

MEMORANDUM

To Senate

From Senate Committee on Undergraduate
StudiesSubject Course and Program Changes:
Psychology

Date November 21, 1977

Action taken by the Senate Committee on Undergraduate Studies at its meeting of November 15, 1977 gives rise to the following motions:

MOTION 1

"That the change in requirements for the Psychology Honors program, as set forth in S. 77-146 be approved and recommended to the Board for approval.

MOTION 2

"That the proposal for the discontinuance and deletion from the calendar of PSYC 150-3 (Psychological Factors in Performance) and PSYC 330-3 (Situation Perception) as set forth in S. 77-146 be approved and recommended to the Board for approval".

Note - these courses have not been offered for any stated period of time. They are not central to the curriculum of the department and, after careful review the department has recommended that they be discontinued.

MOTION 3

"That the change of description and title proposed for PSYC 325-3 (Memory) be approved and recommended to the Board for approval."

MOTION 4

"That the proposed new courses PSYC 326-3 (Psychology of Consciousness) and PSYC 373-3 (Behaviour Therapies), as set forth in S. 77-146, be approved and recommended to the Board for approval.

MOTION 5

"That the proposed change of prerequisite for PSYC 456-5 (Psychology of Adulthood and Aging) , as set forth in S.77-146, be approved and recommended to the Board for approval.

Note - the statement "and 90 hours of credit or permission of the department" was inadvertently omitted from the prerequisite statement for this course in the last edition of the University calendar. The proposed revision will bring prerequisites for this seminar into line with those of all other 400 division seminars in the department.



D. R. Birch

DRB/cg

UNDERGRADUATE CALENDAR ENTRY

1978-1979

p. 202 Requirements for Honors
in Psychology

Change of Requirements

From:

"Continuing

To remain in the Honors program students must

1. Obtain a faculty adviser.
2. Present to the departmental Undergraduate Studies Committee a coordinated program of approximately 45 credits suited to a chosen direction within psychology. Normally the program will be designed in consultation with the faculty adviser, and must be presented before 80 credits have been accumulated. Approval of the program will be based on its quality and coherence."

To:

"Continuing

To remain in the Honors program students must

1. Obtain a faculty adviser.
2. Present to the departmental Undergraduate Studies Committee a coordinated program of approximately 45 credits suited to a chosen direction within psychology. Normally the program will be designed in consultation with the faculty adviser, and must be presented before 80 credits have been accumulated. Approval of the program will be based on its quality and coherence.
3. Have 3.0 or higher grade point average for all courses taken in each semester.
4. Have a 3.0 or higher grade point average for all psychology courses taken each semester.

A student not meeting these requirements may be dropped from the program. Such a student may apply for readmission to the honors program. Students having difficulty finding an honors advisor should contact the Departmental Undergraduate Advisor for

assistance. A pamphlet describing the honors program and the requirements for the honors project (Psych 490-5 and 499-5) can be obtained from the General Office."

Rationale:

A requirement that honors students must have at least a 3.0 G.P.A. in psychology and a 3.0 semester G.P.A. in each semester in order to remain in the honors program is proposed. This requirement ensures that a student must maintain at least the same level of achievement once in the program as was required to enter it.

p. 204 PSYC 150-3
Psychological Factors in Delete
Performance

p. 206 PSYC 330-3 Situation Delete
Perception

Rationale:

Psychology 150-3 and Psychology 330-3 are to be dropped from the calendar. These courses are not key courses in our department and since no one wishes to teach them we have decided to drop them from the calendar.

p. 206 PSYC 325-3
Memory and Conscious
Content

CHANGE OF DESCRIPTION AND TITLE

From:

"Examination of the phenomena of memory and the retention and reproduction of conscious content. Considers the conditions and principles of retention and recall in short and long term memory."

To: "Memory

"Examination of the phenomena of memory and the retention and reproduction of information. Considers the conditions and principles of retention and recall in short and long term memory."

Rationale:

A change in the title and course description for PSYC 325-3 is proposed. The words

"Conscious Content" are to be dropped from the title of the courses and the words "conscious content" in the course description should be replaced by the word "information".

SEE APPENDIX A

p. 206 PSYC 326-3

"PSYCHOLOGY OF CONSCIOUSNESS"

NEW COURSE

SEE APPENDIX B

p. 207 PSYC 373-3

"BEHAVIOR THERAPIES"

NEW COURSE

SEE APPENDIX C

p. 209 PSYC 456-5

CHANGE OF PREREQUISITE

From:

"PSYC 351-3 or 355-3"

To:

"PSYC 351-3 or 355-3 and 90 hours of credit or permission of the department."

Rationale:

The phrase "and 90 hours of credit or the permission of the department" is to be added to the pre-requisite to PSYC 456-5. It was missed in last year's calendar and will bring the prerequisite to this seminar into line with those for our other 400 level seminars.

SEE APPENDIX D

COURSE PROPOSAL FORMCHANGE OF TITLE
AND DESCRIPTION ONLYDepartment: PSYCHOLOGY1. Calendar InformationAbbreviation Code: PSYCH Course Number: 325 Credit Hours: 3 Vector: 2-0-2Title of Course: MEMORYCalendar Description of Course: Examination of the phenomena of memory and the retention and reproduction of information. Considers the conditions and principles of retention and recall in short and long term memory.

Nature of Course

Prerequisites (or special instructions):

Psychology 101-3

What course (courses), if any, is being dropped from the calendar if this course is approved:

None2. SchedulingHow frequently will the course be offered? Once per yearSemester in which the course will first be offered? 79-1Which of your present faculty would be available to make the proposed offering possible? Dr. Modigliani, Dr. Turnbull

3. Objectives of the Course To communicate how psychologists have tried to understand remembering and the processes of memory. To review the recent literature on short and long term memory.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty noneStaff noneLibrary noneAudio Visual noneSpace noneEquipment none5. Approval

Date:

20 Oct 7727 Oct 197715/11/77H. Bowman
Department ChairmanPhilip [unclear]
DeanW. B. [unclear]
Chairman, SCUS

- 1 -

PSYCH. 325 Course Outline

In this course we shall examine how psychologists have tried to understand remembering and the processes of memory. We all know that memory is necessary for our mental and behavioral life for, without it, we could not function. But how do we remember? What do we remember? How faithful to the original events are our present memories? Is it possible that we actually reconstruct memories from remembered fragments? Are all of our memories coded in verbal form, or are they like faded perceptions? How important is rehearsing in strengthening memories? What are the ways we can use which will increase the likelihood we remember, at some later time, material now under study? And, finally, how are memories, our store of knowledge, organized in our brain? These are the questions we'll seek to answer in this course.

TEXTS:

1. F.C. Bartlett, Remembering: A Study in Experimental & Social Psychology, Cambridge University Press, 1967
2. J.M. Gardiner, Readings in Human Memory, Methuen, 1976
3. R.L. Klatzky, Human Memory: Structures and Processes. San Francisco: W.H. Freeman, 1976.

READING LIST:

A. Introduction and general issues

Chapters 2, 4, 5, 6, and 10 in Remembering, by F.C. Bartlett.

B. Information Processing Systems

1. G.A. Miller: The magical number seven, plus or minus two: Some limits on our capacity for processing information. Psychological Review, 1956, 63, 81-97.
2. N.C. Waugh and D.A. Norman: Primary Memory. Psychological Review, 1965, 72, 89-104.
3. R.C. Atkinson and R.M. Shiffrin: Human Memory: A proposed system and its control processes. In K.W. Spence and J.T. Spence (Eds.) The Psychology of Learning and Motivation, Vol 2, New York: Academic Press, 1968.
4. M. Glanzer and A.R. Cunitz: Two storage mechanisms in free recall. Journal of Verbal Learning and Verbal Behavior, 1966, 5, 351-360.

Rehearsal Processes

5. D. Rundus: Analysis of rehearsal processes in free recall. Journal of Experimental Psychology, 1971, 89, 63-77.
6. V. Modigliani: Effects on a later recall by delaying initial recall. Journal of Experimental Psychology: Human Learning and Memory, 1976, 2, 609-622.

Chunking and Organization

7. G.A. Miller: (Same as B.1.)
8. G. Mandler: Organization and memory. In K.W. Spence and J.T. Spence (Eds.) The Psychology of Learning and Motivation, 1967, Vol. 1. On RESERVE.
9. G.H. Bower, M.C. Clark, A.M. Lesgold, and D. Winzonz: Hierarchical retrieval schemes in recall of categorized lists. Journal of Verbal Learning and Verbal Behavior, 1969, 8, 323-343.

Imagery

10. G.H. Bower: Imagery as a relational organizer is associative learning. Journal of Verbal Learning and Verbal Behavior, 1970, 9, 529-533.
11. G.H. Bower: Analysis of a mnemonic device. American Scientist, 1970, 58, 496-510.
12. V. Modigliani and J.G. Seamon: Transfer of information from short- to long-term memory. Journal of Experimental Psychology, 1974, 102, 768-772.

Levels of Processing

13. F.I.M. Craik and R.S. Lockhart: Levels of processing: A framework for memory research. Journal of Verbal Learning and Verbal Behavior, 1972, 11, 671-684.
14. T.S. Hyde and J.J. Jenkins: Differential effects of incidental tasks on the organization of recall in a list of highly associated words. Journal of Experimental Psychology, 1969, 82, 472-481.

G. Semantic memory: Network models

15. A.M. Collins and M.R. Quillian: Retrieval time from semantic memory. Journal of Verbal Learning and Verbal Behavior, 1969, 8, 240-271.
16. C. Conrad: Cognitive economy in semantic memory. Journal of Experimental Psychology, 1972, 92, 149-154.
17. D.D. Wickens: Encoding categories of words: An empirical approach to meaning. Psychological Review, 1970, 77, 1-15.

H. Semantic memory: Dual coding systems

18. G.H. Bower: Same as No. E. 11.
19. A. Pavio: Perceptual comparisons through the mind's eye. Memory and Cognition, 1975, 3, 635-647.

I. Episodic Memory

20. E. Tulving and D.M. Thompson: Encoding specificity and retrieval processes in episodic memory. Psychological Review, 1973, 80, 352-373.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES
NEW COURSE PROPOSAL FORM

APPENDIX B

1. Calendar Information

Department: PSYCHOLOGY

Abbreviation Code: PSYCH Course Number: 326

Credit Hours: 3 Vector: 2-0-2

Title of Course: Psychology of Consciousness

Calendar Description of Course: Systematic consideration of consciousness as a psychological problem. Topics covered will include: the place of consciousness in the history of psychology; research on states of consciousness, e.g. dreaming, hypnosis, meditation, fantasy; research on the relationship between brain and consciousness; applications of consciousness research.

Nature of Course 2 hours lecture and 2 hours lab

lecture/laboratory

Prerequisites (or special instructions):

Psych 101-3 and Psych 201-3.

What course (courses), if any, is being dropped from the calendar if this course is approved: None

2. Scheduling

How frequently will the course be offered? 1-2 per year

Semester in which the course will first be offered? 78-3

Which of your present faculty would be available to make the proposed offering possible? Dr. Bakan, Dr. Bayerstein, Dr. Paranjpe

3. Objectives of the Course To familiarize students with concepts, research methods, and research findings from the psychological approach to the problem of consciousness. Students should be able to critically evaluate research in the area of consciousness. They should also be able to formulate and conduct research in the area.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty none

Staff none

Library none

Audio Visual none

Space none

Equipment none except for minor purchases

5. Approval

Date: 20 Oct 77

27 Oct 1977

15/11/77

[Signature]
Department Chairman

[Signature]
Dean

[Signature]
Chairman, SCUS

PSYCHOLOGY 326-3

PSYCHOLOGY OF CONSCIOUSNESS

1. Historical background: Pre-scientific views of consciousness; Wm. James and the stream of consciousness; the concept of consciousness in Structural psychology, Functional psychology, Gestalt psychology, Behaviorism, and Psychoanalysis; non-Western approaches to consciousness; consciousness and the brain in historical context.
2. States of consciousness: Contemporary research on various states of consciousness as:
 - a. waking consciousness, attention
 - b. sleep and the dream state
 - c. hypnosis and trance state
 - d. imagery, daydreaming, fantasy
 - e. biofeedback
 - f. meditation
 - g. drug states
 - h. mystical states
 - i. pathological states of consciousness
3. Consciousness and the brain: Consideration of research on physiological correlates of conscious states, including:
 - a. functional asymmetry of right and left cerebral hemispheres and consciousness
 - b. brain injury and consciousness
 - c. EEG and evoked potential
 - d. biochemical correlates
4. Consciousness research: implications and applications among topics to be considered are:
 - a. educational implications
 - b. consciousness and the human potential
 - c. medical implications
 - d. implications for psychopathology and psychotherapy
 - e. implications for psychological theory

Psychology of Consciousness

Reading List

Textbooks

1. Altered States of Awareness: collection of Scientific American papers, 1976.
2. Ornstein, R.E. The Nature of Human Consciousness: a Book of Readings, 1973
3. Pelletier, K.R. and Carfield, C. Consciousness: East and West, 1976.

Other Books

1. Boring, E.G. The Physical Dimensions of Consciousness
2. de Ropp, R.S. Drugs and the Mind, 1960
3. Gardner, H. The Shattered Mind, 1974
4. Hartmann, E.L. The Functions of Sleep, 1973
5. Huxley, A. The Doors of Perception
6. Jaynes, J. The Origins of Consciousness in the breakdown of the Bicameral Mind, 1977
7. Ornstein, R.E. The Psychology of Consciousness, 1972
8. Penfield, W. The Mystery of the Mind
9. Tart, C. States of Consciousness, 1975
10. Weil, A. The Natural Mind, 1972
11. AAAS, Symposium on Consciousness, 1976

NEW COURSE PROPOSAL FORM1. Calendar InformationDepartment: PSYCHOLOGYAbbreviation Code: PSYCH Course Number: 373 Credit Hours: 3 Vector: 2-0-2Title of Course: The Behavior Therapies

Calendar Description of Course: Considers the philosophy, theory, and practice of the behavior therapies. Theories of learning which have generated techniques for behavior change are critically examined and a broad range of techniques is reviewed with therapeutic efficacy the primary focus. The influence of cognitive psychology on behavior theory is also presented.

Nature of Course lecture/laboratory

Prerequisites (or special instructions):

Psych 101-3, Psych 201-3 and one other psychology course (Psych 302-3 recommended)

What course (courses), if any, is being dropped from the calendar if this course is approved: None

2. SchedulingHow frequently will the course be offered? Once per yearSemester in which the course will first be offered? 78-3

Which of your present faculty would be available to make the proposed offering possible? Dr. Wright and Dr. Coles

3. Objectives of the Course To familiarize the student with the philosophical, historical, theoretical, and empirical/therapeutic characteristics of the Behavior Therapies. Inasmuch as the Behaviour Therapies constitute one of psychology's major contributions to both the applied and theoretical literature on human welfare, critical evaluation of both theory and technique will comprise a major part of the course.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty noneStaff noneLibrary noneAudio Visual noneSpace noneEquipment none5. ApprovalDate: 20 Oct 27 Oct, 1977 15/11/77

J. Bawman
Department Chairman

J. Munn
Dean

W. Birch
Chairman, SCUS

US 73-34b:- (When completing this form, for instructions see Memorandum SCUS 73-34a. Attach course outline).

Oct. '73

Course Outline - Psych 373-3

Name: The Behavior Therapies

Level: 300

Prerequisites: 1. Introductory Psychology 101-3
2. Research Methods in Psychology 201-3
3. One other psychology course (Psych 302-3 recommended)

Format: Lecture - **Two one-hour lectures**
Laboratory - **one two-hour laboratory**

Course Objectives: The Behavior Therapies would be designed to familiarize the student with:

- a). the philosophical/metaphysical foundations and assumptions of the behavioral view of mankind;
- b). the theoretical beginnings of the behavior therapies, notably in the work of Pavlov, Skinner, Wolpe, Lazarus, Bandura, N. Miller etc.
- c). the history of the development of behavior therapeutic techniques, beginning **with** Skinner's work with psychotic patients, through to present day applications. Some attempt will be made through readings and lectures to cover the range of clinical problems treated and techniques employed by the behavior therapies;
- d). the impact behavioral theory and therapy have had on social awareness and scientific interest in psychotherapeutic process and outcome;
- e). the relationships (weak, most often) between theories of learning and behavior therapeutic techniques. This objective guides the major critical portion of the course. A detailed examination of the validity of the behaviorists' explanations for therapeutic success in terms of learning theory is indicated here. Alternative explanations will be explored and modern behavioral derivatives (e.g., cognitive behavior modification) which attempt to reinsert the Person into the S-R equation will be discussed.
- f). the ethics of behavior therapy.

Lectures: In general, the lecture outline would be a breakdown of the course objectives, (a) through (f). In particular:

- a). theoretical material: operant and classical conditioning, social - learning theory, cognitive - behavior theory, contrasts, comparisons and critiques of same.
- b). Research material: Token economies, aversion therapy, modelling, assertiveness training, self control training, systematic desensitization, treatment of behavior disorders in children, psychotic and neurotic in/out patients, alcoholism, obesity, etc.

- c). Ethical material: Use of punishment, time-out, aversion therapy, questions of "control" and "manipulation", treatment of homosexuals.
- d). Philosophical material: Skinner, Rogers, Mahoney and Thoreson, Lazarus.

Labs: Two hour lab periods would be spent as follows:

- a). Student presentation - two per student, the first being a brief review of a published research article and the second, the students' presentation of his or her term paper.
- b). **As time permitted, the presentation of relevant case material from the literature.**

Student Evaluation: 1. Midterm and final short answer/essay exams: 25 and 35%

2. First lab presentation, 10%. Term paper and second lab presentation, 30%.

It might be noted that the level of enquiry sought through this course can be maintained, indeed enhanced, with an emphasis on the considerable Canadian contribution made to the area.

The following is a list of possible reference and required readings:

- Franks, C.M. and Wilson, G.T. (Eds.) Annual review of behavior therapy theory and practice. Volumes 1 - 4 (1973-1977). New York: Bruner/Mazel, 1973-1977.
- Waschtel, P. Psychoanalysis and behavior therapy. New York: Basic Books, 1977.
- Mahoney, M.J. Cognition and behavior modification. Cambridge: Ballinger, 1974.
- Lazarus, A.A. Multimodal behavior therapy. New York: Springer, 1976.
- Ulrich, R., Stachiok, T. and Mabry, J. (Eds.) Control of human behavior (Vols. I-III). Glenview, Illinois: Scott, Foresman, 1966.
- Morris, R.J. Behavior modification with children. Cambridge, Mass.: Winthrop, 1976.
- Rachman, S. and Teasdale, J. Aversion therapy and behavior disorders. Coral Gables, Florida: University of Miami Press, 1969.
- Bandura, A. Principles of behavior modification. New York: Holt, Rinehart and Winston, 1969.
- Goldfried, M.R. and Merbaum, M. (Eds.) Behavior change through self-control. New York: Holt, Rinehart and Winston, 1973.
- Watson, D.L. and Tharp, R.G. Self-directed behavior. Monterey, Ca: Brooks-Cole, 1972.
- Sager, C.J. Marriage contracts and couple therapy. New York: Bruner/Mazel, 1976.
- Mash, E.J., Handy, L.C. and Hamerlynck, L.A. (Eds.) Behavior modification approaches to parenting. New York: Bruner/Mazel, 1976.

- Kanfer, F.H. and Goldstein, A.P. (eds.) Helping people change. New York: Pergamon, 1975.
- Yates, A.J. Theory and practice in behavior therapy. New York: Wiley, 1975.
- Graziano, A.M. (Ed.) Behavior therapy with children (Vols. I and II) Chicago: Aldine 1973 and 1975.
- Olsen, P. Emotional flooding. New York: Human Sciences Press, 1976.
- Beck, A.T. Cognitive therapy and the emotional disorders. New York: Int'l University Press, 1976.
- Kanfer, F.H. and Phillips, J.S. Learning foundation of behavior therapy. New York: Wiley, 1970.
- Mahoney, M.J. and Thoresen, C. Self-control: Power to the person. Monterey, Ca.: Brooks-Cole, 1974.
- Strupp, H.H. et al. Psychotherapy and behavior change. Chicago: Aldine, 1973.
- Meidenbaum, D. Cognitive-behavior modification. New York: Plenum, 1977.
- Craighead, W.E., Kazdin, A.E. and Mahoney, M.J. (Eds.) Behavior modification. Boston: Houghton-Mifflin, 1976.
- n.b.: In addition to the above texts, and the original research papers combined in the numerous edited volumes, the Journal of Abnormal Psychology, Journal of Consulting and Clinical Psychology, and the Psychological Bulletin are journals replete with both empirical and theoretical papers germane to the material of the course. More directly, Behavior therapy, the Journal of Behavior Therapy and Experimental Psychiatry, Behavior Therapy and Research, and Cognitive Therapy and Research would provide ample resource material for term papers etc.

NEW COURSE PROPOSAL FORM1. Calendar InformationDepartment: PSYCHOLOGYAbbreviation Code: PSYC Course Number: 456 Credit Hours: 5 Vector: _____Title of Course: Psychology of Adulthood and Aging

Calendar Description of Course:

Nature of Course

Prerequisites (or special instructions): PSYC 351-3 or 355-3, and 90 hours of credit or permission of the department.

What course (courses), if any, is being dropped from the calendar if this course is approved:

2. Scheduling

How frequently will the course be offered?

Semester in which the course will first be offered?

Which of your present faculty would be available to make the proposed offering possible?

3. Objectives of the Course4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

Equipment

5. ApprovalDate: _____ Oct 27/1977 _____ 15/11/77M. B. Borman
Department ChairmanJ. M. Munn
DeanW. B. Birch
Chairman, SCUS

SC 73-34b:- (When completing this form, for instructions see Memorandum SCUS 73-34a. Attach course outline).

Oct. '73