

# PSYCHOLOGY STUDENTS' ASSOCIATION



## Introduction

Perpetually Seeking Advice? Praying for Some Assistance? Or are you just a Psychologically Stumped Academician? Any way you spell it, the PSA (Psychology Students' Association) is here to help! Operating from our subterranean HQ in Sidney Smith Hall, our conscientious execs & volunteers help battle the neuroticism that threatens undergraduate psych students everywhere by providing course advice, program information, and a test bank. We put on events such as Grad School seminars, "Psych & a Movie" nights, and the ever popular Wine & Cheese socials to bring out the extrovert in all psych students! Also, watch for our Psych TextBookTrade, taking place during the first week of classes in the psych lounge! For all the latest news or to volunteer with our group of "committed" individuals, check out <http://www.psych.utoronto.ca/~psa>, drop us a line at [psa@psych.utoronto.ca](mailto:psa@psych.utoronto.ca), give us a call (416-978-6762) or come down to the Bat Cave (SS 509).

## PSA Executive

### PSY 100Y1Y INTRODUCTORY PSYCHOLOGY

Instructor(s): M. Wall

Enr: 1138		Resp: 642						Retake: 83%	
	1	2	3	4	5	6	7	Mean	
Presents	0	0	0	3	15	40	39	6.1	
Explains	0	0	0	2	15	40	40	6.2	
Communicates	0	0	0	2	13	38	45	6.3	
Teaching	0	0	0	2	13	37	47	6.3	
Workload	0	0	2	33	33	18	10	5.0	
Difficulty	0	0	3	43	29	17	6	4.8	
Learn Exp	0	0	1	15	24	33	23	5.6	

Despite the large class size and auditorium-style lecture hall, students thoroughly enjoyed this class and sincerely appreciated Wall's keen interest in the subject matter and his students' well-being both academically and personally. The material was intriguing and highly informative and the online tutorials were extremely useful as the size of the class did not permit discussions. The only complaint seemed to be the detail-orientation of the tests and over-reliance on multiple choice format. Many found the text to contain a substantial amount of information. Overall, students felt Wall was exceptionally organized and presented the material with refreshing clarity. The only disappointment for many students was that Wall didn't teach any upper year courses!

Instructor(s): M. Wall

Enr: 566		Resp: 476						Retake: 82%	
	1	2	3	4	5	6	7	Mean	
Presents	0	0	0	5	14	36	42	6.1	
Explains	0	0	0	3	15	36	44	6.2	
Communicates	0	0	1	2	12	36	47	6.3	
Teaching	0	0	0	3	14	33	48	6.3	
Workload	1	1	2	31	33	19	9	4.9	
Difficulty	0	0	4	32	32	21	8	4.9	
Learn Exp	0	0	1	13	25	33	25	5.7	

Many students were in agreement that Wall as the best instructor they'd had all year. Not only was he encouraging and highly knowledgeable, but he taught in a way that was organized, clear, and often quite humorous. The only consistent criticism was the testing procedures which students felt were too focussed on detail and required an unrealistic amount of preparation. Still, many students admitted the multiple choice format was the only realistic way to test such a large class and although there was a profuse amount of material, the content was very interesting and well worth the effort. Noticeably, an overwhelming amount of students agreed that the online tutorial was amazingly invaluable and should definitely be continued in years to come.

### PSY 201H1F STATISTICS I

Instructor(s): D. Todorovic

Enr: 184		Resp: 78						Retake: 26%	
	1	2	3	4	5	6	7	Mean	
Presents	0	0	0	2	10	28	57	6.4	
Explains	0	0	0	6	14	34	44	6.2	
Communicates	2	0	0	14	17	32	33	5.7	
Teaching	0	0	1	9	15	32	41	6.0	
Workload	0	0	9	50	3	7	1	4.4	
Difficulty	1	1	6	41	30	17	1	4.6	
Learn Exp	1	6	9	56	15	9	3	4.2	

The majority of students agreed that Todorovic made otherwise boring material considerably more bearable - if not interesting. His lecture notes were clear and very well-organized and students appreciated his thorough explanations. However, some students felt the theme of the course demanded a mandatory tutorial and the 3-hour lectures should have been split into 2 or even 3 separate classes, as the material was very dense and not easy to grasp.

Instructor(s): D. Todorovic

Enr: 177		Resp: 28						Retake: 25%	
	1	2	3	4	5	6	7	Mean	
Presents	0	0	0	0	7	48	44	6.4	
Explains	0	0	0	11	15	42	30	5.9	
Communicates	0	0	7	7	19	34	30	5.7	
Teaching	0	0	3	0	23	30	42	6.1	
Workload	0	0	0	44	22	18	14	5.0	
Difficulty	0	0	3	29	25	18	22	5.3	
Learn Exp	0	4	12	37	8	33	4	4.7	

Many students commented on how the course subject material was boring, though no fault of the instructor. Todorovic himself was said to be well-organized and his website was a big asset. However, students also said that the tests were very hard, and lectures (3 hours) were too long. Some suggested that weekly tutorials would have been an asset.

### PSY 210H1F INTRODUCTION TO DEVELOPMENT

Instructor(s): D. Goldstein

Enr: 344		Resp: 244						Retake: 94%	
	1	2	3	4	5	6	7	Mean	
Presents	0	0	0	2	12	34	50	6.3	
Explains	0	0	0	2	6	28	62	6.5	
Communicates	0	0	0	0	3	24	71	6.7	
Teaching	0	0	0	0	0	4	31	6.6	
Workload	0	1	7	64	17	6	1	4.2	
Difficulty	0	2	18	67	7	2	0	3.9	
Learn Exp	0	0	2	8	20	37	31	5.9	

Most people had a very high opinion of Goldstein, claiming he was the best instructor they've ever had! Opinion for the course was also very positive. Few people complained portions of the tests (fill-in-the-blank) were not reflective of students' averages. Another problem was that tests weren't handed back so students couldn't see where they went wrong. Overall, excellent experience!

**PSY 220H1F INTRODUCTION TO SOCIAL PSYCHOLOGY**

Instructor(s): G. Goldberg

Enr: 186	Resp: 139							Retake: 75%
	1	2	3	4	5	6	7	Mean
Presents	4	7	15	20	31	14	6	4.4
Explains	1	2	3	16	27	28	20	5.3
Communicates	0	0	0	4	11	34	18	6.2
Teaching	1	2	7	13	27	30	15	5.2
Workload	0	0	2	71	17	5	2	4.3
Difficulty	0	2	12	71	8	3	0	4.0
Learn Exp	1	1	6	28	24	24	13	5.0

An overwhelming majority felt that Goldberg was highly unorganized and his lectures did not match up with the text. However, most agreed that his humour and approachability made him a very likeable man. Some also felt the tests were not an adequate reflection of their knowledge of the course material, as they required students to memorize minute details of the text. Many agreed the text was definitely a good aide and presented material in an easy to understand manner.

**PSY 230H1S PERSONALITY AND ITS TRANSFORMATIONS**

Instructor(s): J. Peterson

Enr: 140	Resp: 76							Retake: 87%
	1	2	3	4	5	6	7	Mean
Presents	0	4	4	16	32	21	22	5.3
Explains	0	1	3	5	13	31	44	6.0
Communicates	0	0	0	2	9	13	74	6.6
Teaching	0	0	5	2	6	28	57	6.3
Workload	0	0	0	15	23	40	19	5.6
Difficulty	0	0	0	32	40	19	6	5.0
Learn Exp	0	0	4	12	12	22	46	5.9

Students were pleasantly surprised and appreciative of Peterson's relaxed and informal lecture style. Descriptions of Peterson centered around traits such as brilliant, engaging, informative and philosophical. Although the required reading was intense and mostly irrelevant, students enjoyed the multiple choice tests format that focussed mainly on broad concepts and not unnecessary details. Students came to class prepared to be intrigued and left in awe at Peterson's ability to deliver information in such a thought-provoking way.

**PSY 240H1F INTRODUCTION TO ABNORMAL PSYCHOLOGY**

Instructor(s): N. Rector

Enr: 181	Resp: 117							Retake: 85%
	1	2	3	4	5	6	7	Mean
Presents	0	0	2	14	36	31	13	5.3
Explains	1	0	1	14	40	28	12	5.3
Communicates	0	2	0	17	31	31	15	5.3
Teaching	0	0	3	18	31	32	11	5.2
Workload	0	0	5	58	21	7	5	4.4
Difficulty	0	0	6	63	18	7	2	4.4
Learn Exp	1	1	3	29	25	24	14	5.1

Although most students agreed that Rector's lectures were a complete regurgitation of the textbook, many appreciated his organization and attempts to answer all questions effectively. Some felt class discussions were too impractical and time consuming in such a large class and the majority of students agreed that the guest lecturers (particularly the one on sexual disorders) were rather useless and boring, as they too seemed to simply restate the textbook material. Finally, many complained that the 2nd term test was too difficult, focussing on minute and insignificant details and the format of all tests (multiple choice) was rather inappropriate. Many students suggested an organized tutorial or class website with lecture notes would have been highly beneficial.



Instructor(s): D. Urbszat

Enr: 185	Resp: 150							Retake: 94%
	1	2	3	4	5	6	7	Mean
Presents	0	0	0	4	20	48	25	6.0
Explains	0	0	0	4	17	46	29	6.0
Communicates	0	0	0	6	6	42	44	6.2
Teaching	0	0	0	5	19	46	27	6.0
Workload	0	0	0	56	27	13	2	4.6
Difficulty	0	0	3	70	19	5	1	4.3
Learn Exp	0	0	0	14	35	25	23	5.6

This was a highly enjoyable course and many felt this was mostly due to Urbszat's organized, enthusiastic, and humorous approach to his lectures. Although there were many complaints about the Q & A period allotted each class, as the size of the class made this option rather inefficient, students appreciated Urbszat's attempts to answer students' questions thoroughly. The tests were multiple choice, short answer, and essay which many students felt was a better reflection of their knowledge than merely just multiple choice. Overall, students really enjoyed this class and many looked forward to taking more classes taught by Urbszat.

**PSY 260H1F INTRODUCTION TO LEARNING**

Instructor(s): B. Ramos

Enr: 161	Resp: 70							Retake: 51%
	1	2	3	4	5	6	7	Mean
Presents	0	0	1	8	21	40	27	5.8
Explains	0	1	2	10	18	31	34	5.8
Communicates	0	1	1	13	27	36	20	5.6
Teaching	0	0	2	11	18	43	23	5.7
Workload	0	1	7	73	11	5	0	4.1
Difficulty	0	2	7	60	21	7	0	4.2
Learn Exp	1	5	1	38	31	12	7	4.6

Although the retake percentage was low, students stated this was only a reflection of the dry material itself, and not of Ramos' teaching abilities. Students agreed she was a very good lecturer and was highly approachable and always available after class for student questions and discussion. Ramos' sense of humour and testing format made the textbook appear somewhat less boring and easier to follow. Overall, students enjoyed Ramos' lectures even though the material itself was rather tedious.

**PSY 260H1S INTRODUCTION TO LEARNING**

Instructor(s): E. De Rosa

Enr: 187	Resp: 135							Retake: 43%
	1	2	3	4	5	6	7	Mean
Presents	0	0	2	13	23	38	21	5.6
Explains	0	0	2	23	22	29	20	5.4
Communicates	0	0	0	6	27	37	28	5.8
Teaching	0	0	0	10	25	39	23	5.7
Workload	0	0	11	78	8	1	0	4.0
Difficulty	0	1	14	70	11	2	0	4.0
Learn Exp	0	2	7	48	23	12	3	4.4

De Rosa as praised for her enthusiasm and clear explanations of the material. The use of live demonstrations of conditioning was greatly appreciated as they brought the dry course material to life. As well, many found De Rosa to be approachable and helpful.

The lectures tended to be short, which many students appreciated. However, some felt this happened because she spoke too quickly at times, which made it difficult to follow along. A possible solution would be to make the course notes available prior to the lectures. Overall, De Rosa was a good instructor.

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### PSY 270H1F INTRODUCTION TO COGNITIVE PSYCHOLOGY

Instructor(s): J. Pratt

	Resp: 121							Retake: 50%
	1	2	3	4	5	6	7	
	Mean							
Presents	1	0	0	5	24	47	19	5.7
Explains	1	0	0	6	23	45	21	5.7
Communicates	0	1	0	6	23	32	35	5.9
Teaching	1	0	1	7	19	52	17	5.7
Workload	0	0	1	45	34	12	6	4.8
Difficulty	0	0	0	40	30	20	6	4.9
Learn Exp	2	0	7	40	26	18	5	4.7

Students overwhelmingly agreed that Pratt was highly knowledgeable and interested about the course material. He generally helped make otherwise dry material rather interesting and even somewhat fun. Students appreciated the testing format (short answer and essay) as it was a nice departure from multiple choice regurgitation. Many students also found the website with lectures posted online before class and even a student-run chat room was very helpful and agreed that it should definitely be continued in future years. Overall, students enjoyed Pratt's enthusiasm.

### PSY 270H1S INTRODUCTION TO COGNITIVE PSYCHOLOGY

Instructor(s): S. Ferber

	Resp: 121							Retake: 53%
	1	2	3	4	5	6	7	
	Mean							
Presents	0	0	1	6	27	48	16	5.7
Explains	0	0	3	6	38	33	16	5.5
Communicates	0	2	2	14	33	34	11	5.3
Teaching	0	0	1	12	30	42	11	5.5
Workload	0	1	0	63	23	10	0	4.4
Difficulty	0	0	4	59	26	6	2	4.4
Learn Exp	0	6	5	42	25	15	4	4.5

Overall, students found Ferber to be a good lecturer, despite the dry course material. She was well-organized, concise, and very approachable. The guest lecturers were also extremely helpful. Many students thought that the midterm tests asked for information that was too specific, and that the material should have been based more on theory rather than on their experiments.

### PSY 280H1S INTRODUCTION TO PERCEPTION

Instructor(s): S. Hamstra

	Resp: 112							Retake: 62%
	1	2	3	4	5	6	7	
	Mean							
Presents	1	0	2	5	23	39	27	5.8
Explains	1	0	2	5	25	32	33	5.8
Communicates	0	0	3	5	13	37	38	6.0
Teaching	1	0	0	1	13	48	33	6.1
Workload	0	0	1	54	31	8	2	4.5
Difficulty	0	0	6	42	33	13	4	4.7
Learn Exp	2	0	2	36	31	19	8	4.9

The course website and the course objectives were extremely helpful to many of the students. Visuals and demos were good too. The tests were found to be difficult but fair. The instructor was interesting and fair. Students could easily ask for help (i.e. via email). Generally, Hamstra was a very good instructor.

Instructor(s): A. Anderson

	Resp: 124							Retake: 76%
	1	2	3	4	5	6	7	
	Mean							
Presents	0	0	1	10	27	40	18	5.6
Explains	0	0	0	6	31	37	24	5.8
Communicates	0	0	0	0	8	28	63	6.6
Teaching	0	0	0	4	16	42	36	6.1
Workload	0	0	4	81	11	1	0	4.1
Difficulty	0	0	4	71	17	5	0	4.2

Learn Exp 0 0 2 35 32 22 6 5.0

Anderson was a very good instructor who was very interesting, knowledgeable, approachable and enthusiastic in the lectures. It would have helped to have the lecture notes available before class. Overall, the class was very enjoyable.

### PSY 300H1S HISTORY OF PSYCHOLOGY

Instructor(s): J. Pratt

	Resp: 48							Retake: 80%
	1	2	3	4	5	6	7	
	Mean							
Presents	0	0	0	2	12	53	31	6.1
Explains	0	0	0	2	17	47	32	6.1
Communicates	0	0	0	0	8	57	40	6.3
Teaching	0	0	0	6	33	46	13	5.7
Workload	0	0	13	65	17	2	2	4.2
Difficulty	0	0	20	62	13	4	0	4.0
Learn Exp	0	0	2	21	39	28	7	5.2

Overall, students thoroughly enjoyed this course, as they found the textbook and material very organized and informative. Many agreed that the course would not have been as great had Pratt not been teaching it. His humorous and entertaining lectures conveyed material in an easy-to-absorb manner and Pratt was considered a very knowledgeable and enthusiastic instructor. The only concern students voiced was the difficulty of the tests and the final essay, which some felt represented too large a part of the final grade.

### PSY 301H1S PSYCHOLOGICAL THEORY

Instructor(s): J. Furedy

	Resp: 10							Retake: 80%
	1	2	3	4	5	6	7	
	Mean							
Presents	0	10	20	30	30	10	0	4.1
Explains	0	0	10	20	40	20	10	5.0
Communicates	0	0	0	10	20	50	20	5.8
Teaching	0	0	0	30	30	20	20	5.3
Workload	0	0	20	70	10	0	0	3.9
Difficulty	0	0	0	20	50	20	10	5.2
Learn Exp	0	0	11	11	33	22	22	5.3

### PSY 311H1F SOCIAL DEVELOPMENT

Instructor(s): J. Grusec

	Resp: 36							Retake: 57%
	1	2	3	4	5	6	7	
	Mean							
Presents	2	5	19	36	16	13	5	4.2
Explains	0	5	11	25	22	27	8	4.8
Communicates	2	2	5	17	42	11	17	5.0
Teaching	0	8	2	27	33	19	8	4.8
Workload	0	0	0	41	33	11	13	5.0
Difficulty	0	0	0	61	33	0	5	4.5
Learn Exp	0	6	13	34	31	13	0	4.3

Students generally found the course readings interesting, however, most felt that lectures could have been more clear and organized. Most students felt that the test material did not fairly reflect what they thought would be on the test and was too specific.

### PSY 312H1S COGNITIVE DEVELOPMENT

Instructor(s): P. Zelazo

	Resp: 34							Retake: 52%
	1	2	3	4	5	6	7	
	Mean							
Presents	0	0	5	29	26	26	11	5.1
Explains	0	0	2	14	29	38	14	5.5
Communicates	0	2	2	20	23	41	8	5.2
Teaching	0	0	0	17	32	35	14	5.5
Workload	0	0	0	30	36	18	15	5.2
Difficulty	0	0	3	42	24	27	3	4.8
Learn Exp	0	0	9	46	32	14	0	4.5

Although students appreciated the online lecture notes, they wished that slides were available BEFORE class as Zelazo spoke rather quickly. Some students felt the practice tests and in-class movies were extremely helpful. Many complained that there was too much material to be covered and the essay tests required too much detail. Overall, students found the course very interesting and Zelazo highly knowledgeable and always encouraging students to challenge other people's opinions.

### PSY 313H1F PSYCHOLOGY OF AGING

Instructor(s): G. Proulx

Enr: 58	Resp: 42							Retake: 75%
	1	2	3	4	5	6	7	Mean
Presents	0	0	4	23	30	11	28	5.4
Explains	0	0	2	19	19	26	33	5.7
Communicates	0	0	0	2	9	21	66	6.5
Teaching	0	0	4	9	26	30	28	5.7
Workload	0	0	0	90	7	0	2	4.1
Difficulty	0	0	2	85	11	0	0	4.1
Learn Exp	0	0	0	21	50	21	6	5.4

Proulx was described as a knowledgeable and highly enthusiastic instructor whose sense of humour and practical applications were greatly appreciated. Unlike tests, his lectures diverged too much from the textbook. Some students felt lecture notes were not available soon enough. Overall, students found lectures very interesting. Some felt Proulx was one of the best instructors they've ever had.

### PSY 319H1F DEVELOPMENTAL LABORATORY

Instructor(s): N. D'Agostino

Enr: 14	Resp: 14							Retake: 78%
	1	2	3	4	5	6	7	Mean
Presents	0	0	14	14	42	28	0	4.9
Explains	0	0	14	7	50	21	7	5.0
Communicates	0	0	0	14	21	50	14	5.6
Teaching	0	0	7	14	35	35	7	5.2
Workload	0	0	0	30	15	38	15	5.4
Difficulty	0	0	0	64	35	0	0	4.4
Learn Exp	0	0	0	35	28	21	14	5.1

D'Agostino did a good job teaching this course. Students suggested that the workload should have been distributed more evenly throughout the semester, and that the expectations for lab reports and presentations be clearer. Students also felt that the tests were worth too little for the amount of time spent preparing for them, and the marks of tests and assignments were unrepresentative of the students' knowledge of the material learned in class. There were also suggestions of including material on writing research papers, and reading other students' papers at the end of the term.

### PSY 328H1F PSYCHOLOGY OF THE LAW

Instructor(s): D. Urbszat

Enr: 65	Resp: 53							Retake: 100%
	1	2	3	4	5	6	7	Mean
Presents	0	0	0	0	7	47	45	6.4
Explains	0	0	0	0	15	50	33	6.2
Communicates	0	0	0	1	13	42	42	6.2
Teaching	0	0	0	1	15	49	33	6.2
Workload	0	0	3	80	13	1	0	4.1
Difficulty	0	0	13	75	7	3	0	4.0
Learn Exp	0	0	0	15	27	45	11	5.5

Almost everyone thought Urbszat was a great instructor. He was said to be well-organized, enthusiastic, and very approachable. His humour and his excellent presentation style was an asset to his lectures, and having the Powerpoint notes up before lectures was a great convenience. The only complaint students had was that the tests were extremely challenging and did not focus on major themes of the course.

### PSY 328H1S PSYCHOLOGY AND THE LAW

Instructor(s): D. Urbszat

Enr: 56	Resp: 45							Retake: 79%
	1	2	3	4	5	6	7	Mean
Presents	0	0	0	4	43	34	18	5.7
Explains	0	0	0	9	36	31	22	5.7
Communicates	0	0	0	4	34	31	19	5.9
Teaching	0	0	2	16	27	41	11	5.4
Workload	0	0	9	77	11	2	0	4.1
Difficulty	0	0	9	79	9	2	0	4.0
Learn Exp	0	2	7	33	23	28	5	4.8

Students generally enjoyed this course. Whereas most students appreciated Urbszat's informal and enthusiastic lecture style, a few felt he was repetitious and used too many examples in his lectures. Students felt the tests were graded too harshly and expectations were unclear. Some students enjoyed the chance to do their own study proposal but felt that the format of the proposal was too strict and overly ambitious for a class with a little experience doing such work.

### PSY 330H1S PSYCHOMETRICS

Instructor(s): D. Goldstein

Enr: 53	Resp: 41							Retake: 90%
	1	2	3	4	5	6	7	Mean
Presents	0	0	0	2	22	40	35	6.1
Explains	0	0	0	0	7	35	56	6.5
Communicates	0	0	0	0	12	34	56	6.4
Teaching	0	0	0	0	7	39	53	6.5
Workload	0	0	2	58	31	4	2	4.5
Difficulty	0	0	9	58	29	2	0	4.2
Learn Exp	0	0	0	26	20	43	10	5.4

Students appreciated Goldstein's sincere attempts to really engage students in the course material. Not only was Goldstein approachable and articulate, but many described him as the "best professor" they'd ever had. The material was made interesting and informative and overall, students described the course as "fantastic".

### PSY 332H1F ORGANIZATIONAL BEHAVIOUR

Instructor(s): G. Goldberg

Enr: 43	Resp: 37							Retake: 55%
	1	2	3	4	5	6	7	Mean
Presents	0	2	18	37	13	24	2	4.5
Explains	0	2	5	21	29	35	5	5.1
Communicates	0	0	0	5	32	43	18	5.8
Teaching	0	2	8	24	32	24	8	4.9
Workload	0	0	5	72	19	2	0	4.2
Difficulty	0	0	8	86	2	2	0	4.0
Learn Exp	0	8	4	37	25	20	4	4.6

Although Goldberg was generally found to be an entertaining lecturer, some students found him to be somewhat disorganized. The majority of students found that the exams did not reflect the lectures and reported them to be quite unfair.

### PSY 332H1S ORGANIZATIONAL BEHAVIOUR

Instructor(s): G. Goldberg

Enr: 47	Resp: 33							Retake: 64%
	1	2	3	4	5	6	7	Mean
Presents	0	9	15	43	18	9	3	4.6
Explains	0	0	0	35	29	35	0	5.0
Communicates	0	0	0	6	28	56	9	5.7
Teaching	0	3	3	40	31	18	3	4.7
Workload	0	0	12	64	12	9	0	4.2
Difficulty	0	3	25	61	6	3	0	3.8
Learn Exp	0	0	14	55	14	14	0	4.3

Students found Goldberg very approachable, enthusiastic and

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entertaining. However, many students agreed that he tended to drift off at times and was somewhat disorganized. Students also thought that the instructions for the term project and essay could have been more clear. The multiple choice tests were liked by many, and the videos were found very interesting and informative.

### PSY 333H1F HEALTH PSYCHOLOGY

Instructor(s): S. Grace

	Resp: 50							Retake: 87%
	1	2	3	4	5	6	7	
Presents	0	0	2	10	21	54	10	5.6
Explains	0	0	0	8	41	36	13	5.5
Communicates	0	0	0	8	26	41	23	5.8
Teaching	0	0	2	17	28	42	8	5.4
Workload	0	0	10	65	21	2	0	4.2
Difficulty	0	4	8	78	8	0	0	3.9
Learn Exp	0	2	2	43	23	20	7	4.8

Grace was liked by students and reported to be a knowledgeable instructor, however, nearly all students who commented noted a difficulty in copying down the extensive notes for the class. It was suggested that a website with posted notes be provided in the future. It was also noted that Grace began lectures on the hour instead of at ten minutes past.

### PSY 333H1S HEALTH PSYCHOLOGY

Instructor(s): G. Goldberg

	Resp: 39							Retake: 52%
	1	2	3	4	5	6	7	
Presents	5	2	21	36	26	7	0	4.0
Explains	2	0	13	18	36	23	5	4.8
Communicates	0	0	7	5	18	50	18	5.7
Teaching	0	10	5	23	36	23	0	4.6
Workload	0	2	2	52	26	15	0	4.5
Difficulty	0	2	7	73	10	0	5	4.1
Learn Exp	2	8	8	44	19	13	2	4.2

Students appreciated Goldberg's knowledge of the material and his enthusiasm, however, most students found that his lectures lacked in organization. A few found his lectures to be vague.

Although most students found the course interesting and useful as well as relevant to everyday life, some complained that the lecture material did not supplement or follow the reading assignments. The tests contained very specific, descriptive questions that did not test the students' understanding nor their knowledge of relevant concepts.

Many students felt the course needed a website and a better, more organized presentation of lecture material perhaps with the use of Powerpoint slides.

### PSY 334H1S MAPS OF MEANING: THE ARCHITECTURE OF BELIEF

Instructor(s): J. Peterson

	Resp: 34							Retake: 96%
	1	2	3	4	5	6	7	
Presents	0	2	5	8	23	23	35	5.6
Explains	0	0	0	8	8	23	58	6.3
Communicates	0	0	0	0	0	5	94	6.9
Teaching	0	0	0	2	11	14	70	6.5
Workload	0	0	0	22	35	29	12	5.3
Difficulty	0	0	3	21	34	31	9	5.2
Learn Exp	0	0	0	6	6	10	75	6.6

Overall, students appreciated the applicability of course material to life outside the classroom. Although Peterson's lectures were very informal, students found his teaching style refreshing and an interesting change of pace. Peterson was described as an excellent very intriguing and intelligent instructor. Students left class with a new perspective on life, similar to a post therapy feeling. The only complaint students had was the intense and generally unnecessary amount of reading as well as the lack of clarity regarding the course essay.

### PSY 335H1F ENVIRONMENTAL PSYCHOLOGY

Instructor(s): D. Dolderman

	Resp: 42							Retake: 86%
	1	2	3	4	5	6	7	
Presents	0	0	0	17	27	37	17	5.6
Explains	0	0	0	10	32	30	27	5.8
Communicates	0	0	5	5	12	30	47	6.1
Teaching	0	0	0	2	35	35	27	5.9
Workload	0	0	0	72	25	2	0	4.3
Difficulty	0	2	5	65	25	2	0	4.2
Learn Exp	0	0	2	20	20	32	23	5.5

Dolderman was described as an interesting and enthusiastic instructor. The lectures involved extensive group discussions and students found that the course felt more philosophical than scientific. Some students would have preferred two lectures per week instead of a single 3 hour lecture. Also, some would have preferred only essay questions on the exam.

### PSY 336H1F POSITIVE PSYCHOLOGY

Instructor(s): D. Dolderman

	Resp: 34							Retake: 80%
	1	2	3	4	5	6	7	
Presents	0	0	0	11	20	47	20	5.8
Explains	0	0	0	8	20	20	50	6.1
Communicates	0	0	0	5	11	14	67	6.4
Teaching	0	0	0	9	21	24	45	6.1
Workload	0	0	0	75	15	9	0	4.3
Difficulty	0	0	6	56	34	3	0	4.3
Learn Exp	0	0	0	20	20	17	41	5.8

Dolderman received overwhelmingly positive reviews for both his lecture style and his way of interacting with students. Several students rated this class as the best they had taken at UofT. It was suggested that a class website might be helpful.

### PSY 339H1F INDIVIDUAL DIFFERENCES LABORATORY

Instructor(s): L. Vartanian

	Resp: 10							Retake: 40%
	1	2	3	4	5	6	7	
Presents	0	0	20	0	20	50	10	5.3
Explains	0	0	10	0	20	40	30	5.8
Communicates	0	0	20	10	0	30	40	5.6
Teaching	0	0	11	11	0	44	33	5.8
Workload	0	0	0	10	30	40	20	5.7
Difficulty	0	0	10	50	40	0	0	4.3
Learn Exp	11	0	0	22	22	11	33	5.1

Students generally enjoyed the class discussions and the informal atmosphere of lectures. However, many sincerely disliked the textbook and felt that the demands of the course set expectations unrealistically high.

### PSY 341H1S PSYCHOPATHOLOGIES OF CHILDHOOD

Instructor(s): R. Hetherington

	Resp: 37							Retake: 78%
	1	2	3	4	5	6	7	
Presents	0	0	2	8	37	43	8	5.5
Explains	0	0	0	18	18	37	24	5.7
Communicates	0	0	0	5	27	24	43	6.1
Teaching	0	0	0	16	21	35	27	5.7
Workload	0	0	0	70	18	10	0	4.4
Difficulty	0	0	2	78	16	2	0	4.2
Learn Exp	0	0	3	41	27	17	10	4.9

Students described Hetherington as enthusiastic, knowledgeable, and approachable. He was very organized and effectively explained the course material. Many students felt that posting lecture notes on a course

website prior to lectures would have been helpful.

### PSY342H1F COGNITION AND PSYCHOPATHOLOGY

Instructor(s): M. Gemar

	Resp: 33							Mean
	1	2	3	4	5	6	7	
Presents	0	0	0	6	30	36	27	5.8
Explains	0	0	0	92	7	42	21	5.8
Communicates	3	0	0	24	27	39	6	5.2
Teaching	0	0	12	3	36	33	15	5.4
Workload	0	0	0	66	15	15	3	4.5
Difficulty	0	0	9	57	24	6	3	4.4
Learn Exp	0	3	0	39	35	17	3	4.8

About the only positive thing students commented on was Gemar's highly organized format and the fact that lecture notes were clear, concise and available before the class. Otherwise, students felt they were given too little time for the tests and the instructor did not make himself available outside class.

### PSY 343H1F THEORIES OF PSYCHOPATHOLOGY AND PSYCHOTHERAPY

Instructor(s): L. Vartanian

	Resp: 32							Mean
	1	2	3	4	5	6	7	
Presents	0	0	0	3	20	66	10	5.8
Explains	0	0	0	6	29	58	6	5.6
Communicates	0	0	0	0	30	63	6	5.8
Teaching	0	0	0	0	29	58	12	5.8
Workload	0	0	9	67	12	9	0	4.2
Difficulty	0	3	6	64	19	6	0	4.2
Learn Exp	0	0	0	30	47	21	0	4.9

Students Vartanian to be a knowledgeable and engaging teacher and enjoyed his use of analogies and studies from his professional experiences. Some found that the textbook was excessively biased and that readings were too long. Many wished the midterm had been returned.

### PSY 343H1S THEORIES OF PSYCHOPATHOLOGY AND PSYCHOTHERAPY

Instructor(s): M. Lau

	Resp: 41							Mean
	1	2	3	4	5	6	7	
Presents	2	0	4	29	43	12	7	4.8
Explains	0	2	0	14	41	26	14	5.3
Communicates	0	0	0	19	26	43	9	5.4
Teaching	0	0	2	9	48	36	12	5.4
Workload	0	0	4	70	14	9	0	4.3
Difficulty	0	0	12	68	17	2	0	4.1
Learn Exp	0	2	5	45	13	27	5	4.7

Most students found Lau approachable and organized. Some students felt that the class discussions took away from the lectures, which could have been better organized. The videos and webpage were very useful. Overall, students found the course interesting.

### PSY 369H1F CONDITIONING AND LEARNING LABORATORY

Instructor(s): S. Shettleworth

	Resp: 15							Mean
	1	2	3	4	5	6	7	
Presents	0	0	0	6	13	60	20	5.9
Explains	0	0	0	13	13	40	33	5.9
Communicates	0	0	0	0	6	26	66	6.6
Teaching	0	0	0	0	6	46	46	6.4
Workload	0	0	13	33	26	20	6	4.7
Difficulty	0	0	0	80	20	0	0	4.2
Learn Exp	0	0	0	7	14	35	42	6.1

Shettleworth was considered an excellent and supportive teacher. The subject material was interesting and many rated this as their favourite psychology class.

### PSY 370H1F THINKING AND REASONING

Instructor(s): J. Vervaeke

	Resp: 32							Mean
	1	2	3	4	5	6	7	
Presents	0	0	6	9	25	31	38	5.7
Explains	0	3	3	3	21	34	34	5.8
Communicates	0	0	0	0	6	9	83	6.8
Teaching	0	0	3	6	9	38	41	6.1
Workload	0	0	0	54	41	3	0	4.5
Difficulty	0	0	0	25	41	29	3	5.1
Learn Exp	0	0	10	20	20	25	25	5.3

Vervaeke was praised as an excellent instructor who made lectures enjoyable and encouraged interactions in class. Quite a few people said he was one of the best instructors they have ever had. There were a few complaints about the lack of office hours, and more application of theory should be included. A more useful course package could have been used.

### PSY 371H1F HIGHER COGNITIVE PROCESSES

Instructor(s): E. Reingold

	Resp: 37							Mean
	1	2	3	4	5	6	7	
Presents	0	0	2	5	43	37	10	5.5
Explains	0	0	0	5	30	33	30	5.9
Communicates	0	0	0	10	24	37	27	5.8
Teaching	0	0	0	2	35	48	13	5.7
Workload	0	2	2	81	13	0	0	4.1
Difficulty	0	2	5	78	13	0	0	4.0
Learn Exp	0	0	3	28	46	21	0	4.9

Reingold was considered an interesting and informative lecturer. Many students enjoyed the videos used in class.

### PSY 372H1F HUMAN MEMORY

Instructor(s): M. Dodd; A. Castel

	Resp: 36							Mean
	1	2	3	4	5	6	7	
<b>Dodd:</b>								
Presents	0	0	0	2	14	64	17	6.0
Explains	0	0	0	5	20	48	25	5.9
Communicates	0	0	0	5	14	41	38	6.1
Teaching	0	0	0	8	14	45	31	6.0
<b>Castel:</b>								
Presents	0	0	0	2	11	66	19	6.0
Explains	0	0	0	2	25	51	20	5.9
Communicates	0	0	0	5	11	50	33	6.1
Teaching	0	0	0	5	13	55	25	6.0
<b>Course:</b>								
Workload	0	0	5	57	28	8	0	4.4
Difficulty	0	0	2	55	36	5	0	4.4
Learn Exp	0	3	0	30	36	30	0	4.9

Students liked the course material, despite a couple of complaints about the book and the tests.

Both Dodd and Castel were praised as enthusiastic, knowledgeable, approachable and helpful.

### PSY 378H1S ENGINEERING PSYCHOLOGY

Instructor(s): J. Hollands

	Resp: 27							Mean
	1	2	3	4	5	6	7	
Presents	0	0	0	0	15	50	34	6.2
Explains	0	0	0	0	33	25	40	6.1

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Communicates	0	0	7	7	29	25	29	5.6
Teaching	0	0	0	0	28	48	24	6.0
Workload	0	0	14	62	22	0	0	4.1
Difficulty	0	3	14	62	14	3	0	4.0
Learn Exp	0	0	8	26	17	39	8	5.1

Overall, students learned a lot and thought the material was interesting. Hollands presented useful lectures and attended to the needs of students. One criticism was that the textbook was a little dry.

### PSY 379H1F MEMORY AND LEARNING LABORATORY

Instructor(s): E. Reingold

Enr: 12	Resp: 12							Retake: 91%
	1	2	3	4	5	6	7	Mean
Presents	0	0	0	18	27	45	9	5.5
Explains	8	0	0	0	8	25	58	6.1
Communicates	0	0	0	8	8	8	75	6.5
Teaching	0	0	0	10	0	40	50	6.3
Workload	8	0	8	41	25	16	0	4.2
Difficulty	0	8	0	66	16	8	0	4.2
Learn Exp	0	0	10	10	30	10	40	5.6

Students acknowledged the fact that Reingold sincerely cared about the progress his students made. He was truly supportive and very approachable. Overall, students really enjoyed the class and appreciated the chance to practice their presentation skills.

### PSY 391H1S PHYSIOLOGICAL PSYCHOLOGY II

Instructor(s): J. Yeomans

Enr: 90	Resp: 56							Retake: 75%
	1	2	3	4	5	6	7	Mean
Presents	1	0	10	23	33	25	5	4.8
Explains	1	0	1	16	35	33	10	5.3
Communicates	0	0	1	5	12	42	37	6.1
Teaching	0	0	1	7	30	47	12	5.6
Workload	0	0	1	69	19	7	1	4.4
Difficulty	0	0	0	46	39	12	1	4.7
Learn Exp	0	0	4	31	37	18	8	5.0

Yeomans received compliments on his teaching style, enthusiasm and knowledge of the material. However, some students found his lectures too fast-paced and students had trouble following the lectures and writing down notes at the same time, given the new and somewhat difficult terminology. Students suggested that the use of lecture slides or overheads for lecture content would have greatly enhanced the lectures. Most students found the test structure challenging, many felt that short answers or some multiple choice questions would have helped test the course material more fairly. Most students thought the test was too long for the limited time they were given to complete it and that a second midterm would have made the course mark breakdown more reasonable.

Overall, students enjoyed the course, as well as the lectures and found them very interesting. Students also appreciated the review sessions held before the test and found the instructor very friendly and approachable.

### PSY 392H1S NEUROBIOLOGY OF LEARNING AND MEMORY

Instructor(s): B. Murray

Enr: 41	Resp: 29							Retake: 59%
	1	2	3	4	5	6	7	Mean
Presents	0	0	0	6	20	41	31	6.0
Explains	0	0	0	3	31	41	24	5.9
Communicates	0	0	0	13	17	44	24	5.8
Teaching	0	0	0	10	41	31	17	5.6
Workload	0	0	0	41	37	17	3	4.8
Difficulty	0	0	0	31	37	24	6	5.1
Learn Exp	0	0	4	33	20	29	12	5.1

Most students found Murray very approachable, helpful and good at explaining the material as well as answering questions. The quizzes were

worth few marks and were a lot of work.

### PSY 393H1F COGNITIVE NEUROSCIENCE

Instructor(s): S. Ferber

Enr: 35	Resp: 25							Retake: 86%
	1	2	3	4	5	6	7	Mean
Presents	0	0	0	0	8	24	68	6.6
Explains	0	0	0	4	12	32	52	6.3
Communicates	0	0	0	4	4	29	62	6.5
Teaching	0	0	0	0	8	32	60	6.5
Workload	0	0	0	12	45	33	8	5.4
Difficulty	0	0	0	24	36	32	8	5.2
Learn Exp	0	0	0	19	42	19	19	5.4

Ferber's advanced knowledge of the material, in addition to her appropriate use of media aides enabled students to enjoy an otherwise difficult subject - cognitive neuroscience. Students absolutely admired Ferber and had nothing but high praise for her. However, students cautioned that the course did require a lot of reading and prospective students should expect a dry textbook and lots of hard work.

Instructor(s): A. Anderson

Enr: 44	Resp: 38							Retake: 88%
	1	2	3	4	5	6	7	Mean
Presents	0	0	0	7	15	39	36	6.1
Explains	0	0	0	0	26	50	23	6.0
Communicates	0	0	0	0	0	28	71	6.7
Teaching	0	0	0	0	18	42	39	6.2
Workload	2	0	2	57	18	18	0	4.4
Difficulty	2	2	2	55	23	10	2	4.4
Learn Exp	0	2	5	17	31	28	14	5.2

Students greatly appreciated Anderson's intense enthusiasm for the course material, both inside and outside class time. He was quite humorous and very approachable. Although the lecture slides were available to students many wished they had been posted before class, as lectures were packed with dense material. Students also felt the textbook was way too difficult.

### PSY 396H1F NEUROCHEMICAL BASIS OF BEHAVIOUR

Instructor(s): E. De Rosa

Enr: 34	Resp: 31							Retake: 73%
	1	2	3	4	5	6	7	Mean
Presents	0	0	0	12	19	38	29	5.8
Explains	0	0	3	16	29	32	19	5.5
Communicates	0	0	0	12	19	51	16	5.7
Teaching	0	0	6	3	29	35	25	5.7
Workload	0	0	12	61	16	6	3	4.3
Difficulty	0	0	6	64	22	3	3	4.3
Learn Exp	0	3	3	29	25	25	11	5.0

Overall, students enjoyed the class and De Rosa. Some complained about the speed of the lectures (too fast) and a few people wished the notes were posted before they came to class but the majority of students hated the textbook and felt it was way too advanced and boring.

### PSY 399H1F PSYCHOBIOLOGY LABORATORY

Instructor(s): M. Ralph; B. Murray

Enr: 13	Resp: 11							Retake: 80%
	1	2	3	4	5	6	7	Mean
<b>Ralph:</b>								
Presents	10	20	30	30	0	10	0	3.2
Explains	0	18	27	36	18	0	0	3.5
Communicates	0	0	0	27	45	27	0	5.0
Teaching	0	10	40	30	20	0	0	3.6
<b>Murray:</b>								
Presents	0	0	0	0	18	45	36	6.2
Explains	0	0	0	0	9	36	54	6.5

Communicates	0	0	0	0	0	54	45	6.5
Teaching	0	0	0	0	0	63	36	6.4
<b>Course:</b>								
Workload	0	0	0	0	63	18	18	5.5
Difficulty	0	0	0	18	27	45	9	5.5
Learn Exp	0	0	11	0	22	33	33	5.8

Some students were disappointed with Ralph's lab as they found it to be unorganized and Ralph did not communicate his expectations effectively. The lab reports were marked too harshly and students felt they would have really benefitted from more guidance on how to construct a proper lab report. Overall, students enjoyed the course material but felt Ralph subtracted from the positive atmosphere of the labs.

Overall, students felt the lab was an amazing learning experience and sincerely appreciated Murray's helpful feedback and valuable guidance. She was organized and students maintained a sense that Murray actually cared about her students - as evident by her organized and well-planned lecture style.

#### PSY 402H1S A BIOBEHAVIOURAL APPROACH TO PSYCHOLOGICAL THEORIES AND APPLICATIONS

Instructor(s): J. Furedy

Enr: 15	Resp: 10							Retake: 25%
	1	2	3	4	5	6	7	Mean
Presents	0	10	30	40	20	0	0	3.7
Explains	0	0	10	60	30	0	0	4.2
Communicates	0	10	10	50	10	20	0	4.2
Teaching	0	10	20	60	0	10	0	3.8
Workload	0	0	10	50	20	20	0	4.5
Difficulty	0	0	0	20	50	30	0	5.1
Learn Exp	20	0	40	40	0	0	0	3.0

#### PSY 409H1Y RESEARCH SPECIALIZATION: THEORETICAL FOUNDATIONS

Instructor(s): P. Zelazo

Enr: 12	Resp: 12							Retake: 54%
	1	2	3	4	5	6	7	Mean
Presents	0	0	8	8	33	33	16	5.4
Explains	0	0	0	0	41	41	16	5.8
Communicates	0	0	0	0	25	41	33	6.1
Teaching	0	0	0	8	16	50	25	5.9
Workload	8	0	8	58	25	0	0	3.9
Difficulty	0	0	0	50	41	8	0	4.6
Learn Exp	0	0	0	27	45	18	9	5.1

The class enjoyed the debates/class discussions and the students appreciated Zelazo's insight and enthusiasm.

#### PSY 420H1F CULTURE AND IDENTITY

Instructor(s): R. Tafariodi

Enr: 15	Resp: 13							Retake: 84%
	1	2	3	4	5	6	7	Mean
Presents	0	0	0	7	23	53	15	5.8
Explains	0	0	0	7	38	46	7	5.5
Communicates	0	0	0	0	0	46	53	6.5
Teaching	0	0	0	7	7	61	23	6.0
Workload	0	0	0	46	23	23	7	4.9
Difficulty	0	0	0	23	46	15	15	5.2
Learn Exp	0	0	0	25	41	8	25	5.3

Students appreciated Tafariodi's enthusiasm and intense passion for the topic of the course - the self. Although some complained that the readings were rather cumbersome, most enjoyed the challenge and remained interested enough in the material that a few students even professed they would pursue "the self" as their research interest in the future.

#### PSY 430H1F SELF-DECEPTION

Instructor(s): J. Peterson

Enr: 14	Resp: 12							Retake: 100%
	1	2	3	4	5	6	7	Mean
Presents	0	0	9	18	18	27	27	5.5
Explains	0	0	0	0	8	41	50	6.4
Communicates	0	0	0	0	0	8	91	6.9
Teaching	0	0	0	0	8	33	58	6.5
Workload	0	0	0	16	50	16	16	5.3
Difficulty	0	0	0	25	25	3	16	5.4
Learn Exp	0	0	0	0	18	18	63	6.5

Students described Peterson as a compelling lecturer and generally enjoyed his unorthodox style. Although some were confused by the lack of parallelism between the readings and the lectures the majority of students were extremely appreciative of Peterson's extensive essay feedback. Overall, students thoroughly enjoyed the course.

#### PSY 470H1F UNCONSCIOUS OR IMPLICIT COGNITION

Instructor(s): E. Reingold

Enr: 18	Resp: 17							Retake: 100%
	1	2	3	4	5	6	7	Mean
Presents	0	0	0	0	52	29	17	5.6
Explains	0	0	0	5	35	23	35	5.9
Communicates	0	0	0	5	23	41	29	5.9
Teaching	0	0	0	0	0	64	35	6.4
Workload	0	0	5	76	17	0	0	4.1
Difficulty	0	0	11	82	5	0	0	3.9
Learn Exp	0	0	8	16	25	33	16	5.3

Students described Reingold as approachable and extremely encouraging. The presentation topics allowed extreme independence and students felt the course supplied them with an invaluable learning experience. The organization of the class was very informal (a refreshing change from other upper year psych courses).

#### PSY 471H1S VISUAL COGNITION

Instructor(s): J. Pratt

Enr: 10	Resp: 10							Retake: 90%
	1	2	3	4	5	6	7	Mean
Presents	0	0	0	0	50	20	60	5.8
Explains	0	0	0	0	30	30	40	6.1
Communicates	0	0	0	0	10	30	60	6.5
Teaching	0	0	0	0	30	20	50	6.2
Workload	0	0	0	22	33	33	11	5.3
Difficulty	0	0	0	30	50	20	0	4.9
Learn Exp	0	0	0	30	20	30	20	5.4

Students found the class to be very enjoyable and they learned a lot. The presentations were a good idea but some found that it was a lot of work and could be quite stressful and frustrating. Pratt was an excellent instructor.

*Assu*