

SIMON FRASER UNIVERSITY

MEMORANDUM

S. 784
Formerly
S. 77-168

To..... SENATE

SENATE COMMITTEE ON ACADEMIC PLANNING AND
SENATE GRADUATE STUDIES COMMITTEE
From.....

Subject..... NEW GRADUATE PROGRAM PROPOSAL -
APPLIED/CLINICAL PSYCHOLOGY

Date..... NOVEMBER 15, 1977

MOTION: "That Senate approve and recommend approval to the Board of Governors, as set forth in S.78-4 (formerly S.77-168), the proposal for a graduate program in Applied/Clinical Psychology, including:

- i) The requirements for degrees
 - (a) M.A. (b) Ph.D. (pages 8,9)
- ii) New courses (or changes)
 - PSYC 802-3 - Seminar in Assessment (page 11 and see S.77-167)
 - PSYC 803-3 - Seminar in Intervention (page 11)
 - PSYC 804-3 - Seminar in Evaluation (page 11 and see S.77-167)
 - PSYC 806-3 - Advanced Topics in Assessment
 - PSYC 807-3 - Advanced Topics in Intervention
 - PSYC 808-3 - Advanced Topics in Evaluation
 - PSYC 809-3 - Advanced Topics in Applied Psychology
 - PSYC 880-5 - Internship I
 - PSYC 886-5 - Internship II
 - PSYC 881-3 - Practicum I
 - PSYC 882-3 - Practicum II
 - PSYC 883 3 - Practicum III
 - PSYC 884-3 - Practicum IV."

Note: See also Paper S.77-167, Item 7 ii) pertaining to new course
PSYC 802-3.

SIMON FRASER UNIVERSITY

From: Office of the Dean
of Graduate Studies

Subject: Proposal for a Graduate Program
in Applied/Clinical Psychology

Date: November 15, 1977

The attached proposal for a Graduate Program in Applied/
Clinical Psychology was approved by the Senate Graduate
Studies Committee on November 14, 1977, and is now being
recommended to Senate for approval.

Note: New course, Psych 802-3, is included in the documentation
from the Faculty of Arts Graduate Studies Committee.



B. Clayman
Acting Dean of Graduate Studies

mm/
encl.

SIMON FRASER UNIVERSITY

MEMORANDUM

To..... Mr. Harry Evans

Secretary to Senate

Subject..... New Graduate Program Proposal

Applied/Clinical Psychology

From..... Dr. W. Wattamaniuk

Secretary (pro-tem), to SCAP

Date..... December 23, 1977

The Senate Committee on Academic Planning at its meeting of December 21, 1977 approved unanimously the proposal for a Graduate Program in Applied/Clinical Psychology. Would you please place this program proposal on the Agenda for the next Senate meeting.

During the course of the meeting of SCAP, a number of concerns were expressed about the budgetary implications of the proposed program. For the information of Senate, SCAP would like to identify these concerns and outline the accompanying information and arguments.

A. Budgetary implications due to teaching staff required for the new courses proposed in the program.

(1) S.F.U. Academic Staff

SCAP was informed by Dr. M. Bowman, Chairman of the Psychology Department, that the new courses proposed in the program are not anticipated to incur extra costs as far as faculty are concerned.

Psychology 803 has been part of the curriculum of the Psychology Graduate Program for one year. Psychology 804 and Psychology 808 are renumbered courses that have been offered previously by the Psychology Department. It is anticipated that the courses Psychology 802, 803, 804, 806, 807, 808 and 809 will each be offered once a year at different times of the year.

Provided that the two existing positions now vacant in the Department of Psychology are filled, no new extra positions will be required to offer the proposed courses. If however, the two vacant positions are not filled, the frequency with which the proposed courses would be offered would be reduced but the existing faculty complement within the department would still be able to provide the courses. In addition,

if the now vacant positions are not filled, experts could be brought in to teach some of the courses on a temporary basis. The advantage of filling the existing vacant positions within the Department would be to fill in the gaps of expertise caused by Dr. Kendall's death in 1976.

The proposed program will in no way change either the number or frequency of undergraduate course offerings currently available in the Department of Psychology.

(2) External Adjunct Staff

The duties of the Adjunct Professors would be supervisory in nature; students would be trained in interview procedures with the supervisor present and the supervisor would provide consultation and intervention as necessary. The duties required of the Adjunct Professor would likely not extend his or her work day but would extend the effort required.

Because of the different policies of the various agencies expected to participate in the program, honoraria will be applicable in some cases but not in others. Of the agencies that are in a position to accept honorariums, \$500 per student per semester would be a reasonable stipend. The figure of \$500 per student per semester is a maximum but would not be expected to apply in all cases.

B. Budgetary implications due to support staff required for the proposed program.

It is anticipated that after three years of operation, the program will have approximately 15 students enrolled. Because of the large amount of correspondence that will have to be carried on with the agencies that will provide support to the program, it is anticipated that a one-half time secretary will be necessary. Submissions to the various agencies have to be arranged for, students will have to be placed in practicums during the Fall and Spring Semesters and student evaluations will be necessary each semester. These activities will generate a large and steady stream of correspondence that will require the position outlined.

It is understood, in the case of the academic staff as well as support staff, that approval of the program does not imply budgetary approval for the positions. Indeed, the approval for funding for the above positions will have to be made by the Dean of Arts and the Vice-President Academic and funds will have to be found within their budgets.

- C. The start-up costs of library materials in support of the program is estimated to be \$28,000 with approximately \$4,000 per year required for on-going acquisition. The start-up costs are expected to be prorated over several years.

In its budget submission to the Universities Council, the University included a budgeted amount of \$27,500 for the development of this program. If this money is included in the allocation to the University from the Universities Council after approval of the program, the amount budgeted for is expected to cover all costs over and above those embraced by the regular budget.

WW/dw

Walter Wattamaniuk



SIMON FRASER UNIVERSITY

MEMORANDUM

To Ms. M. McGinn, Secretary

Executive Committee, Senate
Graduate Studies Committee

Subject Proposal for a new Graduate
Program in Applied/Clinical
Psychology

From Sheila Roberts, Secretary

Faculty of Arts Graduate Studies
Committee

Date February 23, 1977

The Faculty of Arts Graduate Studies Committee at its meeting of February 17, 1977 approved the new Graduate Program in Applied/Clinical Psychology. Would you please place this program on the agenda of the next Executive Committee.

Thank you.



S. Roberts

Attachment:

PROPOSAL FOR A GRADUATE PROGRAM
IN APPLIED/CLINICAL PSYCHOLOGY

NOVEMBER, 1976

REVISED OCTOBER, 1977

Department of Psychology
Simon Fraser University
Burnaby 2, B.C.

PROPOSAL FOR A GRADUATE PROGRAM IN APPLIED/CLINICAL
PSYCHOLOGY

This material has been prepared in accordance with requirements as outlined in the document "The establishment of new graduate programs" approved by Senate July 10, 1972.

a. Justification for the program as a whole

- (i) student interest: Student interest in the application of the methods and findings of psychology to real-life situations, is very high at both the undergraduate and graduate levels and both undergraduates and graduate students are pressing for programs which focus on applied topics.

For example, student members of the Undergraduate Committee in Psychology at Simon Fraser did a survey of (primarily) majors and honors students in 1974 in order to determine what course topics students wished to have added to the curriculum. The results showed great student interest in applied/clinical topics.

Similarly graduate student interest in the applied courses at the graduate level is high though no Applied program is currently available. For example, seven graduate students enrolled in a new Applied seminar this September despite any guarantee that it would yield graduate credit as part of an approved Applied/Clinical Program. In a broader perspective it is of interest to note that the Applied Program at the University of British Columbia received 700 applications for graduate admissions last year. When these were sorted using very rigorous standards (3.5 GPA, 95th percentile on the Advanced Graduate Record Examination in Psychology, and on all-A record in Psychology courses) this pool of 700 was reduced to 135 qualified applicants from which approximately ten students could be selected.

- (ii) faculty interest: There is a nucleus of faculty within the Department of Psychology which has been trained in various applied/clinical programs across the continent and beyond. The particular skills derived from this training are basically applicable to graduate programs, and the faculty have been eager to establish a program to which they can apply this specialized training. This proposal represents this long-standing interest within the department.

In a broader perspective an applied/clinical program is widely accepted across Canada, the United States and in the United Kingdom, as a major component of traditional graduate programs in psychology. Of possible graduate concentrations in Psychology, those classifiable under the rubric applied/clinical are by far the most widely prevalent. In this sense then our

proposed program will serve to round out the existing program in a way which will yield acceptance from the broad international community of psychology.

- (iii) employment opportunities: Applied/Clinical programs typically receive strong support from government, faculty, student and community groups because they prepare professionals who can help deal with problems of communities.

A considerable array of community organizations feel that professional psychologists have skills of direct relevance to their tasks. Examples of these include schools, large businesses, hospitals, management consultant firms, family and individual counselling services, and residential care systems for dependent children, the disturbed and the elderly. In Vancouver at present, applied/clinical psychologists are employed in all of these settings; most of these workers have been educated outside the Province due to the lack of suitable graduate training in British Columbia.

Further, in an era of diminishing academic job vacancies there continues to be a steady demand for persons with applied training, within the broader community.

- (iv) historical factors: The creation of an applied/clinical program at Simon Fraser is timely in terms of the historical development of psychology as an applied professional discipline in British Columbia. After eighteen (18) years of negotiations the government has given notice (September 1976) that it plans to introduce a bill to govern the practise of psychology in the Province. Many other provinces have similar legislation; it will provide recognition of the maturation of the profession locally, and will establish standards of competence for individual practitioners. (Note *1977: The Psychology Act has now been promulgated.)

In addition to requiring individuals to meet criteria of professional competence, the creation of practitioner evaluation procedures is often linked to the creation of standards for the training programs which generate professional psychologists. In the United States, the American Psychological Association has an Accreditation procedure for various types of professional training in psychology. (Our program would fit within their category "Combined Professional-Scientific."). Three major Canadian Universities have applied for, and achieved such APA Accreditation as there is no comparable national accreditation system in existence in Canada. Rather, in view of the major control of education by provincial governments, there has been some tendency for provincial accreditation systems to develop; Ontario has such a system for evaluating the eight Applied programs in that province. The Ontario standards are closely modelled on those of the APA accreditation system. With these facts in mind we have been concerned to develop our program to APA standards.

b. New positions needed

There is no need for new regular academic positions for this program, excluding those positions already approved for the department, but as yet unfilled. The existing and approved appointments will be sufficient to commence a viable program.

There will be a requirement for an additional secretary; initially our graduate-records secretary will be able to cope with the small early increases of work. However as the program builds up a pool of graduate students a half-time secretarial position will be required.

Creation of a new type of faculty position is necessary to ensure high standards of supervision of the students in field settings. We propose calling these field supervisors Adjunct Instructors. Each semester in which one of these Adjunct Instructors actually provides supervision to our students, a nominal honorarium would be provided. This will formalize the relationship between the program and the community agency staff, encourage serious supervision, and give the particular staff public recognition of their status in relation to the University program. The criteria and mechanisms for their appointment may be found in Appendix III as part of the "course outline" describing Courses 880, 886.

c. Finances

<u>Staff costs:</u> One-half secretary (@ 13,000 per annum)	\$6500
Adjunct Professors	
Honorarium of \$500 per semester based on	
an annual average of 3.5 such appointments	
per semester	\$5250

Operating Costs: No significant additions to operating costs are anticipated, as the program will primarily use existing resources such as video-tape equipment and the psychological test library.

Capital costs: None are anticipated; should particular equipment become of interest in the course of carrying out thesis research, applications for funds will be made to the usual sources both within and outside the university.

d. Names of Persons Involved in the Core ProgramFaculty:

Marilyn Laura Bowman

B.A. (University of Alberta), M.Sc., Ph.D. (McGill University)
Associate Professor

Area of Research:

Psychological assessment. Evaluation of Treatment techniques.

Psychopharmacology. Stress responses to life events.

Kendall replacementArea of research:

Measurement, program evaluation, epidemiology.

Sheldon Mark Ksionzky

B.A., Ph.D. (University of California, Los Angeles)
Assistant Professor

Area of Research:

Nonverbal communication. The study of social interaction, with special emphasis on the study of the social behaviors of affiliation and self-disclosure. The effects of life style on mood states.

James Edward Marcia

B.A. (Wittenberg College), Ph.D. (The Ohio State University)
Professor

Area of Research:

Personality theory and psychotherapy; constant validation of ego psychoanalytic theory (identity).

Phillip Leslie G. Wright

B.Sc. (McGill), M.A. (Toronto), Ph.D. (McGill)
Assistant Professor

Area of Research:

Learning disabilities, aetiological factors in depression, cognitive approaches to psychotherapy.

Supporting Faculty who will offer Advanced Topics courses in the program.

Bruce Alexander

A.B. (Miami University), M.S., Ph.D. (University of Wisconsin)
Associate Professor

Area of Research:

The psychology of addiction.

Barry L. Beyerstein

B.A. (Simon Fraser University), Ph.D. (University of California, Berkeley)
Assistant Professor

Area of Research:

Brain mechanisms and behavior. Sensory psychology.
Psychopharmacology.

Edward Michael Coles

B.Sc., Ph.D. (University of London)
Associate Professor

Area of Research:

Experimental Psychopathology.

Anand C. Paranjpe

B.A., M.A., Ph.D. (Poona)
Associate Professor

Area of research:

Inter-group relations. Identity. Cross-cultural studies.
Organizational issues.

Ronald M. Roesch

B.S. (Arizona State University), Ph.D. expected January 1977
(University of Illinois)
Assistant Professor.

Area of Research:

Community psychology. Program evaluation.

Janet Strayer

B.A. (Columbia), M.A., Ph.D. (Simon Fraser).
Assistant Professor

Area of Research:

Language and cognitive development, Ethological factors in
dominance relations, attention in hyperactive children.

Please see Appendix V for complete c.v.'s.

e. The field of study and the core areas to be covered

The Department of Psychology currently offers a graduate program leading to the M.A. and Ph.D. degrees. The proposed program represents specialty within this general program, which would likewise lead to M.A. and Ph.D. degrees in Psychology. The only difference at the level of describing the degrees relates to the additional term "in the Applied/Clinical program." At a substantive level the program will involve the existing M.A. and Ph.D. requirements as currently described in the graduate calendar, supplemented by additional applied seminars and supervised training in field placements. The content of these additional requirements will be based on three broad topics:

- (i) Assessment: In addition to the current training in psychological measurement already available in the graduate program, students will be required to participate in a core seminar in the clinical applications of psychological measurement techniques. Issues relating to the assessment of intelligence, personality, and other psychological attributes are included in this study, and supervised training is provided in the use of selected techniques. Beyond the core course in this topic, a number of selected "Advanced Topics in Assessment" will be introduced in future years dealing with such particular topics as assessment of behavior in groups and organizations, assessment of neuropsychological functioning in particular populations, and the assessment of learning difficulties in children.

- (ii) Intervention: Students will be required to participate in a core seminar in Intervention. Topics included relate to the theories and historical development of current psychological treatments. Advanced courses in this topic will deal with research issues, ethical issues, practise of techniques of counselling, psychotherapy and behavioral therapies, and psychopharmacological treatments.
- (iii) Evaluation: Students will be required to participate in a core seminar dealing with the general research problems involved in program evaluation. Selected applications of research strategies to evaluation of particular treatments, particular populations and particular programmes will be included as part of this introductory seminar. Advanced seminars based on more specialized topics will deal with such areas as validation of selection procedures, development of evaluation criteria and the use of decision models in choosing optimal intervention procedures.
- (iv) In addition to these core seminars, other applied topics currently included in the existing graduate curriculum will be required of the students. These include Psycho-pathology and Personality. Both of these topics represent a more purely theoretical look at the issues; background competence in these topics is necessary for students before they are confronted with the practical issues raised in the applied seminars. Advanced topics dealing for example with the psychology of addiction will be added in later years.

f. Faculty expertise in relation to the program

All of the core areas described above reflect the interests and activity of the faculty in varying degrees, however a more detailed description of faculty skills in relation to these topics is provided below. Faculty are listed in decreasing order of involvement.

Assessment:

M. Bowman

Dr. Bowman has a solid foundation in the uses of psychological assessment techniques, has taught courses on psychological assessment at both the undergraduate and graduate levels, and has used psychodiagnostic assessments in ten years of professional clinical practise.

P. Wright

Dr. Wright has been involved in the assessment of learning, disabled children and adolescents for a number of years at one of Canada's leading centres concerned with this problem (Montreal Children's Hospital Learning Centre).

E.M. Coles

Dr. Coles has extensive training in psychodiagnostic techniques, with a particular emphasis on the assessment of children, and is currently doing professional consulting in this field.

S. Ksionzky

Dr. Ksionzky's training in assessment included an internship which included complete psychological assessment on a wide array of patients over a period of a year. He has taught the undergraduate course on psychological assessment.

J. Strayer

Dr. Strayer has taught Child Assessment in another graduate program (McGill), has supervised students in assessment and observation at the Clarke Institute (Toronto) and at McGill and has been clinically involved in Piagetian assessments of children since 1970.

R.M. Roesch

Dr. Roesch has been an instructor in clinical psychology and criminal justice at the University of Illinois where he taught an undergraduate seminar on assessment, treatment, and alternatives in criminal justice.

Intervention:

J. Marcia

Dr. Marcia is on the Board of Examiners for the British Columbia Psychological Association, is a consultant for a variety of mental health agencies, conducts workshops on crisis intervention throughout the province, and is a practicing clinical psychologist.

S. Ksionzky

Dr. Ksionzky has an extensive training background in psychological intervention techniques with a large variety of patient populations. He has acted as training consultant to a center for runaway children and has been a part time counselor at the Simon Fraser University counseling center.

M. Bowman

Dr. Bowman has taught graduate courses in Intervention and has used her knowledge in this area in the course of her clinical work for many years in student counseling, and adult outpatient psychological treatment.

J. Strayer

Dr. Strayer has interests in the treatment of atypical children, especially those suffering attentional deficits and social maladjustment. In recent clinical work she has attempted to incorporate Piagetian techniques into enrichment programs for children emphasizing affective, social and cognitive skills.

B. Beyerstein

Dr. Beyerstein has been trained as a physiological psychologist. His teaching and research interests include brain mechanisms and behavior and psychopharmacology. He is qualified to teach courses in psychopharmacological treatment of mental disorders and the effects of brain damage on behavior.

B. Alexander

For the past five years Dr. Alexander's main focus of research has been on the social-psychological factors influencing drug addiction. He has published in the journal of Family Process on the relationship between family interaction patterns and drug addiction.

Evaluation

L. Kendall replacement

This person will have expertise in measurement and program evaluation.

S. Ksionzky

Dr. Ksionzky is co-researcher on the program evaluation project at St. Paul's Hospital. He has taught a course on program evaluation at the graduate level.

R. Roesch

Dr. Roesch has published extensively and has taught courses at Indiana University on community based approaches in the criminal justice system.

M. Bowman

Dr. Bowman is currently engaged in a large-scale treatment program evaluation project in Ontario funded by the Federal Government, Ministry of Health. This represents an interest of many years during which she was director of various treatment services and responsible for ensuring their effectiveness.

Psychopathology and Personality

S. Ksionzky

Dr. Ksionzky was trained as a clinical psychologist at the University of California, Los Angeles and has taught courses in psychopathology and personality at both the graduate and undergraduate levels.

J. Marcia

Dr. Marcia has taught psychopathology and personality at the graduate and undergraduate levels. He is a trained clinical psychologist and has continued his involvement in the field via workshops and consulting to mental health agencies.

E.M. Coles

Dr. Coles was trained as an experimental psychopathologist at the University of London and has continued his interest in this in both graduate and undergraduate teaching, and in his clinical practise.

M. Bowman

Dr. Bowman has taught undergraduate and graduate courses in these clinical topics, and has published research on investigations dealing

with the personality consequences of prolonged use of particular drugs.

B. Alexander

Dr. Alexander is currently engaged in research on the psychopathology of addiction using animal subjects, and has become involved in studies relating human addiction to personality and family interactions.

g. The degree relevant to this program

Students will be seeking the M.A. and Ph.D. degrees in Psychology as currently described in the Graduate Calendar; in addition to the requirements listed, further course and supervised field work will be required. These degrees will continue to be sought within the Faculty of Arts.

h. The degree requirements

Admission to the applied/clinical program

For general admission to the M.A. program, the requirements remain as described in the current graduate calendar for all students. Formal application and acceptance into the applied/clinical program will take place at the time of acceptance into the graduate program. The progress of each student in the Applied Program will be evaluated at the end of the first year and at the end of each succeeding year. Students will receive a letter following each annual evaluation informing them of their status in the program.

(i) M.A. Program

General Psychology requirements include satisfactory performance in 21 credit hours of graduate courses, which must include 3 Proseminars, 2 Research Design courses and 2 electives; all must be completed within 5 semesters of entry into the graduate program. Students in the Applied/Clinical Program will be required to choose the Proseminars in Psychopathology and Personality unless their undergraduate preparation in these areas has been unusually strong. In addition they will be required to take the three core Applied Seminars (in Assessment, Intervention and Evaluation) and one elective Advanced Topics Seminar as prerequisite course requirements for the Applied/Clinical Ph.D. program.

Students will be required to complete a full-time four-month internship (PSYCH 880-5) in the summer semester of their first M.A. years. In addition, a part-time internship sufficient to complete the equivalent of twenty-one weeks of supervised full-time field work, will be required during one semester of the second M.A. year (PSYCH 881-3). A model example of a two-year M.A. program which meets all these requirements may be seen in Appendix II.

Criteria and procedures relating to the M.A. research thesis remain as specified in the current graduate calendar. Thesis requirements will remain equally rigorous for students in the general, or in the applied/clinical program.

(11) Ph.D. ProgramAdmission

For admission requirements applicable to all candidates refer to the General Regulations Section of the Graduate Calendar.

Candidates for admission to the Applied/Clinical program are further advised that they will normally be expected to have completed the course and internship requirements equivalent to those required for completion of the Simon Fraser applied/clinical M.A. Students without this may be required to complete these requirements as qualifying work before being accepted into the Ph.D. program.

Ph.D. Thesis and Supervisory Committee

Students will be required to proceed as described in the current Graduate Calendar. The thesis requirements will remain equally rigorous for students in the general, or the applied/clinical program, as noted earlier in the description of the M.A. Program.

Required Courses

Students will participate in a program of study which must include at least two Advanced Topics Seminars in Applied Psychology. These seminars may be chosen from any of those offered by the department. In common with other Ph.D. candidates in psychology, students in the applied/clinical program are required to complete two Research Design courses (PSYCH 910, 911 or their equivalent) with grades of no less than B. Two Advanced Topics Seminars will complete the course requirements at this level.

Students will be required to complete further internships equivalent to twenty-seven weeks of full-time work, in more than one setting. Normally this would be distributed as an internship and part-time practica, in each of three or four semesters (PSYCH 882, 883, 884). These field placements will be graded on a Satisfactory/Unsatisfactory basis; internship credits may not be substituted for other course requirements for the Ph.D. degree. Appendix II illustrates a possible way of fulfilling these requirements. From this diagram it will be apparent that basic requirements for the M.A. degree could be completed within two years assuming that the thesis work proceeded without great difficulty. A further two years would represent the absolute minimum which completion of the Ph.D. would require, again assuming rapid progress on the thesis.

i. New Courses Required

Of the three courses set as required core courses in the program, one already exists (Program Evaluation, currently numbered PSYCH 907), one has been introduced in the September 1976 semester under the existing title Seminar in Measurement (PSYCH 915), and one represents a completely new course proposal. Details concerning the latter two of the trio are provided in Appendix III as New Course Proposals. For convenience a summary of these is offered here which identifies the substantive area, new numbers proposed (and old if applicable).

Seminar in Assessment	PSYCH 802-3 (This is currently being taught as PSYCH 915-3, Seminar in Measurement).
Seminar in Intervention	PSYCH 803-3 (This is a new proposal).
Seminar Evaluation	PSYCH 804-3 (This is currently being taught as PSYCH 907, Evaluation Techniques)

In addition to the three core courses, a matched array of Advanced Topics courses will be developed as specialized topics in these content areas; the particular content and offerings in these would vary from year to year as student and faculty concerns dictate. A summary of these follows; full details may be found as part of Appendix III.

Advanced Topics in Assessment	PSYCH 806-3
Advanced Topics in Intervention	PSYCH 807-3
Advanced Topics in Evaluation	PSYCH 808-3
Advanced Topics in Applied Psychology	PSYCH 809-3

These courses will be available to all graduate students in psychology.

A final group of new offerings concerns the practicum and internship requirements (three and five units respectively). These will be listed as formal course requirements and will generate evaluations of student performance, therefore we wish to list them as courses with particular course numbers. Details will be found in Appendix III; a listing of the new course numbers required for these follows:

PSYCH 880-5, 881-3, 882-3, 883-3, 884-3, 886-5

It should be noted that this extensive creation of new numbers for field placement does not generally represent the creation of additional work-load for existing faculty, as most of the field placements will be supervised by the Adjunct Faculty described in section (b) of this report. For a thorough discussion of practices and internship plans see the course outlines in Appendix III.

j. Laboratory and research needs

The program will be making use of many of the facilities already available within the Psychology Department. These include a series of observation chambers, portable audio and video-tape recording equipment, and an extensive collection of psychological tests. It is anticipated that the program will essentially need modest funds to keep these resources operational (e.g. tapes, test supplies), and that major new equipment items will not be needed.

k. Support for students

The department currently offers support to graduate students in the form of Teaching Assistantships. These will be available to students in the newly proposed program under the rules that currently apply (five semesters of T.A. support during the M.A., and additional seven semesters of T.A. support during the Ph.D.).

In addition students may apply for one semester of support per each graduate degree, from the Graduate Student Stipend fund.

As competition for entry into the program will be quite intense, we expect our students will be excellent candidates for the competitive National fellowships in Canada. In view of this we will be encouraging students to apply for Canada Council, NRC, and (when possible) MRC money.

1. Library statement

A summary of anticipated library costs may be found in Appendix IV.

m. Estimated enrolment

We plan to accept only small numbers into the program (4-5 per year), despite an expectation that the pressure of applications will be considerable. With small numbers we will be able to ensure the availability of suitable internship and practicum settings, and to ensure thesis supervision of a high quality.

We do not see these figures as representing an additional group of students which would be added onto the existing graduate student intake. A substantial proportion of students already in the existing graduate program in fact have applied interest such that they would have specified this at the time of their original applications had a formal program existed then. Thus we see the Applied students in the future being part of the regular pool of graduate applicants and graduate admissions are not expected to show large increases on the basis of the proposed program. Minor increases to the overall acceptances will be expected.

n. Adequacy of space

It is expected that only minimal additional space, beyond the needs of the psychology department as a whole, will be required as a result of the formation of the Applied Clinical program. The only definite space needs for the immediate future will be office space for a half-time Applied program secretary. No new space will be needed for faculty and only a small amount of space will possibly be required for the minor increase in graduate enrollment as a result of the program. The existing faculty, along with one additional applied faculty member (already administratively approved), will be sufficient to commence a viable applied program. The bulk of student enrollment in the applied program will be initially comprised of graduate students already enrolled in the psychology graduate program. (A recent survey of graduate student interests indicated that fully one-third of our present students expressed a strong interest in involvement in the proposed applied program). Because it is expected that initial

enrollments will involve realignment of our present graduate students, for the foreseeable future there will only be a small absolute increase in student enrollment above the current departmental enrollment rates. These small student enrollment increases may require additional teaching assistant space.

o. Possible external assessors

Dr. Park Davidson, Director of the Clinical/Community Graduate Training Program in Psychology, University of British Columbia.

Dr. Ray Berry, President, Canadian Psychological Association
(Address: Advisor in Psychology,
Ontario Ministry of Health,
Parliament Buildings,
Toronto, Ontario - Telephone: 416-965-6241).

Dr. Sam Smith, President
Athabasca College,
Edmonton, Alberta.

Dr. Keith Barnes, President, British Columbia Psychological Association, (Address: c/o 2125 West 7th Avenue,
Vancouver, B.C.).

p. Duration of the program

A program of this type should be viewed as a long-term investment of staff and student energies, and we feel that the program as proposed should be regarded as a continuing one. By its very nature it is not something that can be quickly started and stopped, for the thesis and field training requirements both represent major time commitments which are in addition to the time-limited demands of courses and seminars. As designed the program will take about five years in order to be really fully functioning; for example the gradual addition of new field placements, and the gradual rotation among the Advanced Topics courses will require some years to be accomplished.

q. The Graduate Calendar Entry

Revised calendar copy will be found in the following pages, arranged so that the existing copy is aligned with the additions and revisions for easy comparison. Much of this copy repeats information already provided in earlier sections of this document.

Professor

(Measurement, job satisfaction, social judgement, criterion development, epistemology)

Jean E. Koepke B.A. (Ohio Wesleyan), M.A., Ph.D. (Iowa),
Associate Professor

(Infancy and early development)

Raymond F. Koopman A.B., Ph.D., (Ill.),
Assistant Professor

(Measurement; multivariate methodology;
computer applications)

Dennis L. Krebs B.A. (Br. Col.), M.A., Ph.D. (Harv.),
Associate Professor

(Social, personality; developmental)

Sheldon M. Ksionzky B.A., Ph.D. (U.C.L.A.),
Assistant Professor

(Therapy evaluation; personality
research; nonverbal communication)

Bernard E. Lyman B.A. (Grinnell), M.A. (McG.), Ph.D. (Corn.),
Associate Professor

(Phenomenology; philosophical foundations)

James E. Marcia B.A. (Wittenberg), M.A., Ph.D. (Ohio State),
Professor

(Personality theory and psychotherapy; ego identity)

Vito Modigliani Dottore in Fisica (Rome), M.A., Ph.D. (Wayne St.),
Associate Professor

(Cognition learning, experimental, language
and thought)

Anand C. Paranjpe B.A., M.A., Ph.D. (Poona),
Associate Professor

(Intergroup relations; self; identity; cross-cultural
studies; organizational issues)

W. A. S. Smith B.A. (Redlands), M.A., Ph.D. (Penn.),
Professor and Dean of Arts

(Organizational psychology)

Harold Weinberg B.Sc., M.Sc., Ph.D. (Wash.),
Professor

(Neurophysiology of conditioning,
motivation; perception)

Lolita N. Wilson B.A., M.A. (Br. Col.),
Associate Professor and Assistant to the Vice-

President, Academic
(Testing; industrial)

1. The Psychology Department offers graduate work leading to the M.A. and Ph.D. degrees. Specialization is possible in most areas, including applied/clinical.

Handwritten signature

The Psychology Department offers graduate work leading to an M.A. degree in research psychology, and to a Ph.D. degree with specialization in most areas.

Committee. Other faculty outside of the department, who are considered necessary by the student and Senior Supervisor, may also be members of this Committee.

Degree Requirements

Required Courses: The minimum requirement is satisfactory performance in 21 credit hours of graduate courses, which must include 3 Proseminars, 2 Research Design Courses, and 2 electives. All course requirements must be completed within 5 semesters of entrance into the graduate program.

Proseminars: Proseminars are advanced and intensive surveys of areas in psychology. Emphasis is placed on important basic issues in the area, rather than on a specialized topic. Of the 3 required Proseminars, one must be chosen from Group A, and another from Group B. The third required Proseminar may be selected from any group.

Change (2)

Group A	Group B	Group C
PSYC 720-3 Learning	PSYC 750-3 Developmental Psychology	PSYC 705-3 History and Systems
PSYC 730-3 Perception	PSYC 760-3 Social Psychology	PSYC 715-3 Measurement
PSYC 740-3 Motivation	PSYC 770-3 Personality	PSYC 725-3 Cognition
	744-3 <i>Psychopathology</i>	PSYC 744-3 Psychopathology
		PSYC 780-3 Physiological Psychology
		PSYC 785-3 Animal Behavior

Other Proseminars may be offered, depending on specific interests of graduate students and faculty.

Change (3)

Electives

Electives may be chosen in consultation with the M.A. Supervisory committee from the following: Proseminars, Seminars and Directed Studies.

M.A. Thesis

The M.A. Thesis accounts for 9 of the 30 credit hours required for an M.A. degree. Before starting thesis research, students must present a thesis proposal to their Supervisory Committee for approval.

The oral defense of the thesis will focus upon the problems, methods, and results of the research and the relation of its findings to major trends and current theoretical problems in psychology. The thesis Examining Committee will consist of the student's M.A. Supervisory Committee, an additional faculty member to be added from outside the department, and a non-voting Chairman, who shall be the Chairman of the Departmental Graduate Studies Committee or the Chairman's designate.

2. Students wishing to specialize in the applied/clinical program would normally be advised to choose PSYCH 744 and PSYCH 770 from among the Proseminars. Exceptions to this will be granted if evidence of strong undergraduate preparation in these topics can be provided by the student.

3. Students wishing to specialize in the applied/clinical program are required to satisfactorily complete PSYCH 802, 803, 804, 880, 881 and one from PSYCH 806, 807, 808 in order to complete the M.A. requirements, in addition to the general requirements listed.

Ph.D. Program

Admission *Change (4)*

- ✕ For admission requirements, refer to General Regulations section.

Ph.D. Supervisory Committee

By the end of the first semester of residence, the student will choose a faculty member in the Psychology Department as the Senior Supervisor and chairman of that student's Ph.D. Supervisory Committee. During the second semester of residence the candidate, in consultation with the Senior Supervisor, will select 2 or more additional committee members, at least 2 of whom must be members of the Psychology Department. At least one member of the committee must be able to act as adviser with respect to the measurement and design aspects of the thesis research.

Degree Requirements *Change (5)*

- ✕ **Required Courses:** The student will participate in a program of study decided upon in consultation with the initial adviser and subsequently with the Ph.D. Supervisory Committee. This program must include at least 2 Proseminars, which are to be taken before ending the first 3 semesters in residence as a Ph.D. candidate in the department. These 2 Proseminars may be chosen from any of those offered by the department.

Ph.D. candidates are required to complete two Research Design courses (PSYC 910 and PSYC 911 or their equivalent) with grades of no less than B.

A Ph.D. candidate obtaining an M.A. degree in the Psychology Department of Simon Fraser University may have satisfied part or all of this Proseminar requirement by having completed 1 or 2 Proseminars in addition to the 3 required for the M.A. degree.

In this case, the Ph.D. Course requirement may be met by substituting a Seminar for each additional Proseminar; however, Research Seminars PSYC 912, 913, 914, 916, 917 and 918 may not be used to meet Ph.D. requirements.

Ph.D. Qualifying Examination

A committee consisting of the candidate's Ph.D. Supervisory Committee and faculty members in areas related to the candidate's major interests will set a written Ph.D. Qualifying Examination appropriate to the candidate's particular program. This examination should be taken as soon as possible after completion of course requirements. It may be retaken once, and must be passed no less than 2 semesters before the submission of the Ph.D. thesis.

Ph.D. Thesis

Before starting thesis research, the candidate will present for comment a formal thesis proposal. This presentation will be at a meeting open to all members of the Psychology faculty.

4. For admission requirements applicable to all candidates, refer to the General Regulations section.

Candidates for admission to the program in applied/clinical psychology will be required to have completed the equivalent of the applied/clinical requirements of the M.A. program. Students without this background may be required to complete these as qualifying work before being accepted into the Ph.D. program.

5. Degree requirements-

The student will participate in a program of study decided upon in consultation with the initial advisor and subsequently with the Ph.D. Supervisory Committee.

Required courses for the general/theoretical program

(contents as is)

Required courses for the applied/clinical program

In addition to meeting the general requirements listed above, students are required to complete two Advanced Topics Seminars in Applied/Clinical Psychology, and supervised internship/practicum placements equivalent to twenty-seven weeks of full-time work.

The completed thesis will be defended in oral examination. Judgment will be made by an Examining Committee.

For further information and regulations, refer to General Regulations section.

DESCRIPTION OF PSYCHOLOGY GRADUATE COURSES (PSYC)

PSYC 705-3 Proseminar in History and Systems
 PSYC 715-3 Proseminar in Measurement
 PSYC 720-3 Proseminar in Learning
 PSYC 725-3 Proseminar in Cognition
 PSYC 730-3 Proseminar in Perception
 PSYC 740-3 Proseminar in Motivation
 PSYC 744-3 Proseminar in Psychopathology
 PSYC 750-3 Proseminar in Developmental Psychology
 PSYC 760-3 Proseminar in Social Psychology
 PSYC 770-3 Proseminar in Personality
 PSYC 780-3 Proseminar in Physiological Psychology
 PSYC 785-3 Proseminar in Animal Behavior
 PSYC 905-3 Seminar in History

PSYC 906-3 Validation Techniques

PSYC 907-3 Evaluation Techniques

PSYC 910-3 Research Design I: Experiments

Reviews the basic logic of controlled experimentation, and focuses on analysis of variance designs commonly used in psychological research. Particular emphasis is given to the relative merits of the several designs when there are multiple research questions to be answered.

PSYC 911-3 Research Design II: Research Studies

Focuses on multivariate regression and correlation models. Deals with ways of answering questions when direct experimental manipulation is not feasible, and emphasizes new applications.

Research Seminars

Research Seminars are designed specifically to enable graduate students in psychology to plan, execute, and analyze research including that leading to M.A. and Ph.D. degrees. The 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. Only 3 hours of credit in these courses may be counted toward meeting the course requirements for the M.A. degree. None may be counted toward meeting the course requirements for the Ph.D. degree.

PSYC 912-1.5 Research Seminar

PSYC 913-1.5 Research Seminar

PSYC 914-1.5 Research Seminar

PSYC 916-1.5 Research Seminar

6. Add:

PSYCH 802-3 Seminar in Assessment

PSYCH 803-3 Seminar in Intervention

PSYCH 804-3 Seminar Evaluation

PSYCH 806-3 Advanced Topics in Assessment

PSYCH 807-3 Advanced Topics in Intervention

PSYCH 808-3 Advanced Topics in Evaluation

PSYCH 809-3 Advanced Topics in Applied Psychology

PSYCH 880-3 Internship I

PSYCH 881-3 Practicum I

PSYCH 882-3 Practicum II

PSYCH 883-3 Practicum III

PSYCH 884-3 Practicum IV

PSYCH 886-5 Internship II

A Typical Program

	Fall	Spring	Summer
M.A. Yr. 1	(1) Prosem B* (2) 910 (3) (802) <u>Assessment I:</u> The Clinical Uses of Psycho- logical Tests	(1) Prosem B* (2) 911 (3) (803) <u>Intervention I:</u> Bases for Psychological Intervention	Internship Full-time X 4 months
M.A. Yr. II	(1) Prosem A (2) (804) <u>Evaluation I:</u> Program eval. (3) Thesis seminar 912	(1) Advanced topics seminar-applied (2) Thesis work (3) Practicum: 2 days wk. X 12 weeks	Finish Thesis
Ph.D. Yr. I	(1) Prosem-elective (2) Advanced topics (3) Practicum: 2 days wk X 12 wks	(1) Qualifying exam (2) Practicum: 2 days wk X 12 wks	(1) Internship Full-time X 4 months (2) Begin Thesis
Ph.D. Yr. II	(1) Advanced topics Seminar - applied (2) Thesis ...	Thesis ...	Finish Thesis

*Proseminars B:

Ordinarily students would be expected to choose 770 and 744 from among this group, unless they had significant undergraduate preparation in these topics. Other Proseminar B topics would be acceptable in that case.

Appendix III

New Course Proposals

Psychology 802 has been offered in substance for two years now under the general title "Seminar in Measurement", Number 915.

Please note that Psychology 803 has previously been approved as a graduate course and is now listed in the graduate Calendar. It is included here merely to round out descriptions of the three core courses.

Psychology 804 similarly is an existing graduate course numbered 907. This proposal would alter its number to Psychology 804 to complete the triad of core courses (802, 803, 804).

1. CALENDAR INFORMATION:Department: PSYCHOLOGY Course Number: 803Title: SEMINAR IN INTERVENTIONDescription: THEORIES AND HISTORICAL DEVELOPMENT OF CURRENT PSYCHOLOGICAL TREATMENT
MODESCredit Hours: 3 Vector: 0-3-0 Prerequisite(s) if any: _____2. ENROLLMENT AND SCHEDULING:Estimated Enrollment: 10 When will the course first be offered: SPRING 1977How often will the course be offered: ONCE PER YEAR

3. JUSTIFICATION: This course is one of three core courses required of students intending to pursue an applied-clinical path through their graduate studies in psychology. It is intended to provide the beginning practitioner with an overview of techniques of psychological intervention together with theoretical rationales. As contrasted with the broader more basic pro-seminars in Personality and Psychopathology, it will focus almost exclusively on description and criticism of treatment modalities. This course is a prerequisite to more

4. RESOURCES: specialized intervention courses and recommended before more specialized evaluation courses.

Which Faculty member will normally teach the course: Marcia (Ksionzky, Bowman)What are the budgetary implications of mounting the course: NoneAre there sufficient Library resources (append details): Yes

- Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course
c) Library resources

Approved: Departmental Graduate Studies Committee: _____ Date: Oct. 14/76

Faculty Graduate Studies Committee: _____ Date: _____

Faculty: _____ Date: _____

Senate Graduate Studies Committee: BP Chapman Date: 15 Nov 77Senate: _____ Date: 27

Bases for Psychological Intervention

Course Outline

- I. Overview of psychotherapy
 - A. Basic assumptions
 - 1. Historical traditions of psychotherapy
 - 2. Individual vs. environmental change
 - 3. Insight vs. action
- II. Psychoanalytic approaches
 - A. Freud
 - 1. Free association
 - 2. Transference
 - B. Adler
 - 1. Early memories
 - 2. Lifestyle elucidation
 - C. Jung
 - 1. Collective unconscious
 - 2. Dreams, symbols, and art
- III. Interpersonal and client-centered approaches
 - A. Sullivan
 - 1. Participant observer (symbolic interactionism)
 - B. Rogers
 - 1. Reflection and confrontation
 - 2. Warmth, genuineness, and empathy
- IV. Existential and gestalt
 - A. Boss and Binswanger
 - 1. Ontological anxiety and guilt
 - 2. Absurdity and choice
 - B. Perls
 - 1. Responsibility
 - 2. Projection
- V. Learning approaches
 - A. Instrumental
 - 1. Dollard and Miller
 - 2. Rotter (social learning theory)
 - B. Classical conditioning
 - 1. Wolpe (systematic desensitization)
 - 2. Stampfl (implosion)

- C. Operant learning
 - 1. Skinner, Lindsley
 - 2. Bandura
- VI. Family and group methods
 - A. Family
 - 1. Psychoanalytic (Ackerman)
 - 2. Three-generational model (Bowen)
 - 3. Communication model (Satir)
 - B. Group
 - 1. Encounter
 - 2. Sensitivity, T-groups
 - 3. Therapy groups
- VII. Community and organization approaches
 - A. Crisis intervention
 - B. Community mental health
 - C. Organizational change
- VIII. General medical approaches to psychological problems
 - A. Psychopharmacology
 - B. ECT
 - C. Other approaches

Partial Bibliography

- London, P. Modes and Morals of Psychotherapy
- Frank, J. Persuasion and Healing
- Freud, S. Introductory Lectures, Vol. XVI, Part III
- Becker, E. Denial of Death
- Proffoff, I. Death and Rebirth of Psychology
- Menninger, K. Theory of Psychoanalytic Technique
- Reiff, P. Triumph of the Therapeutic
- Ansbacher, H.L. and Ansbacher, R.R. (Eds.). The Individual Psychology of Alfred Adler
- Jung, C.G. Collected Works, Vol. 16
- Campbell, J.(Ed.) The Portable Jung
- Edinger, E. Ego and Archetype
- Fromm-Reichmann, F. Principles of Intensive Psychotherapy
- Dollard, J. & Miller, N. Learning and Psychotherapy
- Wolpe, J. The practice of Behavior Therapy
- Skinner, B.F. Beyond Freedom and Dignity

Rogers, C.R. "A Theory of Therapy...etc." chapter in Koch S. (ed.) Psychology: A Study of a Science, Vol. 3.

Hart and Tomlinson. New Directions in Client-centered Therapy

May, R. and Angel, E., and Ellenberger, H.G. (Eds.) Existence

Perls, F. Gestalt Therapy Verbatim

Reich, W. Character Analysis

Sarason, S.B., Levine, M. et.al. Psychology in Community Settings

Parad, H.J. (Ed.) Crisis Intervention: Selected Readings

Varela, H.A. Psychological Solutions to Social Problems

The readings noted here are intended as a sample only. Some will be excluded; others added. Obviously, more readings will be included in organizational approaches, learning theory, family and group methods, and general medical techniques. Our current library holdings are adequate to meet the needs of this course.

In addition to regular seminar meetings, graduate students enrolled in Psychology 803 will also attend the lecture portions of Psychology 371-372, consisting of talks by practitioners in the Vancouver community.

Differentiation of Bases...from Pro-seminars in Personality and Psychopathology Pro-Seminar in Personality (770). The main thrust of this course has been the exploration of general issues in theory construction, familiarization with the formal constructs of major theories, and the discussion of some specific research areas in depth. The emphasis of the course is theoretical-experimental.

Pro-Seminar in Psychopathology (744). The emphasis in this course has been on the nosology and etiology of psychological disorders. The focus has been primarily descriptive.

Bases for Psychological Intervention (803). This course will concentrate on therapeutic techniques and theoretical rationales underlying those techniques. While this will necessitate touching somewhat on personality theory and psychopathology, the central emphasis will be on a survey of intervention approaches and their underlying rationales. It is assumed that students taking 803 will have the grounding supplied by 770 and 744 both of which are required in the applied-clinical sequence.

1. CALENDAR INFORMATION:Department: PSYCHOLOGY Course Number: 806Title: Advanced Topics in AssessmentDescription: This seminar will focus on different special topics in different years.Credit Hours: 3 Vector: 0-3-0 Prerequisite(s) if any: 802,803,8042. ENROLLMENT AND SCHEDULING:Estimated Enrollment: 4-10 When will the course first be offered: Spring 1978How often will the course be offered: one semester per year3. JUSTIFICATION:

This is designed as a seminar in which students in the proposed Applied/Clinical
program have an opportunity to deal in depth with specialized issues in the
applications of psychological assessment procedures to particular population

4. RESOURCES:

Which Faculty member will normally teach the course: It will revolve among the Applied
Faculty: Bowman, Coles, Ksionzky
What are the budgetary implications of mounting the course: Marcia, Roesch, Wright and
Strayer.

The occasional purchase of testing materials will be the main expense; this
will be of a very limited nature

Are there sufficient Library resources (append details): Yes

Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course
c) Library resources

Approved: Departmental Graduate Studies Committee: _____ Date: _____

Faculty Graduate Studies Committee: _____ Date: _____

Faculty: _____ Date: _____

Senate Graduate Studies Committee: B.P. Chapman Date: 15 Nov/77Senate: _____ Date: 31

Course Outline: Advanced Topics in Assessment

As this title is meant to be a generic one through which a number of varying offerings may be made, a list follows which indicates some of the topics which might be used in different semesters.

- (1) Neuropsychological Assessment of children
- (2) Psychodiagnostic testing with adults
- (3) The use of projective techniques in personality assessment
- (4) The use of objective techniques in personality assessment
- (5) Behavioral assessments in planning treatment
- (6) Child assessment.

The Applied/Clinical faculty already described the necessary competances to handle Topics 1-4 with ease; it is anticipated that new faculty will round out skills in the area of Topic 5.

It appears that library resources are currently sufficient to mount seminars in these topics based on preliminary title searches by library staff. The entire library report concerning the proposed program is documented elsewhere.

1. CALENDAR INFORMATION:Department: PSYCHOLOGYCourse Number: 807Title: Advanced Topics in InterventionDescription: This seminar will focus on different special topics in different yearsCredit Hours: 3 Vector: 0-3-0 Prerequisite(s) if any: 802, 803, 8042. ENROLLMENT AND SCHEDULING:Estimated Enrollment: 4-10 When will the course first be offered: Fall 1978How often will the course be offered: one semester per year3. JUSTIFICATION:

This is designed as a seminar in which students in the proposed Applied/Clinical program
have an opportunity to pursue specialized training and knowledge concerning particular
treatment procedures and systems

4. RESOURCES: It will rotate among the following faculty;Which Faculty member will normally teach the course: Alexander, Beyerstein, Bowman, KsionzkyWhat are the budgetary implications of mounting the course: Marcia, Strayer NoneAre there sufficient Library resources (append details): Yes

Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course
c) Library resources

Approved: Departmental Graduate Studies Committee: _____ Date: _____

Faculty Graduate Studies Committee: _____ Date: _____

Faculty: _____ Date: _____

Senate Graduate Studies Committee: BPC Chapman Date: 15 Nov 72Senate: _____ Date: 33

Course Outline: Advanced Topics Intervention

This title is meant to be a generic one through which a number of varying offerings will be made. The following list suggests the direction some of these will take:

- (1) Counselling and Psychotherapy with Individuals
- (2) Behavioral therapies
- (3) Psychopharmacological approaches to treatment
- (4) Remediation of special problems (e.g. learning disabilities)
- (5) Family Treatment
- (6) Group psychotherapy
- (7) Psychotherapy with children

Existing faculty have the training necessary to direct most of these seminars; close collaboration with Dr. B. Wong, psychologist within the Faculty of Education is planned in order to provide our students with access to expert training in Topic 4, in addition to the use of P. Wright within our department.

1. CALENDAR INFORMATION:Department: PSYCHOLOGY Course Number: 808Title: Advanced Topics in EvaluationDescription: This seminar will focus on different topics in different yearsCredit Hours: 3 Vector: 0-3-0 Prerequisite(s) if any: 802,803,
8042. ENROLLMENT AND SCHEDULING:Estimated Enrollment: 4-10 When will the course first be offered: Fall 1978How often will the course be offered: one semester per year3. JUSTIFICATION:

This is designed for students in the proposed Applied/Clinical program; they will have an
opportunity to pursue specialized training in advanced issues in program evaluation

4. RESOURCES: This course will be taught in rotation from amongst the following faculty:Which Faculty member will normally teach the course: Ksionzky, Paranjpe, RoescheWhat are the budgetary implications of mounting the course: NoneAre there sufficient Library resources (append details): Yes

- Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course
c) Library resources

Approved: Departmental Graduate Studies Committee: _____ Date: _____

Faculty Graduate Studies Committee: _____ Date: _____

Faculty: _____ Date: _____

Senate Graduate Studies Committee: BPC _____ Date: 15 Nov 78Senate: _____ Date: 35

Course Outline: Advanced Topics in Evaluation

This title is intended as a generic title under which a number of specialized topics may be offered at various times. The following list suggests the direction some of these may take:

- (1) Development of criterion validation
- (2) Decision-making for optimal treatment outcome

Existing faculty have the expertise necessary to conduct these seminars.

The library has met the needs of this type of seminar in recent semesters.

An example of a course outline dealing with one of these advanced topics is appended here. (It was developed recently but not put forward: the deferral was based on a wish to match new course proposals to the outlines of the newly-proposed program).

1. CALENDAR INFORMATION:Department: PSYCHOLOGY Course Number: 809Title: Advanced Topics in Applied PsychologyDescription: This seminar will focus on different special topics in different yearsCredit Hours: 3 Vector: 0-3-0 Prerequisite(s) if any: 802, 803, 8042. ENROLLMENT AND SCHEDULING:Estimated Enrollment: 4-10 When will the course first be offered: Spring 1979How often will the course be offered: one semester out of six3. JUSTIFICATION:

This is designed as a seminar in which students in the proposed applied/clinical program
have an opportunity to deal with specialized topics which may combine assessment and
treatment, treatment and program evaluation, or assessment and validation.

4. RESOURCES:

Which Faculty member will normally teach the course: It will revolve among the applied/
clinical faculty: Bowman, Coles, Ksionzky, Marcia,
What are the budgetary implications of mounting the course: Roesch & Wright

This will consist of library research and possibly the use of data derived from field
placements; no particular costs are anticipated

Are there sufficient Library resources (append details): Please see the library report.

Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course
c) Library resources

Approved: Departmental Graduate Studies Committee: _____ Date: _____

Faculty Graduate Studies Committee: _____ Date: _____

Faculty: _____ Date: _____

Senate Graduate Studies Committee: BPClayman Date: 15 Nov 79Senate: _____ Date: 37

Course Outline: Advanced Topics in Applied Psychology

This title is meant to be a generic one through which a number of varying offerings may be made. It is intended to include topics which do not fit neatly into the "Advanced Topics in...Assessment/Interaction/Evaluation" series of courses. Topics which may be offered include

- (a) detailed examination of a particular client population from a combined assessment and treatment perspective
- (b) detailed study of treatment outcome research, incorporating both treatment and program evaluation considerations
- (c) investigation of the uses of assessment techniques in predicting training or treatment outcome for specific populations.

The intent is to permit offering occasional advanced applied/clinical topics which have a perspective which cuts across our "core" curriculum structure.

New Graduate Course Proposal Form

Form GS.8.

1. CALENDAR INFORMATION:Department: PSYCHOLOGY Course Number: 880,886Title: Internship in Psychology INTERSHIP I, INTERSHIP IIDescription: This consists of full-time supervised professional training in a community agency.Credit Hours: 5 Vector: 35 hours/Wk Prerequisite(s) if any: 802,803
for four months2. ENROLLMENT AND SCHEDULING:Estimated Enrollment: 2-8 When will the course first be offered: Summer 1977How often will the course be offered: One or two Semesters each year3. JUSTIFICATION:These two course numbers represent full-time internships; they are part of those
set as requirements in the newly proposed program in Applied/Clinical Psychology4. RESOURCES: The internship placements will be coordinated by the following group of applied
faculty:Which Faculty member will normally teach the course: Bowman, Ksionzky, MarciaWhat are the budgetary implications of mounting the course: NoneAre there sufficient Library resources (append details): YesAppended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course
c) Library resources

Approved: Departmental Graduate Studies Committee: _____ Date: _____

Faculty Graduate Studies Committee: _____ Date: _____

Faculty: _____ Date: _____

Senate Graduate Studies Committee: BPCO Date: 15 Nov 77

Senate: _____ Date: _____

Course Outline: Internship

Under the direction of a faculty internship coordinator, students within the applied/clinical program will be placed in various agencies within the community. Placements will be approved by the coordinator based on the following criteria:

(1) Students will receive direct personal supervision of their work amounting to not less than two hours weekly in a full-time internship.

(2) Agency supervision must be provided by a registered Psychologist, as defined by the Psychology Act recently passed and promulgated in the British Columbia legislature.

Policy and Procedures for Selection of Psychologists

Clinical supervision will be provided by registered psychologists who will be appointed as Adjunct Professors in the University under Policy and Procedures recently developed. Essentially, a Departmental committee (composed of both general, and applied/clinical faculty) will make a recommendation concerning each appointment. This will be reviewed by the Departmental Chairman, the Dean of Arts, and the Vice-President (Academic), who will administratively conclude the appointment.

For each semester in which supervision is actually provided our students, a Clinical Honorarium of \$500 will be offered. From discussion with various psychologists likely to be involved in this program it appears that different services have individual ideas about the nature of the reward they would prefer. Some express approval of the honorarium, others wish to attend faculty seminars, while others desire access to computer services or the library which would normally be a part of the Adjunct appointment. (The comments of one external assessor as to the inadequacy of our honorarium do not accurately relate to the actual situation in our community.)

Evaluation of the internship

As described in Point C (4) of the Internship Guidelines, p.9, students will be required to complete a written review and evaluation of their internship experiences. This serves both as a final review for the students, and as a source of information to the faculty internship coordinator in planning future placements.

Particular Agencies Relevant to this Program

Senior psychologists in a number of local settings have participated in discussions concerning this proposal. Each will be briefly noted and commented upon:

Alan Clark, Ph.D. Senior Psychologist, Riverview Hospital.

Dr. Clark is very interested in having students in his service, and has suggested a number of ways in which we might use his department. Paid summer relief jobs are available each summer on a competitive basis; we are currently discussing a guaranteed allocation of some of this money for our students. Summer government work projects are available in his service, funded for the whole summer; these could be jointly developed with our faculty each summer. Fall and Spring semester practica (part time) placements would be possible in any semester (unpaid, as is always the case in practica placements). We attach a letter written by Dr. Clark at our request following our earliest meeting concerning this program.

Christopher Rainey, M.A., Senior Psychologist, Tony LePage Ph.D., Ronald Peterson, Ph.D., Burnaby Mental Health Service.

The Psychology staff of the Burnaby Mental Health Units (distributed over three locations) have shown much interest in our program. A student placement informally arranged in the Summer 1977 has proven this service to be an excellent one in terms of quality of supervision, and range of training experiences. A letter from Psychologist Rainey is attached, solicited early in our discussion.

Since that time the Burnaby group has officially obtained permission to provide teaching-supervision time with our students for both Summer internships and semester practica. Funding the Summer internship remains a problem with this agency, although there are a number of ways in which we can arrange non-agency funding.

Beatrice Lipinski, Ph.D., Director, Simon Fraser Student Counselling Service.

Dr. Lipinski has expressed great interest in participating in the training of our students in meetings, and in the attached letter. The nature of client demand in her service suggests that Fall and Spring practica placements are the most appropriate. These do not present any funding issue as the practica placements are all intended to be without financial remuneration.

The Greater Vancouver Mental Health Service.

Discussions were initially held with John Kyle Ph.D. (Executive Director) and his senior staff, John Seager M.A. and D. Bigelow, Ph.D. At that time all were interested in participating in our program by providing internships to our students with their Community Case Team Network. Dr. Kyle has since left this agency but new discussions with the Acting Executive Director, John Seager, have confirmed a continuing commitment to our program; funds will be placed in their budgets for internship support of our students for the Summer of 1978, and Fall and Spring practica arrangements are totally without problems.

In addition to these four major services, all but one of which can accept several students at one time, we have ongoing discussions with a number of other agencies which we believe will lead to participation in the program. These include the following:

Malcolm Weinstein, Ph.D., Senior Psychologist, Vancouver Health Dept.

Geraldine Schwartz, Ph.D., Director of Psychological Services,
Vancouver Children's Hospital.

Dennis Schulman, Ph.D., Senior Psychologist, Youth Development
Agency, Burnaby.

Harry Stevens, Ph.D.

Summary

We believe we have a significant network of qualified psychologists working in reputable agencies and interested in participation in our program under the terms described in the proposal. This includes the allocation of supervisory time, the acceptance of the honorarium and a genuine connection to the University, and participation in ongoing reviews of the effectiveness of placements.

By completion of the Ph.D. program as proposed, our students will have completed 48 full weeks of field training. This is slightly different from the standard one-year internship commonly found in American Programs located after the final year of Ph.D. course work, but we feel our system is to be preferred. Firstly, our students get into clinical work very early in their program; this allows those really unsuited to the field to be identified before they have spent years in graduate school. Secondly, this system allows students to develop thesis work based on clinical problems, and gives them connections in a range of agencies which may be of use in carrying out this research. Students in the year-long APA internships often fail to complete their doctoral thesis work because they enter the clinics after finishing their course work and are then expected to begin and complete thesis research while essentially separated from the university; their involvement with clinical service develops so rapidly during the internship the thesis becomes lost. These incomplete Ph.D.'s are a very common feature of clinical psychology because of this allocation of

internship placements, and our system helps to avoid this problem.

In fact there is no formal stipulation in the APA accreditation criteria concerning clinical programs which require the internship to be completed on a one-shot, one-year basis, and McGill has received APA accreditation using an internship system very similar to the one we propose.

Accreditation

There is no Canadian system for the accreditation of either university applied/clinical programs or for agency internships, comparable to the system developed by the American Psychological Association. In Canada however one province (Ontario) has developed a provincial accreditation system, and with the development of professional psychology acrosss the country there is increasing interest in the development of a national system. In the meantime, programs outside Ontario have the option of applying for APA accreditation and a small number of universities have done this with success (McGill, Manitoba and Waterloo). Programs can apply for this anytime after having graduated a number of Ph.D. students; this obviously ensures assessment of a developed and functioning program, rather than assessment of an idea for a program as yet incompletely realized.

We intend to seek APA accreditation in four or five years time as indicated in APA guidelines, if no suitable Canadian scheme has been established by then. If a Canadian system exists, we will seek Canadian accreditation.

Evaluation of student performance

In addition to regular supervisory meetings with the student in which ongoing evaluation and guidance is provided, the clinical supervisor is required to complete a student evaluation (copy attached). This must be done jointly with the students to ensure students receive the fullest possible information concerning their performance.

SIMON FRASER UNIVERSITY GRADUATE PROGRAM IN APPLIED/CLINICAL PSYCHOLOGY

Student evaluation

☐ Internship (full-time)

☐ Practicum (part-time)

Name _____

Supervisor _____

Location _____

Date _____

<u>Activities</u>	Hrs/Wk	Quality				
		Poor	Fair	Good	Very Good	Excellent
1. Treatment-(observation, discussion and front-line work)						
2. Assessment (observation, discussion and front-line work)						
3. Evaluation of individual treatment or program effects						
4. Education or advocacy re individual clients, groups, the public						
5. Case meetings						
6. Admin: non-case meetings						
7. Other (e.g. supervised reading)						
Specify _____						
<u>Personal Qualities</u>						
8. Rapport with clients						
9. Technical skills						
10. Responsibility, reliability						
11. Interaction with other professionals						
12. Overall impression						

Comments:

Student signature _____

Supervisor signature _____

Internship Guidelines

Operational guidelines for the internships

The following guidelines represent material which will be received by the Adjunct faculty and the clinical student, at the outset of each placement.

A. Principles

- (1) The purpose of field placements is to give students experience in using psychological techniques and principles in a diversity of settings.
- (2) This experience is to be gained under the supervision of a Ph.D. psychologist. (In exceptional cases psychologists of established reputation without the Ph.D. will be included.) Some specific activities may be supervised by other professionals (e.g. social workers, psychiatrists), however ultimate responsibility rests with the designated supervising psychologist (the Adjunct Professor).

B. Responsibilities of the Applied/Clinical Committee

- (1) to select and recruit suitable Adjunct Professors in good settings.
- (2) to ensure that students are aware of these settings and are placed in them.
- (3) to ensure that students and Adjunct Professors are well informed concerning the program.
- (4) to provide liason with student, university and the supervisor during the placement.
- (5) to provide students in field placements with a seminar-forum during the fall term in which issues arising from placement experiences may be discussed.
- (6) to provide Adjunct Professors with information and other kinds of relevant university support.

C. Responsibilities of the Students

- (1) to actively seek out appropriate settings
- (2) to obtain approval from the A/C Committee for the preferred settings
- (3) to arrange directly with the settings the details concerning duties, their remuneration where relevant, and supervision.
- (4) to write a paper at the conclusion of the placement describing and evaluating the clinical training activities and including a detailed discussion of one case they handled including the theoretical framework used, its justification, and an evaluation of the effectiveness of the approach used.

D. Responsibilities of the Clinical Supervisors (Adjunct Professors)

- (1) to choose from student-applicants those most suitable to the service.
- (2) to provide two hours per week of direct formal supervision to the student, including evaluative information as to the level of performance being observed. Additional informal consultation is expected to occur in the course of daily professional activities.

- (3) to orient the student to the nature of the client population being served, the array of services offered in general in the setting, the kinds of staff providing these services, and the particular activities of psychologists.
- (4) to train the student in the particular way psychological services are provided, and to assign work.
- (5) to observe, supervise and evaluate the way in which the student performs on the assigned work.
- (6) to arrange for the student to be a participant in meetings concerning case handling, administration and planning, in-service training seminars and other preventive or educational meetings, as found in the particular setting.
- (7) to communicate with the university psychology department concerning the nature and effectiveness of the student's work, at the conclusion of the placement using the Evaluation form provided by the University.

REPLY TO.....

Department of Psychology



PHONE: 521 - 1911

RIVERVIEW HOSPITAL

**ESSONDALE, B.C. VOM 1J0
CANADA**

January 21, 1977.

**Dr. Marilyn Bowman,
Department of Psychology,
Simon Fraser University,
Burnaby, B.C.
V5A 1S6**

Dear Dr. Bowman:

I wish to thank you for the interest you have shown in our department providing internships to graduate students qualifying in clinical psychology at S.F.U. For a number of years the department has provided paid, supervised, summer practicum experience to psychology students from all three universities, and I would certainly welcome the candidacy of those enrolled in your program for these positions.

Sincerely,

A handwritten signature in dark ink, appearing to read "Alan M. Clark".

**Alan M. Clark, Ph.D.,
Chief Psychologist.**

AMC:nk



SIMON FRASER UNIVERSITY, BURNABY, B.C. CANADA V5A 1S6 291 3111

University Counselling Service,
Room 200 TC
February 1, 1977.

Dr. Marilyn Bouman,
Department of Psychology,
Simon Fraser University.

Dear Marilyn,

As you requested, I am very pleased to submit a letter supporting plans for the placement of students for practical training in our department. We have engaged in mutually satisfactory arrangements with students from Psychology, Education, and Counselling (from UBC), who have served practicum placements with us in the past. My only concern is that supervision of the students represents both a stimulating refresher course for us as well as a drain on already over-extended resources. This is especially true during summer semesters when students are likely to be seeking placement. However, we have always been able to arrive at an understanding with the students regarding the realities of the situation. And it is quite possible they receive more (and dare I say better?) supervision here - despite the above-mentioned difficulties - than they might receive elsewhere.

We feel a keen responsibility to provide training for students in psychology and related areas, especially because the Counselling Service is one of the few resources available for training in work with reasonably well-functioning and healthy young adults. Some time ago, we developed an outline for an internship program, a copy of which may be in the files of the Dean of Graduate Studies.

We enjoyed talking with you, Marilyn, and hope that we'll see you again in the near future. Good luck with your plans!

Cordially,

Beatrice G. Lipinski, Ph.D.
Director.

BGL:md



**MENTAL HEALTH CENTRE**

3405 WILLINGDON AVENUE,
NORTH BURNABY, B.C.
V5G 3H4

January 21, 1977

Dr. Marilyn Bowman,
Psychology Department,
Simon Fraser University,
Burnaby, B.C.
V5A 1S6

Dear Marilyn,

Thank you for your letter, it was nice to hear from you again.

I am happy to lend my support to your efforts to establish within community agencies opportunities for your psychology students to acquire, develop and provide clinical skills.

The Burnaby Mental Health Services has on occasion been able to offer such placements and continues to maintain a supportive interest in that area. However, as you are aware, one of the major stumbling blocks has been financial support for students. As yet, I have received no indication if money will be available to us for that purpose.

Nevertheless, aside from the financial issue, as I and my colleagues in psychology stated when we last discussed this matter with you, we support the idea of student placement in our service and welcome the opportunity to meet with you again to work out a mutually beneficial arrangement.

Yours truly,

A handwritten signature in dark ink, appearing to read "Chris. A. Rainey".

Christopher A. Rainey, M.A.,
Senior Clinical Psychologist.

CAR/mh

cc: Dr. T. LePage
Dr. R. Peterson

April 4, 1977

Dr. J. Kyle,
Executive Director,
Greater Vancouver Mental Health Services,
1687 West Broadway,
Vancouver, B.C.

Dear Dr. Kyle:

This letter is to recapitulate the meeting which we had on March 15, along with your two colleagues Dr. John Sayer and Dr. Doug Bigelow.

After I described the proposed "Graduate Program in Applied/Clinical Psychology" we are working on at Simon Fraser, you described the operations of the Greater Vancouver Mental Health Services. We discussed the possible ways in which the programs might benefit from the existence of each other. You noted that your service looks forward to hiring good clinical psychologists with community experience, and I considered the needs our students will have for good field training placements so that they will gain this kind of experience. You felt that it would be possible for our students to receive funded internship placements in your services, and we reviewed which particular teams would be most appropriate (the teams which have as their psychologists Dr. David Chan, and Dr. Cathy Siemans).

I expressed our intention to provide the supervisors ("Adjunct Instructors") with an honorarium each semester they participate in student supervision; this will come into effect when the program is officially approved. We discussed the possibility of our faculty presenting in return, occasional in-service training workshops or seminars to the GVMHS staff. (In discussing this with my colleagues here they have indicated agreement with this, suggesting that two-hour seminars would be perfectly feasible from their points of view.)

We concluded our discussion with clarifications about procedures which would be involved:

- (1) All internship placements will be made through your office, never directly with teams.
- (2) You will place internship salaries into budget plans.



2.

- (3) No placements are required this summer as our two students both appear to have satisfactory arrangements in hand.

I was very encouraged by our meeting; pleased at the kind of reception you provided and gratified at the prospect of cooperating with your service. In the long run it is the patient-community which will benefit, but in the short run I hope both of our endeavours will be enhanced by this new contact.

Thank you very much for your help; I look forward to further work with you.

Yours sincerely,

Marilyn Bowman,
Director,
Applied/Clinical Program

MB/mh

1. CALENDAR INFORMATION:Department: PSYCHOLOGY Course Number: 881,882,883,884Title: Practicum in PsychologyDescription: This consists of part-time supervised professional training in a community agencyCredit Hours: 3 each Vector: Part-time for Prerequisite(s) if any: 802,803
thirteen weeks2. ENROLLMENT AND SCHEDULING:Estimated Enrollment: 2-8 When will the course first be offered: Fall 1977How often will the course be offered: Two semesters each year3. JUSTIFICATION:These four course numbers each represent one part-time practicum placement, intended to meet the requirements of the newly proposed program: Applied/Clinical psychology4. RESOURCES: The coordinators of these placements will be:Which Faculty member will normally teach the course: Bowman, Ksionzky, MarciaWhat are the budgetary implications of mounting the course: NoneAre there sufficient Library resources (append details): YesAppended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course
c) Library resources

Approved: Departmental Graduate Studies Committee: _____ Date: _____

Faculty Graduate Studies Committee: _____ Date: _____

Faculty: _____ Date: _____

Senate Graduate Studies Committee: BPC Chapman Date: 15 Nov 77Senate: _____ Date: 54

Course outline: Practicum in Psychology

The details concerning the four course numbers included under this title closely resemble those provided for course number 880 and 886 relating to the full-time internships. The significant difference merely relates to the practica being part-time (typically equivalent to two days per week), rather than full-time as in the case of the internships. **Normally students will not receive remuneration for work done in the practicum placements.**

Appendix IV

After extensive consultations between the library, the Department of Psychology and this office, the following rough estimate of the library costs of implementing the proposed program in Applied/Clinical Psychology was agreed upon by all parties:

<u>Start-up Costs:</u>	Monographs	\$ 20,000
	Backfiles of Journals	<u>8,000</u>
		\$ 28,000
 <u>Continuing Costs:</u>	Monographs	\$ 2,000 per annum
	Journals	\$ 2,000 per annum


Dr. Bruce P. Clayman,
Associate Dean of
Graduate Studies