

SIMON FRASER UNIVERSITY

S.75-91

MEMORANDUM

To SENATE

From SENATE COMMITTEE ON UNDERGRADUATE STUDIES

Subject NEW COURSE PROPOSALS - PSYCHOLOGY

Date MAY 16, 1975

MOTION 1: "That Senate approve, and recommend approval to the Board of Governors, as set forth in S.75-91, the new course proposals in Psychology, including

- i) PSYC 306-3 - Survey of Psychological Assessment Procedures
- ii) PSYC 371-3 - A Survey of Methods of Therapeutic Interaction I
- iii) PSYC 372-3 - A Survey of Methods of Therapeutic Interaction II
- iv) PSYC 406-3 - Validation Techniques
- v) PSYC 407-3 - Evaluation Techniques

If Motion 1 is approved,

MOTION 2: "That Senate waive the normal two semester time lag requirement in order that PSYC 306-3, 371-3, 406-3 may be first offered in the Fall semester 75-3 and PSYC 372-3 and 407-3 in the Spring semester 76-1."

(Note: If PSYC 306-3 is introduced, PSYC 305-3 will be discontinued.)

SIMON FRASER UNIVERSITY

S.75-91

MEMORANDUM

To.....SENATE

From.....SENATE COMMITTEE ON UNDERGRADUATE
.....STUDIES

Subject.....NEW COURSE PROPOSALS - DEPARTMENT OF
.....PSYCHOLOGY

Date.....MAY 20, 1975

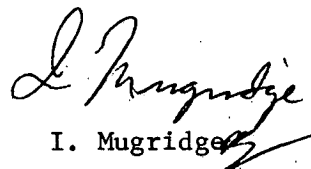
At a recent meeting the Senate Committee on Undergraduate Studies discussed the attached proposals from the Department of Psychology for:-

- i) PSYC 306-3 - Survey of Psychological Assessment Procedures
- ii) PSYC 371-3 - Survey of Methods of Therapeutic Interaction I
- iii) PSYC 372-3 - A Survey of Methods of Therapeutic Interaction II
- iv) PSYC 406-3 - Validation Techniques
- v) PSYC 407-3 - Evaluation Techniques

While all the Committee expressed support for the courses and considered them to be a worthwhile addition to the Departments program the representative of the Psychology Department were questioned as to the relationship of these courses to any future programs in Clinical Psychology.

In response to this question the Chairman of the Department indicated that no plans existed to mount a fully fledged program in this area since it would involve the provision of substantial additional resources in the department but that these courses constituted a useful addition to the present program which could be substantially covered by using existing resources and which would enable the department to become more fully informed of the need, demand and value of a more extensive program. These courses are now forwarded to Senate for its consideration with the committees recommendation that they be approved.

Should these courses be approved it is further recommended that the normal two semester time lag requirement be waived so that Psychology 306-3, 371-3 and 406-3 may first be offered in the Fall Semester 1975 and Psychology 372-3 and 407-3 may first be offered in the Spring 1976.


I. Mugridge

IM:pr

SIMON FRASER UNIVERSITY

SCUS 75-24

MEMORANDUM

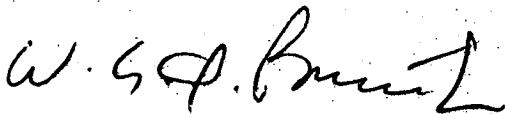
To.....	Dr. I. Mugridge, Chairman.....	From.....	W.A.S. Smith, Dean.....
	Senate Committee on Undergraduate Studies.....		Faculty of Arts.....
Subject.....	New Course Proposals-Psychology.....	Date.....	May 16, 1975.....

The following courses from the Psychology Department were considered by the Faculty of Arts Curriculum Committee at its meeting of May 8, 1975 and approved. They have since been approved by referendum ballot by the Faculty.

- Psychology 306-3 - Survey of Psychological Assessment Procedures
- Psychology 371-3 - A Survey of Methods of Therapeutic Interaction I
- Psychology 372-3 - A Survey of Methods of Therapeutic Interaction II
- Psychology 406-3 - Validation Techniques
- Psychology 407-3 - Evaluation Techniques

Will you please place them on the agenda of the next SCUS meeting.

Thank you.



W.A.S. Smith

cc: Mr. H.M. Evans, Registrar

Library Resources Relating
to New Course Proposals
Prepared by the Department
of Psychology

Submitted by:

Gail Tesch
Psychology Librarian
SFU Library

May 14, 1975

This report on the Library collection's capacity to support five new course proposals in the Department of Psychology, is the result of a brief study of the collection conducted in mid-May, 1975. No attempt has been made to evaluate the collection both qualitatively and quantitatively due to the strictures of time. However, an assessment of the collection prepared in 1974, plus the growth rate over the past year indicates that the collection has been steadily growing, particularly in those areas which were found deficient during the course of the last study. Keeping this in mind and relating figures to the new course proposals currently under consideration, it would appear that the Library is able to support the courses adequately with monograph and serial material. The monograph collection totals approximately 5,700 volumes, while the serial collection, which is most heavily used by psychology students and faculty totals 326 items. These figures do not include that material which is more directly related to the scientific aspects of psychology and which perforce are housed with the Science collection, as opposed to the more theoretical and experimental techniques of the study of psychology which are located in the Social Sciences Division of the Library.

The course proposals are outlined as follows with a summation regarding library resources included with each.

I. Course No. 306. Survey of psychological assessment procedures.

The Library has a range of materials on tests and measurements available for student use. Two thirds of the titles on the accompanying book list are in the Library, others are to be ordered.

It should be noted here, also, that the psychology department has its own collection of intelligence, aptitude tests, etc., which are tests conducted under controlled situations with an experienced and qualified instructor.

II. Course No. 406. Validation Techniques.

III. Course No. 371/372. Methods of Therapeutic Interactions I and II.

These three courses will be discussed together as each course will make use of group interaction and will employ techniques which will take them out into the community to work among people.

The Library Representative for psychology informed me that course 371/372 will rely heavily on guest speakers, and discussion groups action. The relevant reading lists which were submitted along with these course proposals indicate that the Library is in a good position to support these courses with both monograph and serial materials.

IV. Course No. 407. Evaluation Techniques.

This course emphasizes theory and extensive practice in techniques of evaluation, assessment of aptitude, personality and once again employs use of community relations.

The practical aspects of collecting and analyzing data will be conducted in the field under supervision of Dr. Kendall. The reading list submitted along with the course proposals indicates that the Library has three fourths of the titles cited. Orders for the balance will be placed.

Given considerations for the very practical nature of these courses and the fact that each will rely heavily on community involvement, guest lecturers, experiences in the field, the Library is in a healthy position to adequately support the course proposals.

Psychology
May, 1975

Proposed courses relevant to applied psychology; clarifying statement and overview.

The proposed undergraduate courses on psychotherapy assessment, validation, and evaluation are all relevant to the helping professions. They are not intended to constitute a program in clinical or applied psychology. Rather, they are designed to meet the needs of undergraduate students who seek to familiarize themselves with the aspects of psychology that are relevant to applied psychology, on an academic basis. There has been considerable discussion within the Psychology Department about launching a program or programs in applied and/or clinical psychology. The proposed courses may become part of a later program, and should supply preliminary information about the success of a program built around the conception they entail. However, there are a number of issues (the most important of which is the Department's willingness to sponsor a program that involves professional training) that must be resolved before a proposal for a program is forthcoming.

I have attached a copy of a memo approved in principle by the Department in January, '75 which may help clarify some of the issues involved.

A PROPOSAL FOR PROMOTING APPLICATIONS OF PSYCHOLOGY IN THE COMMUNITY

A number of new courses are proposed which will give undergraduate students in Psychology some alternatives which are of particular relevance for those who wish to work as psychologists in the community. One purpose of adding these options is to enable students to move more easily into community settings. The reason for promoting this emphasis is threefold. First, is a response to student interest in applied psychology. The Department is very heavily involved in the community and much of the thesis research and several extensive faculty research projects have taken place in community meetings (e.g. Homecare project, Addict families, Epidemiology; etc.). The proposed new courses would take better advantage of these activities as a more central part of the teaching curriculum. Second, persons with a background in psychology can contribute in important and unique ways as social problem solvers in the community. Third is a very practical consideration that predictions indicate that future employment opportunities for psychologists will occur almost exclusively in community settings with some estimates indicating that within the next 10 years there will be a substantial increase in positions for psychologists but as few as five percent of new graduates in psychology will be able to follow academic careers. (APA survey, but indications are that a similar trend is developing in Canada, see CPA Bulletin, Vol. 4, No. 4 November, 1974 and Canada Manpower survey.)

Activities of psychologists in the community can be classified very broadly as assessment, intervention (or treatment), and evaluation. Effective functioning requires knowledge in depth of the foundation areas of basic psychology, as well as a good command of psychological theory. In addition, special facility is required in quantitative methodology and behavioral measurement as well as interpersonal skills. This framework fits well with the general requirements set forth in guidelines for education and training in industrial-organizational psychology developed by Division 14 of APA. In these guidelines five areas of study were described with varying degrees of concentration, depending on the intended role to be filled. They vary from the strict scientist researcher to the professional practitioner with ability to research problems if not theory. 10 hours in General Advanced Psychology and Theory, 6 hours in Foundation Areas (differential, experimental, personality-social), provisions for discussion of professional affairs, and 1 year of work in Quantitative Psychology and Behavioral Measurement were recommended, as well as supervised research experience in an applied setting.

There are many possible roles for the psychologist working in the community, and discussion and argument on the most appropriate role model have been going on in Canada at least from the time of the Couchiching Conference. Many proposals have promoted some variation of the scientist-practitioner model (the Bolder model) and more recently there has been some shift to an emphasis on the psychologist as consultant rather than a direct deliverer of service (Davidson report to SSRC). It must be recognized that personal interests play a major part in activities of any psychologist in the community. Often it has been found that practitioners do not have the time nor the inclination, nor the resources, to be effective researchers (Sydhia survey). Similarly, applied researchers concentrate on defining research problems, constructing theoretical models, and developing methodologies, with perhaps little interest in involving themselves in "helping".

In developing the present proposal an attempt was made to take into account the unique resources that could be developed within the Department that would meet needs in the community not now being fully satisfied. In particular, it is necessary to avoid duplication, to determine what can be done best and most effectively within the University and as part of a degree program, and what can

best be done within community agencies probably on an extracurricular basis.

Here are some of the assumptions that underlie the proposal:

1. Many popular methods of assessment fail to meet conventional tests of reliability and validity. There is serious doubt about the effectiveness of many forms of psychotherapy. Therefore it is fair to wonder whether an academic institution should sponsor professional training in these areas.
2. It is not in the best interests of the Psychology Department, the students, or the community to create a program patterned after that of the other universities.
3. At least to begin with, it is useful to separate the preprofessional vocational training aspect of traditional programs in clinical psychology from the academic aspect.
4. The focus of the original applied courses at SFU would be methodological. They should focus on the evaluation of the techniques of assessment employed by clinical psychologists, and an evaluation of psychotherapy and other forms of intervention. Ultimately, and ideally, they would lead to the development of new and improved techniques of assessment and intervention.
5. The needs of the community, and more specifically, the needs of people who are treated by clinical psychologists, social workers, and psychiatrists, should be of concern to a department of psychology. However, the potentially most productive way to respond to these needs is to contribute to the areas of knowledge that will ultimately supply better tools to meet them.
6. Before a student can evaluate contemporary techniques of assessment and techniques of treatment and intervention, he must know what they are. Therefore an applied program has an obligation to expose the student to existing techniques, even though they may prove insufficient. Translated into courses, a program should begin by surveying techniques of assessment and techniques of intervention.
7. In view of the fact that undergraduate and graduate students go directly from the Psychology Department to community settings, and are required to perform the tasks of clinical psychologists, they will benefit from a broad critical survey of techniques of assessment and treatment.
8. Contemporary techniques should not be demonstrated in the absence of a critical review.
9. It is questionable whether the types of skills that make a good counsellor are academic skills. The issue of training counsellors for psychotherapy within the psychology department is one that should be separated from the less controversial discussion of the rest of the program.

Four new courses are proposed with a revision of an existing old course (305). The courses form a package that seem appropriate to undergraduates interested in applied psychology.

Assessment

A survey of the more established assessment techniques is proposed. The emphasis is on how assessments are made but it is not intended to train students as psychometric technicians.

A course on standard validation techniques is proposed. The purpose is to acquaint students with some of the established procedures for determining the quality of available measures as well as with methods of improving quality. Experience will be provided in applying the methods to typical data obtained from community settings.

Intervention

A two semester sequence which surveys counselling techniques is proposed. The purpose is to acquaint students with the variety of practices taking place in the community and to teach them how to evaluate them.

Evaluation

A course on evaluation techniques is proposed for undergraduate and graduate students and deals with methods for judging the effectiveness of intervention programs (treatment, selection, placement, etc.). Again applied experience is provided using ongoing research programs in the community. Undergraduates choosing to complete an honours thesis in the applied area would be required to take the course and the thesis would emphasize evaluation of a program or technique.

Here are some of the points agreed to in the Psychology Steering Committee and endorsed by the Department.

1. We will not present a full-blown "program" in applied psychology at this time.
2. We will present, on an experimental basis, a core of 4 new courses in the applied area at the undergraduate and graduate levels.
3. The courses will satisfy the desire of students to familiarize themselves with practice, service-oriented issues, and they will expose them to existing counselling and assessment practices, but they will not teach them "how to do" psychotherapy or how to perform assessment techniques.
4. A group of students will be encouraged to take a group of applied courses as a package, ideally terminating in an evaluative thesis.
5. The focus of the package will be on the scientific evaluation of techniques of assessment and intervention.
6. The proposed package is only one of a number of potential points of focus for a future applied program. The package will be evaluated in 2-3 years. If it is effective, it will be continued and enlarged -- probably into a "program". If not, it will be dropped.
7. Practicum work or field work will be encouraged within the context of the courses, but students will be given course credit for academic work (vs. service). Among other things, it would be expected that students would per-

form services or take part in services as a prelude to evaluating the effectiveness of the services. They would obtain training in conventional techniques, but they would be required to evaluate them on their scientific merits.

8. We are not ready to sponsor internships at this time. It is unlikely that faculty in the Psychology Dept. will serve as clinical supervisors. It is more appropriate and feasible for students to obtain service training by practitioners in the community. The primary role of faculty members will be academic -- as instructors and thesis supervisors.
9. There are circumstances in which a faculty member might offer a training course (e.g. Jim Marcia's proposed lab in counselling) but it is not part of the proposed package. It raises a separate issue.
10. The proposed courses are an experiment -- one starting point. If they succeed it is expected that they will grow. Anyone who wants to start another package, or propose changes, deletions, additions, is free to come forth with it.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

Calendar Information

Department: Psychology

Abbreviation Code: PSYC. Course Number: 306 Credit Hours: 3 Vector: 2-0-2

Title of Course: Survey of psychological assessment procedures.

Calendar Description of Course: A survey of selected techniques for assessment of individual and group differences in aptitudes, abilities, achievement, attitudes, interests, and personality. Emphasis is placed on evaluating the effectiveness of various techniques, including performance tests, self-report questionnaires, inventories and projective approaches. This course provides a suitable introduction for students considering advanced training in assessment techniques.

Nature of Course

Lecture/Lab

Prerequisites (or special instructions):

Prerequisite: PSYC. 101

RECOMMENDED: PSYC. 201, PSYC 210 or a course in Statistics

Students who have received credit for Psyc 305-3 may not take this course for further credit. What course (courses), if any, is being dropped from the calendar if this course is approved:

PSYC. 305

2. Scheduling

How frequently will the course be offered? At least once per year, depending on student demand and faculty availability.

Semester in which the course will first be offered? Fall, 1975

Which of your present faculty would be available to make the proposed offering possible? E.M. Coles, L.M. Kendall, L.N. Wilson are qualified to teach the course.

Objectives of the Course To provide introduction to psychological assessment techniques, especially for those considering later specialized training in assessment (e.g. criminology, counselling, personnel psychology). Introduces techniques in conjunction with the evaluation of their effectiveness so students obtain a realistic picture of the actual potential of available techniques. Many techniques are of limited value and the potential practitioner must be aware of these limitations.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty None

Staff None

Library None

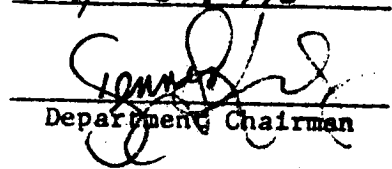
Audio Visual None

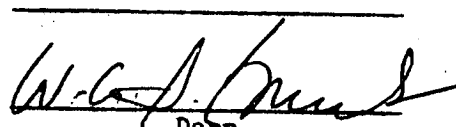
Space None

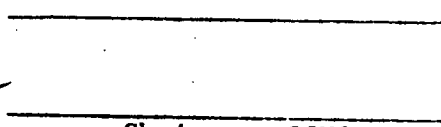
Equipment Expansion of test files

5. Approval

Date: April, 1975


Department Chairman


Dean


Chairman, SCUS

PSYCHOLOGY 306

Survey of Psychological Assessment Procedures

OUTLINE

- I Purposes of Assessment
 - description and classification
 - evaluation, diagnosis, and decision making
 - hypothesis testing
- II Types of assessment
 - classification of tests and techniques
 - by type
 - by area
- III Requirements of good measures
 - reliability
 - validity
 - standardization
- IV Evaluation of adequacy of assessment techniques
 - adequacy of manuals, norms, administration, scoring, interpretation
 - validation
- V Description and evaluation of selected assessment procedures
 - a) Assessment of general ability, aptitude, and achievement
 - (e.g. Binet, Wechsler, Otis, Wonderlic
 - Differential Aptitude Test Battery General Aptitude Test Battery
 - Scholastic Aptitude Test)
 - b) Assessment of interests and attitudes
 - (e.g. Kuder, Strong)
 - c) Assessment of personality
 - self-report (e.g. Minnesota Multiphasic Personality Inventory;
 - Cattell's 16 PF)
 - performance tests, including projective techniques
 - (e.g. Thematic Apperception Test)

Note: although students will be expected to write and administer some psychological tests in the lab period, PSYC. 306 is intended to serve as a survey to evaluate theory and research in the field of assessment; it is not designed to develop proficiency in administration of tests.

Assigned readings to be selected from the following.

Adams, G.S. Measurement and evaluation in education, psychology, and guidance. Holt, Rinehart, and Winston, 1964

Alliston, Blatt and Zimet. The Interpretation of Psychological Tests, Harper & Row, 1968

* Anastasi, A. Psychological Testing. 3rd Ed. MacMillan, 1968

Anderson, H.H. & Anderson, C.L. (Eds.), Introduction to Projective Techniques, Prentice Hall, 1951

American Psychological Association, American Psychologist 20, 857-1002, 1965. (Special Issue: Testing and Public Policy)

American Psychological Association, Standards for Educational and Psychological Tests and Manuals, American Psychological Association, 1966

Bernreuter, R.G., The Personality Inventory, Consulting Psychologists Press, 1931

Bijou, S.W., and R.D. Peterson, "The psychological assessment of children: a functional analysis." In P. McReynolds (Ed.), Advances in Psychological Assessment, Vol. 2, Science and Behavior Books, 1971, pp. 63-78.

Blalock, H.M. Causal inferences in non-experimental research, University of North Carolina Press, 1964.

Buros, O.K. (Ed.) Personality tests & reviews, Gryphon, 1970.

Buros, O.K. (Ed.) The Seventh Mental Measurement Yearbook. Gryphon 1972, Vols. 1 & II

Butcher, J.N. (Ed.) Objective personality assessment: changing perspectives. Academic, 1972

* Suitable as a text

- Campbell, D.P. Handbook for the Strong Vocational Interest Blank, Stanford University Press, 1971
- Cattell, R.B. The Description and Measurement of Personality, World Book, 1946
- Cattell, R.B. The Scientific Analysis of Personality, Penguin, 1965
- Cattell, R.B. H.W. Eber, and M. Tatsuoka, Handbook for the Sixteen Personality Factor Questionnaire, Institute for Personality and Ability Testing, Champaign, Ill. 1970.
- Cottle, W.C. The MMPI: A Review, University of Kansas Press, 1953
- * Cronbach, L.J. Essentials of Psychological Testing, 3rd Ed., Harper & Row, 1970
- Dahlstrom, W.G., and G.S. Welsh, An MMPI Handbook: A Guide to Use in Clinical Practice and Research, University of Minnesota Press, 1960
- Drake, L.E., and E.R. Oetting, An MMPI Cookbook for Counselors, University of Minnesota Press, 1959
- Edwards, A.L., Edwards Personal Preference Schedule, Psychological Corporation, 1959
- Edwards, A.L., Manual for the Edwards Personal Preference Schedule. Psychological Corporation, 1954
- Fricke, B.G., Opinion, Attitude, and Interest Survey Handbook, University of Michigan Press, 1963
- Gage, N.L. (Ed.) Handbook of research on teaching, Rand McNally, 1963
- Goldman, L. Using tests in counselling. Appleton-Century-Crofts, 1961

- Gough, H.G., California Psychological Inventory Manual, Consulting Psychologists Press, 1957
- * Horrocks, J.E., Assessment of behavior, Merrill, 1966
- Johnston, O.G. & Bommarito, J.W. Tests and measurements in child development: a handbook. Jossey-Bass, 1971
- Kelly, E.L., "An evaluation of the interview as a selective technique," Proceedings of the 1953 Invitational Conference on Testing Problems, Educational Testing Service, 1954
- Kleinmuntz, B., Personality measurement: an introduction. Dorsey, 1967
- Murray, H.A., Thematic Apperception Test Manual, Harvard University Press, 1943
- Nunnally, J., Educational measurement and evaluation. McGraw-Hill, 1964
- Nunnally, J.C., Introduction to psychological measurement. 2nd Edition McGraw-Hill, 1970
- Stein, M.I., The Thematic Apperception Test, Addison-Wesley, 1955
- Strong, E.K., Jr., Strong Vocational Interest Blank, Consulting Psychologists Press, 1959
- Strong, E.K., Jr., Vocational Interests of Men and Women, Stanford University Press, 1943
- * Super, D.E. & Crites, J.O. Appraising vocational fitness. Revised ed. Harper, 1962.
- Thorndike, R.L., & Hagen, E. Measurement and evaluation in psychology and education. Wiley, 1969
- Wechsler, H. The Measurement and Appraisal of Adult Intelligence, 4th Ed. Williams & Wilkins, 1958.

NEW COURSE PROPOSAL FORM1. Calendar InformationDepartment: PsychologyAbbreviation Code: PSYC. Course Number: 371 Credit Hours: 3 Vector: 1-3-0Title of Course: A Survey of Methods of Therapeutic Interaction I

Calendar Description of Course: An introduction to various techniques of individual psychological intervention (e.g. gestalt therapy, behaviour modification, psychoanalysis, etc.). These are presented by practitioners and discussed critically by students and faculty in large and small group settings. Relevant readings accompany each presentation.

Nature of Course : Lecture/Tutorial/Seminar

Prerequisites (or special instructions): Two of the following three courses: Psyc. 370 (Theories of Personality), Psyc. 340 (Psychopathology), Psyc. 306 (Survey of Assessment Techniques).

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

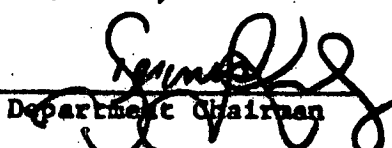
2. SchedulingHow frequently will the course be offered? Once per year.Semester in which the course will first be offered? September, 1975

Which of your present faculty would be available to make the proposed offering possible? Drs. Marcia and Krebs and other faculty as discussants.

Objectives of the Course To enable students to gain a critical overview of the various psychological techniques used to relieve emotional distress and promote psychosocial growth.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty noneStaff noneLibrary noneAudio Visual noneSpace noneEquipment noneFunds for community practitioners: \$750.5. ApprovalDate: April, 1975
Department Chairman
Dean
Chairman, SCUS

2. Nature of Course: One lecture-panel discussion (2 hours) involving guest lecturer, faculty and students. Evaluation and critique of intervention practices with the supervisory faculty member or members responsible for this course and 1 hour lecture per week on the critical evaluation of the relevant therapeutic practice. Tutorial discussion with TA (1 hour). Readings will be 2/3 on intervention techniques, 1/3 on evaluation and critique of techniques. See attached tentative outline for Psychology 371 topics.

Psychology 371. A survey of methods of therapeutic interaction.

1. Outline

The course will expose students to a variety of forms of individual psychotherapy. The treatment practices will include psychoanalysis, existential analysis, Jungian analysis, behavior modification, transactional analysis, primal therapy, Gestalt therapy, bioenergetics, acupuncture, ~~and~~ Eastern approaches to psychotherapy and chemotherapy. The schools of treatment will be presented by people in the community who employ them or have had extensive contact with their implementation. The first task of students in the course will be to become familiar with the relevant existing forms of psychological treatment by listening to professionals who employ them and by reading expositions of the theory behind them. The second task of students will be to familiarize themselves with the issues associated with the evaluation of the methods of psychotherapeutic intervention described by the guest lecturers. Students will be encouraged to react critically to the process and outcomes of the methods of psychotherapy. A panel of discussants consisting of the instructor of Psychology 371 and other faculty members in the Psychology Department will react to the presentations of the guest lecturers after they give their talks. The instructor of the course will lecture for one hour a week on the evaluation of psychotherapy. The overriding goal of tutorials will be to explore the issues relevant to deciding whether existing forms of psychological treatment are effective.

All students who take the course will be required to take an exam that tests their knowledge of the theory that underlies the methods of intervention and the literature related to the evaluation of their effect. A substantial paper addressing the implications of one or more forms of therapeutic intervention will also be required.

It should be clear that it will not be the purpose of the course to teach students how to do psychotherapy, nor to "sell" any of the types of treatment described by the guest lecturers. On the contrary, students will be encouraged to adopt a scientific attitude toward the practices and grapple with the questions associated with their evaluation.

Extensive readings on the theory that underlies the forms of intervention and the evaluation of psychological treatment will be required.

Tentative Course Sequence - Psychology 371*

Approaches to Individual Psychotherapy

Introduction to Psychotherapy

James E. Marcia, Ph.D., Clinical
Psychologist, SFU.

Psychoanalysis

James E. Marcia, Ph.D., Clinical
Psychologist, SFU.

Existential Analysis

Eric Leyland, M.D., Psychiatrist,
Private Practice

OR

Milton Miller, M.D., Psychiatrist, Head,
Department of Psychiatry, UBC.

Jungian Analysis

John Allen, Ph.D., Psychologist
Education Department, UBC.

Behaviour Modification

Peter MacLean, Ph.D., Clinical Psychologist,
UBC Health Sciences

OR

Michael Quinn, Ph.D., Clinical Psychologist,
Riverview Hospital

Transactional Analysis

Sharon Cooke, M.Sc., Nurse Practitioner,
Pastoral Counselling Institute

OR

Barry Cooke, Ph.D., Psychologist,
Education Department, SFU.

Primal Therapy

Paul Termanssen, M.D., Psychiatrist,
UBC Health Sciences

Gestalt Therapy

Ruth McCarthy, M.S.W., Social Worker,
Private Practice

Bioenergetics

Ellen Tallman, M.A., Educational Psycho-
logist, Cold Mountain Institute.

Acupuncture and Eastern Approaches
to Psychotherapy

Bennett Wong, M.D., Psychiatrist, Private
Practice, Cold Mountain Institute

OR

Jock McKeen, M.D., Psychiatrist, Private
Practice, Cold Mountain Institute

Not all of the individuals listed have been contacted. The list is intended to convey a sense of the range and quality of resource persons available.

Chemotherapy

Ed Lipinski, M.D., Psychiatrist,
Health Services Centre, SFU.

Sexism and Psychotherapy

Sara David, Ph.D., Clinical Psychologist,
Continuing Education, SFU.

NEW COURSE PROPOSAL FORM

Department: Psychology

Title of Course: A Survey of Methods of Therapeutic Interaction II

Nature of Course Lecture/Tutorial/Seminar

Prerequisites (or special instructions): Psychology 371

2. Scheduling

How frequently will the course be offered? Once per year.

Semester in which the course will first be offered? January, 1976.

Which of your present faculty would be available to make the proposed offering possible? Drs. Marcia and Krebs and other faculty as consultants.

Same as Psychology 371.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty None

Staff None

Library None

Audio Visual None

Space **None**

Equipment

Funds for community practitioners \$750.

5. Approval

Date: April 1975

Department Chairman

Dean

Chairman, SCUS

Psychology 372. A survey of methods of Therapeutic Interaction II.

Outline.

This course is a sequel to Psychology 371. The format will be the same, but the therapeutic practices that will be examined will be group rather than individually oriented. The methods of intervention that will be examined (one a week) will be:

1. Couples Therapy
2. Family Therapy
3. Group Dynamics
4. T - Groups
5. Encounter and Sensitivity Groups
6. Gestalt Groups
7. Community Mental Health
8. Crisis Intervention
9. Paraprofessional Counselling
10. Therapy with Families of Heroin Addicts
11. Suicide Follow-up Counselling
12. Models of University Counselling Services.

Tentative Course Sequence - Psychology 372*

Family, Group, and Community Mental Health Approaches

Couples Therapy	Charles Brassfield, Ph.D., Clinical Psychologist, Student Counselling Centre, SFU.
Family Therapy	David Freeman, D.S.W., UBC School of Social Work
Group Dynamics	Ben Chud, M.S.W., UBC School of Social Work
T - groups	Tom Mallinson, Ph.D., Psychologist, Communications Department, SFU.
Encounter and Sensitivity Groups	Ron Slosky, Ph.D., Clinical Psychologist, West End Community Care Team
Gestalt Groups	Robert Berger, M.S.W., Cold Mountain Institute
Community Mental Health	George Doenetz, Co-ordinator, Strathcona Community Care Team
Crisis Intervention	Barbara Herrick, M.Sc., Nurse Practitioner, UBC Health Sciences and School of Nursing
Paraprofessional Counselling	James E. Marcia
Therapy with Families of Heroin Addicts	Bruce Alexander, Ph.D., Psychologist, Department of Psychology, SFU.
Suicide Follow-up Counselling	Sandy Abfalter, Gladys Adilman, Linda Rosenfeld, S.A.F.E.R. Project Counselors
Models of University Counselling Services	Beatrice Lipinski, Ph.D., Clinical Psychologist, Director, Student-Counselling Centre, SFU.

Not all of the individuals listed have been contacted. The list is intended to convey a sense of the range and quality of resource persons available.

Bibliography

Readings for Psychology 371 - 372 will be selected from among the following:

- Bergin, A.E. Some implications of psychotherapy research for therapeutic practice. Journal of Abnormal and Social Psychology, 1966, 71, 235-246.
- Bergin, A.E. The evaluation of therapeutic outcomes. In A.R. Bergin & J.L. Garfield (Eds.) "Handbook of psychotherapy and behaviour change: an empirical analysis." New York: Wiley, 1970.
- Bergin, A.E. & Garfield, S.L. (Eds.). "Handbook of psychotherapy and behaviour change: an empirical analysis". New York: Wiley, 1970.
- Eysenck, H.J. The effects of psychotherapy. In H.J. Eysenck (Ed.), Handbook of abnormal psychology. London: Pitmans, 1960.
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- Garfield, S.L. & Bergin, A.E. Therapeutic conditions and outcome. Journal of Abnormal Psychology, 1971, 77, 108-114.
- Garfield, S.L., Prager, R.A. & Bergin, A.E. Evaluation of outcome in psychotherapy. Journal of Consulting and Clinical Psychology, 1971, 37(3), 307-313.
- Luborsky, L., Chandler, M., Auerbach, A.H., Cohen, J., & Bachrach, H.M. Factors influencing the outcome of psychotherapy: a review of quantitative research. Psychological Bulletin, 1971, 75, 145-185.
- Strupp, H.H. & Bergin, A.E. Some empirical and conceptual basis for coordinated research in psychotherapy. International Journal of Psychiatry, 1969, 7, 18-90.
- Strupp, H.H. & Bergin, A.E. Research in individual psychotherapy: a bibliography. Chevy Chase, Md.: National Clearinghouse for Mental Health Information, 1969.
- Rogers, C. Person to Person.
- Stevens, B. Don't Push the River.
- Ellis, A. Rational-Emotive Therapy.
- Chesler, P. Women and Madness.
- Millet, K. Sexual Politics.
- David, S. Own papers.
- Reich, W. Character Analysis; Selected Writings.
- Lowen, A. The Betrayal of the Body; The Language of the Body.
- Caplan, G. Principles of Preventive Psychiatry.

Parad, H. Crisis Intervention: Selected Readings.

Sarason, Levine, et.al. Psychology in Community Settings.

Gowen, Gardner, and Zax. Emergent Approaches in Mental Health.

Caplan, G. The Theory and Practice of Mental Health Consultation.

Satir, V. Conjoint Family Therapy.

Bowen, M. The Use of Family Therapy in Clinical Practice (Article)

Laing, R. Sanity, Madness, and the Family.

Boszormenyi-Nagy and Frano. Intensive Family Therapy.

Lewin, K. Field Theory in Social Science.

Schein and Bennis. Personal and Organizational Change Through Group Methods:
The Laboratory Approach.

Whitaker and Lieberman. Psychotherapy Through the Group Process.

Bach, G. Intensive Group Psychotherapy.

Schutz, W. Joy.

Berne, E. Principles of Group Treatment.

Tart, C. Altered States of Consciousness.

Castaneda, C. Journey to Ixtlan.

Ornstein, R. The Psychology of Consciousness.

London, Perry. Modes and Morals of Psychotherapy.

Frank, Jerome. Healing and Persuasion.

Kell and Mueller. Impact and Change in Psychotherapy.

Rychlak, Joseph. Introduction to Personality Theory and Psychotherapy.

Menninger, K. Theory of Psychoanalytic Techniques.

Rieff, P. Freud. The Mind of the Moralist. The Triumph of the Therapeutic.

Erikson, E. Growth and Crises in the Healthy Personality.

May, R. Existence.

Boss, M. Psychoanalysis and Daseinanalysis.

Laing, R.D. The Politics of Experience.

Frankl, U. The Doctor and the Soul.

Wolpe, Salter, and Reyna. The Conditioning Therapies.

Bandura, A. Principles of Behaviour Modification.

Wolpe, J. and Lazaris, A. Behaviour Therapy Techniques.

Berne, E. Games People Play.

Janov. The Primal Scream.

Perls, F. Gestalt Therapy Verbatim

Fagen and Shepherd. What is Gestalt Therapy.

Naranjo, C. Techniques of Gestalt Therapy.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

1. Calendar Information

Department: Psychology

Abbreviation Code: PSYC Course Number: 406 Credit Hours: 3 Vector: 1-0-4

Title of Course: Validation Techniques

Calendar Description of Course: Theory presented with extensive practice in application of techniques that psychologists employ to determine effectiveness of various methods of assessing personality, aptitudes, etc. This course, in conjunction with PSYC 407, is important for those who plan to work in community settings.

Nature of Course Lecture/Laboratory

Prerequisites (or special instructions):

PSYC 201, PSYC 210 and either PSYC 305 or PSYC 306.

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

2. Scheduling

How frequently will the course be offered? Once every year or as required by student demand and faculty availability.

Semester in which the course will first be offered?

Which of your present faculty would be available to make the proposed offering possible? Fall 1975
Dr. Kendall, Dr. Koopman

3. Objectives of the Course

Provides an essential background in basic theory and supervised application of validation techniques.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty None beyond existing and newly approved positions

Staff Priority access to an appropriate Computing Centre programmer is highly desirable

Library None

Audio Visual None

Space None

Equipment None

5. Approval

Date: April, 1975

[Signature]
Department Chairman

[Signature]
Dean

[Signature]
Chairman, SCUS

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

Oct. '73

OUTLINE FOR PSYC 406

VALIDATION TECHNIQUES

In this course a heavy emphasis is placed on practice in applying validation techniques to determine the relations of single actual outcomes with outcomes predicted from measures of prior status, or with expected outcomes resulting from treatment programs. Illustrations and problems will be taken from ongoing research programs in various community settings.

The following topics will be dealt with, and practice in the use of relevant techniques will be provided, within the context of applied research.

What is to be measured

Methods of measurement and sources of information

- structured task performance
- observation
- self report
- peer reports

Requirements of good measures

- APA Standards for Tests

Sources of review information on published tests

Methods for evaluating the quality of measures - reliability

- equivalence
- stability
- internal consistency

Methods for evaluating the quality of measures - internal validity

- construct validity
- convergent and discriminant validity

Predictive validity and effectiveness

- assessment correlates of criteria
- treatment correlates of criteria
- effectiveness and decision making

Structural properties of measures which affect quality

- item difficulty
- response format
- interitem correlations
- content sampling

Improving the quality of measures - internal analysis

- increasing internal consistency
- clarifying dimensions
- item analysis methods

Standardization and norms

Testing and the ethics of discrimination

Assigned readings will be selected from the following:

- Albright, Glennon & Smith. The use of psychological tests in industry, Allen, 1963.
- Butcher, J.N. (Ed.) Objective personality assessment: changing perspectives. Academic, 1972
- Cattell, R.B., The Scientific Analysis of Personality, Penguin, 1965
- Cottle, W.C. The MMPI: A Review, University of Kansas Press, 1953
- Cronbach, L.J. and P.E. Meehl, Construct validity in psychological tests, Psychological Bulletin, 1955, 52, 281-302
- Cronbach, L.J. Gleser, G.C., Nanda, H., & Rajaratham, N. The dependability of behavioral measurement. Theory of generalizability of scores and profiles, Wiley, 1972
- Cronbach & Gleser. Psychological tests and personal decisions. University of Illinois, 1965
- Dahlstrom, W.G., and G.S. Welsh, An MMPI Handbook: A Guide to Use in Clinical Practice and Research, University of Minnesota Press 1960
- Educational and Psychological Measurement
- Edwards, A.L., The Measurement of Personality Traits by Scales and Inventories, Holt, Rinehart and Winston, 1970
- Gronlund, N.E. (Ed.) Readings in measurement and evaluation. Macmillan, 1968
- Guion, R.M. Personnel testing. McGraw-Hill, 1965.
- Hawck, M., & Steinkamp, S. Survey reliability and interviewer competence. University of Illinois, 1964

Horst, P. Psychological measurement and prediction. Wadsworth, 1966

Journal of Consulting Psychology

Journal of Educational Measurement

Journal of Educational Psychology

Mehrens, W.A., & Lehmann, I.J. Measurement and evaluation in education and psychology. Holt, Rinehart, and Winston, 1973

Murstein, B.I. Theory and Research in Projective Techniques, Wiley, 1963

Nunnally, J. Psychometric theory. McGraw-Hill, 1967

Psychometrika

Solomon, H. (Ed.) Studies in item analysis and prediction. Stanford, 1961

Super, D.E. & Crites, J.O. Appraising vocational fitness. Revised ed.
Harper, 1962

Thorndike, R.L. (Ed.) Educational measurement, 2nd Ed.

Thorndike R.L. Personnel selection. Wiley, 1949

NEW COURSE PROPOSAL FORM1. Calendar InformationDepartment: PsychologyAbbreviation Code: PSYC. Course Number: 407 Credit Hours: 3 Vector: 1-0-4Title of Course: Evaluation techniques

Calendar Description of Course: Theory presented with extensive practice in techniques of program evaluation. Deals with criterion development, estimation and evaluation of outcomes, and models for decision-making in classification, selection and placement. Relevant for research and professional service concerned with results of therapy and other interventions at individual, group and institutional levels.

Nature of Course 1 hour lecture, 4 hour lab.Prerequisites (or special instructions):

PSYC. 406

Recommended: PSYC 411, 310, COMPT 360

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

2. Scheduling

How frequently will the course be offered? Once every year or as required by student demand and faculty availability

Semester in which the course will first be offered? Spring 1976

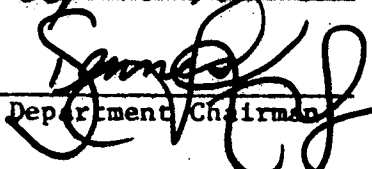
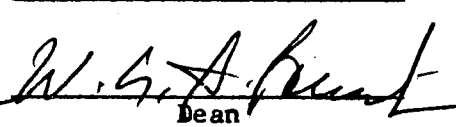
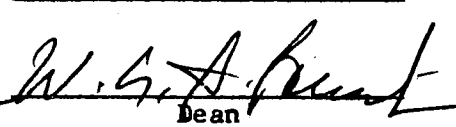
Which of your present faculty would be available to make the proposed offering possible? Dr. Kendall, Dr. Koopman

3. Objectives of the Course

Essential for those making decisions regarding intervention in any community setting. Core course for students specializing in quantitative psychology or intending to work in areas involving application of assessment techniques and in program evaluation.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty None beyond existing and newly approved positions.Staff Priority access to appropriate computing centre programmer is highly desirableLibrary NoneAudio Visual NoneSpace NoneEquipment None5. ApprovalDate: April, 1975
Department Chairman
Dean
Chairman, SCUS

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

Oct. '73

PSYCHOLOGY 407

Evaluation Techniques

Outline

Presents theory and principles of program evaluation through illustrations and problems encountered in ongoing research programs in various community settings.

The following topics will be dealt with, and practice in the use of relevant techniques will be provided, within the context of applied research.

Specification of the domain of study - range of generalizability

- selection and description of subjects
- selection and description of predictors
- selection and description of moderators
- selection and description of treatments
- selection and description of situations

Development of comprehensive and representative criteria

- declaration of goals
- absolute, inferred, and judged standards
- ratings of performance
- indicators of status

Problems in measurement of change and growth

- discrepancy or gain scores
- quasi-experimental designs

Determining quality of initial input data

- adequacy of sampling
- bandwidth and fidelity

Improving quality of input data

- condensation
- differentiation
- elimination of garbage

Combining information

- judgmental vs. statistical methods

Multiple regression, discriminant analysis, and canonical analysis

- concepts
- methods of application to decision making

Decision making

- classification
- selection
- placement
- treatments

Evaluation of decision effects

- base rates and efficacy
- cost/benefit analysis

Assigned readings will be selected from the following:

- Bass, B.M., and I.A. Berg (Eds.), Objective Approaches to Personality Assessment, Van Nostrand, 1959
- Beegle, C.W. & Brandt, R.M. (Eds.) Observational Methods in the classroom Washington: Association for Supervision and Curriculum Development, 1973
- Bijou, S.W., and R.D. Peterson, "The psychological assessment of children: a functional analysis." In P. McReynolds (Ed.), Advances in Psychological Assessment, Vol. 2, Science and Behavior Books, 1971, pp. 63-78
- Blalock, H.M., Causal inferences in non-experimental research, University of North Carolina Press, 1964.
- Block, J., The O-sort Method in Personality Assessment and Psychiatric Research, Thomas, 1961
- Blurton-Jones, N. (Ed.) Ethological studies of child behavior. Cambridge University Press, 1972
- Butcher, J.N. (Ed.) Objective personality assessment: changing perspectives. Academic, 1972
- Campbell, D.T. & Stanley, J.C. Experimental and quasi-experimental designs for research, Rand McNally, 1963
- Campbell, Dunnette, Lawler & Weick. Managerial behavior, performance, and effectiveness. McGraw-Hill, 1970
- Caro, Francis, Readings in evaluation research. Russell Sage Foundation 1971
- Cattell, R.B., H.W. Eber, and M. Tatsuoka, Handbook for the Sixteen Personality Factor Questionnaire, Institute for Personality and Ability Testing, Champaign, Ill. (1970).
- Cohen, D.H. & Stern, V. Observing and recording the behavior of young children. Bureau of Publications, Teachers College, Columbia University, 1968

Crano, W.D. & Brewer, M.B. Principles of Research in Social Psychology.
McGraw-Hill, 1972

Cronbach, L.J., Gleser, G.C., Nanda, H., & Rajaratham, N. The dependability
of behavioral measurement. Theory of generalizability of scores
and profiles. Wiley, 1972

Cronbach & Gleser. Psychological tests and personal decisions
University of Illinois, 1965.

Converse, J.M. & Schuman, H. Conversations at random: Survey research as
interviewers see it. Wiley, 1974

Dahlstrom, W.G., and G.S. Welsh, An MMPI Handbook: A Guide to Use in
Clinical Practice and Research. University of Minnesota Press
1960

Educational and Psychological Measurement

Edwards. Techniques of attitude scale construction

Fricke, B.G., Opinion, Attitude, and Interest Survey Handbook, University
of Michigan Press, 1963

Fishbein (Ed.). Readings in attitude theory and measurement. Wiley, 1967

Glaser, D. Routinizing evaluation: Getting feedback on effectiveness
of crime and delinquency programs, 1973

Gronlund, N.E. (Ed.) Readings in measurement and evaluation. MacMillan
1968

Guion, R.M. Personnel testing. McGraw-Hill, 1965

Hawck, M., & Steinkamp, S. Survey reliability and interviewer competence
University of Illinois, 1964

Harris, C. (Ed.) Problems in measuring change. Wisconsin, 1962

Johnston, O.G. & Bommarito, J.W. Tests and measurements in child develop-
ment: a handbook. Jossey-Bass, 1971

Journal of Consulting Psychology

Journal of Educational Measurement

Journal of Educational Psychology

Kelly, E.L., An evaluation of the interview as a selective technique,
Proceedings of the 1953 Invitational Conference on Testing
Problems, Educational Testing Service, 1954

Kahn & Cannell. The dynamics of interviewing. Wiley, 1957

Mehrens, W.A., & Lehmann, I.J. Measurement and evaluation in education
and psychology. Holt, Rinehart, and Winston, 1973

Murray, H.A. Explorations in Personality, Oxford University Press, 1938

McReynolds, P. (Ed.), Advances in Psychological Assessment, Vol. 1,
Science and Behavior Books, 1968

Moser, C.A. & Kalton, G. Survey methods in social investigation. 2nd Ed.
Basic Books, 1972

Manheim, H. & Wilkins, L. Prediction methods in relation to Borstal
training, 1955

Molof, M.J. Statistical prediction of recidivism among female parolees.
1970.

MacNaughton-Smith. Some statistical and other numerical techniques for
classifying individuals. 1965

Nunnally, J. Psychometric theory. McGraw-Hill, 1967

Newman, J.R. The prediction of recidivism for misdemeanor offenders
released from Los Angeles County Jail. 1972

Psychometrika

- Rorschach, H., Psychodiagnostik, Huber, 1921
- Rozenboom, W.W. Foundations of the theory of prediction. Dorsey, 1966
- Rulon, P.S. Tiedeman, Tatsuka, & Langmuir. Multivariate statistics for personnel classification
- Rappeport, J. The clinical evaluation of the dangerousness of the mentally ill. 1969.
- Stephenson, W. The study of behavior: O-technique and its methodology, University of Chicago Press, 1953
- Stern, Stein & Bloom. Methods in personality assessment. Free Press, 1956
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- Smith, P.C. Kendall, L.M. & Julin, C.L. The measurement of satisfaction Rand McNally, 1969
- Smith, R.C. & Kendall, L.M. Retranslation of expectations. Journal of Applied Psychology, 1963, 47, 1949-155
- Simon, F.H. Prediction methods in criminology, 1971
- Super, D.E. & Crites, J.O. Appraising vocational fitness. Revised ed. Harper, 1962
- Thorndike, R.L. (Ed.) Educational measurement, 2nd Ed., 197
- Thorndike, R.L. Personnel selection. Wiley, 1949
- Tufts, E. & Witmer, L.H. The effectiveness of delinquency prevention programs. 1954.
- Tucker, A model for central prediction. Psychometric Monograph 1963, No. 10
- Wiggins, J. Personality and prediction: principles of personality assessment. Addison-Wesley, 1973
- Weiss, Carol. Evaluating action programs. Allyn & Bacon, 1972

- Wilkins, L. Evaluation of penal measures. Random House 1969
- Zubin, J., Eron, L.D. & Schumer, F. An experimental approach to projective techniques. Wiley, 1965
- Zimring, F. & Hawkins, G. Deterrence. University of Chicago Press, 1973
- Gottfredson, D.M. Assessment of prediction methods in crime and delinquency Task force report. (Katzenbach Commission) 1967
- Bergin, A.E. The evaluation of therapeutic outcomes. In A.R. Bergin & J.L. Garfield (Eds.) "Handbook of psychotherapy and behavior change: an empirical analysis." New York: Wiley, 1970.
- Eysenck, H.J. The effects of psychotherapy. In H.J. Eysenck (Ed.), Handbook of abnormal psychology. London: Pitmans, 1960
- Eysenck, H.J. Note on "Factors influencing the outcome of psychotherapy", Psychological Bulletin, 1972, 78, No. 5, 403-405.
- Garfield, S.L. & Bergin, A.E. Therapeutic conditions and outcome. Journal of Abnormal Psychology, 1971, 77, 108-114
- Garfield, S.L., Praper, R.A. & Bergin, A.E. Evaluation of outcome in psychotherapy. Journal of Consulting and Clinical Psychology, 1971 37 (3), 307-313.
- Luborsky, L., Chandler, M., Auerbach, A.H., Cohen, J., & Bachrach, H.M. Factors influencing the outcome of psychotherapy: a review of quantitative research. Psychological Bulletin, 1971, 75, 145-185.
- Strupp, H.H. & Bergin, A.E. Research in individual psychotherapy: a bibliography. Chevy Chase, Md.: National Clearinghouse for Mental Health Information, 1969.