

SESSIONAL POSTING

Department of Psychology
Faculty of Arts, Humanities and Social Sciences

Sessional/Overload Course Offerings

Department of Psychology intends to offer the following course(s) during the
Fall 2019

In accordance with Article 54 of the 2017-21 Faculty Association Collective Agreement, the Department of Psychology invites applications from qualified individuals interested in teaching the following course(s) during Semester Fall 2019.

Semester Fall 2019:

DEVELOPMENTAL PSYCHOLOGY: THE CHILD (PSYC-2230-02) MW - 11:30AM – 12:50PM

The study of normal child development from conception to puberty, including physical, cognitive, and social development within the child's family, school, and cultural contexts. Specific topics include temperament, language development, intelligence testing, personality development, and parenting styles.

Minimum qualifications: Master's degree in psychology.

Preferred qualifications: PhD training in developmental psychology; experience supervising teaching assistants

DEVELOPMENTAL PSYCHOLOGY: ADOLESCENCE (PSYC-2240-01) TR – 2:30PM – 3:50PM

The study of normal adolescent development from puberty to early adulthood. Topics include physical changes at puberty, cognitive and social development, and the impact of adolescent development within various contexts, including families, peer groups, and schools.

Minimum qualifications: Master's degree in psychology.

Preferred qualifications: PhD training in developmental psychology; experience supervising teaching assistants

ADVANCED STATISTICS (PSYC-3130-01) TR – 2:30PM – 3:20PM

ADVANCED STATISTICS (PSYC-3130-51 and 52) LABS – 7:00PM – 7:50PM & 8:00PM – 8:50PM

Required for students anticipating honours thesis projects in their fourth year. One-way, two-way, and higher order ANOVA, repeated measures ANOVA, multiple comparisons, correlation and univariate regression, introduction to multivariate regression and the general linear model, with an emphasis on computer data analysis. (Prerequisite: SOSOC-2500.) (Credit can only be obtained for one of PSYC-3130 or SACR-3080.) (2 lecture hours, 1 laboratory hour a week.)

Minimum qualifications: Master's degree in clinical psychology; graduate training in statistics.

Preferred qualifications: PhD training in psychology; experience supervising teaching assistants

CHILD PSYCHOPATHOLOGY (PSYC-3220-01) TR – 2:30PM – 3:50PM

An overview of theory and research related to the assessment, diagnosis, and treatment of childhood and adolescent disorders. Risk factors, vulnerability to stress, and protective factors will be addressed in relation to adjustment disorders, conduct disorder, depression, and anxiety in children and adolescents. (Prerequisite: PSYC-2230 or PSYC-2240.)

Minimum qualifications: Master's degree in clinical or developmental psychology.

Preferred qualifications: PhD training in clinical or developmental psychology; experience supervising teaching assistants

DEVELOPMENTAL DISABILITIES (PSYC-3230-01) MW – 1:00PM – 2:20PM

An overview of theory and research related to the biological foundation of childhood and adolescent developmental disabilities. Mental retardation, sensory and motor impairments, learning disabilities, and disorders with physical manifestations are included in the topics covered. (Prerequisite: PSYC-2230 or PSYC-2240.)

Minimum qualifications: Master's degree in psychology.

Preferred qualifications: PhD training in psychology; experience supervising teaching assistants

PSYCHOLOGICAL PERSPECTIVES ON PARENTING (PSYC-3270-30) W – 7:00PM – 9:50PM

Contemporary theories and practices of parenting throughout the life cycle, with an emphasis on the psychological aspects of the family system. (Prerequisite: PSYC-2230 or PSYC-2240.)

Minimum qualifications: Master's degree in psychology.

Preferred qualifications: PhD training in cognitive psychology; experience supervising teaching assistants

INTRODUCTION TO CLINICAL PSYCHOLOGY (PSYC-3330-01)**MW – 2:30PM – 3:50PM**

This course surveys topics and issues in the field of clinical psychology, including biopsychosocial theories of functioning and dysfunction. Emphasis is placed on major approaches to assessment and treatment (e.g. humanistic, cognitive-behavioral, psychodynamic). The course also will cover the scientific basis for clinical psychology, as well as historical, ethical, professional, cultural and legal issues. Sub-specialties and contemporary issues are also addressed. (Prerequisite: PSYC-2280 or PSYC-3220)

Minimum qualifications: Master's degree in clinical psychology.

Preferred qualifications: PhD training in clinical psychology; experience supervising teaching assistants

APPLIED SOCIAL PSYCHOLOGY (PSYC-3340-01)**MW – 1:00PM – 2:20PM**

The application of social psychology to solving social issues. Topics include improving job satisfaction and organizational life, promoting community health, meeting social welfare needs, dealing with environmental problems, improving educational systems, and addressing the issues of social justice and equality. The course may involve a fieldwork component. (Prerequisite: PSYC-2360.)

Minimum qualifications: Master's degree in psychology.

Preferred qualifications: PhD training in social psychology; experience supervising teaching assistants

HUMAN SENSATION AND PERCEPTION (PSYC-3350-01)**W – 4:00PM – 5:50PM****HUMAN SENSATION AND PERCEPTION (PSYC-3350-51 & 52)****LABS: M – 4:00PM -5:50PM & M – 6:00 PM – 7:50PM**

The study of underlying mechanisms and processes of human sensation and perception, methods of measuring human sensory abilities, and the perceptual processes for integrating and interpreting such information. (Prerequisite: PSYC-2300) (2 lecture, 2 laboratory hours per week.)

Minimum qualifications: Master's degree in psychology.

Preferred qualifications: PhD training in cognitive psychology; experience supervising teaching assistants

HISTORY & SYSTEMS OF PSYCHOLOGY (PSYC-4150-01)**TR – 1:00PM – 2:20PM**

The emergence and development of psychology as a science. A review and evaluation of major systems of psychology, such as structuralism, functionalism, behaviourism, Gestalt psychology, and psychoanalysis. Emphasis will be placed on the contributions of the systems to contemporary theoretical conceptions and trends. (Prerequisites: PSYC-1150, PSYC-1160, and four additional courses in Psychology.)

Minimum qualifications: Master's degree in psychology.

Preferred qualifications: PhD training in psychology; experience supervising teaching assistants.

COMMUNITY PSYCHOLOGY (PSYC-4320-01)**R – 4:00PM – 6:50PM**

An examination of societal and environmental influences on the community and individual community members, the development of the community mental health movement, and current issues in theory, research, and practices in community psychology. Emphasis will be placed on prevention, crisis intervention, and effecting social change. An overview of community-based professional and volunteer services will be presented. Community responses to issues such as homelessness, suicide, and violence against women will be considered. (Prerequisite: PSYC-2360.)

Minimum qualifications: Master's degree in psychology.

Preferred qualifications: PhD training in psychology; experience supervising teaching assistants

STEREOTYPING, PREJUDICE & DISCRIMINATION (PSYC-4450-01)**TR – 2:30PM – 3:50PM**

Psychological theory and research on stereotyping, prejudice, and discrimination; their formation and function; the role of individual and sociocultural factors in their development and maintenance; individual responses and psychological interventions. (Prerequisite: PSYC-2360.)

Minimum qualifications: Master's degree in psychology.

Preferred qualifications: PhD training in psychology; experience supervising teaching assistants

GRADUATE COURSES

STATISTICS FOR GRADUATE STUDENTS IN PSYCHOLOGY I (PSYC-8511-01) W – 8:30AM – 11:20AM

Overview of the general linear model (univariate case) covering statistical analyses used to analyze data from experiments as well as to analyze observational data. Topics will include analysis of variance including between subjects and repeated measures factorial designs, random effects and various mixed designs. Both linear and logistic regression techniques will be covered including vector coding and continuous variable interactions, as well as other extensions. (3 lecture hours, 1 laboratory hour a week.)

Minimum qualifications: Ph.D. training in quantitative psychology.

Preferred qualifications: PhD in psychology; experience supervising teaching assistants

CLINICAL ASSESSMENT I (PSYC-8582-01/51)

M – 1:00PM – 3:50PM

An introduction to clinical psychological assessment. Emphasis is on the cognitive, achievement, and adaptive functioning of children, adolescents, and adults. Topics and activities include: basic psychometrics; interviewing; the construction, selection, evaluation, and use of ability tests; behavioural observations; case formulation; report writing; and an introduction to neuropsychological assessment. Attention is given to the assessment of individuals from cultural and linguistic minority backgrounds and to the assessment of those with disabilities. Students practice the administration, scoring, and interpretation of tests; practice interviewing; develop basic report writing skills; and conduct at least one cognitive assessment of an adult and a child.

Minimum qualifications: Registered Clinical Psychologist in ON, Ph.D. in Clinical Psychology, experience with test administration particularly intelligence and academic achievement tests.

Familiarity with psycho-educational and psycho-vocational assessments.

Preferred qualifications: Experience supervising teaching assistants

ADVANCED ADULT ASSESSMENT (PSYC-8589-01)

R – 1:00PM – 3:50PM

Students work with one or two adult clients to apply basic assessment skills acquired in preceding courses, to evaluate a wide range of cognitive, emotional, personality and interpersonal functions. The goal is to arrive at a comprehensive description of the person being assessed that results in meaningful clinical recommendations. Assessment strategies frequently employed in the field of clinical psychology will be practiced, and students will acquire skill with additional assessment instruments as determined by client needs. Students will further their skills in interviewing, report writing, clinical formulation, diagnosis, and making recommendations and referrals appropriate to the needs of clients. Client cultural and linguistic differences are considered. This course includes a peer supervision training component whereby students learn to provide constructive feedback to their peers. (Prerequisite: PSYC-8583)

Minimum qualifications: PhD in psychology; graduate training in adult assessment; practical clinical experience in adult assessment; experience supervising adult assessments; registered with the College of Psychologists of Ontario.

CHILD CLINICAL NEUROPSYCHOLOGY: THEORY, METHODS, & RESEARCH

(PSYC-8640-01) R – 1:00PM – 3:50PM

A survey of the literature dealing with brain-behaviour relationships in children. Topics emphasized include: the effect of brain dysfunction on perception, learning, memory, language and thinking; learning disabilities; mental subnormality. Students will receive training in the administration of neuropsychological tests.

Minimum qualifications: Ph.D. in clinical psychology; registered as a child neuropsychologist in ON. Coursework and experience in neuropsychological assessments with children.

Preferred qualifications: PhD in psychology; experience supervising teaching assistants

INTRODUCTION PRACTICUM: CLINICAL NEUROPSY/ INTENSIVE PRACTICUM: CLINICAL NEUROPSY (PSYC-8688/8689-01)

Students will work with mock clients as they develop their neuropsychological assessment skills; and observe more advanced students conducting neuropsychological assessments. After demonstrating basic mastery of test administration and clinical interpersonal skills, students will administer, score, and interpret neuropsychological measures under supervision. This course will be largely practice-based with group supervision as well as limited didactic instruction and will be co-taught with PSYC-8689 (Intensive practicum in clinical neuropsychology). Students register for this course for three full terms (Inter/Summer, Fall, Winter). (Pre-requisite: PSYC-8583 and consent of instructor). (Graded on a pass/fail basis.)

Students will continue to work with clinical supervisors to design test batteries, conduct interviews and assessments, provide diagnoses, and communicate results of assessment and recommendations for intervention to clients in this year-long course. In this second year of clinical practice, students will also serve as lead assessors with assistance from more junior students. This course will be largely practice-based with group and individual supervision as well as limited didactic instruction and will be co-taught with PSYC-8688 (Introductory Practicum in Clinical Neuropsychology). Students register for this course for three full terms (Inter/Summer, Fall, Winter). (Pre-requisites: PSYC-8688.) (Graded on a Pass/Fail basis.)

Minimum qualifications:

Ph.D. with registration as a Clinical Psychologist with Clinical Neuropsychology listed as an area of Authorized Practice. Registration must list children, adolescents, and adults as Authorized Client Populations.

Include any qualifications that the successful candidate must possess to teach this course here such as:

To assist the committee ALL Candidates should include the following:

- A brief statement that explains how the applicant's teaching and research background prepares her/him to teach this particular course
- A previous syllabus related to the subject matter **or a sample syllabus** of the advertised course

New Applications should include the following: (If candidate has previously taught at U of Windsor review Article 54:08 b)

- Letter of application, including statement of citizenship/immigration status
- A current curriculum vitae (for the Faculty Association template click here: <http://www.wufa.ca/?q=node/398>)
- A brief statement that explains how the applicant's teaching and research background prepares her/him to teach this course.
- A statement of teaching philosophy and interests
- Three **current** letters of reference
- Evidence of qualifications (e.g. transcripts, certification of degrees, courses taken, dissertation and thesis topic, indications of successful teaching, etc.)

Candidates who have previously taught at the University in the past two (2) years (article 54:08 a) and have submitted their written statement of interest by March 1 annually shall be considered for all courses to which they are qualified to teach. Those who have taught previously at the University shall not be required to complete the application form or supply letters of recommendation for each reappointment (article 54:08 b).

If you need an accommodation for any part of the application process, please notify the Office of the Dean, Ms. Janee Stallard at janee@uwindsor.ca. Should you require further information on accommodation, please visit the website of the Office of Human Rights, Equity & Accessibility (OHREA) <http://www.uwindsor.ca/ohrea/>.

Applications should be sent to:

Dennis Jackson
c/o Sherri Dutot – sdutot@uwindsor.ca
Psychology Department
Faculty of Arts, Humanities and Social Sciences,
Chrysler Hall South, Room 169
University of Windsor, Windsor, ON N9B 3P4

DEADLINE FOR RECEIPT OF APPLICATIONS: May 31, 2019 at noon.

(Subject to change, sufficient enrolment, and budgetary approval)

The University of Windsor is committed to equity in its academic policies, practices, and programs; supports diversity in its teaching, learning, and work environments; and ensures that applications from members of traditionally marginalized groups are seriously considered under its employment equity policy. Those who would contribute to the further diversification of our faculty and its scholarship include, but are not limited to, women, Aboriginal peoples, persons with disabilities, members of visible minorities, and members of sexual minority groups, are encouraged to apply and to self-identify.