

2024 - 25 Psychology Special Topic Classes

**** You may take multiple sections of each variable topic course, so long as it has a different title.**

Course	Fac	Title	Instructor	Prerequisites	Class Description
302-800	Sci	Topic: Hormones & Behaviour	Scavuzzo	PSYCH 104, PSYCH 105 and a 200-level PSYCH course. Not open to students who have already earned credit in PSYCH 403 Hormones & Behaviour.	This course discusses the relationships between the brain, endocrine systems and behaviour. Topics will span developmental, cyclical, and environmental effects of hormones on the brain, puberty, sexuality, aggression, stress, hunger, cognition and behaviour. By the end of this course students should be able to describe and understand hormones and their effects on their target tissues, the methods and study of behavioural endocrinology. For each hormone system students will learn their role in development, biological rhythms, organization and/or plasticity in the nervous system, mood, disease, and cognition.
302X01	Sci	Topic: Nonverbal Communication	Smithson	PSYCH 104, PSYCH 105 and a 200-level PSYCH course	This course will cover research in the following domains of nonverbal communication: body language, gesture production, eye gaze, facial expressions, haptics, proxemics, and cultural influences. Throughout the course, students will evaluate research methodology practices used in nonverbal communication research and discuss how research in this area can be applied.
305-800	Arts	Topic: Exercise and Cognition	Scavuzzo	PSYCH 104, PSYCH 105 and a 200-level PSYCH course. Not open to students who have already earned credit in PSYCH 405: Exercise and Cognition.	Examine how both acute and chronic exercise affect neurochemical and psychophysiological changes in the brain that, in turn, affect cognitive functioning. Review the theoretical research through current studies that emphasize neuroscientific theories and rationales, including a thorough examination of the effects of exercise interventions on cognitive functioning in special populations, including the elderly, children, and those suffering from a variety of diseases, including schizophrenia, diabetes, and an array of neurological disorders.
305A1	Arts	Topic: Moral Psychology	Simpson	PSYCH 104, PSYCH 105 and a 200-level PSYCH course	This course will be about the psychological underpinnings of moral judgements. We will review the philosophical background and discuss various ethical issues, including utilitarianism vs deontology and moral realism vs anti-realism. We will then look at moral judgments from various theoretical perspectives, including cognitive psychology, social psychology, evolutionary biology, and neuroscience.
305A2	Arts	Topic: Organizational Psychology	Rast	PSYCH 104, PSYCH 105 and PSYCH 241 (or SOC 241)	This course focuses on the scientific study of human behavior in organizations and the work place. Examine individual, group and organizational behavior and then applying this knowledge to solve problems in the workplace.
305X01	Arts	Topic: Existential Psychology	Scott	PSYCH 104, PSYCH 105 and a 200-level PSYCH course	This course will review theories and research in existential psychology and philosophy with a focus on psychological research into the four core areas of experimental existential

					psychology: freedom, meaning, death, and isolation. These topics will be approached from theoretical perspectives emerging from social, developmental, and cognitive psychology, as well as social and affective neuroscience.
403-801	Sci	Topic: Forensic Psychology	Haag	PSYCH 213 or STAT 151 or 161 and a 300-level psychology course. Strongly recommended one of PSYCH 239 or 333.	This course will provide a broad overview of the relationship between psychology and various aspects of the legal system. A variety of topics will be discussed and critically evaluated, including offender profiling, eyewitness testimony, police issues, jury decision-making, treatment of offenders, psychopathy, risk assessment, criminal responsibility, and fitness to stand trial. Classes will consist of lectures, activities, video presentations, and discussions.
403A1	Sci	Topic: Social, Emotional and Cognitive Effects of Stroke	Colbourne	PSYCH 213 or STAT 151 or 161, PSYCH 275 and a 300-level psychology course.	This course introduces you to the cognitive, social and emotional impact of stroke. Our focus is largely on current clinical research, including the effects of stroke and treatment approaches (e.g., impact of depression and treatment for it).
403A2	Sci	Topic: Animal Cognition	Guillette	PSYCH 213 or STAT 151 or 161, PSYCH 282 and PSYCH 381	In this cross-listed (undergraduate/graduate) course, we examine how scientists (e.g., psychologists and behavioural ecologists) test animal cognition. This is a seminar-style course where we discuss current topics in animal cognition, paying special attention to methodology used in both the field and in controlled laboratory settings to examine the biological relevance/evolution and mechanisms that underpin cognitive abilities in non-human animals (and perhaps non-verbal human infants and even learning in plants). The main focus of this course will be discussion-based pedagogy to enable critical thinking and maximize communication among students/professor. What to expect: No formal power points lectures will be delivered by the Professor, rather, we work as a team via group discussions with a focus on articulating and communicating critical thinking/analysis skills.
403A3	Sci	Topic: Replication Crisis	Caplan	Because the course is about research, *** experience conducting research and collecting data is required *** (but any topic or field of research is fine). Otherwise the concepts are way too abstract and needlessly difficult. Graduate students, honours students and people doing research via independent studies in any department are enthusiastically welcomed. Try out this self-quiz to assess your preparedness for this course or identify areas to read up on: What does a t test actually test? When do you need to use an ANOVA? What is a Pearson correlation?	The Replication Crisis is a hot-button term that has gotten some people riled up and other people defensive. It has been used to hold people to account and to dismiss swaths of research. The goal of this seminar is to have thoughtful, considered discussions based on readings from multiple perspectives to develop a balanced view of the various phenomena the term evokes. This includes file-drawer problems, selective reporting, publication bias, replication attempts, pre-registration and data-sharing, as well as social and cultural factors that inform these topics. We will discuss the statistics and mathematical methods for identifying publication bias in a field. If all goes well, we will end up with a nuanced understanding of both real and exaggerated problems and a repertoire of practices we can draw upon and adapt to our own research values and style.

				<p>What does it mean if a correlation is positive, zero or negative? What is a p value and how does it relate to false positives and false negatives? What is a Bayes Factor? Sketch and explain your favourite result experimental psychology result</p>	<p>Format: We will read articles and discuss them, led by students. A term project includes oral presentations and a final short paper based on a related practical activity.</p>
403A4	Sci	Ageing, Cognitive Impairment & Alzheimer's	R Dixon	<p>PSYCH 213 or STAT 151 or 161 and a 300-level psychology course.</p>	<p>This course focuses on Alzheimer's disease (AD), the most prevalent of a cluster of related neurodegenerative diseases. It includes attention to the (a) often "silent signals" of clinical transitions that can precede a diagnosis by up to two decades, (b) lifelong exposures and accumulation of multiple factors that elevate AD risk, (c) epidemiological and public health implications, (d) major research approaches and international studies, and (e) issues of early detection, onset delay, risk management, prevention, and treatment.</p>
403A5	Sci	Topic: Cog Neuroscience of Attention	Hayward	<p>PSYCH 213 or STAT 151 or 161 and a 300-level psychology course.</p>	<p>In spite of the abundance of attention research, there is still much that is unknown about this fundamental cognitive process. In this course, we will critically read and discuss primary research articles covering the history of attention research, contemporary theories of attention, the various aspects of attention, methods used to study attention, dysfunctions of attention, the development of attention, and links between attention and other cognitive processes, such as memory and consciousness. Two main learning objectives are (1) to master the material on attention within the course, and (2) to master the ability to critically read and think about the material throughout the course. By the end of the course, you should understand the many-pronged nature of attention, its relationship with other sensory/cognitive processes, how dysfunctional attention presents, and research methodology used to measure attention.</p>
403X01	Sci	Topic: Criminal Conduct	Jellicoe	<p>PSYCH 213 or STAT 151 or 161 and a 300-level psychology course. Strongly recommended one of PSYCH 239 or PSYCH 333.</p>	<p>This course will survey a cross section of topics from the areas of criminal forensic psychology and antisocial behaviour. There are essentially three parts: A discussion of biological, developmental, and environmental contributors to antisocial conduct. A review of selected areas of criminal conduct (e.g., homicide, sexual offending); and a discussion of practical issues in forensic psychology such as determining the mental fitness of an accused person to stand trial, offender treatment, and psychologists' role in NCR-MD assessment.</p>
405-801	Arts	Topic: Animal and Nature Assisted Therapy	Smithson	<p>PSYCH 104, PSYCH 105, PSYCH 213 or STAT 151 or 161, and a 300-level PSYCH course.</p>	<p>This course will cover research and current practices in nature- and animal-assisted therapy. These approaches to therapy will be discussed in relation to evolutionary history, environmental factors, social differences, neurophysiology, and mental wellbeing. We will discuss ethical considerations for the</p>

					implementation of these therapeutic approaches as well as pragmatic considerations for using these approaches with clients presenting with a diverse array of mental and physical health needs.
405A1	Arts	Topic: Psychology of Teaching & Learning	Passey	PSYCH 104, PSYCH 105, PSYCH 213 or STAT 151 or 161, a 300-level PSYCH course and a 3.0 GPA on all attempted PSYCH courses (excl. 104/105) The practical component of this course involves students acting as undergraduate learning assistants (ULAs) to lead workshops or facilitate class activities in real undergraduate courses.	This course will cover what research in psychology and education can tell us about how learning in university takes place, and how this knowledge can be applied to the teaching and learning in undergraduate psychology courses. Skills developed during this course will be relevant to future teachers, academics, coaches, managers/supervisors, those working with clients to develop new skills, or anyone who intends to continue teaching and/or learning new skills.
473A1	Sci	Topic: Biological Psychiatry	Scully	One of PSYCO 371, 375, 377 or 478	This course will examine our current understanding of several human psychiatric disorders, from clinical and behavioural features to neurological, biochemical, and genetic changes, with a focus on emerging research into biomarkers, novel therapeutics, and laboratory models of disease.

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