

# Graduate Program in Law and Forensic Psychology



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**SIMON FRASER UNIVERSITY**

***Graduate Program  
in  
Law and Forensic Psychology***

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revised August 2003; printed March 17, 2004  
available on Psychology's website  
<http://www.sfu.ca/psychology>

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# **Law and Forensic Psychology: Bringing Psychology Out of the Ivory Tower and Into the Public Forum**

## **The Field of Law and Psychology**

The field of law and psychology is an area of critical importance to society. The purpose of every law is to control or regulate human behaviour. To be effective and fair, however, the assumptions the law makes about how people think and behave must be valid. Such assumptions abound in the law: Children's best interest will be given paramount importance in making custody decisions; dangerous criminals will be identified and will receive appropriate punishments; juries understand and apply the law in making their decisions. While the law makes assumptions about people, psychology has developed knowledge about how to understand and assess human behaviour. Whether by evaluating the effectiveness of a new law to control stalkers or identifying the factors to be considered when considering whether an offender will pose a risk of harm for future violence, the field of law and psychology can improve the function and operation of the law.

## **Law and Psychology at Simon Fraser University**

Simon Fraser University is recognized both nationally and internationally as a centre of excellence for research and training in law and psychology. The law and forensic psychology faculty at SFU are well-known scholars and practitioners with international reputations in the field. Among these faculty members are two Past-Presidents of the American Psychology-Law Society (the largest such organization in the world), a Fellow of the Royal Society of Canada, Fellows of the Canadian and American Psychological Associations, recipients of prestigious awards in the field, and the list goes on. Complimenting these resources, there also exist many resource people in the local community with expertise in the area.

SFU has undertaken three initiatives to harness and further develop these resources. Initially, the Program in Law and Forensic Psychology was implemented in 1991 to train doctoral level psychologists to specialize in Clinical-Forensic psychology or experimental psychology and law. Our first graduates have distinguished themselves by accepting positions in universities, colleges, correctional and forensic services, and hospitals. Most recently, the Program has entered into a partnership with the University of British Columbia to enable some students to complete both a Ph.D. in psychology as well as an LL.B. in law.

SFU established the Mental Health, Law, and Policy Institute (MHLPI), an interdisciplinary training and research institute, in 1992. The MHLPI has been very successful at securing research grants and contracts to enable members to conduct research and carry out training in a host of important areas in law and psychology. The research and training topics covered are presented below. MHLPI training is geared toward lawyers, judges, mental health professionals, and others who work in the legal arena. The purpose of the training is to ensure that advances in the field are made known to those who can use the knowledge in their work.

## **Ongoing SFU Research, Policy Initiatives, and Training Topics in Law and Psychology**

Although it is impossible to do justice to the many important research and policy initiatives and training projects undertaken, we would like to highlight the general areas in which we have worked:

1. *Violence risk prediction among offenders and psychiatric patients.* This work includes the development of risk assessment tools that enable clinicians and those in the criminal justice

system to identify people who are at risk for being violent. In addition to risk of general violence, the work has focused on developing risk assessment tools for identifying those at risk for violent sexual reoffending and spousal assault.

2. *Offenders and jail mental health.* Ongoing research and training has been conducted in the area of the study, treatment, and management of criminal offenders. In addition, we have conducted research, developed, and evaluated programs to identify and treat mentally ill people in jails and prisons.
3. *Identifying and treating mentally ill people in the criminal justice system.* Our work has shown that the prevalence of mentally ill people in the criminal justice system is significantly higher than in the general population. Furthermore, most mentally ill offenders are non-violent and require treatment to reduce their likelihood of reoffending. Our programs ensure that inmates entering jails are screened for mental illness so that they can receive the services they require. Recent work includes the implementation of a program to treat non-violent offenders who are both mentally ill and substance abusers.
4. *Legal competence and criminal responsibility.* This work has focused on understanding and developing assessment tools for determining whether accused are legally fit to stand trial. In addition, our work has focused on evaluating and making policy recommendations regarding criminal responsibility (i.e., legal insanity) legislation and procedures.
5. *Juries and jury decision-making.* Juries play a vital role in the legal system, yet we know very little about juries and how they make decisions. Researchers in this area have investigated jurors' comprehension of legal instructions, the effect of pretrial publicity on jurors, and jurors experiences.
6. *Archival analyses of historic cases of child sexual abuse.* Understanding the nature of sexual abuse requires an exploration of complainants, offenders, activities, and their handling by the legal system. This project has gathered information from the legal processes surrounding over 2000 complainants of child sexual abuse. Research has focused on the relationships between characteristics of the complainant, the offender and abusive activities.
7. *Eyewitness testimony.* Not infrequently individuals are tried in criminal courts on the basis of an eyewitness's identification evidence. Not infrequently, such identifications are proven to have been made in error. This project focuses on the methods by which the reliability of eyewitness testimony may be enhanced.

## **Program Description**

The SFU Program in Legal Psychology offers joint degree and specialized training in law and psychology. The program consists of two training streams leading to a Ph.D. with specialized training in legal psychology. Students may specialize in Clinical-Forensic psychology or in Experimental Psychology and Law, depending on their areas of interest and career goals. Students are able to tailor the resources available through their respective concentrations to suit their intellectual and practical needs on an individual basis. Students wishing to specialize in Clinical-Forensic Psychology must meet the requirements for admission, and be accepted for admission by the Clinical Psychology program. Furthermore, students specializing in Clinical-Forensic Psychology normally do not begin taking courses in the Program until they have successfully completed the requirements for the Master of Arts Degree in Psychology. All regular requirements of the Faculties of Graduate Studies and the Departments of Psychology for the Ph.D. must be met by students of the Clinical Program in Law and Forensic Psychology.

Although related in scope, course work, and other requirements, the foci of Experimental Psychology and Law and Clinical-Forensic Psychology are quite different. Students specializing in Experimental Psychology and Law develop research and applied policy skills in law and psychology (e.g., eyewitness testimony research, jury research, interpersonal relationships, domestic violence). By contrast, those specializing in Clinical-Forensic Psychology develop research and clinical skills in areas of clinical psychology related to the law (e.g., Clinical-Forensic assessments, competencies in the legal system, criminal responsibility, risk assessment). Due to the overlap of the two areas,

students in both streams take many of the same courses and develop similar research skills; however, students specializing in Clinical-Forensic Psychology further develop their clinical training to include forensic training and practice experience.

It should be noted that existing arrangements between SFU and UBC allow students to complete acceptable courses at either institution in order to meet graduation requirements. The UBC Department of Psychology offers graduate degrees with an interest in forensic psychology. As a result, the faculty at UBC offer courses that may be used to meet SFU requirements. Students interested in doing so should speak to Lynn Kumpula.

### **LL.B./Ph.D. Joint Degree Training**

Students admitted to the LL.B./Ph.D. stream complete the requirements for both an LL.B. and Ph.D. in psychology. Like the Ph.D. Specialty Training stream, students have the choice of specializing in Clinical-Forensic Psychology or Experimental Psychology and Law. It is important to emphasize that, to preserve the integrity of the degrees they obtain, students need to meet the minimum requirements for the degrees involved (i.e., LL.B., M.A., and Ph.D.).

The joint degree has two advantages for students. First, it enables them to receive credit toward both the LL.B. and Ph.D. degrees for some of the Program courses they take, thus reducing slightly the overall course requirements for the degrees. Second, it enables students to develop and integrate their skills in law and psychology simultaneously. For this stream, students obtain the LL.B. from the Faculty of Law at UBC and the Ph.D. degree from the department in which they are registered.

In addition to the two streams noted above, students who hold an LL.B. (or equivalent) may apply for admission to the LL.M. Program in the Faculty of Law at the University of British Columbia to concentrate on the area of law and psychology during their graduate training in law. This option is of use to students seeking to obtain formal training in law and psychology and/or mental health law in preparation for law teaching, legal research, policy making, public and governmental service, and the practice of law.

## **Program Streams: Clinical-Forensic and Experimental Psychology and Law**

### **Clinical-Forensic Psychology**

Admission to the Clinical-Forensic stream and courses offered in the program is restricted to students registered in the Clinical Psychology Program. Students normally begin taking courses in the Clinical-Forensic stream after they have completed their second year of training in the clinical program. Incoming students with interests in Clinical-Forensic psychology are advised to make their interests known on their application to the clinical program.

Like our Clinical Psychology Program, the Clinical-Forensic stream is based on the scientist-practitioner model and includes the components of research, course work, and practicum training. Since the Clinical-Forensic stream requirements are in addition to, and not in place of, those in the Clinical Psychology Program, students in the Clinical-Forensic Psychology Stream may expect to take an additional year to complete their doctoral training.

Students are encouraged to complete their theses in the area of law and psychology. Graduates have found employment in traditional forensic areas conducting forensic evaluations (e.g., fitness to stand trial, custody evaluations) or developing and implementing intervention programs in the criminal justice system. In addition, graduates have obtained academic or research/policy positions.

## Suggested Clinical Forensic Psychology Course Order

Year in Program	Suggested Order	Year in Program	Suggested Order
I Fall	744 Psychopathology 820 Seminar in Assessment 821 Practicum in Assessment 825 CPC Intervention 910 Research Design I 916 Area Research Seminar	III Fall	715 Proseminar in Measurement** 825 CPC Intervention 835 Special Topics in Civil Forensic Psyc* 916 Area Research Seminar
I Spring	820 Seminar in Assessment 822 Practicum in Assessment 824 Research Issues in Psychology 825 CPC Intervention 911 Research Design II 916 Area Research Seminar	III Spring	715 Proseminar in Measurement** 825 CPC Intervention 916 Area Research Seminar
I Summer	825 CPC Intervention 880 Practicum**** M.A. Proposal	III Summer	825 CPC Intervention 890 Forensic Practicum**** Ph.D. Proposal
II Fall	790 Law and Psychology Ethics 770 Proseminar in Personality 822 Seminar in Intervention 823 Practicum in Intervention 825 CPC Intervention 916 Area Research Seminar	IV Fall	825 CPC Intervention 836 Special Topics: Criminal Forensic Psyc* ### Breadth Course 1*** 916 Area Research Seminar
II Spring	815 Mental Health, Law and Policy* 822 Seminar in Intervention 823 Practicum in Intervention 825 CPC Intervention 916 Area Research Seminar	IV Spring	825 CPC Intervention 897 Research Project: Forensic Psyc** ### Breadth Course 2*** 916 Area Research Seminar
II Summer	825 CPC Intervention 898 M.A. Thesis	IV Summer	825 CPC Intervention 899 Ph.D. Dissertation 999 Comprehensive Examination
		V Fall	886 Internship
		V Spring	886 Internship
		V Summer	886 Internship

\* These courses are offered every other year, therefore, some flexibility in the order that these particular courses are taken is required.

\*\* Suggested placements of when the courses might be taken, but flexible based on both availability and your schedule.

\*\*\* Breadth Courses are included so that you are able to take a couple of courses in other areas of interest to you.

\*\*\*\* This requirement can be met in either a 4-month block placement, or the equivalent (e.g., two days per week for nine months). This is a suggested time slot, but it can be taken based on both availability and your schedule.



## **M.A. Thesis**

The master's thesis is expected to be research of high quality. Ordinarily the research involves the collection and analysis of empirical data. However, on occasion, non-empirical research of special merit is accepted. In such cases, the graduate studies committee should be informed in writing of the intent.

Students are required to present a written thesis proposal to their supervisory committee before the end of their fourth semester in the program. After the thesis has been submitted, an oral defense is scheduled. This defense focuses on the problems, methods, results of the research, and the relation of its finding to major trends and current theoretical problems in psychology. Students are expected to have completed their M.A. thesis by the end of their second year in the program. For further information and regulations, refer to the Graduate General Regulations.

## **Ph.D. Dissertation**

Before starting dissertation research, the candidate presents a formal proposal for evaluation. The presentation is made at a meeting open to all members of the department. The candidate must present a dissertation proposal before the end of the third year in the program, and is expected to complete the Ph.D. dissertation within four years of entrance to the program. The completed dissertation is defended in oral examination. Judgement is made by an examining committee. For further information and regulations, refer to the Graduate General Regulations.

## **Supervisory Committees**

For the M.A. thesis, students must establish a supervisory committee before the end of their first semester in the program. The M.A. supervisory committee consists of at least two faculty members from the Department of Psychology, one of whom is the senior supervisor and chair of the committee. Other faculty outside the department who are considered necessary by the student and senior supervisor may serve on the committee. The Ph.D. supervisory committee is established by the end of the first semester following admission to the Ph.D. program. Students are required to choose a faculty member in the Department of Psychology as the senior supervisor and chair of the Ph.D. supervisory committee and two or more additional members. At least one of the additional members must be a member of the Department of Psychology. One committee member must be able to act as advisor with respect to measurement and design aspects of the dissertation research.

## **Experimental Psychology and Law**

Students interested in applying to the Experimental Psychology and Law Stream must apply for admission to the experimental graduate program. The Experimental Psychology and Law Stream is based on the traditional experimental psychology graduate training model. As such, a large part of training in Law and Psychology is comprised of course work and research. Because of the applied nature of law and psychology, students in the Experimental Psychology and Law Stream are encouraged to conduct applied research and to complete practicum training. There are several agencies in the greater Vancouver area which may be of particular interest to students (e.g., the Family Court Center, the British Columbia Forensic Commission, the British Columbia Institute for Family Violence).

The requirements of the Experimental Psychology and Law Stream do not replace the degree requirements for experimental psychology. However, students in the Experimental Psychology and Law Stream may use law and psychology courses to fulfill some of their degree requirements. The purpose of the Experimental Psychology and Law Stream is to train researchers in law and psychology. In addition, students receive training in applied psychology and public policy.

Students are encouraged to complete their M.A. and Ph.D. theses in the area of law and psychology, and they also may wish to complete courses in the School of Criminology at Simon Fraser University as well as the Faculty of Law or Department of Psychology at the University of British Columbia (by special permission).

Given the growing interest in law and psychology, the career choices available to graduates appear to have great potential. Graduates of similar programs have been quite successful in finding

employment in a number of unique settings suitable to their training and interests (e.g., positions in government agencies conducting research and policy analysis, academic careers, private industry).

## Suggested Experimental Psychology and Law Course Order

Year in Program	Suggested Order
I Fall	790 Law and Psychology 910 Research Design I: Experiments ### Breadth Course 1* 916 Area Research Seminar
I Spring	911 Research Design II: Research Studies ### Breadth Course 2* 916 Area Research Seminar
I Summer	824 Research Issues in Psychology M.A. Proposal
II Fall	810 Seminar in Social Psychology and Law**** 916 Area Research Seminar
II Spring	815 Mental Health, Law and Policy**** 990 I Seminar in Law and Psychology** 916 Area Research Seminar
II Summer	892 Research/Policy Practicum*** Completion of M.A. Thesis
III Fall	897 Research Project in Law and Psychology** 916 Area Research Seminar
III Spring	715 Proseminar in Measurement** 990 II Seminar in Law and Psychology** 916 Area Research Seminar
III Summer	Ph.D. Proposal
IV Fall	715 Proseminar in Measurement** 916 Area Research Seminar
IV Spring	999 Ph.D. Comprehensive Examination 916 Area Research Seminar
IV Summer	899 Ph.D. Dissertation

\* Breadth Courses are included so that you are able to take a couple of courses in other areas of interest to you, however, the time that they are taken may vary depending on course availability and student flexibility.

\*\* Suggested placements of when the courses might be taken, but very flexible based on both availability and your schedule.

\*\*\* This requirement can be met in either a 4-month block placement, or the equivalent (e.g., two days per week for nine months). This is a suggested time slot, but it can be taken based on both availability and your schedule.

\*\*\*\* This course is offered biannually so students have to be flexible in fitting it into their schedule.

## Course Descriptions:

### **PSYC 715: Proseminar in Measurement**

A multitude of statistical topics are covered, but the focus varies each semester depending on the current interests of the students and the techniques needed to pursue and complete the Ph.D. proposal and dissertation.

### **PSYC 744: Proseminar in Psychopathology**

This seminar critically reviews the classification and diagnosis of abnormal behaviour, with specific emphasis on the current American Psychiatric Association's nomenclature. It is designed to give students an up-to-date, graduate-level, understanding of the current conceptualization and diagnosis of adult clinical psychopathology.

**PSYC 770:        *Proseminar in Personality***

**PSYC 790\*: *Proseminar in Law and Psychology***

This course addresses general issues in the interaction between the law and behavioural sciences. We review the use/misuse/nonuse of the behavioural sciences in the law, with some emphasis on ways of making behavioural science input more useful. Specific topics include: introduction to law, social psychology and law, developmental psychology and law, mental health law, and experimental psychology and law. *Course Objectives:* to introduce students to the broad area of legal psychology and give them an appreciation of the application of psychological principles and methods to the legal system; to provide students with an appreciation for the uses of psychology in contributing information about public policy. The course also serves as a foundation for later courses, research, and practical work in legal psychology.

**PSYC 810\*: *Social Psychology and the Law***

This seminar focuses on the psychology of the jury, courtroom issues, attitudes and biases in the legal system (discrimination, death penalty, victims of crimes, and sentencing), and the psychology of persuasion and litigation. This course is a required course for students in the experimental stream of the Graduate Program in Law and Forensic Psychology. *Course Objectives:* to provide students with advanced information about psychology and law in the areas of jury research, courtroom issues, attitudes and persuasion. Students gain further appreciation of the role psychology can play in litigation. Attention is paid to providing real-world examples of the role psychology can and does play in litigation.

**PSYC 815\*: *Mental Health, Law and Policy***

This course provides the legal background necessary to understand legal issues concerning mental health. It begins with a brief introduction to the Canadian legal system, including a discussion of the Charter of Rights and Freedoms. The areas of law that directly effect mental health issues are reviewed, including: Lieutenant Governor's Warrants, involuntary commitment, insanity defence, consent to treatment, patient's rights, mental competency, civil and criminal remedies, and custody issues. Although particular attention is paid to the B.C. Mental Health Act, aspects of the Act are compared to the Uniform Mental Health Act and the acts of other jurisdictions. *Course Objectives:* to provide students with information about the law that is related to civil and criminal mental health issues. The course also helps students develop their skills in analyzing laws from a psycholegal perspective. Students gain further appreciation of the interface between the law and mental health issues.

**PSYC 819:        *Ethics and Professional Issues***

This course reviews the ethical, legal, and professional standards and guidelines that regulate psychologists. We discuss ethical and professional situations that are controversial and challenging to psychologists using case illustrations whenever possible.

**PSYC 820/821: *Seminar in Individual Assessment***

The fall term concerns general test and measurement issues, and then focuses on the assessment of cognitive abilities for clinical purposes. Covered topics include the history of measuring individual differences, psychometric issues of special importance to clinical work, and ethical issues in assessment. Specific tests in the assessment of cognitive abilities, and how these are used to answer clinical questions concerning individuals whose functioning is disordered, are then considered. Training in the use of Wechslers is incorporated into both the Course and the Practicum, and for this reason the course is restricted to students accepted into the Clinical Graduate Program. Lectures and class presentations in the spring semester cover tests concerned with personality and emotional functioning. Students learn greater detail about determining the question, choosing assessment methods, and combining evidence from psychological tests in the assessment of particular kinds of psychopathology, and how to think about problems in diagnostic assessment. Work is focused on the valid use of individual assessment procedures in the assessment of disordered functioning and the completion of integrated reports.

**PSYC 822/823: *Intervention***

This two semester course introduces the student to the practice of individual psychotherapy, which is the most common form of psychological treatment and intervention. The course combines the

theoretical and the practical. The first semester is more theoretical and didactic, whereas the second semester is more applied and experiential.

**PSYC 824:        *Research Design in Clinical/Experimental Psychology***

This course is designed to provide students with a moderate level of understanding of research design. Our clinical program is based on a scientist-practitioner model of clinical training. This means that students are expected to be competent researchers as well as competent clinicians. It is important that students have strong research skills so that they can approach whatever position they have from an empirically oriented perspective. Another purpose of this course is to ensure that you are well on your way to completing your thesis. As part of the course requirements, you are expected to give an in-class presentation of a research proposal and to write a paper that could serve as the basis of your thesis proposal.

**PSYC 825:        *Intervention***

Clinical practicum course. Prerequisite: admission to the clinical program. Psyc 820, 821, 822, 823 and 880. Graded on a satisfactory/unsatisfactory basis.

**PSYC 835\*:       *Civil Forensic Psychological Assessment***

Forensic Psychological Assessment (FPA) is a growth area in applied psychology. Society is continually finding new applications for psychological knowledge in the determination of health-related damages in civil actions, employment equity, child protection, child custody and access, as well as personal competency and civil commitment decisions. Simultaneously with this growth in the use of psychological knowledge in court determinations, FPA has become the single largest source of ethics complaints against psychologists. Family court assessments alone account for almost 50% of ethics complaints in most jurisdictions, while the number of complaints concerning torts litigation assessments is growing. While FPA is a remunerative growth enterprise, it is inherently conflict-ridden and exposes the Forensic Psychologist to multiple ethical and financial risks. *Course Objectives:* to give the student an overview of the diverse roles and methods of psychological assessment in Civil litigation and Family Court deliberations; to aid the student in developing an intellectual focus in some area of civil or family court psychological assessment; to give the student limited experience in structuring, writing, and critiquing forensic assessments.

**PSYC 836\*:       *Criminal Forensic Psychological Assessment***

Course information not available.

**PSYC 880:        *Practicum***

Full-time clinical work for four months in an approved setting. Prerequisite: Psyc 744, 770, 820, 821, 910, 911. Graded on a satisfactory/unsatisfactory basis.

**PSYC 890:        *Practicum in Clinical Forensic Psychology***

Prerequisite: Psyc 790, 835 or 836.

**PSYC 892:        *Research/Policy Practicum in Law and Psychology***

Prerequisite: Psyc 790

**PSYC 897:        *Research Project in Law and Psychology/Forensic Psychology***

prerequisite: Psyc 790

**PSYC 899:        *PhD Thesis***

**PSYC 910:        *Research Design I***

A survey of the concepts and mathematics essential to an understanding of the univariate analytic techniques employed in psychological research. The aim is not, of course, to create psychometricians, but instead to provide background material so that, upon completion of the course, the student can read and grasp material from univariate analysis and psychological test theory.

**PSYC 911:        *Research Design II***

A survey of the concepts and mathematics essential to an understanding of the multivariate analytic techniques employed in psychological research. The aim is not, of course, to create psychometricians, but instead to provide background material so that, upon completion of the course, the student can read and grasp material from multivariate analysis and psychological test theory.

You should, after completion of this course, be able to understand the manual for a program such as LISREL, which presents many standard psychometric models in matrix terms.

**PSYC 916: Law and Psychology Area Research Seminar**

Seminars will provide directions for future research, critical discussion of pending designs, aid in resolving problems in ongoing studies, and alternative interpretations of results of completed projects. The research seminar courses are graded on a satisfactory/unsatisfactory basis.

**PSYC 990: Various Topics in Law & Psychology**

The focus of this course varies with the instructor.

**PSYC 999: PhD Comprehensive Examination**

## Who's Who

### Faculty

**J. Don Read**

Dr. Read has worked extensively in the area of applications of cognitive psychology to forensic contexts. Accordingly, much of his research activity has focused on the strengths and fallibilities of human memory in the recollection of events and people that may be of interest to the legal system; for example, eyewitness identification of criminals and delayed memories of childhood sexual abuse. Dr. Read has published numerous articles and book chapters on these topics as well as serving as editor on several books. Currently Dr. Read is North American Editor of *Applied Cognitive Psychology* and sits on the editorial boards of several other psycholegal journals as well. He is past-President of the Society for Applied Research in Memory and Cognition and has held several positions in other professional organizations. Dr. Read's career has taken him from the University of B.C. as an undergraduate to faculty positions at the University of Lethbridge and the University of Victoria. He is currently Director of the Psychology and Forensic Psychology Program at Simon Fraser University.

**Deborah Connolly, Assistant Professor**

Dr. Connolly, the newest faculty member in the program, joined the faculty in July, 2000. She completed her Ph.D. and LL.B. at the University of Victoria. Her research concerns children in the law, with special interests in suggestibility, memory for repeated events, and children's language in the forensic context.

**Stephen D. Hart, Professor**

Dr. Hart is recognized as one of the foremost forensic psychology researchers in North America. His work on the criminal behaviour and recidivism of psychopaths and on risk assessment, generally, is widely regarded internationally. He has published widely and is co-author of the *Psychopathy Checklist: Screening Version*, the *HCR-20*, and the *SVR-20*. He has given workshops nationally and internationally and has given expert evidence in courts in the United States and Canada. Dr. Hart serves on the Executive Committee of the American Psychology-Law Society, the largest such organization in the world. He also was the 1995 recipient of the Saleem Shah Award of the American Academy of Forensic Psychology and the American Psychology-Law Society for early career excellence in research in law and psychology.

**Ronald Roesch, Professor**

Dr. Roesch is a leading figure in law and psychology in North America. His research on competence and fitness to stand trial has been widely recognised and regarded. In addition, he has published widely in the area of mentally ill offenders, community psychology, and criminology. Dr. Roesch was the founding Chair of the Board of the British Columbia Institute Against Family Violence and is the Director of the Mental Health, Law, and Policy Institute at Simon Fraser University. Internationally, Dr. Roesch has been an invited speaker at conferences and he helped co-ordinate the first joint

meeting of the American Psychology-Law Society and the European Association of Psychology and Law. He served as editor of *Law and Human Behavior* (the leading journal in law and psychology), for eight years. He also is a Past-President of the American Psychology-Law Society.

## **Students**

### **Nathalie Gagnon**

I am a Ph.D. candidate in the Law and Forensic Psychology program and a second year LL.B. student at the University of British Columbia law school. In 2001 and 2002 I was awarded scholarships from "La Fondation Baxter et Alma Ricard" for my graduate work. My areas of interest are always changing. I am finding new ones every day at law school.

### **Irene Hui**

I am a first year clinical-forensic student. My supervisor is Dr Ronald Roesch and I am interested in cultural issues and insanity defense. Outside of school, I enjoy Karaoke, movies, and hanging out with my friends.

### **Jessica Ius**

I entered the master's program in the Clinical-Forensic stream in 2000 after completing my B.A. from the University of Calgary the same year. My interests are endless, but if I had to narrow it down they would be female offenders, young offenders, sexual offenders, psychopathy, and stalking. Although I will never get used to all the rain, after two years in the program, I have come to realize that Vancouver is a fantastic place to live and offers a ton of outdoor adventures to take me away from the stress of grad school.

### **Jessie Klaver**

I am a third year clinical-forensic student from Wisconsin. My research interests include psychopathy, deception, sexual recidivism, and false confessions. Outside of school, I enjoy hiking, kickboxing, snowboarding, and playing touch football.

### **Kimberly Kreklewetz**

I am a second year clinical-forensic student. My primary research interest is psychopathy, particularly with respect to the areas of emotion and gender differences. I came to SFU after completing my undergraduate degree at Okanagan University College in Kelowna, BC. Outside of school, I enjoy dance, rollerblading, and working out.

### **Jennifer Lavoie, Law & Psychology**

I entered the Master's program (Experimental stream) in 2001 under the supervision of Deb Connolly. I completed my B.A. (Hons.) in Psychology at Carleton University in my hometown of Ottawa. My research interests generally centre on children's issues in the criminal justice context, with a particular interest in deception detection, reality/source monitoring and competency issues. A stint at SolGen also fostered an interest in restorative justice initiatives and policy. When I'm not at the university founding a grassroots level coffee revolution, you can find me rollerblading or snowboarding. Around the institute, I'm known as "stumbles" and "Lavoieeee" for reasons that remain elusive.

### **Zina Lee**

I entered the program in 1999, after completing my B.A. from the University of British Columbia the same year. I completed my M.A. in 2002 and am currently in the Ph.D. program. My supervisor is Steve Hart and my research interests and activities include: psychopathy, young offenders, risk assessment, deception, credibility assessments, and false confessions.

### **Andrea McEachran**

I'm currently finishing my 5<sup>th</sup> year in the Clinical Forensic Psychology stream and preparing to go on my clinical internship year with Saanich Child and Youth Mental Health Services. My primary interest over the course of the program has been conducting therapy with adolescent and young adult populations. Facilitating growth, change, and healthy adjustment within the therapeutic relationship has been an immensely powerful and rewarding experience in grad school and one I highly recommend. In particular, I have been most intrigued by psychotherapeutic endeavors with young offenders, as well as late adolescents recovering from serious and persistent psychiatric illnesses.

Although research has not been a primary focus for me, my dissertation project involves an investigation of the intrapsychic and interpersonal developmental processes in a group of late adolescents recovering from their first episode of psychosis. This research is grounded in an understanding of psychodynamic, object relations, and attachment theory.

#### **Stephanie Penney**

I am finishing up my first year in the clinical-forensic program at SFU. I moved out to Vancouver in August 2002 from Montreal, and am loving the BC life and weather so far. My general research interests are in youth violence and aggression, psychopathy, as well as the gender differences that exist between male and female psychopathic individuals.

#### **Heather Price**

I entered the experimental Law and Psychology program in 2001 from the University of Victoria where I completed my B.A. I finished my MA in 2002 and am now in the PhD program. My supervisor is Deb Connolly and my main research interests involve child witnesses, although I am also interested in some young offender issues. When I'm not at school, I like to play outside.

#### **Sarah Vander Veen**

I'm currently in the combined Master/LL.B program in experimental law and psychology. My research interests include the effects of racial discrimination against aboriginal defendants in jury decision-making and in other areas of the criminal justice system, evaluating implemented criminal justice policies, and the effect of criminal justice policy on vulnerable populations.

#### **Jodi Viljoen**

My current research interests include legal competencies and violence, particularly in young offenders and individuals with severe mental disorders. When I'm not at the university, I'm usually playing outside. I like rock-climbing, mountain-biking, snowboarding, canoeing, and all those sorts of things.

#### **Andrew Welsh**

I am a Ph.D. student in my final year of graduate school. I completed my B.A. at the University of Waterloo and arrived at Simon Fraser University in September 1997. My M.A. and Ph.D. research has been conducted under the supervision of Dr. James R.P. Ogloff, and has predominately focused upon the over-representation of Aboriginal people in the Canadian criminal justice system, and the study, treatment, and management of mentally disordered offenders. Recently, my research interests have expanded to include examining alternatives to confinement, with a focus on effectiveness and public support. When not working on my graduate studies, which is not often, I can be found at A&B Sound, checking out new music, or at home watching either Buffy the Vampire Slayer or wrestling.

### **Program Graduates: What are they doing now?**

Since this is a fairly new program, the number of graduates is still quite small. Here is a brief description of the kinds of employment our graduates have found:

**Philip Laird, Ph.D. (1996)**, is Assistant Professor at Trinity Western University.

**Angela Connors, Ph.D. (1997)**, is a Psychologist at the Provincial Community Sexual Offender Program, East Coast Forensic Hospital, Nova Scotia.

**Natalie Polvi, Ph.D. (1997)**, is a Psychologist with the Correctional Service of Canada.

**Maureen Olley, Ph.D. (1998)**, is a Psychologist at St. Paul's Eating Disorders Clinic and for the Provincial Corrections Branch.

**Karen Whittemore, Ph.D. (1999)**, is a Psychologist with the B.C. Forensic Psychiatric Services Commission.

**Patty Zapf, Ph.D. (1999)**, is Associate Professor at John Jay College of Criminal Justice, New York.

**Lindsey Jack, Ph.D. (2000)**, is a Psychologist with the B.C. Forensic Psychiatric Services Commission and the Correctional Service of Canada.

**Kevin S. Douglas, Ph.D. (2001)**, is a Research Assistant Professor with the Department of Mental Health, Law, and Policy, Florida Mental Health Institute, University of South Florida.

**Lynne Sullivan, Ph.D. (2001)**, is a Psychologist at the Special Commitment Center, Tacoma, WA.

**Lisa Brown, Ph.D. (2002)**, is a Psychologist at the Forensic Psychiatric Services Commission.

**Joti Samra, Ph.D. (2002)** is a Clinical-Forensic Consultant with the Family Court Centre

**Sonia Chopra, Ph.D. (2002)**, is a Trial Consultant at the National Jury Project, Oakland, CA.

**Gina Vincent, Ph.D. (2003)**, is an Instructor of Psychiatry at the University of Massachusetts Medical School.

## **The Mental Health, Law, and Policy Institute**

The Mental Health, Law, and Policy Institute is a lab area designated for the Experimental and Forensic Law and Psychology students. Located in Room 7206 of the Robert C. Brown building, the Institute serves as both a workspace for students and a research facility. A number of resources are made available to students in this facility.

There are several specialty rooms in the Institute. The seminar room serves as both a classroom and library with numerous law and psychology-related journals and books available for general use. In addition, most M.A. and Ph.D. defenses in the Experimental Psychology and Law Stream are held in this room. Adjacent to the seminar room, is the Jury Room, which has been used for conducting jury deliberation research. Four rooms in the Institute serve as shared office space for graduate students. These rooms contain desks, filing cabinets, and shelf space designated for each student. Additional office space has been set aside for a Research Assistant, the HCR-20 and SVR-20 supplies, and post-docs. In addition, the Institute has a general working area complete with computers and a printer.

A number of other features of the Institute serve to make it a comfortable and convenient location to work and study. Two microwaves and two bar-sized refrigerators, located in the Jury Room and the general work area, are available for general use. There is also a water cooler. Couches are also available in the Institute and offer a comfortable sleeping location for those nocturnal students.

Besides offering these invaluable resources, the Institute provides a cohesive and fun environment for its students. One word of warning to prospective students: Never leave yourself logged-on to any computer in the Institute. It has become a tradition to send joke e-mails from the accounts of those students who were too busy, tired, or absent-minded to remember to log-off.

## **Student Conference Activities**

### **International Association of Forensic Mental Health Services (IAFMHS) Conference 2002 Munich, Germany**

*Interrater Reliability of the Fitness Interview Test.* Jodi Viljoen

*Using the HCR-20: File-Based Researcher Ratings vs. File and Interview-Based Psychiatrist Ratings.*

Gina M. Vincent, Ph.D. candidate (Presenter), Deborah J. Ross, Karen Whittemore, Derek Eaves, Stephen D. Hart, James R.P.Ogloff, and Christopher D. Webster

*Treatment with Mentally Disordered Offenders: An Overview of the Proposed Program at the Ford Mountain Correctional Centre.* Andrew Welsh, Ph.D. candidate (Presenter), and James Ogloff, Ph.D.

*Differences in Endorsement of Symptom Frequency, Severity, and Unbearability between Non-Depressed Honest Responders and Individuals Feigning Depression.* Joti Samra, M.A., Ph.D. candidate, Ronald Roesch, Ph.D., R.Psych, and William J. Koch, Ph.D., R.Psych, ABPP

*The Relationship between Sexual Harassment Experiences and Academic Esteem.* Joti Samra, M.A., Ph.D. candidate and M. Alexis Kennedy, M.A., Ph.D. candidate



### **American Psychology-Law Association (APLS), Austin, Texas 2002**

*Predictors of Judged Repression in Criminal Cases of Historical Child Sexual Abuse.* Jennifer A. Lavoie, Deborah Connolly, J. Don Read, & Heather Price

*The Presence and Role of Expert Witnesses: An Analysis of Criminal Cases of Historical Child Sexual Abuse.* Heather Price, Deborah Connolly, J. Don Read, Jennifer A. Lavoie

*To Acquit or Convict? Factors that Predict Trial Outcome in Criminal Cases of Historical Child Abuse.* Andrew Welsh, Deborah Connolly, & J. Don Read

*Assessing Risk for Violence in Male and Female Insanity Acquittes: Validity of the HCR-20 and PCL:SV.* Tonia Nicholls and J.R.P. Ogloff

*An Investigation of the Relationship Between Psychiatric Symptomatology and Competency to Consent to Treatment.* Patricia A. Zapf, Jodi Viljoen, and Ronald Roesch

*Legal Abilities and Psychopathology: An Examination of the Relationship.* Jodi Viljoen, Ronald Roesch, & Patricia A. Zapf

*The Mental Health Rights Comprehension Test: Development of a Measurement Tool.* Tristin Wayte

### **Posters APLS Texas**

*Clinical Assessments of Risk for Sexual Violence: A Normative Study of Risk Communication Practices.* Kelley A. Watt, Jessica Klaver, Stephen Hart, & Randall Kropp

*Psychopathy in Young Offenders: A Comparison of the PCL-YV and PSD.* Zina Lee, Stephen Hart, & Raymon Corrado

*Association Between Actuarial Instruments and Structured Clinical Judgements of Risk for Sexual Violence.* Jessica Klaver, Kelly Watt, Randall Kropp, & Stephen Hart

*Assessing Risk of Future Delinquency and Violence from a Developmental Perspective: A Review of the Theoretical Rationale.* Therese Sorell & Ronald Roesch

*Factors Associated with Defensiveness in Convicted Sex Offenders.* Jodi Viljoen & Ronald Roesch

### **The International Conference on Psychology and Law, Edinburgh 2003**

*Verbal and non-verbal behaviors of psychopaths: indicators of credibility and deception.* Zina Lee, Jessica Klaver, and Dr. Stephen Hart

*Depression and PTSD in battered women: Implications for coping strategies and revictimization risk.* Dr. Tonia Nicholls.

*The impact of various types of confession evidence on simulated jurors.* V. Gordon Rose, Zina Lee, Jessica Klaver

*Differential effects of minimization and maximization interrogation techniques and the role of plausibility in an experimental false confession paradigm.* Jessica Klaver, V. Gordon Rose, and Zina Lee.

*Police Interrogation of Juveniles: A study of Legal Abilities, Cognitive Maturity, and Psychopathology.* Jodi Viljoen and Dr. Ronald Roesch

*Judging the Credibility of Complainants in Cases of Historic Child Sexual Abuse.* Heather Price and Dr. Deborah Connolly.

*Clinical assessments of violence risk with male and female psychiatric patients.* Dr. Tonia Nicholls and Dr. James Ogloff.

*Discriminating between children's reports of fabricated and authentic experiences using a story generation paradigm and the Aberdeen judgment report scale.* Jennifer Lavoie and Dr. Deborah Connolly.

*Verbal and non-verbal behaviours of psychopaths: Indicators of credibility and deception.* Zina Lee, Jessica Klaver, and Stephen Hart

*The impact of various types of confession evidence on simulated jurors.* V. Gordon Rose, Zina Lee, Jessica Klaver

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*Judging the credibility of complainants in cases of historic child sexual abuse.* Heather Price and Deborah Connolly

*Discriminating between children's reports of fabricated and authentic experiences using a story generation paradigm and the Aberdeen Judgment Report Scale.* Jennifer Lavoie and Deborah Connolly

### **Posters Edinburgh**

*Police Judgements of Reasonableness of Fear and Imminence of Threat in Criminal Harassment Cases.* Jessica Ius and Stephen Hart

*The Role of Gender, Race, and Personality Variables in Eliciting False Confessions.* Zina Lee, Jessica Klaver, and V. Gordon Rose

*Bullying behaviours in Male and Female Young Offenders: Prevalence, Types, and Association with Psychosocial Adjustment.* Jodi Viljoen, Melanie O'Neill and Avneet Sidhu

*Sentencing with Aboriginal offenders: An evaluation of impact of Bill C-41 sentencing reforms.* Andrew Welsh, James Ogloff

*Judicial Declaration of Competence and Perceived Credibility of Children.* Deborah Connolly and Jennifer Lavoie

*A case study of memory for repeated crime – 20+ years later.* Heather Price, Deborah Connolly, Jocelyn Conway

*The great divide: A model of gender inequity in the legal response to historical child sexual abuse cases.* Tristin Wayte, Deborah Connolly, J. Don Read

### **The Society for Applied Research in Memory and Cognition (SARMAC) Fifth Biennial Conference July, 2003 Aberdeen University, Scotland**

*The language of memory: Differences in content criteria of children's reports of fabricated, unique and repeated experiences.* Jennifer Lavoie, Deborah Connolly

*Demand characteristics and the suggestibility paradigm: The effect of recall instructions on children's reports of repeated and unique events.* Heather Price, Deborah Connolly

*Verbal and non-verbal behaviours of psychopaths: Indicators of credibility and deception.* Zina Lee, Jessica Klaver, and Stephen Hart

*The impact of various types of confession evidence on simulated jurors.* V. Gordon Rose, Zina Lee, Jessica Klaver

*Differential effects of minimization and maximization interrogation techniques and the role of plausibility in an experimental false confession paradigm.* Jessica Klaver, V. Gordon Rose, and Zina Lee

*Police interrogation of juveniles: A study of legal abilities, cognitive maturity, and psychopathology.* Jodi Viljoen and Ronald Roesch

Judging the credibility of complainants in cases of historic child sexual abuse.  
Heather Price and Deborah Connolly

*Discriminating between children's reports of fabricated and authentic experiences using a story generation paradigm and the Aberdeen Judgment Report Scale.* Jennifer Lavoie and Deborah Connolly

### **Posters SARMAC Aberdeen**

*Police Judgements of Reasonableness of Fear and Imminence of Threat in Criminal Harassment Cases.* Jessica Ius and Stephen Hart

*The Role of Gender, Race, and Personality Variables in Eliciting False Confessions.* Zina Lee, Jessica Klaver, and V. Gordon Rose

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*A case study of memory for repeated crime – 20+ years later.* Heather Price, Deborah Connolly, Jocelyn Conway

## **Financial Support**

There are five main forms of financial support available to graduate students:

- a) Scholarships and Fellowships: merit-based awards from external and internal sources, the latter administered by the Dean of Graduate Studies.
- b) Bursaries: need-based awards from external and internal sources, administered primarily by the Office of Financial Assistance.
- c) Loans: need-based awards from (mostly) external sources, administered by the Office of Financial Assistance; these may be supplemented by a Work-Study program.
- d) Teaching Assistantships and Sessional Instructorships: administered by departments.
- e) Research Assistantships: administered by departments and by faculty members who are holders of research grants or contracts.

Teaching Assistantships and Sessional Instructorships are governed by a contract between the University and the Teaching Support Staff Union (TSSU). Teaching Assistantships usually involve instruction of undergraduate students in tutorial, seminar or laboratory settings; typical stipends of teaching assistantships (four contact hours per week) are \$4,681 per semester at the Master's level and \$5,526 per semester at the Doctoral level; in both cases, this is for four contact hours per week and no more than 210 total hours worked per semester. In some departments, a graduate student may be appointed as a Sessional Instructor (SI) who is fully responsible for the offering of an undergraduate course. TA and SI stipends are effective through April 30, 1999. Please contact the departmental Graduate Program Chair for further information on Teaching Assistantships and Sessional Instructorships.

Research Assistantships vary very widely in duties and stipends; typical values are those paid to graduate students from NSERC research grants received by faculty members: about \$1,375 per month. In most cases, research assistantships may be held by students for work on their own thesis research. Please contact the departmental Graduate Program Chair or potential Senior Supervisors for further information on Research Assistantships.

Merit-based awards available to graduate students and post-doctoral researchers from internal and external sources are listed in the Graduate Awards Guide. The Guide is available in each department, in the reserve section of the SFU Library, on the SFU computer network at <http://fas.sfu.ca/projects/GradAwards> and through the Office of the Dean of Graduate Studies. The computer version of the Guide permits query of the database according to user-selected criteria. "Graduate Scholarships Day" is held annually, in September, to provide timely information to prospective applicants; most national awards have autumn deadlines.

## **Internal Awards**

### **Merit-based**

Given below are brief descriptions of the main SFU merit-based awards. For more information, see the Terms of Reference, which along with application forms are available in departments or at the Office of the Dean of Graduate Studies. The availability of all awards is contingent on the availability of funding, and the Terms of Reference are subject to change without notice. In addition to these awards, there are also a large number of other awards, funded internally or through private donations, ranging in value up to about \$10,000. Please consult the Graduate Awards Guide or the departmental Graduate Program Chair for information on awards relevant to particular graduate programs. The first five awards are available only by nomination.

1. The Bert Henry Memorial Graduate Scholarship is valued at \$18,000 per annum. One scholarship is awarded per year. To be eligible, a student must hold a Master's degree, or be in the process of completing a Master's degree, and must be entering a Ph.D. program at Simon Fraser University; students already enrolled in the intended program are not eligible. This award has the highest stipend of any SFU award.
2. The Simons Foundation Doctoral Entrance Fellowship is valued at \$15,000 per annum. One or more scholarships are awarded each year. To be eligible, a student must be a woman entering a Ph.D. program at Simon Fraser University; students already enrolled in the intended program are not eligible.
3. The Scott Paper Limited Bicultural Graduate Entrance Fellowship is valued at \$15,000 per annum. One fellowship is awarded each year. To be eligible, a student must be entering a graduate program at Simon Fraser University after completion of a previous degree at a University in the Province of Quebec; students already enrolled in the intended program are not eligible.
4. The C.D. Nelson Memorial Graduate Scholarship is valued at \$17,000 per annum. Twelve or more scholarships are awarded each year. To be eligible, a student must be entering a Master's or Ph.D. program at Simon Fraser University; students already enrolled in the intended program are not eligible.

The preceding four awards are available only by nomination. Applicants for admission to graduate programs request consideration at the time of application for admission. Departments then nominate the strongest candidates. Awards are made, after a University-wide adjudication, in mid-April for tenure in the following academic year.

5. The Special Graduate Entrance Scholarship (SGES) is a one-year award with a value between \$2,000 and \$5,000. It is intended primarily as a means of recruiting to this University outstanding applicants who are considering enrolling at other institutions. This award is not subject to application by the student; the department nominates the student for an award of a specific amount and the Dean of Graduate Studies adjudicates the award on behalf of the Senate Graduate Awards Adjudication Committee. Departmental nominations may be submitted to the Dean of Graduate Studies, by memorandum, at any time.
6. The Graduate Fellowship (GF) is a one-semester award valued at \$4,400 for a Master's student and \$5,000 for a Ph.D. student. It is the main form of fellowship support at SFU. To be eligible to hold a GF, a student must be registered full-time and must normally have a first-class (> 3.50) grade point average (GPA). In exceptional cases, other evidence of outstanding ability may outweigh the GPA criterion. Normal application deadline is 15 April. This award is available to both incoming and continuing graduate students. Awards are allocated to departments annually.

in numbers determined primarily by departmental full-time enrollment. Most awards are offered in late May for tenure in one or more semesters of the following academic year. Students who did not apply for this award in the preceding April may apply to the department later for consideration in October or February. If awards become available within their department's allocation, late applicants may be offered awards tenable in a subsequent semester. Students should consult their Graduate Program Chairs for information on the availability of such awards before making application.

7. The William and Ada Isabelle Steel Memorial Graduate Scholarship is valued at \$17,000 per annum of which \$15,000 is the scholarship portion and \$2,000 is available for travel, accommodation, and related research expenses. One scholarship is awarded per year. To be eligible to apply, a student must be enrolled in a graduate program at Simon Fraser University and be engaged in, or planning to engage in, research which requires work outside the Lower Mainland of British Columbia. Application deadline is 15 March. This award is offered to an SFU graduate student who is in the research phase of his or her graduate program. Offers are made in mid-April, after a University-wide competition, for tenure in the following academic year.
8. The President's Ph.D. Research Stipend (PRS) is a one-semester award valued at \$5,000. To be eligible to hold a PRS, a person must be registered as a full-time regular student in good standing in the Ph.D. program at Simon Fraser University and must have completed all departmental and University requirements for the degree (e.g., courses, comprehensive or qualifying examinations), except the thesis. Application deadline is the end of the second month of the semester preceding the semester of desired tenure. This award is non-competitive and is available once to all applicants who meet the eligibility requirements.
9. Although funds are not available at the University level to support student research or conference travel, some departments have funds available for this purpose.

### **Need-based**

Please refer to the current SFU Calendar, under Bursaries and Loans in the Graduate Financial Aid section or

<http://www.reg.sfu.ca/StudentServices/CommunityMember/Calendar/UndergraduateStudies/UFinAssmain.html> for descriptions of:

- Simon Fraser University Bursaries
- University Awards
- Private Bursaries
- Canada Student Loan/BC Student Assistance Program
- Private Awards

Contact the Office of Financial Assistance for further information on and application forms for these programs. They are located in Room MBC 3200. Their contact phone is (604) 291-4356 and email is [fassist@sfu.ca](mailto:fassist@sfu.ca).

### **External Awards**

#### **Merit-based**

Students in law and Forensic Psychology are encouraged to apply for grants available through the American Psychology and Law Society:

#### **AP-LS/Division 41 Stipends for Graduate Research**

The Division 41 Grants-in-Aid Committee is accepting proposals for small stipends (maximum of \$500) to support empirical graduate research that addresses psycho-legal issues (the award is limited to graduate students who are student affiliate members of AP-LS). Interested individuals should submit a short proposal (a maximum of 1500 words will be strictly enforced) in either a hard-copy (four copies) or electronic format that includes: (a) a cover sheet indicating the title of the project, name, address, phone number, and email address of the investigator; (b) an abstract of 100 words or less summarizing the project; (c) purpose, theoretical rationale, and significance of the project; (d) procedures to be employed; and, (e) specific amount requested, including a budget. If the application

has previously received funding from the committee, their application must also include an abstract describing their completed research. Applicants should include a discussion of the feasibility of the research (e.g., if budget is for more than \$500, indicate source of remaining funds). Applicants should also indicate that IRB approval has been obtained, or agree that it will be prior to initiating the project. Five copies should be sent to: Margaret Bull Kovera, Department of Psychology, Florida International University 3000 NE 151st Street North Miami, Florida 33181 Electronic submissions can be submitted via email to: [koveram@fiu.edu](mailto:koveram@fiu.edu). There are two deadlines each year: September 30 and January 31.

### **AP-LS Dissertation Research Award**

#### **The Melissa Institute for Violence Prevention and Treatment**

The Melissa Institute is a nonprofit, educational, training and consultative service organization that was established to honor the memory of Melissa Aptman, who was brutally murdered in St. Louis on May 5, 1995. A native of Miami, she was just two weeks away from graduating from Washington University. Melissa's family and friends have established this Institute to bridge the gap between scientific knowledge and public policy, between scientific and direct application, in order to reduce violence and to help victims of violence. The Melissa Institute will grant several \$1,000 dissertation awards annually. This award is open to candidates from any discipline who address issues of violence prevention and treatment. The award must be used to support expenses that are directly related to the dissertation research (e.g., subject fees, computer time, equipment). It may not be used for tuition, travel, or personal expenses.

#### *Eligibility*

1. Applicants must be students in a bona fide doctoral dissertation program. Candidates may be from any discipline.
2. Applicants must have had their dissertation proposal approved by their dissertation committee prior to their application to the Melissa Institute.

#### *To Apply*

Applicants must include the following information in their submission:

1. A one- to two-page cover letter describing the proposed research project and a brief explanation of proposed use of funds (i.e., a budget);
2. A curriculum vitae, including any scientific publications and presentations and a brief description of your career plan;
3. A letter of recommendation from your dissertation advisor;

Application deadline is April 1. Selection annually, May 15. Please submit four copies of your proposal and accompanying documentation. Mail application to: The Melissa Institute For Violence Prevention and Treatment Attn: Don Meichenbaum 6200 SW 73rd Street, Miami, Florida, 33143; Voice: 305/668-5210; Fax: 305/668-5211.

### **Other External Funding**

Given below are descriptions of the three federally-funded awards which are the major sources of externally-funded support for SFU graduate students. Applicants must be citizens or Permanent Residents of Canada at the time of application. Recipients of these awards who are changing their linguistic milieus may be eligible for additional stipends. Applications for these awards become available in September. For further information, consult the external agency, the departmental Graduate Program Chair or the Office of the Dean of Graduate Studies.

1. Natural Sciences and Engineering Research Council of Canada (NSERC) Postgraduate Scholarships (PGS) are available to students of science, engineering, physical geography, experimental psychology and a number of related interdisciplinary areas including Computing Science and Kinesiology. Master's level awards are tenable only in the first two years of a Master's program and doctoral awards only in the first four years of graduate studies. Awards are valued at \$17,300 (Master's) or \$19,100 (Doctoral) per annum. Applicants who are currently in attendance at SFU - either undergraduate or graduate - submit their applications to their

departments in early October. Applications are ranked within subject areas by an SFU committee and recommended applications sent to NSERC, which announces final results in March. NSERC also offers a small number of Industrial PGS (IPGS) awards which provide support to graduate students whose thesis research is undertaken in collaboration with an industrial sponsor. Application for the IPGS may be made at any time via the Office of the Dean of Graduate Studies. Full information is at: [www.nserc.ca](http://www.nserc.ca)

2. Social Sciences and Humanities Research Council (SSHRC) Doctoral Fellowships are available to students of the humanities and social sciences and are valued at \$16,620 per annum. They are normally tenable in the first 4 years of a Doctoral program. Applicants who are currently in attendance at SFU submit their applications to their departments in early October. Applications are ranked within subject areas by an SFU committee and recommended applications sent to SSHRC, which announces final results in April or May. Full information is at: [www.sshrc.ca](http://www.sshrc.ca)
3. Medical Research Council (MRC) has student support is available through supervisors who are holders of MRC research grants. They also offer Doctoral Research Awards with an annual stipend of \$17,300. Full information is at: [www.mrc.gc.ca/title.htm](http://www.mrc.gc.ca/title.htm)
4. Science Council of British Columbia (SCBC) Graduate Research Engineering and Technology (GREAT) awards are available for students in the natural and applied sciences for research projects performed in cooperation with agencies (e.g., companies) outside the University. Recipients must be citizens or Permanent Residents of Canada. The awards are tenable in either Master's or Doctoral programs and are valued at \$22,000 per annum less the value of other awards received, up to \$17,000 per annum. The application deadline is the end of January. Applications are sent by the applicant to the Office of the Dean of Graduate Studies which forwards them to the SCBC. The SCBC usually announces results in May. Full information is at: [www.scbc.org](http://www.scbc.org)

There are also a number of other more specifically targeted, externally funded awards ranging in value up to about \$20,000. Please consult the Graduate Awards Guide or the departmental Graduate Program Chair for information on awards relevant to particular graduate programs.

## **Campus Life and Facts**

### **Bus Transportation**

If you do not own a car, you will need to familiarize yourself with TransLink (formerly known as BC Transit). Most SFU routes run every 15 minutes during the day and every 30 minutes in the evening.

The Simon Fraser Student Society and Simon Fraser University are pleased to announce that the U-Pass program has officially commenced and is in effect for all SFU students for the Fall Semester of 2003. Approved by student referendum in November 2002 the U-Pass provides all Simon Fraser University students with unlimited, all zone access to public transit in the GVRD at approximately one-third the cost of a regular transit pass. Once you have your U-Pass in hand, you will not have to pay any additional fares to ride TransLink buses (including community shuttles) Skytrain or Seabus.

### **Parking**

The Parking Services Office is located in West Mall Complex (WMX) 3110. Inquiries may also be made at (604) 291-5534 or [parking@sfu.ca](mailto:parking@sfu.ca). The cost for a parking permit varies depending on the lot. A semester parking permit for Lot B (much further from the Institute) is currently \$99.75 (taxes included) per semester, and for the much closer C Lot is \$110.25. Permits must be renewed before the start of each semester.

## Food Services

There are several eating venues available on the third floor of the Academic Quadrangle, which is closest to the Institute. The MacKenzie Cafeteria has a small salad and pasta bar in addition to the grill. Fresh sandwiches and panini's can be found at the Mountain Top Deli, right next to the MacKenzie Cafeteria. Unfortunately, it is only open from 11am to 3:30pm. For those who enjoy Chinese food, the Oriental Express is also located right by the MacKenzie Cafeteria. In the West Mall Complex (WMX), there are two eating establishments: Raven's Cafeteria and Bistro. Raven's is open seven days a week (the only place open on campus during the weekend aside from the pub). In addition, SFU has one franchise food outlet on campus located on the second floor of the Academic Quadrangle—White Spot. If you just need a quick sugar fix, check out Simon C's Convenience Store, located on the second floor of the Academic Quadrangle. It has fresh muffins every morning and a wide selection of junk food and penny candy.

Of course, as a student, you will probably want to know where to get your fix of caffeine. There is Renaissance Coffee, located in the northeast corner of the Academic Quadrangle on the third floor. The Higher Grounds Cappuccino Bar is located just outside the campus pub in the Maggie Benston Centre and also offers good subs, sandwiches, and salads at a reasonable price.

## Pubs

There is a shortage of places to drink on campus. Presently, the only option is the Highland Pub located in the Maggie Benston Centre (MBC). The ambiance is reminiscent of an airport lounge, and you may have to wait a while before you get your order, but it does offer convenience and makes a fine place to convene on a Friday afternoon. If you live on campus, Thursday nights are *the* Pub Night. There are three pubs just off the hill that are close to the campus. The Mountain Shadow Pub is located on the Hastings side of the hill. Foggy Dews, located on the Lougheed Mall side of the mountain, is the newest pub in town. It offers a fair impression of an Irish Pub, complete with Guinness on tap.

## The Diamond University Centre

The Jack and Sadie Diamond University Centre (DUC) is located directly across from Robert C. Brown Hall (formerly known as the Classroom Complex), and offers a view of the Burrard Inlet/Indian Arm and North Shore mountains. Formerly a private members' club, the DUC was re-opened to the public on October 13<sup>th</sup>, 1999 for lunch only. It is only open Monday to Friday from 11:30am to 2:00pm. It's a bit pricier than the cafeterias, but offers a much nicer dining environment for special occasions.

## Student Services

A number of services are available in the Maggie Benston Centre (MBC), located across from the library. The SFU Bookstore occupies three levels of the MBC. In addition to course books and general school supplies, the Bookstore also has a gift shop that sells cards, clothes, and other SFU memorabilia. An alternative to the Bookstore is the student-operated Quad Books located on the second floor of the MBC in Room 2240. Although much smaller, you can also find general school supplies, stamps, bus passes, and cards in Quad Books. The SFU Microcomputer Store is located inside the MBC in Room 2000. It offers computer hardware, software, supplies, and accessories. And if student life has taken its toll on you, there is a drop-in clinic run by Health Services located on the bottom level of the Maggie Benston Centre in Room 0101.

There are four Scotia Bank machines on campus. One bank machine is found in the West Mall Complex, two found on the third and second floors of the Maggie Benston Centre, and one on the third floor of the Academic Quadrangle.

If you manage to find time in your schedule, you can get in shape on campus courtesy of SFU Recreational Services and Athletics. First you need an SFU ID Tag which is free to students. It can be obtained at the Recreational Services and Athletics Main Office located on the first floor of the Chancellors Gymnasium Complex. The Complex houses the East and West Gymnasiums, an



Aquatic Centre, Piper's Gym, the Bog, seven squash and racquetball courts, and four locker rooms. Piper's Gym, located on the fourth floor of the Complex, offers both free weights and Apex weight equipment as well as Stationary Bikers, Treadmills, Rowing Machines, and Stair Climbers. The Bog caters to the more advanced weight lifter.

## Student Residence

For those prospective students interested in living on campus, there are six residence options available at SFU. Madge Hogarth is the women's residence, and both Shell House and McTaggart-Cowan offer dormitory-style living units. The Townhouses offer four-bedroom living units. These buildings are primarily undergraduate residences. Louis Riel House is the married/family students' residence and offers both one-bedroom and two-bedroom apartments. Hamilton Hall, the residence for graduate students only, accommodates 104 students. Each room is equipped with a private full washroom, telephone and cable facilities, and is completely furnished with a single bed, desk, chair, kitchen table with two chairs, fridge, stove, and bookshelf. The rent in Hamilton Hall is currently \$1597 a semester (approximately \$400 a month) and offers a nice, cheap living alternative for students who are new to Vancouver. To apply to live in residence, contact the Residence Office at (604) 291-4201 or at [housing@sfu.ca](mailto:housing@sfu.ca).

## Departmental Resources

The Psychology Department is located in Robert C. Brown Hall. On the ground level of the RCB, you can find the Psychology General office (RCB 5246). This is where you will find your mailbox, general supplies, a fax machine, and various forms. There are two photocopy rooms in the RCB. One is located next to the Psychology General Office in RCB 5248. This is the larger of the two, and also contains a transparency maker. The second photocopy room is located above the Institute in RCB 8210. The Psychology Micro-Computer Lab is also found on the ground level of the RCB in Room 5201 and is available only for graduate students, honour's students, and research assistants in psychology. It contains approximately 16 computers that are connected to the internet. Across from the micro-lab is the Elinor Ames Lounge. This room has tables, couches, and a microwave and coffee maker available for psychology staff, faculty, and students. For those conference or scholarship applications where there are no online options, you will probably be looking for a typewriter. The Kendall Room, located down the hall from the micro-lab in RCB 5233, has a typewriter. It also has copies of all M.A. and Ph.D. theses in the department.

## Professional Associations

Students are encouraged to take an active role in a number of professional associations. That role can be realized through student membership or affiliation, conference activities, and becoming a student member of governing boards. Here is a brief description of the professional associations where our students are most active:

1. **American Psychology-Law Society (AP-LS).** Division 41 of the American Psychological Association. Promotes the contributions of psychology to the understanding of law and legal institutions, the education of psychologists in legal matters and law personnel in psychological matters, and the application of psychology in the legal system. The Division holds a biennial two and one half-day spring meeting which includes paper and plenary sessions. Members receive the bimonthly journal *Law and Human Behavior* and the American Psychology-Law Society Newsletter three times per year. For Additional Information Contact: Division 41 Administrative Office, Cathy Oslzly, 209 Burnett Hall, University of Nebraska, Lincoln, NE 68588-0308; Telephone: (402) 472-3121; Email: [coslzly1@unl.edu](mailto:coslzly1@unl.edu), Society homepage: <http://www.unl.edu/ap-ls/>.
2. **American Psychological Association (APA).** The American Psychological Association (APA), in Washington, DC, is the largest scientific and professional organization representing psychology

in the United States and is the world's largest association of psychologists. APA's membership includes more than 159,000 researchers, educators, clinicians, consultants, and students. Through its divisions in 50 subfields of psychology and affiliations with 59 state, territorial, and Canadian provincial associations, APA works to advance psychology as a science, as a profession, and as a means of promoting human welfare. For more information visit the APA website homepage at <http://www.apa.org/about/>. For information on the APA graduate students or APAGS, contact: [apags@apa.org](mailto:apags@apa.org).

3. **Canadian Psychological Association (CPA).** The Canadian Psychological Association is a voluntary organization which represents the interests of all aspects of psychology in Canada and which promotes unity, coherence and a sense of identity across the diverse scientific and professional interests. Representing Psychology to government is also a priority of our Association; CPA has maintained a high profile in both consulting and lobbying with the federal government on issues affecting the ability of psychology to contribute to the welfare of Canadian society. This is especially important in an era of funding cuts and the restructuring of government support for science, education, and public services. Strength is gained through collaboration and coalitions with like-minded organizations. CPA maintains strong liaisons with many North American and international psychology organizations in order to share information on scientific and professional issues, and often to work for common standards. For more information, contact John Service, Ph.D., Executive Director Canadian Psychological Association #205, 151 Slater, Ottawa, Ontario, Canada K1P 5H3 Tel: 613-237-2144, Fax: 613-237-1674, Email: [jservice@cpa.ca](mailto:jservice@cpa.ca).
4. **Society for Applied Research in Memory and Cognition (SARMAC).** The Society supports research activities in the broad interface between theoretical and applied cognitive psychology. As a result, many topics within psycholegal psychology are relevant to this professional society; for example, jury decisions, pretrial identification procedures, eyewitness testimony, recollection of childhood sexual abuse, the role of experts in the courts, long-term autobiographical memory, and forensically-relevant memory impairments. The Society publishes (9 issues per year) the *Applied Cognitive Psychology* journal. North American submissions are currently handled by J. Don Read of SFU. Students may join the Society and receive the journal for \$50 US per year. The website is [www.atkinson.yorku.ca/~sarmac](http://www.atkinson.yorku.ca/~sarmac)