetuation of specific categories of psychopathology through the examination of current research derived from them. Exploration will be made of the implications of these models for research approaches and methodology, and for such clinical issues as treatment. Prerequisite: Minimum 65% average in completed PSYC courses; PSYC 3015Y (315) or 333; PSYC 3300H (341H); and at least 1.0 additional 3000-level PSYC credit. (PSYC 3015Y will be accepted as a co-requisite if the student has successfully completed 15.0 university credits). Excludes PSYC 435H. Prof. L. Summerfeldt

PSYC 4531H/WI - Cross-cultural psychology and family development

The effect of cross-cultural is developing as an important area of research. We will begin with a review of cross-cultural and cultural psychological theoretical frameworks. Then we will consider various bodies of research that explore issues of acculturation emphasizing the family as a whole and various components of the family. Prerequisite: Minimum 65% average in completed PSYC courses; PSYC 3560H (384H); PSYC 3015Y (315) or 333; and at least 1.0 additional 3000-level PSYC credit. (PSYC 3015Y will be accepted as a co-requisite, if the student has successfully completed 15.0 university credits). Excludes PSYC 431H. Prof. G. Navara

PSYC 4570H/WI – Language impairment

Topics include theoretical reviews of underlying mechanisms, impact on other areas of development, related and/or associated disorders, assessment, intervention and outcomes. Prerequisite: Minimum 65% average in completed PSYC courses; PSYC 3015Y (315) or 333; one of PSYC 2450H (202H), 2400H (225H), 2500H (281H), 3450H (307H), 3580H (383H); and at least 1.0 additional 3000-level PSYC credit. (PSYC 3015Y will be accepted as a co-requisite, if the student has successfully

completed 15.0 university credits). (Oshawa offering) Prof. N. Im-Bolter

PSYC 4580H/FA/WI – The school system and children with exceptionalities

Students in this course will examine a number of different types of developmental exceptionalities with a focus on the school environment. Prerequisite: Minimum 65% average in completed PSYC courses; PSYC 3015Y (315) or 333; one of PSYC 3590H (308H), 3580H (383H) or 301; and at least 1.0 additional 3000-level PSYC credit. (PSYC 3015Y will be accepted as a co-requisite if the student has successfully completed 15.0 university credits). Excludes PSYC 437H. (Fall Oshawa offering, Winter Peterborough offering). Instructor TBA

PSYC 4590H/WI – Cognition and instruction

This is a critical examination of the cognitive basis of various instructional methods and techniques. The course will include both an overview of major theories of learning and in-depth analyses of special instructional applications. Students will apply their knowledge of learning, development, and cognition to acquire a critical understanding of issues in instruction. Prerequisite: Minimum 65% average in completed PSYC courses; one of PSYC 2400H (225H), 2600H (227H) or 3590H (308H); PSYC 3015Y (315) or 333; at least 1.0 additional 3000-level PSYC credit. (PSYC 3015Y will be accepted as a co-requisite, if the student has successfully completed 15.0 university credits). Excludes PSYC 417H. Prof. B. Smith-Chant

PSYC 4740H/WI – Models of self control

Theoretical models describing goal attainment and healthy adjustment to everyday life challenges will be discussed. Prerequisite: Minimum 65% average in completed PSYC courses; PSYC 3015Y (315) or 333; and at least 1.0 additional 3000-level PSYC credit. (PSYC 3015Y will be accepted as a co-requisite, if the student has successfully completed 15.0 university credits.) Excludes PSYC 443H. Instructor TBA

PSYC 4760H/FA – Social dimensions of sexuality

A social psychological examination of sexuality. Social psychology and human sexuality are shaped by broader social contexts. Historical, cultural, interpersonal and intrapersonal understandings shape our current knowledge about sex and sexuality. The focus will be on the integration of social psychology and research with social aspects of human sexuality. Prerequisite: Minimum 65% average in completed PSYC courses; PSYC 3015Y (315) or 333; PSYC 3730H (300H) or PSYC 3760H (355H); and at least 1.0 additional 3000-level PSYC credit. (PSYC 3015Y will be accepted as a corequisite if the student has successfully completed 15.0 university credits.) Excludes PSYC 439H. Prof. T. Humphreys

PSYC 4780H/WI– Advanced dreams and dreaming

This course will cover the theory and literature on various areas of personality, health and dreams. Students will explore the current research and methodologies. Practical applications will also be discussed in terms of therapy and clinical practice. Prerequisite: Minimum 65% average in completed PSYC courses; PSYC 3015Y (315) or 333 and PSYC 3780H (373H); and at least 1.0 additional 3000-level PSYC credit. (PSYC 3015Y will be accepted as a co-requisite if the student has successfully completed 15.0 university credits). (Oshawa offering) Prof. J. Adams

PSYC 4801H – Research practicum 1

A course designed to allow students in the fourth year of their psychology Honours degree program to pursue research activities under the direction of a department faculty member, normally within that person's on-going research program. Prerequisite: Minimum 65% average in completed PSYC courses; 75% or higher in PSYC 3015Y (315); at least 1.0 other PSYC credit at the 3000- or 4000-level; specific course prerequisites depending on the faculty supervisor; and permission of the department. Consult Appendix B of the student handbook for a list of participating faculty members. Students intending to take a research practicum course must consult with the chair of the department before registering in the course. Excludes PSYC 487H.

PSYC 4802H – Research practicum 2

A course designed to allow students in the fourth year of their psychology Honours degree program to pursue research activities under the direction of a department faculty member, normally within that person's on-going research program. Prerequisite: Minimum 65% average in completed PSYC courses; 75% or higher in PSYC 3015Y (315); at least 1.0 other PSYC credit at the 3000- or 4000-level, specific course prerequisites depending on the faculty supervisor; and permission of the department. Consult Appendix B of the student handbook for a list of participating faculty members. Students intending to take a research practicum course must consult with the chair of the department before registering in the course. Excludes PSYC 488H.

PSYC - BIOL 4840H/WI – Neuroendocrinology

Explores the interactions between the central nervous and endocrine systems, focusing on the hypothalamic-pituitary-adrenal axis. The course will examine the control of hormone release, including neurotransmitter modulation and steroid feedback during both homeostatic and stress or induced states. Also, the interaction among stressors, behaviour, endocrine system and disease will

be considered. Prerequisite: 10.0 university credits including BIOL 3840H (BIOL 384H) or BIOL – PSYC 3210H (375H). Excludes BIOL – PSYC 484H. Prof. L. Kerr

PSYC 4900Y, 4901H, 4902H – Reading course

A course designed to allow students in the fourth year of their Psychology program to pursue independent study under the direction of departmental faculty. Prerequisite: Minimum 65% average in completed PSYC courses; PSYC 3015Y (315) or 333; at least 1.0 other 3000- or 4000- level PSYC credit; specific course prerequisites depending on the supervisor; and permission of the department. (PSYC 3015Y will be accepted as co-requisite provided that the student has successfully completed 15.0 university credits). Excludes PSYC 490, 491H, 492H.

Appendix B

RESEARCH PRACTICUM (PSYC 3801H, 3802H, 4801H, 4802H)

Research Practica are offered at the third and fourth (Honours) year level.

Please note:

A maximum of 2.0 course credits consisting of research practicum (Psychology 3801H, 3802H, 4801H and 4802H) and/or reading (Psychology 3900Y, 3901H, 3902H, 4900Y, 4901H and 4902H) courses may be counted toward a Psychology major or joint-major degree.

Psychology 3801H and 3802H - Third year (General level) Research Practicum:

A course designed to allow students in the third year of their psychology honours degree program to pursue research activities under the direction of a department faculty member, normally within that person's ongoing research program. Prerequisites: 8.0 university credits including 75% or higher in both of 2016H and 2017H (or in PSYC 215), successful completion of at least 3.0 Psychology credits, specific course prerequisites depending on the faculty supervisor, and permission of the department. Consult **Appendix B** of this handbook for a list of participating faculty members.

These activities could include combinations of the following: literature reviews on specific research questions; creating psychological instruments or experimental materials; gathering data from animals or humans; following specific research protocols; organizing data for data analyses; conducting data analyses; and writing reports.

A detailed overview of how the student will be evaluated and a schedule of student contact/research hours must be completed by the faculty supervisor and approved by the Department Chair before registering for the course. At least 40% of the final grade in the course will come from written work, and an average of five to seven contact/research hours per week is required over the 12-week term. The contact/research schedule will be arranged between each supervisor and student.

Psychology 4801H, 4802H – Fourth year (Honours level) Research Practicum:

A course designed to allow students in the fourth year of their psychology Honours degree program to pursue research activities under the direction of a department faculty member, normally within that person's on-going research program. Prerequisites: 75% or higher in PSYC 3015Y (315), at least 1.0 other Psychology credit at the 3000- or 4000-level, specific course prerequisites depending on the faculty supervisor, and permission of the department. Consult **Appendix B** of this handbook for a list of participating faculty members.

These activities could include combinations of the following: literature reviews on specific research questions; creating psychological instruments or experimental materials; gathering data from animals or humans; following specific research protocols; organizing data for data analyses; conducting data analyses; and writing reports.

A detailed overview of how the student will be evaluated and a schedule of student contact/research hours must be completed by the faculty supervisor and approved by the Department Chair before registering for the course. At least 40% of the final grade in the course will come from written work, and an average of five to seven contact/research hours per week is required over the 12-week term. The contact/research schedule will be arranged between each supervisor and student.

The number of students permitted to enrol in Research Practicum courses depends on the number of faculty willing to serve as supervisors in a given year and on the number of eligible students who can satisfy specific practicum prerequisites. For the 2013-2014 academic year, the faculty participating in the Research Practicum are listed below. Also listed are the specific course prerequisites relevant to each practicum.

RESEARCH PRACTICA FOR 2013-2014

Prof. F.A. BLEASDALE (1) Musical ability and emotional intelligence. Pre- or Co-requisite: PSYC 3015Y.

(2) Bilingualism and emotional intelligence: Pre- or Co-requisite: PSYC 3015Y.

(3) The roles of verbal context and word concreteness in reading. Prerequisite: PSYC 2450H, 2400H or 3430H.

Prof. L. E. BROWN

(1) Hand placement and vision. Pre- or corequisite: Psyc 2200H, 2400H. (2) Proprioception and reaching. Pre- or corequisite: Psyc 2200H, 2400H. (3) Motor learning by observing (visual observation or hand-over-hand training). Prerequisite: Psyc 2200H, 2400H.

RESEARCH PRACTICA FOR 2013-2014 (continued)

Prof. M. CHAN-REYNOLDS I have research interests in reading, attention, and agent based and computational modeling. Current Practicum topics include (1) the role of Executive Function during skilled reading, (2) the role of the hands when reading, (3) collaborative searching, and (4) the evolution of language. Prerequisite PSYC 3801H/3802H: PSYC 2450H or 2400H; Prerequisite PSYC 4801H/4802H: PSYC 3450H;

Prof. R. COUGHLAN (1) Patient and/or clinical staff experiences with medical, public health or alternative health care, including aspects related to social determinants of health & well-being.(2)Experiences with bullying or abuse in educational, health and/or workplace settings. (3) Experiences of personal agency or lack of such owing to socio-economic factors and various types of discrimination (including those based on race, poverty and/or homelessness). Prerequisite: PSYC 2700H or PSYC 3750H.

Prof. T. DeCICCO (1) Self and Identity: Investigating the variables associated with self-construal (e.g. self-construal and addictions, self-construal and health). Prerequisites: PSYC 2016H+2017H and/or 3015Y; PSYC 2310H. (2) Dreams and Dreaming: Investigating dream imagery and the relationship to waking day issues (e.g. dream imagery and health, dreams and waking day anxiety). Prerequisites: PSYC 2016H+2017H and/or 3015Y; PSYC 3780H.

Prof. T.P. HUMPHREYS (1) Sexual consent: Assessing attitudes and behaviours, (2) First time sexual experiences, and (3) Sexuality and the Internet. Prerequisites for a 3rd year level practica: PSYC 2700H; PSYC 2016H; PSYC2017H; and preferably PSYC 3760H. Prerequisites for a 4th year level practica: PSYC 3730H or PSYC3760H and PSYC 3015Y.

Prof. N. IM-BOLTER (1) Language skill and social cognition (including theory of mind); (2) Language and literacy; (3) Literacy and executive function; (4) Language and psychopathology; (5) Parenting style and psychopathology ; (6) Measuring executive function in early childhood; (7) Social cognition in adolescence; (8) Affective vs. cognitive theory of mind. Prerequisite: PSYC 2450H or PSYC 3580H.

Prof. D. KENNETT (1) Long term care: resident and staff satisfaction
(2) Evaluating the success of a parenting program (3) Coping with chronic pain
Prerequisites: PSYC 3015Y and/or PSYC 3610H or PSYC 443H or PSYC 3750H.

Prof. H. LEHMANN (1) Brain damage and amnesia (animal model); (2) Contributions of emotion to memory modulation. Prerequisites: PSYC 2015H+2017H, PSYC 2200H, and PSYC 2600H

Prof. M. LIU (1)Parental achievement orientation, parenting styles and children's learning behaviours in Canada and China. Prerequisites: PSYC 2016H,2017H, 2500H. (2) Acculturation and Adaptation. Prerequisites: PSYC 2016H+2017H, 2500H.

Prof. G. NAVARA (1) The effects of cross-cultural relocation upon the parent/child relationship.
(2) Socialization/enculturation process within the parent/child relationship using a bi-directional (dialectical) framework.
(3) Religious orientation as a predictor of ethnocentrism.
Prerequisites for a 3rd year level practica: PSYC 2500H; PSYC 2016H+2017H; and preferably PSYC 3560H.
Prerequisites for a 4th year level practica: PSYC 2500H; PSYC 3560H or PSYC 3510H; PSYC 3015Y

Prof F. O'HAGAN (1) Evaluating the success of a chronic pain management program (2) Factors influencing occupational disability in cardiac patients (3) Health behaviours in cardiac patients
Prerequisites: PSYC 3015Y and/or PSYC 3610H or PSYC 3750H

Prof. J. D. A. PARKER (on leave 2013-14)
(1) relationships between problem gambling, internet misuse, and problematic video/computer game and dimensions of emotional and social competency in adults; (2) how does emotional and social competency change and evolve during the transition to adulthood?

Prof. K. PETERS
(1) Neuroethics (e.g., issues surrounding the pharmaceutical enhancement of psychological and physical characteristics) (2) Analysis of effect sizes of published research in psychology

Prof. B. SMITH-CHANT (1) The impact of physical environments and recreational program on development. Prerequisite: PSYC 2500H or 2700H. (2) Aboriginal perspectives on lifespan development. Prerequisite: PSYC 2500H (3) Academic self-regulation and technology.

Prof. L.J. SUMMERFELDT (on leave Fall 2013) (1)Social Anxiety: Personality, Cognitive & Emotion Regulation variables. (2)Obsessive-Compulsive Experience: Causal & Perpetuating Factors & Subtypes

Appendix C

FACULTY RESEARCH INTERESTS AND THESIS TOPICS

Ben BAUER (OSHAWA)

My research interests fall under the rubric of Human Vision Science and its Applications. At the basic level, I study human vision and attention. The goal of this area of research is to identify properties of visual objects that allow them to be found efficiently (accurately and rapidly) in cluttered visual scenes. Using these properties I am validating a simple decision-rule model for visual detection. Practical applications of the model are location and tracking of symbology on visual displays, conspicuousness and camouflage for objects in various environments and image compression.

Relevant References:

Bauer, B., & Patrick, A.S. (2004). A Human Factors Extension to the Seven-Layer OSI Reference Model.
<http://www.andrewpatrick.ca/OSI/10layer.html>

Bauer, B., Jolicoeur, P., & Cowan, Wm. (1999). A test of the convex hull hypothesis in visual search for colour targets. *Vision Research*, 39, 2681-2695.

Bauer, B., Jolicoeur, P., & Cowan, Wm. (1998). The linear separability effect in colour visual search: Ruling out the additive-colour hypothesis. *Perception & Psychophysics*, 60, 1083-1093.

Bauer, B., & McFadden, S. (1997). Linear separability and redundant colour coding in visual search displays. *Displays*, 18, 21-28.

Possible Thesis Topics:

Adaptive colour/spatial coding for visual displays.

Thresholds of acceptability for network based application components.

Visual properties supporting rapid detection and location.

Attentional modulation of cognition.

Fraser A. BLEASDALE (LHS C136; 748-1011 x-7614)

My main research interests are in the area of cognition, and concern the nature and organization of functional and neural representations of concrete and abstract concepts. My research has involved computer-based studies using lexical decision, naming, free association, recall, word and sentence comprehension tasks and, more recently, the Retrieval Induced Forgetting (RIF) paradigm. A second area of interest is in the interplay of cognition and emotion, including the appraisal, identification, and expression of emotion and its relationship to variables such as music training and bilingualism. Typically this work involves the administration of a battery of tests, followed by multivariate analyses.

Relevant References:

Bleasdale, F. A. (1987). Concreteness-dependent associative priming: Separate lexical organization for concrete and abstract words. *Journal of Experimental Psychology: Learning, Memory, & Cognition*, 13, 582-594.

Crutch, S. J., Connell, S., & Warrington, E. K. (2009). The different representational frameworks underpinning abstract and concrete knowledge: Evidence from odd-one-out judgements. *The Quarterly Journal of Experimental Psychology*, 62(7), 1377-1390. doi: <http://dx.doi.org/10.1080/17470210802483834>

Crutch, S. J., & Warrington, E. K. (2005). Abstract and concrete concepts have structurally different representational frameworks. *Brain*, 128, 615-627. doi: <http://dx.doi.org/10.1093/brain/awh349>

Resnicow, J. E., Salovey, P., & Repp, B. H. (2004). Is recognition of emotion in music performance an aspect of emotional intelligence? *Music Perception*, 22 (1), 145-158.

Possible Thesis Topics:

Assessing the mental organization of concrete and abstract concepts using the RIF paradigm.

Relevant courses: PSYC 2400H(225H), PSYC 3451H(307H), 3430H(352H), 3220H(376H), PSYC 4225H, PSYC 4625H)

Music training and emotional traits. Relevant courses: PSYC 2300H(240H), 3420H(303H), 337H, 3300H(341H)

Bilingualism and emotional traits. Relevant courses: PSYC 2300H(240H), 3420H(303H), 337H, 3300H(341H)

Liana E. BROWN (LHS C116; 748-1011 x-7238)

Many everyday activities require that we interact skillfully with the environment. My research is focused on discovering how sensation, perception and movement performance work together as we perform simple, everyday tasks. I focus on four major questions: 1) Can we use our hands to improve vision and/or attention? 2) How do we keep track of where our limbs are in space? 3) How do our motor capabilities influence cognition? 4) Can we learn a new motor skill by watching others perform? The goal of this research program is to understand both what and how information is exchanged between the motor and sensory systems, and the neural bases of this exchange.

Relevant References:

Brown, L. E., Doole, R., & Malfait, N. (2011). The role of motor learning in spatial adaptation near a tool. PLoS ONE, 6: e28999.

Brown, L. E., Wilson, E. T., Obhi, S. S., & Gribble, P. L. (2010). Effect of trial order and error magnitude on motor learning by observing. Journal of Neurophysiology, 104, 1409-16.

Brown, L. E., Rosenbaum, D. A., & Sainburg, R. L. (2003). Limb position drift: Implications for control of limb position and movement. Journal of Neurophysiology, 90, 3105-18.

Possible Thesis Topics (Prerequisites: Psyc 3220H (376H) and/or Psyc 3460H (366H)):

Hand placement and vision, changes in visual-spatial performance following motor learning, motor learning by observing (visual observation or hand-over-hand training), proprioception and reaching.

Michael CHAN-REYNOLDS (LHS C119; 748-1011 x-7534)

I am currently interested in three topic areas (may be suitable for thesis):

1. *Transportation into Narratives*: How do people become transported into a story or movie?
2. *Bilingualism*: How do we keep multiple languages separate in our mind?
3. *Digital Technology*: Is technology making us dumber, smarter, more sophisticated, etc.?

Relevant References:

1. Green, M.C., & Brock, T.C. (2000). The role of transportation in the persuasiveness of public narratives. *Journal of Personality and Social Psychology*, 79, 701 -721.
2. Meuter, R. F., & Allport, A. (1999). Bilingual language switching in naming: Asymmetrical costs of language selection. *Journal of memory and language*, 40, 25-40.
3. Levy, D. M. (1997). I read the news today, oh boy: reading and attention in digital libraries. In *Proceedings of the second ACM international conference on Digital libraries* (pp. 202-211). ACM.

Rory COUGHLAN (LHS C135; 748-1011 x-7779)

My approach to social and health psychology is multi-disciplinary. I support social scientific attempts to preserve the inter-relationship of individual subjectivity with social processes and culture. I prefer to use qualitative investigative methodologies capable of assessing individual experiences as inter-penetrated by interaction, ideology and contextualized by societal institutions. My main area of specialty is the investigation of health experiences, interactional processes in health encounters and the development of health policy. I am also interested in understanding “personal agency” and the social and cultural factors that contribute to negotiations in everyday situations, particularly for those who experience oppression. Also, how power relations develop in social settings with a special interest in bullying in different institutional settings.

Relevant References:

Coughlan, R. (2009). The inadequacy of mainstream Cartesian theory of perception and the problematic effects on psychological understandings of communication and personal agency. In Baron, Byrne & Watson (Eds.) *Exploring Social Psychology* (4th Canadian edition). Toronto. Pearson.

Coughlan, R. & Ward, L. (2007) Experiences of Recently Relocated Residents of a Long-Term Care Facility in Ontario: Assessing Quality Qualitatively. *International Journal of Nursing Studies*, 7,44, 47-57.

Coughlan, R. (2006) The Socio-politics of Technology & Innovation: Problematizing the “Caring” in Healthcare? *Social Theory & Health*, 4, 4, 334-352.

Coughlan, R. (2006). The Social Psychology of Health Care: Consumerism, Technology & Public Good. *McMasterUniversityMedical Journal*, 3, 1, 52-56.

Coughlan, R. & Jung, K. E. (2005) New Mothers' Experiences of Agency During Prenatal and Delivery Care: Clinical Practice, Communication & Embodiment. *Journal of Prenatal and Perinatal Psychology & Health*. 20, 2, 99-119

Possible Thesis Topics:

Patient experiences with clinical practices & institutions, Cross-cultural topics, Personal agency, Pregnancy Interaction, power & bullying in different insituational settings,

Relevant courses for these thesis topics include PSYC 2700H(272H); 3750H(343H); 3590H(308H); 3740H(304H); Anth 348; 309; Soc 220; 345; 363

Teresa L. DeCICCO (OSHAWA)

My research covers 2 areas of study: 1. Sleep mentation (dreams and dreaming) and 2. Psychology of the Self. Research involves the theoretical underpinnings of these areas as well as their effectiveness in applied practice. For example, studies include decreasing nightmares and negative imagery related to severe illness; and examining the psychophysiological mechanisms of sleep mentation.

Relevant References:

Dale, A. & DeCicco, T.L. & Miller, N. (2013). Exploring the Dreams of Canadian Soldiers with Content Analysis. *International Journal of Dream Research*. In Press.

DeCicco, T.L., Barcaro, U., & Murkar, A. (2012). A cognitive model explaining the psychophysiology system responsible for the effectiveness of The Storytelling Method of Dream Interpretation. *International Journal of Psychophysiology* 85, 361-430.

DeCicco, T.L., Lyons, T., Pannier, Wright.C. (2010). The dreams of women with breast cancer: Content Analysis and Discovery. *International Journal of Dream Research*. Vol 3(2), 104-110.

DeCicco, T.L. (2009). *The Giant Compass: Navigating Your Life with Your Dreams*. South Carolina, USA: Malito Press.

Possible Thesis Topics

1. Investigating the effectiveness of dream therapy on a variety of samples (e.g. cancer patients, soldiers, pain patients)
2. How dream imagery is related to waking life in terms of anxiety, depression, trauma, relationships.

Terry P. HUMPHREYS (LHS C114; 748-1011 x-7773)

My research interests intersect human sexuality and social psychology. More specifically, current research focusses on: (1) cognitive and behavioural aspects of first sexual experiences; (2) sexuality and technology (e.g., Internet use, sexting); (3) sexual resourcefulness; (4) sexual consent / negotiating sexual interactions (i.e., sexual (mis)communication and sexual coercion).

Relevant References:

Humphreys, T.P., & Brousseau, M. (2010) The Sexual Consent Scale-Revised: Development, reliability, and preliminary validity. *Journal of Sex Research, 47*, 420-428.

Humphreys, T.P., & Kennett, D. (2010). The reliability and validity of instruments supporting the sexual self-control model. *The Canadian Journal of Human Sexuality, 19*, 1-13.

Kennett, D., Humphreys, T.P., & Patchell, M. (2009). The role of learned resourcefulness in helping female undergraduates deal with unwanted sexual activity. *Sex Education, 9*, 341-353.

Humphreys, T.P., & Newby, J. (2007). Initiation of new sexual behaviours in heterosexual relationships. *Canadian Journal of Human Sexuality, 16*, 77-88.

Possible Thesis Topics:

Factors impacting first sexual experiences (i.e., personality, safer sex, relationship quality)
Sexting behaviour in young adult populations
Sexual resourcefulness and related variables
Factors influencing sexual consent attitudes and behaviours.
Sexual communication in young adult couples

Nancie IM-BOLTER (OSHAWA)

My research focuses on language and cognition and involves a diverse population of children and adolescents, which includes both typical and atypical development (e.g., psychopathology, language, impairment, reading disability, ADHD, autism). I am currently focused on: 1) investigating the contribution of language to different aspects of social cognition, in particular theory of mind, in typical and atypical development, 2) the relation between language and reading, 3) measurement of executive function (i.e., inhibition, working memory, mental flexibility), and 4) higher order language skills in children and adolescents. Although most of my research involves children my interest in the relationship between language and cognition is across the life span. I also specialize in investigating and evaluating assessment techniques and tools for children, adolescents, and adults. Areas of focus include psychological, emotional, academic, and vocational skills.

Relevant References:

Cohen, N. J., Vallance, D. D., Barwick, M., Im, N., Menna, R., Horodezky, N., & Isaacson, L. (2000). The interface between attention deficit hyperactivity disorder and language impairment: An examination of language, achievement, and cognitive processing. *Journal of Child Psychology and Psychiatry, 41*(3),353-362.

Im-Bolter, N., & Cohen, N. J. (2007). Language impairment and psychiatric co-morbidities. *Pediatric Clinics of North America (Language, Communication, and Literacy: A Pediatric Primer on Pathologies and Treatment), 54*(3), 525-542.

Im-Bolter, N., Johnson, J., & Pascual-Leone, J. (2006) Processing limitations in children with specific language impairment: The role of executive function. *Child Development, 77*, 1822-1841.

Yaghoub Zadeh, Z., Im-Bolter, N., Cohen, N.J. (2007) Social cognition and externalizing psychopathology: An investigation of the mediating role of language. *Journal of Abnormal Child Psychology, 35*, 141-152.

Possible Thesis Topics:

Theory of mind and language, assessment of executive function in children and adolescents, language and literacy, efficacy of therapeutic interventions, language and/or cognitive functioning in children or adolescents with atypical development, individual differences in acquisition of skills.

Deborah J. KENNETT (LHS C132; 748-1011 x-7770)

My research interests focus on coping strategies, school and work transitions, and health promotion, with special emphasis on program development and on the personal and social factors promoting personal achievement. Research I have completed supports the view that variables such as stress appraisal, motivation, self-efficacy, situational factors, social factors, physiological factors and personal skills play a complex and interactive role in goal attainment.

Example References:

Kennett, D.J., & Chislett, G. (2012). The benefits of an enhanced Nobody's Perfect parent program for child welfare clients including non-custodial parents. *Children & Youth Services Review, 34*, 2081-2087.

Kennett, D.J., Humphreys, T.P., & Schultz, K.E. (2012). Importance of learned resourcefulness and the impact of family, peers, media and sex education on sexual resourcefulness, *Sex Education, 12*, 351-368.

Reed, M.J., Kennett, D.J., Lewis, T., & Lund-Lucas, E. (2011). Equal benefits found for students with and without disabilities taking a post-secondary success course. *Active Learning in Higher Education, 12*, 133-142.

Kennett, D.J., Worth, N., & Forbes, C. (2009). The contributions of Rosenbaum's Model of Self-Control and the Transtheoretical Model to the prediction of exercise frequency. *Psychology of Sport and Exercise, 10*, 602-608.

Kennett, D.J., & Reed, M.J. (2009). Factors influencing academic success and retention following a first year post-secondary success course. *Educational Research & Evaluation, 15*, 153-166.

Kennett, D.J., O'Hagan, F.T., & Cezer, D. (2008). Learned resourcefulness and the long-term benefits of a chronic pain management program. *Journal of Mixed Methods Research, 2*, 317-339.

Example Thesis Topics:

Factors influencing lifestyle changes and their successful implementation
Sexual resourcefulness and relationship satisfaction
Acceptance and coping with chronic pain

Leslie KERR (DNA B108.2; 748-1011 x-7435)

Psycho-oncology is my primary research interest. My students and I examine how psychosocial factors mediate physiological mechanisms underlying illness and disease. Primarily, we examine behavioural, neurophysiological, and physiological (e.g. hormonal) and cellular (e.g. receptor or oncogene expression) mechanisms that may mediate the effects of early social environments and caregiving experiences on normal and malignant mammary gland growth in mice. Our main goal is focused on breast cancer prevention.

In addition to my primary area of research, a colleague and collaborative partner in the Psychology Department, Dr. Elaine Scharfe, and I are examining a similar question in a human-based study. In this study, we are indirectly examining, via online questionnaires, the influences of different care-giving styles and infants' psychological development and breast cancer risk and treatment outcomes. This avenue of research will aid in the development of models that identify individuals at risk based on family history, personality, and related health behaviours and will allow for the development of comprehensive health promotion practices aimed at increasing the likelihood of cancer prevention and early detection.

Relevant References:

Boyd, A., Salleh, A., Humber, B., Yee, J., Tomes, L. & Kerr, L. R. (2010). Neonatal experiences differentially influence mammary gland morphology, estrogen receptor alpha protein levels, and carcinogenesis in BALB/c mice. *Cancer Prevention Research 3(11):1398-1408.*

Kerr, L.R., Andrews, H.N., Strange, K.S., Emerman, J.T., & Weinberg, J. (2006). Temporal factors alter effects of social housing conditions on responses to chemotherapy and hormone levels in a Shionogi mammary tumor model. *Psychosomatic Medicine, 68*,966-75.

Kerr, L.R., Hundal, R., Silva, W.A., Emerman, J.T. & Weinberg, J. (2001). Effects of social housing condition on chemotherapeutic efficacy in a Shionogi Carcinoma (SC115) mouse tumor model: influences of temporal factors, tumor size, and tumor growth rate. *Psychosomatic Medicine, 63*, 973-984.

Possible Thesis Topics:

Examining the influences of early -life environments, stress, and coping on anxiety - and depressive-like behaviours and cancer risk using both human (via online surveys) and animal models.

Thesis students will collaborate on projects exploring specific psychological or physiological factors that may play a role in increasing breast cancer risk and/or influencing treatment outcome.

Hugo LEHMANN (LHS C117; 748-1011 x-7236)

The primary focus of my research program is to determine the contributions of different brain structures to learning, memory, and emotion. Specific aims are to: 1) understand the neural circuits involved in acquiring, storing, and retrieving memory; 2) delineate the mechanisms involved in long-term consolidation and temporally graded retrograde amnesia; and 3) determine how deficits in emotion may undermine mnemonic function. Related research projects normally involve assessing whether surgical lesions and pharmacological manipulations in rats cause anterograde and/or retrograde amnesia as well as changes in fear and anxiety in several types of behavioural paradigms.

A second focus of my research program is to examine the means to reverse or attenuate cognitive deficits, such as memory loss, by promoting regeneration of damaged brain circuitry. Projects examine the effects of promoting neurogenesis with different treatments (e.g., growth factor, enriched environment) on recovery of mnemonic function from a cellular to a behavioural level.

Relevant References:

- Lehmann, H., & McNamara, K. C. (2011). Repeatedly reactivated memories become more resistant to hippocampal damage. *Learning & Memory, 18*(3), 132-135.
- Lehmann, H., Sparks, F. T., Spanswick, S. C., Hadikin, C., McDonald, R. J., & Sutherland, R. J. (2009). Making context memories independent of the hippocampus. *Learn Mem, 16*, 417-420.
- Spanswick, S. C., Lehmann, H., & Sutherland, R. J. (2011). Does the regeneration of hippocampal neurons offer hope for the treatment of cognitive deficits? *Regen Med, 6*(1), 1-3.
- Sutherland, R. J., Sparks, F. T., & Lehmann, H. (2010). Hippocampus and retrograde amnesia in the rat model: a modest proposal for the situation of systems consolidation. *Neuropsychologia, 48*(8), 2357-2369.

Possible Thesis Projects:

- Memory reactivation and neural distribution of the engram
- Resistance of memory to brain damage
- The effects of slow progressive damage to the hippocampus on memory
- Strengthening memory with emotion

Mowei LIU (LHS C121; 748-1011 x-7472)

My general research interests are in social development from a cultural perspective. Specifically, I am interested in child and adolescent peer relationships, friendship networks, and parental socialization processes (e.g., belief systems, disciplinary styles) in children's social and emotional development. Among various factors that may contribute to individual social development, I am particularly interested in parenting styles and parental socialization goal-oriented behaviors and their relations to children's social, emotional and school adjustment in Chinese and Canadian children. Both within-culture and cross-culture approaches have been taken in my research to understand the impact of cultural context on human development.

Relevant References:

- Liu, M., & Chen, X. (2003). Friendship networks and social, school and psychological adjustment in chinese junior high school students. *Psychology in the Schools. Special Issue: Psychoeducational and Psychosocial Functioning of Chinese Children, 40*(1), 5-17. doi:10.1002/pits.10066
- Liu, M., Chen, X., Rubin, K. H., Zheng, S., Cui, L., Li, D., . . . Wang, L. (2005). Autonomy- vs. connectedness-oriented parenting behaviours in chinese and canadian mothers. *International Journal of Behavioral Development, 29*(6), 489-495. doi:10.1080/01650250500147063
- Liu, M., Chen, X., Zheng, S., Chen, H., & Wang, L. (2009). Maternal autonomy- and connectedness-oriented parenting behaviors as predictors of children's social behaviors in china. *Social Development, 18*(3), 671-689. doi:10.1111/j.1467-9507.2008.00501.x
- Liu, M., & Guo, F. (2010). Parenting practices and their relevance to child behaviors in canada and china. *Scandinavian Journal of Psychology, 51*(2), 109-114. doi:10.1111/j.1467-9450.2009.00795.x

Possible Thesis Topics:

Parental achievement orientation and children's learning behaviours in Canada and China (relevant courses: PSYC 2500H(281H), 3610H(323H), 3560H(384H))

Acculturation and adaptation (relevant courses: PSYC 2500H(281H), 4530H(430H))

Geoffrey S. NAVARA (LHS C129; 748-1011 x-7539)

I have two general streams of research: 1) the impact that cross-cultural interactions have on human development; and, 2) the psychology of religion – specifically how religious orientation impacts motivation and behavior. Over the years I have had the opportunity to be involved in, and supervise students doing diverse research projects including: the exploration of cultural-bound mental health disorders within certain Canadian immigrant populations; the psychological and relational impact of cross-cultural relocation on individuals and families; the dynamics of parent-child bilateral influence; issues of prejudice and stereotype activation with dominant and immigrant populations; developing a psychological model of people's construction of evil (specifically the concept of sacrilege); and, the psychosocial health issues surrounding weight-loss surgery. I have also conducted research exploring the impact of community-based recreation programs on health in 15 remote First Nations communities in Ontario. In my research, I often utilize a combination of quantitative and qualitative methodologies.

Relevant References:

- Burris, C.T & Navara, G.S. (in press). What's my motive?: Thoughts on the state of religious orientation research. In Wulff, D. (Ed.) *Handbook of Psychology of Religion*.
- James, S., Fernandes, M., Navara, G. S., Harris, S., & Foster, D. (2009). Problemas de Nervos: A multivocal symbol of distress for Portuguese immigrants. *Transcultural Psychiatry*, 46(2), 285- 299.
- Kuczynski, L., Navara, G.S., & Boiger, M. (2011). The social relational perspective on family acculturation. In Chuang, S. S., & Moreno, R. P. (Eds.). *On New Shores: Understanding Immigrant Children in North America*. Lanham, MD: Lexington Books.
- Navara, G.S., & Lollis, S. (2009). How the adolescent children of African-Jamaican immigrants living in Canada perceive and negotiate their roles within a matrifocal family. *Family Process*, 48(3), 441-458.

Possible Thesis Topics:

- Religious orientation as a predictor for various behaviours/attitudes
- Parent/child dynamics – specifically looking at bidirectionality in socialization
- Transmission of cultural values and beliefs

Prerequisite: PSYC 2500H(281H) and either PSYC 3510H(381H) or 3560H(384H)

Elizabeth (Lisa) K. NISBET (LHS C128; 748-1011 x-7855)

Relevant References:

- Nisbet, E. K., & Zelenski, J. M. (2011). Underestimating nearby nature: Affective forecasting errors obscure the happy path to sustainability. *Psychological Science*, 22(9), 1101-1106.
- Nisbet, E. K., Zelenski, J. M., & Murphy, S. A. (2011). Happiness is in our nature: Exploring nature relatedness as a contributor to subjective well-being. *Journal of Happiness Studies*, 12, 303-322, doi: 10.1007/s10902-010-9197-7
- Nisbet, E. K., Zelenski, J. M., & Murphy, S. A. (2009). The Nature Relatedness Scale: Linking individuals' connection with nature to environmental concern and behavior. *Environment and Behavior*, 41, 715-740.
- Nisbet, E. K., & Gick, M. L. (2008). Can health psychology help the planet? Applying theory and models of health behaviour to environmental actions. *Canadian Psychology*, 49, 296-303.

Possible Thesis Topics:

The psychological health effects of nature contact and exposure to nature images (e.g., well-being, happiness, stress and coping, affective forecasting).

Connection/disconnection from nature and environmental decision-making (sustainable behaviours).

Personality correlates (e.g., materialism, Big 5, self-concept/identity) and antecedents of nature relatedness (e.g., growing up in urban/rural environments).

Interventions that influence nature relatedness (e.g., environmental education, nature experiences, virtual immersion).

Relevant courses for these research topics include PSYC 2310H, PSYC 2700H PSYC 3420H, PSYC 3750H or PSYC 3610H.

Fergal O'HAGAN (LHS C134; 748-1011 x-7086)

My research interests lie in the domain of work and health and, more specifically factors influencing occupational adaptation following the onset of chronic illness. Some of my present projects include the role of illness representations in recovery from occupational injury, health trajectories and coping in injured workers with permanent impairments, the role of acceptance and resourcefulness in occupational adaptation following disabling injury.

Relevant References:

O'Hagan, F.T., Thomas, S.G. (2011). Work adjustment in cardiovascular disease: Job characteristics and social support. *Journal of Cardiopulmonary Rehabilitation and Prevention*, 31, 1-7

Kennett, D.J., O'Hagan, F. T., & Cezer, D. (2008). Learned resourcefulness and the long-term benefits of a chronic pain management program. *Journal of Mixed Methods Research*, 2, 317-339.

Possible Thesis Topics:

Biomedical representations and recovery trajectories of chronic pain patients
Health behaviour trajectories in cardiac patients
The role of fear/avoidance behaviour and catastrophization in work adjustment following disabling cardiac illness
Occupational role adaptation in bariatric surgery patients
Psychosocial adaptation among weight loss surgery patients
Opioid use and pain rehabilitation

James D. A. PARKER (LHS C249; 748-1011 x-7935) (on leave 2013-14)

I have been involved in a number of research projects on personality and affect regulation. During the past 2 decades research from a variety of fields has generated growing interest in the development of affect regulation and in the consequences for personality development, psychopathology and wellness when there are deficits in these abilities. I am particularly interested in studying the relationship between constructs like alexithymia and emotional intelligence and various outcome variables (particularly academic achievement, leadership, and various mental and physical health problems). Another longstanding research interest involves work on psychometric tools for assessing constructs like alexithymia and emotional intelligence.

Relevant References:

Parker, J. D. A., Keefer, K. V., & Wood, L. M. (2011). Towards a brief multidimensional assessment of emotional intelligence: Psychometric properties of the Emotional Quotient Inventory- Short Form. *Psychological Assessment*, 23, 762-777.

Parker, J. D. A., Eastabrook, J. M., Keefer, K. V., & Wood, L. M. (2010). Can alexithymia be assessed in adolescents? Psychometric properties of the 20-Item Toronto Alexithymia Scale in younger, middle, and older adolescents. *Psychological Assessment*, 22, 798-808.

Parker, J. D. A., Taylor, R. N., Eastabrook, J. M., Schell, S. L., & Wood, L. M. (2008). Problem gambling in adolescence: Relationships with internet misuse, gaming abuse and emotional intelligence. *Personality and Individual Differences*, 45, 174-180.

Stough, C., Saklofske, D. H., & Parker, J. D. A. (2009). *Assessing emotional intelligence: Theory, research and applications*. New York: Springer.

Possible Thesis Topics:

How long-lasting are emotional intelligence's effects on educational attainment and vocational outcomes?
What are the links among addiction-related behaviours (specifically problem gambling, internet misuse, and problematic video/computer game addiction) and dimensions of emotional and social competency in adults?

Relevant courses for these research topics include PSYC 2310H(236H) and 337H and PSYC 2300H(240H) and 3300H(341H).

Kevin PETERS (LHS C115; 748-1011 x-7795)

My current research interests cover two main areas:

1. *Neuroethics of Cognitive Enhancement*: I have recently become interested in how people define cognitive enhancement and what factors are related to one's willingness to use pharmaceuticals to enhance their cognitive performance and other aspects of psychological functioning. □
2. *Perceptions and Realities of Mild Cognitive Impairment and Dementia*: I am interested in the critical examination of how well we can reliably and validly predict the onset of dementia (e.g., Alzheimer disease or AD). I am also interested in what the members of the public think about the risk for developing AD□and their views on how effective the current treatments are for AD.

Relevant References:

Forlini, C., & Racine, E. (2009). Autonomy and coercion in academic "cognitive enhancement" using methylphenidate: Perspectives of key stakeholders. *Neuroethics*, 2, 163-177.

Katz, S., & Peters, K. R. (2008). Enhancing the mind? Memory medicine, dementia, and the aging brain. *Journal of Aging Studies*, 22(4), 348-355.

Riis, J., Simmons, J. P., & Goodwin, G. P. (2008). Preferences for Enhancement Pharmaceuticals: The Reluctance to Enhance Fundamental Traits. *Journal of Consumer Research*, 35, 495-508.

Possible Thesis Topics:

An examination of how students define "cognitive enhancement" and/or an investigation into the factors that are associated with one's willingness to use a drug to enhance different psychological traits/abilities (Prerequisites: preferably PSYC 2010H, 2200H, 2400H)

An examination of the information that is currently available online about different cognitive enhancing drugs (Prerequisites: preferably PSYC 2010H, 2200H, 2400H)

Elaine SCHARFE (LHS C130; 748-1011 x-7354)

Research Interests: Influence of relationships on health emotional development across the lifespan.

John Bowlby (1969/1982) defined attachment as the instinct to form relational bonds with others and the development of strategies to seek and maintain proximity to these attachment figures when distressed, ill, or afraid. These strategies are internalized into representations or internal working models that help to guide interpretation of and reactions to social situations from infancy to old age. Although attachment representations are proposed to be relatively stable, a key challenge to attachment researchers is to identify conditions under which attachment patterns are likely to change. I am currently exploring mechanisms of continuity and change of attachment in the context of life transitions (e.g., school transitions, transition to parenthood). In addition, I am interested in the influence of attachment behaviours on ways of coping with stress during transitions, health outcomes during transitions, and cognitive reappraisals of attachment representations during transitions. My current research focuses on how early caregiving relationships impacts on individuals' physical and psychological development.

Relevant References:

Scharfe, E. (2007). Cause or consequence?: Exploring causal links between attachment and depression. *Journal of Social and Clinical Psychology*, 26, 1050-1066.

Scharfe, E., & Cole, V. (2006). Stability and change of attachment representations during emerging adulthood: An examination of mediators and moderators of change. *Personal Relationships*, 13, 363-374.

Scharfe, E., & Eldredge, D. (2001). Associations between attachment representations and health behaviors in late adolescence. *Journal of Health Psychology*, 6, 287-299.

Possible Thesis Topics:

*** not accepting honours thesis students for the 2013-14 academic year**

Prerequisite: at least one of PSYC 3730H(300H), 3750H(343H) and/or 3560H(384)H.

- (1) Influence of relationships on coping with chronic disease
- (2) Health and wellness in the family

Brenda SMITH-CHANT (LHS C128; 748-1011 x-7780)

I am interested in cognitive development from the perspective that the experience, education and social programs have a fundamental influence on how information is organized in memory and the resulting behaviour. Accordingly, my research follows three main streams: 1) How children acquire basic math and literacy skills, particularly the influence that their preschool learning environment has on their performance; 2) How social programs influence cognition and behaviour; and 3) Community-based initiatives to support cognitive and behavioural change.

Currently, I am involved in three major research initiatives: "Count Me In!", examining long-term predictors of math performance in Canadian Children; the "Cuba/Canada Initiative", a cross-cultural exploration of the impact of preventative vs a traditional 'medical' model for health and social programs on children's development; and "An valuation of the Aboriginal Community Activator Pilot Program", a evaluation of a community-based approach to developing social programs.

Relevant References:

Smith-Chant, B.L. (2009). Early childhood education and health. In D. Raphael's *Social Determinants of Health: Canadian Perspectives, Second Edition*. Toronto: Scholar's Press Inc, 143-155.

LeFevre, J., Skwarchuk, S.L., Smith-Chant, B.L., Fast, L., Kamawar, D. & Bisanz, J. (2009). Home Numeracy Experiences and Children's Math Performance in the Early School Years. *Canadian Journal of Behavioural Science, 41*, 55-66.

Sénéchal, M., LeFevre, J., Smith-Chant, B.L., & Colton, K. (2001). On refining theoretical models of emergent literacy: The role of empirical evidence. *Journal of School Psychology, 39*, 439-460.

Possible Thesis Topics:

Parent teaching and it's relation to the development of children's early math skills.

The impact of social programs (recreation, health, and service integration) on individual and community development.

Aboriginal and environmental perspectives on lifespan development, cognition and behaviour.

Laura SUMMERFELDT (LHS C120; 748-1011 x-7526) (on leave Fall 2013)

I have several areas of research interest, bridged by the common theme of personality and psychopathology, with particular focus upon obsessive-compulsive conditions and social anxiety. These include the following: 1) Personality dimensions and psychopathology in clinical and nonclinical populations, 2) Points of continuity (e.g., cognition, emotion regulation and competencies) across clinical and subclinical anxiety conditions and their associations with adaptive behaviour, 3) Models of heterogeneity of obsessive-compulsive disorders, and 4) Diathesis stress models of cause and perpetuation. A specific focus for me has been upon a particular feature of obsessive compulsive experience - the feeling that things are "not just right" - and its links with other psychological variables (i.e., aesthetic preferences, cognition, personality).

Relevant References:

Kloosterman, P. H., Summerfeldt, L. J., Parker J. D. A., & Holden, J. J. A. (in press). The obsessive-compulsive trait of incompleteness in parents of children with autism spectrum disorders. *Journal of Obsessive-Compulsive and Related Disorders*.

Summerfeldt, L.J., Kloosterman, P.H., Antony, M.M., McCabe, R.E., & Parker, J.D.A. (2011). Emotional intelligence in social phobia and other anxiety disorders. *Journal of Psychopathology and Behavioral Assessment*, 33, 69-78.

Summerfeldt, L.J., Kloosterman, P.H., Antony, M.M., & Parker, J.D.A. (2006). Social anxiety, emotional intelligence, and interpersonal adjustment. *Journal of Psychopathology and Behavioral Assessment*, 28(1), 57-68.

Summerfeldt, L.J. (2004). Understanding and treating incompleteness in obsessive-compulsive disorder. *Journal of Clinical Psychology*, 60, 1155-1168.

Possible Thesis Topics:

Capturing "not just right" experiences: The relationship between obsessive-compulsive-related subdimensions and everyday behaviours, preferences, and information processing.

Social anxiety and social and emotional competencies: Etiology and functional implications.

Relevant courses for these research topics include PSYC 2310H(236H) and 337H and PSYC 2300H(240H) and 3300H(341H).

Beth VISSER (OSHAWA)

My interest is broadly around human individual differences and the behaviours these variables predict. I am also interested in the extent to which there may be sex differences in these characteristics and their correlates. My recent research has been focused on psychopathic traits, self-perceived characteristics, personality and cognitive abilities, as well as scale development.

Relevant References:

Visser, B. A., Pozzebon, J. A., Bogaert, A. F., & Ashton, M. C. (2010). Psychopathy, sexual behavior, and esteem: It's different for girls. *Personality and Individual Differences*, 48, 833-838. doi:10.1016/j.paid.2010.02.008

Visser, B. A., Bay, D., Cook, G., & Myburgh, J. (2010). Psychopathic and antisocial, but not emotionally intelligent. *Personality and Individual Differences*, 48, 644-648. doi:10.1016/j.paid.2010.01.003

Visser, B. A., Ashton, M. C., & Vernon, P. A. (2008). What makes you think you're so smart? Measured abilities, personality, and sex differences in relation to self-estimates of multiple intelligences. *Journal of Individual Differences*, 29, 35-44. doi:10.1027/1614-0001.29.1.35

Ashton, M. C., Lee, K., Pozzebon, J. A., Visser, B. A., & Worth, N. (2010). Status-Driven Risk Taking and the Major Dimensions of Personality. *Journal of Research in Personality*, 44, 734-737. doi:10.1016/j.jrp.2010.09.003

Possible Thesis Topics:

Development of a psychopathy scale specific to female manifestations of psychopathy
Psychopathy-related sex differences in the expression and purpose of various sexual behaviours
Does Machiavellianism + impulsivity = sub-clinical psychopathy?
The role of personality, ability, and intrinsic/extrinsic life goals in academic performance.

Psychology Degree Requirements

Degree Joint Requirements in Brackets	1020H + 1030H (1010Y) (101)	2016H + 2017H (215)	A2: 2200H (222H); 2400H (225H); 2450H (202H); 2600H (227H)	B2: 2300H (240H); 2310H (236H); 2500H (281H); 2700H (272H)	3015Y (315)	A3: 3210H (375H); 3220H (376H); 3230H (372H); 3420H (303H); 3430H (352H); 3440H (379H); 3450H (307H); 3460H (366H); 3610H (323H); 334H	B3: 3300H (341H); 3510H (381H); 3550H (363H); 3560H (384H); 3580H (383H); 3590H (308H); 3730H (300H); 3740H (304H); 3750H (343H); 3760H (355H); 3780H (373H); 337H	Other 3000 or 4000	4000	Thesis	Other	Total Credits
GENERAL required: obtained: min: 6 (5) credits max: 8 credits	Yes	Yes	.5	.5		.5	.5	1 (.5)			1 (.5)	6 (5)
COURSE-BASED HONOURS required: obtained: min: 10 (8) credits max: 13 credits	Yes	Yes	.5	.5	1 *	1	1	2 (1)	1		1 (0)	10 (8)
THESIS-BASED HONOURS required: obtained: min: 10 (8) credits max: 13 credits	Yes	Yes	.5	.5	1	1	1	1 (0)	1	2 (1)		10 (8)

* Students who have completed PSYC 333 prior to July 1, 2005 may count it in lieu of PSYC 3015Y as fulfilling course-based honours program requirements.

****JOINT MAJOR REQUIREMENTS IN BRACKETS****

** PLEASE NOTE THAT THIS FORM IS TO BE USED AS A GUIDE FOR PSYCHOLOGY DEGREE REQUIREMENTS ONLY. THE ULTIMATE RESPONSIBILITY RESTS WITH THE STUDENT TO ENSURE THAT COURSE SELECTIONS FULFILL BOTH THE PSYCHOLOGY AND UNIVERSITY DEGREE REQUIREMENTS SPECIFIED IN THE TRENT UNIVERSITY CALENDAR**

