

SIMON FRASER UNIVERSITY

MEMORANDUM

S.82-134

To.... Members of Senate.....

From.... Office of the Dean of Graduate Studies

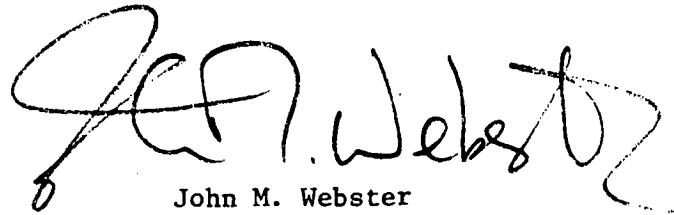
.....
Faculty of Arts - Proposed Graduate
Subject Curriculum Changes in the Department of
Psychology

.....
Date..... November 18, 1982.....

Action undertaken by the Senate Graduate Studies Committee
at its meeting of November 15, 1982, gives rise to the following
motion: -

MOTION:

"That Senate approve and recommend approval to the Board
of Governors, as set forth in S.82-134, the pro-
posed new graduate curriculum changes in the Department
of Psychology."



John M. Webster
Dean of Graduate Studies.

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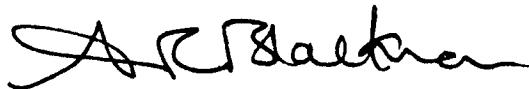
SIMON FRASER UNIVERSITY

MEMORANDUM

To.....Dr. Bryan P. Birne, Dean.....
.....Graduate Studies.....
Subject.....Curriculum Changes - Psychology.....
.....Graduate Programs

From....Roger Blackman, Chairman.....
....Faculty of Arts Graduate Studies Committee
Date....1982-07-30.....

The attached proposal for changes to the graduate programs in the Psychology Department have been approved by the Faculty of Arts Graduate Studies Committee. Would you please forward the proposal to the Senate Graduate Studies Committee for its consideration.



A.R. Blackman

Attachment.

cc. M. McGinn

ARB:n1

SIMON FRASER UNIVERSITY

MEMORANDUM

To.....Dr. Roger Blackman, Chairman, Faculty of
Arts, Graduate Studies Committee.....
Subject.....Graduate Program Revisions.....

From.....Dr. Dennis Krebs, Chairman, Graduate
Studies Committee, Psychology Department
Date.. May 7, 1982.....

OVERVIEW

There are two graduate programs in the psychology department -- the general-theoretical program, and the applied-clinical program, both leading to M.A. and Ph.D. degrees. The general-theoretical program traditionally has prepared students for academic careers. The applied-clinical program prepares students to work in clinical settings, as psychometrists, psychotherapists, etc. Following are proposed revisions in both the general-theoretical and the applied-clinical programs.

Problems have plagued the general program for several years. Designs for several new programs have been discussed over the past five years. The present revisions originated in the Graduate Studies Committee and have been approved, almost unanimously, by the department as a whole.

The graduate program in clinical psychology officially began in September 1978, although clinical courses were offered as early as 1976. The clinical program is based on a model that places emphasis on training in both research and clinical practice. The proposed clinical program quite clearly reflects this perspective, as it includes a substantial number of research/theory oriented courses (statistics, research design in clinical psychology, various seminars) as well as practicum and internship experience in clinical settings.

Since the clinical program has been in operation for a number of years, it seemed to be an appropriate time to evaluate how well it is meeting the intended goals. The clinical faculty has extensively and critically examined the program and has decided that some changes are necessary. It is believed that these changes will accomplish two goals. One, the changes will strengthen the program considerably as a result of the addition of new courses and the expansion of existing courses. Two, the changes will allow the program to apply for accreditation from the American Psychological Association (APA) and possibly from the Canadian Psychological Association (CPA) should it adopt accreditation criteria currently under consideration. CPA does not have any accreditation procedures at this time. At present, there are four clinical programs in Canada with APA accreditation (Manitoba, McGill, Saskatchewan, and Waterloo). APA accreditation will be important for the program because it demonstrates to the academic community that the program has achieved the level of quality reflected in the accreditation criteria and it opens up internship possibilities in settings which accept students only from approved programs. Accreditation will enhance the attractiveness of the program to prospective faculty and graduate students.

A number of changes are being proposed. As shown in Appendix A, the clinical program is conceived as a five year Ph.D. program. We expect to accept students primarily at the entry level, M.A., although on occasion students who have Master's degrees from other universities may be admitted to the Ph.D. program. Students making normal progress through the first two years, including satisfactory completion of all course work and a Master's thesis, will be admitted to the Ph.D. program.

The expansion of the assessment and intervention courses requires a change in grading practice. The courses are viewed as single courses taught over two semesters. It does not make sense to give a grade to students at the end of one semester since students will essentially be in the middle of coursework. As a consequence, we are requesting that an 'in progress' grade be registered at the end of the first semester. The grade given at the end of the second semester would then be the single grade for both semesters. Students would register for the appropriate credits each semester (3 credits for the seminar, 2 for the practicum). Thus, a total of 10 credits over two semesters would be earned by the student. Similarly affected coursework, PSYC 880 (Practicum) and PSYC 886 (Internship) which constitute the practicum and internship placements in clinical settings, cannot normally be completed within the normal grade period allocated for graduate courses. Consequently, students receive DEF (Deferred) grade on their transcript until the Department receives their respective evaluation from their immediate placement supervisor. A change of grade is initiated at that time. Often this creates significant repercussions affecting scholarship, stipend, and grant applications. We recommend that an 'in progress' grade be registered for all students in PSYC 880 and PSYC 886 until a change of grade is submitted.

Simon Fraser University Graduate Program in
Clinical Psychology

May, 1982

STUDENT EVALUATION

Name of Student: _____

Practicum (880)
Period: _____ to _____

Supervisor: _____
Location: _____

Internship (886)
Period: _____ to _____

Date: _____

Activities	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 _____						

Personal Qualities

8. Rapport with clients
9. Technical skills
10. Responsibility, reliability
11. Interaction with other professionals
12. Overall impression

Comments: _____

Student Signature: _____

Supervisor Signature: _____

DEPARTMENT OF PSYCHOLOGY GRADUATE PROGRAM REVISIONS AFFECTING THE GENERAL AND CLINICAL PROGRAMS

REVISED GRADUATE CALENDAR ENTRIES

CURRENT GRADUATE CALENDAR ENTRIES FOR 1982-83

PAGE: / JUSTIFICATION

Application for the General Program:

Applicants for the General/Theoretical Program are normally admitted in the Fall Semester. However, under exceptional circumstances applicants may be admitted during the Spring or Summer Semester. Students seeking admission for the Fall Semester must submit all supporting documentation by the preceding **FEBRUARY 1st**. Students seeking admission for the Spring or Summer Semester must submit all supporting documentation by **OCTOBER 1 or JANUARY 1** respectively. The Department reserves the right to admit only those students for whom research space and an appropriate faculty supervisor are available.

Application for the Clinical Program:

Applicants for the Clinical program are admitted **ONLY** in the Fall Semester. Students seeking admission to the Clinical program must submit all supporting documentation by the preceding **FEBRUARY 1st**. The Department reserves the right to admit only those students for whom research space and an appropriate faculty supervisor are available.

Application for the Applied/Clinical Program:

Applicants for the Applied/Clinical program are admitted **only** in the Fall Semester. Students seeking admission to the Applied/Clinical program must submit all supporting documentation by the preceding **JANUARY 15th**.

Application as a "Qualifying Student":

Students who have demonstrated competence in Psychology or in other fields but who do not meet the requirements for regular admission may be granted qualifying status. (Admission requirements for qualifying students are outlined in the General Regulations). Transcripts of previous university work, references from qualified referees, and a covering letter or resume must be submitted at the time of application. Application deadlines are the same as those for the General program. Admission as a qualifying student does not entail any commitment on behalf of the Department to accept the student into the regular graduate program. Qualifying students must apply for admission in the usual manner after the qualifying work has been completed.

Justification: Note first that "Applied/clinical" has been changed to "clinical". This change reflects the reality of the program, which does not systematically train students to apply psychological knowledge to areas other than clinical psychology. The change from "general/theoretical" to "general" is simply semantic -- the latter is equally descriptive, but more parsimonious.

The reason why the submission dates are changed from January 15th to February 1st is because transcripts usually do not arrive before February 1st, so applications cannot be processed until that date anyway.

The slight change in wording in the first sentence in addition guidelines for the General program is meant to increase the emphasis on Fall admissions. Significantly fewer students apply to the General program than to the Clinical program; therefore, the Spring and Summer admission options are retained in the general program to permit recruitment of qualified students who might otherwise not be available. However, the department prefers students to enter as a group in the Fall semester. The sentences starting "The Department reserves the right" are transposed from page 94, line 23 of the present admissions requirements.

Justification: The first three sentences contain only rhetorical changes. The final two sentences are added to clarify existing confusion about the status of qualifying students and to make it clear that the department does not have any obligation to admit students who have completed a qualifying year to the regular program.

Justification: Application as a "Qualifying Student":
Students who have demonstrated competence in Psychology or in other fields but who do not meet the requirements for regular admission may be granted qualifying status. (Admission requirements for qualifying students are outlined in the General Regulations). Transcripts of previous university work, references from qualified referees, and a covering letter or resume must be submitted at the time of application. Application deadlines are the same as those for the General program. Admission as a qualifying student does not entail any commitment on behalf of the Department to accept the student into the regular graduate program. Qualifying students must apply for admission in the usual manner after the qualifying work has been completed.

DEPARTMENT OF PSYCHOLOGY GRADUATE PROGRAM REVISIONS AFFECTING THE GENERAL AND SPECIAL PROGRAM

CIRCUIT GRAMMAR CALENDAR ENTITIES END 1992 BY REVISED GRAMMAR CALENDAR SERVICE

Applications as a "Special Status":

For admission requirements, refer to the General Regulations section. Application for a Special Student must be submitted to the Graduate Secretary in the Department. Students seeking admission as Special Students to areas not obtainable within the framework of the objectives of each university they wish to attend, and who, in addition, are unable to obtain admission to the university concerned, may, on letter from ONE member of the university in which they plan to undertake the proposed course of study, be admitted as Special Students to the corresponding Departments in order to be admitted as Special Students to the corresponding universities.

THE LITERATURE OF THE 1930'S

Supervisors

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Satisfactory Performance The progress of each candidate will be assessed periodically by the Department. A course grade of less than B is not considered satisfactory at the graduate level, with the exception that a M.A. candidate is permitted one grade of P in four courses of one Research Group (MTC 110 or 111). Any student who receives a grade of less than B in two or more courses may be required to withdraw.

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For admission requirements, refer to the *Undergraduate Catalog*.

Students must have accumulated at least 6 hours of courses in the experimental areas, including at least 6 hours of courses in order to qualify for admission, and a course in statistics in order to qualify for admission. A course in statistics is deemed acceptable by the Department if it is related to courses offered by the Department may be the 24 hours in Psychology.

PLACE: 2 JUSTIFICATION

Justification

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Business situation: **Historical changes only.**

Justification: Mainly rhetorical changes, except a deadline is now set for selecting a senior supervisor (who may be replaced subsequently if the student desirous).

Location: Graduate students' progress is currently assessed once a year in a departmental setting. Graduate students are given written evaluations on their performance. Because there are four specific courses offered in the proposed M.A. program instead of a choice of three proseminars (e.g., M.A. under Title Required Courses for the General Program), it may be necessary to single Page, 910 and Page, 911 out as courses in which a permissible.

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Justification! Rhetorical changes only.

DEPARTMENT OF PSYCHOLOGY GRADUATE PROGRAM REVISIONS AFFECTING THE GENERAL AND CLINICAL PROGRAMS

REVISED GRADUATE CALENDAR ENTRIES

CURRENT GRADUATE CALENDAR ENTRIES FOR 1982-83

PAGE: 3
JUSTIFICATION

M.A. Supervisory Committee
The M.A. Supervisory Committee will consist of at least two faculty members from the Psychology Department, one of whom will be the Senior Supervisor and Chairman of the Committee. Other faculty members necessary by the student and Senior Supervisor, may also be members of the Committee.

Degree Requirements
Required Courses for the General Program:
The minimum requirement is satisfactory performance in 30 credit hours of graduate courses, which must include 4 Core courses or their equivalent, 2 Research Design courses (Psych. 910 and 911, or their equivalent), and 2 Research Design courses (Psych. 910 and 911, or their equivalent). All course requirements must be completed within six semesters of entrance into the Graduate program.

Core Courses:
The Core Courses are as follows:

1. Biological Bases of Behavior: PSYC. 600-5
2. Cognitive and Affective Bases of Behavior: PSYC. 601-5
3. Developmental and Social Bases of Behavior: PSYC. 602-5
4. Individual Differences: PSYC. 603-5

Group A	Group B	Group C
PSYC 600-5 Biological Bases of Behavior	PSYC 601-5 Cognitive and Affective Bases of Behavior	PSYC 602-5 Developmental and Social Bases of Behavior
PSYC 603-5 Individual Differences		
		PSYC 604-5 Psychopathology
		PSYC 605-5 Personality

Core Programs may be offered, depending on specific interests of graduate students and faculty. Core courses in the Spring term of their entering year, in special circumstances, students may substitute one or more Advanced graduate-level courses for a Core course. All requests for substitutions must be submitted to the Chairman of the Graduate Studies Committee at least two weeks before the beginning of the term in which the Core course in question is being offered. Guidelines and conditions for substitutions, and substitution request forms, are available from the Graduate Program Assistant in the Psychology Department.

Justification: The substantive change involves a time limit for the establishment of a supervisory committee. The purpose of this change is to expedite M.A. thesis completion.

Justification: The most significant substantive change in the program is the central problem with the old program was that the pre-seminar requirement failed to achieve its goal -- to supply a representative overview of the field. In addition, it was inefficient: The division of programs into Groups A, B, and C was arbitrary; most programs failed to supply representative overview of the areas; the programs were not offered in an organized sequence, and enrolments were repeatedly inadequate in particular prospectus.

Conforming to guidelines by the American Psychological Association and American Association of State Psychology Boards (No Canadian equivalent exists), a series of 4 "core" or "overview" courses will be required instead of the prospectus to supply an overview of the major areas of psychology.

These core courses will include historical perspective and discussion of professional ethics. A suggested design for the courses involves two meetings a week -- one consisting of a lecture or seminar discussion, and the other consisting of guest lectures (or discussions) by faculty in the area (not on the faculty member's specialized research, but, rather, on the broad area of his/her expertise). This arrangement would supply a forum for new students to meet faculty in the department -- a shortcoming of the present program.

Strongly recommending that students take the core courses during their first year is meant to help guarantee enrolments and cultivate a sense of solidarity among classes of incoming students. Permitting substitutions insures that appropriate exceptions to the general rules can be made.

The unit value of Psych. 910 and Psych. 911 (the research design and analysis courses) will be increased to 5 from 3 to reflect the reality of course work and classroom hours.

DEPARTMENT OF PSYCHOLOGY GRADUATE PROGRAM REVISORS AFFECTING THE GENERAL AND CLINICAL PROGRAMS

CURRENT GRADUATE CALENDAR ENTRIES FOR 1982-83

REVISED GRADUATE CALENDAR ENTRIES

M.A. Thesis
The M.A. Thesis is to be of the 50 credit hours required for the M.A. Degree. M.A. students must submit a formal written 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 relation of its findings to major trends and current theoretical problems in psychology. The Thesis Examination Committee will consist of the student's M.A. Supervisory Committee, a faculty member from outside the Department, and a non-voting Chairman - the Chairman of the Graduate Studies Committee or the Chairman's designate. Students are expected to have completed their M.A. thesis by the end of their 3rd year in the program.

Justification: Currently, there is confusion in the Department about what an M.A. thesis is. The revisions define the thesis more clearly. While theoretical theses are permitted, they are given special scrutiny to insure that they are meritorious. (Students who have pursued theoretical theses in the past have often become immersed in fruitless projects). The thesis prospectus deadline is designed to expedite completion of the M.A. thesis. The stated expectation that the thesis should be completed in 3 years is intended to serve a similar purpose.

JUSTIFICATION

M.A. Thesis
In addition to the Core and Research Design courses, M.A. students must complete an M.A. thesis. The Master's thesis is expected to be a piece of research of high quality, although it need not be an original contribution to knowledge. Ordinarily the research will involve the collection and analysis of empirical data. However, on occasion, non-empirical research of special merit will be accepted. In such cases, the Graduate Studies Committee should be informed in writing of the intent.

All students required to present written thesis prospects to their Senior Supervisor before the end of their 4th semester in the program. After the thesis has been submitted, an oral defense will be scheduled. This defense will focus on the problems, methods, and results of the research and 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, a faculty member from outside the Department, and a non-voting Chairman - the Chairman of the Graduate Studies Committee or the Chairman's designate. Students are expected to have completed their M.A. thesis by the end of their 3rd year in the program.

Ph.D. Program

Admission

For admission requirements applicable to all candidates, refer to the *General Regulations*.
Requirements for admission to the program in applied/clinical Psychology will be revised to have completed the equivalent of the applied/clinical requirements of the M.A. program.
Students whose background may be required to complete these requirements will be required to complete the Ph.D. program.

Ph.D. Program in General Psychology

Admission

For admission requirements refer to the *General Regulations*. All applicants are expected to have completed the requirements of the M.A. program at Simon Fraser University or their equivalent. Students admitted to the Ph.D. program without this background may be required to make up specified courses.

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 their Ph.D. Supervisory Committee. During the second semester of residence, the student will choose a faculty member in the Psychology Department as the second member of the Supervisory Committee, and make arrangements to conduct research with the Senior Supervisor and the second member of the Supervisory Committee. At least one member of the Committee must be a member of the Psychology Department. All three members of the Committee must be able to act as advisor with respect to the measurement and design aspects of the thesis research.

Justification: Rhetorical changes only

Justification: Rhetorical changes only

By the end of the first semester of residence, students are required to choose a faculty member in the Psychology Department as the Senior Supervisor and Chairman of their Ph.D. Supervisory Committee and two or more additional committee members. At least two of the committee members must be members of the Psychology Department. All three members of the Committee must be able to act as advisor with respect to the measurement and design aspects of the thesis research.

Justification: Rhetorical changes only

DEPARTMENT OF PSYCHOLOGY GRADUATE PROGRAM REVISIONS AFFECTING THE GENERAL AND CLINICAL PROGRAMS

REVISED GRADUATE CALENDAR ENTRIES

CURRENT GRADUATE CALENDAR ENTRIES FOR 1982-83

Degree Requirements

The student will participate in a program of study selected upon consultation with the initial advisor and subsequently with the Ph.D. Supervisory Committee. Students who have not satisfied all Simon Fraser M.A. requirements or their equivalent will be required to make them up.

Required Courses for the General/Thesis-based Program
The program now includes at least 2 Programmatic, which are to be taken during the first year, and 12 Advanced courses in the Ph.D. discipline in the Department. These two requirements may be obtained from any of those offered by the Department. A Ph.D. candidate obtaining an M.A. degree in the Department of Psychology of SFU and have satisfied part of all of the Programmatic requirements by having completed one (part) or two (all) courses in addition to the ones required for the M.A., in this case, the Ph.D. requirement may be met by substituting a Seminar for each additional Program, however, Research, Research and PSYC 912, 914, 915, 917, and 918 may not be used for the second requirement. A Ph.D. candidate may be required to complete one Research Seminar (PSYC 101 and 111, or their equivalent) with grades of no less than B. Students who have received a grade of B or better in PSYC 910 and/or PSYC 111 or their equivalent at the M.A. level and have satisfied part (i.e., one course) of the second requirement of the Research Seminar requirement.

REVISED GRADUATE CALENDAR ENTRIES

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. Students who have not satisfied all Simon Fraser M.A. requirements or their equivalent will be required to make them up.

Justification: The section "Required Courses for the General Program" in the current calendar will be deleted. The major change in the Ph.D. program is to drop all specific course requirements. The fundamental reason for this change is this: The number of qualified graduate students we have been able to attract to our Ph.D. program in general psychology has diminished over the past few years to the point where there are not adequate enrolments to justify scheduled courses. Given the requirement that all students admitted to the Ph.D. program fulfill the rather demanding M.A. requirements, we feel that student's at this level are best served with individual programs, designed in consultation with their supervisory committee. As in the current program, Ph.D. students will be required to pass comprehensive exams which will insure that they acquire substantial knowledge in their areas.

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 conduct the 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 taken once, and must be passed no later than one semester before the commencement of the Ph.D. thesis.

Ph.D. Comprehensive Examination

A committee consisting of the candidate's Ph.D. Supervisory Committee and faculty members in areas related to the candidate's particular interests will set a written Ph.D. Comprehensive Examination appropriate to the candidate's particular program. This examination must be taken within two years of admission to the Ph.D. program. It may be retaken once.

Ph.D. Thesis

After satisfying the requirements for candidate's Ph.D. program for admission a thesis proposal will be set a meeting open to all members of the Psychology faculty. The completed thesis will be submitted to the candidate's supervisor and the Examiners Committee. Judgment will be made by an Examiners Committee. For further information and regulations, refer to the General Regulations.

Justification: The only substantive change relates to the requirement that a proposal be presented before the end of the second year and the stated expectation that thesis be completed within 4 years of admission. It is hoped that this statement will help expedite thesis completion.

Ph.D. Thesis

Before starting thesis research, the candidate will present a formal thesis proposal for evaluation. This presentation will be made at a meeting open to all members of the Psychology faculty. Students are required to present a thesis proposal before the end of their second year in the program, and they are expected to complete their Ph.D. thesis within 4 years of entrance to the program.

The completed thesis will be defended in oral examination.

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

DEPARTMENT OF PSYCHOLOGY GRADUATE PROGRAM REVISIONS AFFECTING THE GENERAL AND CLINICAL PROGRAMS

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REVISED GRADUATE CALENDAR ENTRIES

CURRENT GRADUATE CALENDAR ENTRIES FOR 1982-83

The section in the Calendar - "Description of Psychology Graduate Courses (PSYC)" is to follow at the end of the description of the Graduate Ph. D. clinical program.

M.A. Program in Clinical Psychology
Admission

Students applying to the Clinical program must satisfy the M.A. Program admission requirements of the General program.

M.A. Supervisory Committee
Students in the Clinical program must satisfy the M.A. Supervisory Committee requirements of the General program.

Common Noteworthy Requirements for the Applied Clinical Program
Students wishing to specialize in the applied/clinical program are required to satisfactorily complete one of the following Core courses: PSYC. 600, PSYC. 601, and PSYC. 602, PSYC. 910 and 911, (or their equivalent); PSYC. 744, PSYC. 770, PSYC. 820 and PSYC. 821, PSYC. 822 and PSYC. 823.

Degree Requirements

Required Courses for the Clinical Program:

Students registered in the Clinical program are required to satisfactorily complete 2 of the following Core courses: PSYC. 600, PSYC. 601, and PSYC. 602, PSYC. 910 and 911, (or their equivalent); PSYC. 744, PSYC. 770, PSYC. 820 and PSYC. 821, PSYC. 822 and PSYC. 823.

Justification: The following revisions mainly represent a restructuring of the format of the calendar and are designed to enable the reader to identify and distinguish the course and program requirements of the general and clinical graduate programs.

Justification: Included in the calendar for clarification.

Justification: The degree requirement revisions of the M.A. Clinical program represent the most significant substantive changes to the former program format. As is indicated in Appendix A, during Year 1, students will be taking an expanded course on assessment, replacing PSYC. 802. The one semester course (802) did not allow sufficient time to prepare students to conduct adequate assessments. The new course has a seminar (820) and a practicum (821) component. The seminar and practicum will be offered as single courses over two semesters. This will allow more time for review of the psychometric qualities of the main clinical assessment tools as well as practical experience in administering and interpreting psychological tests. Students will also be required to take two existing courses, Psychopathology (744) and Personality (770), in order to satisfy the accreditation requirements for training in the area of individual differences. Students will also take the existing statistics courses (910 and 911). Finally, a full-time practicum in an applied setting will be required during the summer of Year 1. Students will be supervised by a registered psychologist and will work primarily in the area of assessment. This practicum will replace the internship previously required, but will use the same course number (880). We are requesting that the name of the course be changed from Internship to Practicum.

During the second year, students will be required to take an expanded version of the former course on Intervention PSYC. 803. The new course will, like the assessment sequence be divided into seminar (822) and practicum (823) components and will also be offered over two semesters. This will allow the program to increase the amount and quality of training in the area of therapeutic intervention. A course called Research Design in Clinical Psychology (PSYC. 824) replaces the course on program evaluation (PSYC. 804). This will allow for broader coverage of clinical research issues rather than a more narrow focus on one aspect, program evaluation. Finally, two of the required three Core courses (as detailed in the Degree Requirements for the General Program revision) will be completed. The master's level thesis should be completed by the end of the summer of Year 11.

DEPARTMENT OF PSYCHOLOGY GRADUATE PROGRAM REVISIONS AFFECTING THE GENERAL AND CLINICAL PROGRAMS

REVISED GRADUATE CALENDAR ENTRIES

Direction: Changes may be made in consultation with the M.A. Supervisory Committee from the following: Programmatic, Substantive, and Detailed Studies.

PAGE: 7

JUSTIFICATION

Justification: The elective required course work has been eliminated. The former M.A. Clinical program elective requirement was a Selected practitioner from Group A of the former General Program. This requirement has now been replaced by a Core course.

M.A. Thesis

In addition to the course requirements of the M.A. Clinical program, students must complete an M.A. thesis. For a descriptive outline of the M.A. thesis, refer to the thesis requirement of the M.A. General Program.

Ph.D. Program in Clinical Psychology

Admission

For admission requirements refer to the Ph.D. Admission Requirements of the General program.

Ph.D. Supervisory Committee

Students in the Clinical program must satisfy the Ph.D. Supervisory Committee requirements of the General program.

Degree Requirements

In addition to the M.A. requirements of the Clinical Program, students in the Ph.D. program must take the remaining Core course (i.e., the one remaining after two of PSYC 600, 601, or 602 have been taken), PSYC 819, Two Advanced Topic courses, and a one-year full-time Internship, PSYC 886.

Required Courses for the Applied Clinical Program
In addition to serving as general requirements listed above, students are required to complete the Advanced Topics Seminar in Applied Clinical Psychology, and supervised internship placement equivalent to 27 weeks of full-time work.

Justification: The sentence, "In addition to" clarifies that students must satisfy the requirements of their respective programs.

Justification: Included in the calendar for clarification.

Justification: Included in the calendar for clarification.

Justification: The degree requirement revisions of the Ph.D. Clinical program represent the most significant substantive changes to the former program format. The Ph.D. course requirements will begin in Year III, where students are required to take the remaining Core course, a new course on ethics and professional issues (819) and two Advanced Topic courses. Finally, students are expected to complete the clinical comprehensive examinations.

The fourth year is considered to be the Internship year, although students could work on a dissertation and complete the Internship during the fifth year. The Internship (886) is a one-year full-time experience in an approved clinical setting. This replaces the previous requirement of a 27 week Internship. The full-year Internship is necessary to meet accreditation standards.

DEPARTMENT OF PSYCHOLOGY GRADUATE PROGRAM REVISIONS AFFECTING THE GENERAL AND CLINICAL PROGRAMS

GRADUATE CALENDAR EDITION NO. 1982-83

REVISED GRADUATE CALENDAR EDITION

PAGE 1

JUSTIFICATION

There is not a current entry for the description of the Ph.D. Qualifying Examination for the Ph.D. Clinical program.

Ph.D. Comprehensive Examination
The Clinical Comprehensive Examination will design a written and oral Ph.D. Comprehensive Examination to be held in the Spring Semester of each year. This examination may be taken after successful completion of three Ph.D. level courses. (The third course may be taken in the semester in which the student intends to write the Ph.D.-Comprehensive Examination). The Comprehensive Examination may be retaken only once; and must be successfully completed prior to registration in the Ph.D. thesis.

Justification: The revised description of the Ph.D. Qualifying Examination is included in the Ph.D. program calendar entries for the Clinical program to clarify the policy and design distinctions between it and the General program format.

Ph.D. Thesis

Students registered in the Clinical program must satisfy the Ph.D. thesis requirement of the General program.

Justification: Included in the calendar for clarification

CURRENT GRADUATE CALENDAR ENTRIES FOR 1982-83

REVISED GRADUATE CALENDAR ENTRIES

DEPARTMENT OF PSYCHOLOGY GRADUATE PROGRAM REVISIONS AFFECTING THE GENERAL AND CLINICAL PROGRAMS

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**DESCRIPTION OF PSYCHOLOGY
GRADUATE COURSES (PSYC)**

- PSYC 605.3 *Prerequisite: PSYC 604 or 606* *Prerequisite: PSYC 604 or 606*
- PSYC 615.3 *Prerequisite: PSYC 604 or 606*
- PSYC 705.3 *Prerequisite: PSYC 604 or 606*
- PSYC 755.3 *Prerequisite: PSYC 604 or 606*
- PSYC 765.3 *Prerequisite: PSYC 604 or 606*
- PSYC 775.3 *Prerequisite: PSYC 604 or 606*
- PSYC 785.3 *Prerequisite: PSYC 604 or 606*
- PSYC 795.3 *Prerequisite: PSYC 604 or 606*
- PSYC 805.3 *Prerequisite: PSYC 604 or 606*
- PSYC 815.3 *Prerequisite: PSYC 604 or 606*
- PSYC 825.3 *Prerequisite: PSYC 604 or 606*
- PSYC 835.3 *Prerequisite: PSYC 604 or 606*
- PSYC 845.3 *Prerequisite: PSYC 604 or 606*
- PSYC 855.3 *Prerequisite: PSYC 604 or 606*
- PSYC 865.3 *Prerequisite: PSYC 604 or 606*
- PSYC 875.3 *Prerequisite: PSYC 604 or 606*
- PSYC 885.3 *Prerequisite: PSYC 604 or 606*
- PSYC 895.3 *Prerequisite: PSYC 604 or 606*
- PSYC 905.3 *Prerequisite: PSYC 604 or 606*
- PSYC 915.3 *Prerequisite: PSYC 604 or 606*
- PSYC 925.3 *Prerequisite: PSYC 604 or 606*
- PSYC 935.3 *Prerequisite: PSYC 604 or 606*
- PSYC 945.3 *Prerequisite: PSYC 604 or 606*
- PSYC 955.3 *Prerequisite: PSYC 604 or 606*
- PSYC 965.3 *Prerequisite: PSYC 604 or 606*
- PSYC 975.3 *Prerequisite: PSYC 604 or 606*
- PSYC 985.3 *Prerequisite: PSYC 604 or 606*
- PSYC 995.3 *Prerequisite: PSYC 604 or 606*

The Internships and Practica are graded on a Satisfactory/Unsatisfactory basis. Credit for courses PSYC 885.3 through to PSYC 995.3 does not constitute part of the normal 30 hours required for the M.A. degree.

PSYC 885.3 *Internship (M.A. level)*
Full-time clinical work for 4 months in an Approved Setting.
Prerequisite: PSYC 802, 803

PSYC 895.3 *Practicum I*
Part-time (2 days per week for 12 weeks) clinical work in an Approved Setting.
Prerequisite: PSYC 802, 803

PSYC 905.3 *Practicum II*
Part-time (2 days per week for 12 weeks) clinical work in an Approved Setting.
Prerequisite: PSYC 802, 803

PSYC 915.3 *Practicum III*
Part-time (2 days per week for 12 weeks) clinical work in an Approved Setting.
Prerequisite: PSYC 802, 803

PSYC 925.3 *Practicum IV*
Part-time (2 days per week for 12 weeks) clinical work in an Approved Setting.
Prerequisite: PSYC 802, 803

**DESCRIPTION OF PSYCHOLOGY
GRADUATE COURSES (PSYC)**

- PSYC 600-5 *Biological Bases of Behavior*
- PSYC 601-5 *Cognitive and Affective Bases of Behavior*
- PSYC 602-5 *Developmental and Social Bases of Behavior*
- PSYC 603-5 *Individual Differences*
- 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 804-3 *Seminar in Evaluation*
- PSYC 805-3 *Advanced Topics in Assessment*
- PSYC 806-3 *Advanced Topics in Intervention*
- PSYC 807-3 *Advanced Topics in Developmental Psychology*
- PSYC 808-3 *Advanced Topics in Social Psychology*
- PSYC 809-3 *Advanced Topics in Applied Psychology*
- PSYC 810-3 *Advanced Topics in Physiological Psychology*
- PSYC 811-3 *Advanced Topics in Animal Behavior*
- PSYC 812-3 *Advanced Topics in Evaluation*
- PSYC 813-3 *Advanced Topics in Intervention*
- PSYC 814-3 *Advanced Topics in Developmental Psychology*
- PSYC 815-3 *Advanced Topics in Social Psychology*
- PSYC 816-3 *Advanced Topics in Applied Psychology*
- PSYC 817-3 *Advanced Topics in Physiological Psychology*
- PSYC 818-3 *Advanced Topics in Animal Behavior*
- PSYC 819-2 *Ethics and Professional Issues*

Prerequisites: Graduate Program Standing

CURRENT GRADUATE CALENDAR ENTRIES FOR 1982-83

REVISED GRADUATE CALENDAR ENTRIES

PSYC 820-6 Seminar in Individual Assessment
PSYC 821-4 Practicum in Individual Assessment
Prerequisites: Registration in Psyc. 820, Graduate standing in the Clinical program, or permission of the instructor

PSYC 822-6 Seminar in Intervention

PSYC 823-4 Practicum in Intervention
Prerequisites: Registration in Psyc. 822, Graduate standing in the Clinical program, or permission of the instructor. Graded on a program, or permission of the instructor basis

Note: PSYC 820, 821, 822, and 823 are all two-semester courses.

Note: Single semester registration in these courses is not permitted. Students in the General program may register in PSYC 820 and PSYC 822, but require permission of the instructor to register in PSYC 821 and PSYC 823. Students in the Clinical program must register concurrently in PSYC 820 and 821, or in PSYC 822 and 823.

PSYC 910-3 Internship II (Ph.D. level)
 Full-time clinical work for 4 months in an Approved Setting
Prerequisites: PSYC 802, 803

799

PSYC 824-3 Research Design in Clinical Psychology
Prerequisites: Psyc. 910, 911, or permission of the instructor

PSYC 830-6 Seminar in Child Evaluation and Treatment Formulation
Prerequisites: Psyc. 750, 820

PSYC 831-4 Practicum in Child Evaluation and Treatment Formulation
Prerequisites: Psyc. 750, 820, Registration in Psyc. 830

Note: PSYC 830 and 831 will both be offered in a two-semester sequence. The seminar and practicum component must be taken concurrently.

PSYC 880-3 PRACTICUM: Full-time clinical work for 4 months in an Approved Setting
Prerequisites: Psyc. 744, 770, 820, 822, 823, 910, 911

PSYC 886-9 INTERNSHIP: Full-time clinical work for 12 months in an Approved Setting
Prerequisites: Equivalent of the M.A. Clinical program, three Ph.D. level courses, and successful completion of the Ph.D. Comprehensive Examinations

Note: Registration in PSYC 886 must be continued for a total of three consecutive semesters.

PSYC 905-3 Seminar in History

PSYC 910-3 Research Design II: 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 910-3 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. 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 911-5 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.

UNIVERSITY OF PSYCHOLOGY GRADUATE PROGRAM REVISIONS AFFECTING THE GENERAL AND CLINICAL PROGRAMS

PAGE: 12

CURRENT GRADUATE CALENDAR ENTRIES FOR 1982-83

REVISED GRADUATE CALENDAR ENTRIES

*Since both Seminars and Directed Studies will cover specific topics within a general area, the student may register for each more than once. For example, PYC 930.3 may appear twice as a transcript: once as PYC 930.3 Perception (Dept and Date); and again as PYC 930.3 Perception (Form Discrimination).

Remains unchanged

GRADUATE PROGRAM IN APPLIED/CLINICAL PSYCHOLOGY

APPENDIX A

YEAR	SEMESTER	COURSE
I	FALL	Psyc. 820 Seminar in Individual Assessment Psyc. 821 Practicum in Individual Assessment Psyc. 744 Psychopathology Psyc. 910 Research Design I
	SPRING	Psyc. 820 Seminar in Individual Assessment Psyc. 821 Practicum in Individual Assessment Psyc. 770 Personality Psyc. 911 Research Design II
	SUMMER	Psyc. 880 Practicum
II	FALL	Psyc. 822 Seminar in Intervention Psyc. 823 Practicum in Intervention Psyc. 824 Research Design in Clinical Psychology Core Course
	SPRING	Psyc. 822 Seminar in Intervention Psyc. 823 Practicum in Intervention Psyc. Core Course
	SUMMER	THESIS
III	FALL	Psyc. Core Course Psyc. 819 Ethics and Professional Issues Advanced Topic
	SPRING	Advanced Topic Comprehensive Examinations
IV	SUMMER	Psyc. 886 Internship
	FALL	Psyc. 886 Internship
	SPRING	Psyc. 886 Internship
V	SUMMER	(Psyc. 886 Internship, if not taken during previous summer or Dissertation
	FALL	Dissertation
	SPRING	Dissertation
	SUMMER	Dissertation

This course combines material presently taught in PSYC 730 and PSYC 780

SIMON FRASER UNIVERSITY

Graduate Course Proposal Form

CALENDAR INFORMATION:

Department: Psychology Course Number: 600-5
Title: Biological Bases of Behavior
Description: An overview of theory and research on the areas of sensation, perception, and physiological psychology.
Credit Hours: 5 Vector: 0-5-0 Prerequisite(s) if any: None

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 6-10 When will the course first be offered: 82-3
How often will the course be offered: Once a year

JUSTIFICATION:

To satisfy breadth requirement in areas of sensation, perception, and physiological psychology in the new M.A. program.

RESOURCES:

Which Faculty member will normally teach the course: Beyerstein, Davis, Diamond, Weinberg, Bakan
What are the budgetary implications of mounting the course: None

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: *Summers* Date: 5-11-82

Faculty Graduate Studies Committee: *A. R. Blakely* Date: 7-30-82

Faculty: *P. F. Brown* Date: 7-30-82

Senate Graduate Studies Committee: *R. J. Webster* Date: 18/11/82

Senate: _____ Date: _____

Course Outline: Psyc. 600

Biological Bases of Behaviour

Week 1: Anatomy, Physiology, and Development of the Nervous System

The structure and development of the central and peripheral nervous systems. Neural transmission; axonal and synaptic processing of information and its relation to behaviour.

Week 2: The Psychobiology and Biochemistry of Learning

Experiential effects on the structure and function of the nervous system. Electrophysiological and biochemical indices of coding and storage of learned information.

Week 3: The Processing of Information in the Nervous System

Measures of localization of function and recovery of function after CNS damage and what they tell us about the neural substrate of higher mental processes.

Week 4: Behaviour Genetics; The Motor Systems

Evolution of behavior, natural selection and adaptation. Hereditary contributions to neural mechanisms and the control of behaviour. The psychophysiology of movement.

Week 5: Neural Factors in Motivation; Hormones and Sexual Behaviour

Homeostatic mechanisms in hunger and thirst; The brain reward system; Role of hormones in the development and activation of sexual behaviour and sex-related behaviours.

Week 6: The Neural Basis of Emotion; Psychopharmacology

The psychophysiology of emotion in normal and abnormal behaviour, the interactions of physiological and cognitive determinants of emotional experience. Drugs and the brain. Drugs and behaviour.

Weeks 7,8: The Sensory/Perceptual Systems I: Vision

Evolutionary development of the visual sensory system. Structure and function of the single lens eye. Visual pathways in the brain. The language of the visual system: feature detection or spatial frequency analysis? The dimensions of visual experience. Perception of space, form, and motion: perceptual stability from sensory variability. Cognitive influences on perception.

Week 9: The Sensory/Perceptual Systems II: Audition

Structure and function of the auditory sensory system. Dimensions of auditory experience. Auditory location. Speech perception.

Week 10: The Sensory/Perceptual Systems III: Touch, Taste, & Olfaction

The sensory mechanisms underlying touch, kinesthesia, and the vestibular sense. Warmth and cold; pain; balance and articulation. Empirical evidence and theories of taste and olfaction.

Week 11: Theories of Perception

The traditional view: we create a perceptual world from uncertain sensory data. An alternative view: perceptual experience represents direct detection of the rich information available to the sensory systems.

Week 12: Arousal, Consciousness, and Experience

The arousal system: sleeping, waking. The meaning of consciousness. Brain laterality and consciousness. The role of consciousness in perception, memory, and behaviour.

Grading: Course grades will be normal university graduate grades, A, B, P, F.

Representative Readings

Major Textbooks:

Gazzaniga and Blakemore (1975) Handbook of Psychobiology

Carlson (1980) Physiology of Behavior (2nd Ed.)

Rock (1975) An Introduction to Perception

Gibson (1979) The Ecological Approach to Visual Perception.

Chapters from:

Uttal (1973) The Psychobiology of Sensory Coding.

Uttal (1978) The Psychobiology of Mind.

Luria (1973) The Working Brain

Springer & Deutsch (1981) Left Brain, Right Brain

McClearn & DeFries (1973) Introduction to Behavioural Genetics

Schmitt & Worden (Eds.) (1974) The Neurosciences: Third Study Program

Iverson & Iverson (1981) Behavioral Pharmacology (2nd. Ed.)

Schiffman (1976) Sensation and Perception

Kauffman (1979) Perception: The World Transformed

Walk & Pick (1978) Perception and Experience

Pick & Saltzman (1978) Modes of Perceiving and Processing Information.

Plus sundry journal articles.

Appendix B

Faculty Competence

The original proseminar versions of this new breadth course have been taught by Dr. B. Beyerstein, Dr. C. Davis, Dr. A.L. Diamond, and Dr. H. Weinberg, and Dr. P. Bakan. These faculty are eminently suited to teach the new core course.

Appendix C

Library Resources

As noted on the "New Graduate Course Proposal Form", the library resources already in place for the former 'proseminars' covering the areas mentioned are appropriate. Accordingly, the only library needs in the future will be the need to keep the collection up-to-date.

This course combines material presently taught in PSYC 720 and PSYC 725.

SIMON FRASER UNIVERSITY

Graduate Course Proposal Form

CALENDAR INFORMATION:

Department: Psychology Course Number: 601-5
Title: Cognitive and Affective Bases of Behavior
Description: An overview of theory and research on learning, information processing, memory, higher cognitive processes, and emotion.
Credit Hours: 5 Vector: 0-5-0 Prerequisite(s) if any: Nil

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 6-10 When will the course first be offered: 82-3
How often will the course be offered: Once a year

JUSTIFICATION:

The course is intended as a breadth requirement for graduate students, in order to comply with guidelines for graduate programs in psychology. It will consolidate material now presented in 2 separate graduate seminars.

RESOURCES:

Which Faculty member will normally teach the course: Modigliani/Burstein/Turnbull
What are the budgetary implications of mounting the course: None

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 Spurley Date: 5-11-82

Faculty Graduate Studies Committee: St. John Date: 7-30-82

Faculty: R. Chesser Date: 7-30-82

Senate Graduate Studies Committee: T. D. Webster Date: 18/11/82

Senate: _____ Date: _____

Course Outline
Cognitive and Affective Bases of Behavior

1. PERSPECTIVES IN LEARNING

Orienting question: Is there a single learning process, or are there two or more? Are there general laws of learning?
Are there biological constraints and, if so, how do they affect the generality of those laws? Can we expect to be able to use the same theory to adequately explain learning in earthworms, rabbits, pigeons, and humans, to name a few?
Why or why not?

- (a) Learning and comparative psychology
- (b) The traditional Approach
- (c) Biological constraints on conditioning
- (d) Evolutionary (and comparative) levels of learning

2. CLASSICAL AND INSTRUMENTAL CONDITIONING

Orienting questions: What is classical conditioning? Instrumental? Can they be reduced to the same underlying process? Does "information" play a role in classical and instrumental conditioning? (it might be useful to think in terms of mammals vs earthworms here)

- (a) Pavlovian (classical) conditioning
- (b) Instrumental and operant conditioning
- (c) Traditional (i.e., prior to 1965) views on conditioning
- (d) Contemporary approaches

3. COGNITIVE LEARNING I: PERCEPTUAL LEARNING AND IMITATION

Orienting questions: Can learning occur through mere exposure to situations? How can we detect it? What role does it play in a set of representative mammals, say kangaroos, rats, monkeys, chimpanzees, and humans?

- (a) Kinds of perceptual learning
- (b) Imitation (observational) learning.

4. COGNITIVE LEARNING II: LANGUAGE ACQUISITION

Organizing questions: How does a child acquire his/her first language?
What do the first words mean? What are the first concepts a child masters?

- (a) Language as a social process
- (b) Language as a symbolic process
- (c) Language as a system of rules (i.e., grammar)
- (d) Form and Function in the child's first words
- (e) The mastery of grammar

5. HUMAN CONCEPTUAL BEHAVIOR

Why are concepts useful?
Organizing questions: What is a concept? How do people form concepts?
Are concepts always well defined? If they are not well defined, what structure do they have?

- (a) Definition of a concept
- (b) Strategies and processes in learning well defined concepts
- (c) Structure of ill defined concepts

6. DETECTION, REGISTRATION, AND TEMPORARY RETENTION OF INFORMATION

Organizing questions: How does the human organism acquire information?
Does it have a finite or an infinite capacity for acquiring information? If the capacity is finite, how shall the limitation or limitations be characterized? Do they affect the detection, the registration, or the storage of information? What are the processes of retention and forgetting over short periods of time?

- (a) Sensory registers
- (b) Attention and pattern recognition: Bottleneck(s).
- (c) Forgetting processes over short periods of time.

7. PERMANENT STRUCTURES IN HUMAN MEMORY

Organizing questions: What is the structure of the (permanent) memories that constitute our "knowledge"? How does that structure, and the processes therein, affect how we acquire and store new information? Can we say anything about the form in which permanent memories are stored?

- (a) Permanent memory
- (b) Episodic versus semantic memory
- (c) Models of permanent memory

8. PROBLEM SOLVING AND REASONING

Orienting questions: What do we mean when we say there is a problem to solve? Are all problems well defined or are they ill defined? What is the role of past experience in the solution of a current problem? How do we draw conclusions from given premises? Are there different kinds of reasoning problems? What are the differences between them? Is "natural" logic different from "formal" logic?

- (a) Definitions
- (b) Gestalt approaches
- (c) Information processing approaches
- (d) Simulation programs
- (e) Ill defined problems
- (f) Reasoning with linear series
- (g) Propositional reasoning
- (h) Syllogistic reasoning

9. THE CONCEPT OF EMOTION

Orienting questions: Is emotion unitary and dimensional or are there discrete differential emotions? What is the relation among emotional experience, behavioral change, and physiological/neurological correlates?

- (a) Emotion and classic theory (James, Cannon)
- (b) Emotion as behavior (Delgado, Millensen)
- (c) Emotion as physiological change (MacLean, Pribram)
- (d) Emotion as phenomenological experience (Davitz, Brenner, Sartre, Hillman)
- (e) Emotion as cognition (Schachter, Mandler)
- (f) Emotion as appraisal (Lazarus, Arnold)
- (g) Emotion as discrete experience (Tomkins, Izard)

10. EMOTION AND MOTIVATION

Orienting questions: What is the relation between emotional experience and on-going activity? How is emotion related to personality function and dysfunction?

- (a) Emotion as arousal (Wenger, Lindsley)
- (b) Emotion as disruptive (Young, Freud)
- (c) Emotion as organizing (Leeper, Delgado)
- (d) Emotion as dispositions and tendencies (McDougall, Plutchik)
- (e) Emotion as drive
- (f) Emotion and personality traits

11. COGNITION, AFFECT, AND BEHAVIOR

Orienting questions: What is the role of learning in emotional experience and expression? What is the role of cognition in the initiation and modification of emotional experience? Why does the same stimulus sometimes evoke one emotion and at other times evoke a different emotion? Why do we sometimes "see" an emotion in others without

being affected ourselves, while at other times we tend to experience that emotion? How is emotion related to motivation, perception, and learning?

12. METHODOLOGICAL PROBLEMS IN THE STUDY OF EMOTION

Orienting questions: Are there primary, basic or fundamental emotions, and if so what are the criteria? What are criteria for differentiating one emotion from another? Is emotion dimensional? What initiates emotional experience? Why are emotions sometimes and sometimes not dependent on external stimulation? To what extent is the consistency in the relation between evoking stimulus, experience, and behavior universal or ideoyncratic?

Course Evaluation

Grades will be normal university graduate grades, i.e., A, B, P, F.

Suggested Readings

1. Arnold, Magda. Emotion and Personality. New York, Columbia University Press, 1960
2. Arnold, Magda (ed). The Nature of Emotion. Baltimore, Penguin Books, 1968.
3. Arnold, Magda (ed). "The Loyola Symposium", Feelings and Emotions. New York, Academic Press, 1970.
4. Candal, D.K. et., al. Emotion. Monterey, Brooks/Cole, 1977.
5. Davitz, J.R. The Communication of Emotional Meaning. New York, McGraw-Hill, 1964.
6. Davitz, J.R. The Language of Emotion. New York, Academic Press, 1969.
7. Izard, C.E. The Face of Emotion. New York, Appleton-Century, 1971.
8. Izard, C.E. Human Emotions. New York, Plenum, 1977.
9. Plutchik, R. Emotion: A Psychoevolutionary Synthesis. New York, Harper and Row, 1980.
10. Reymert, E. (ed). Feelings and Emotions: The Mooschart Symposium. New York, McGraw-Hill, 1950.
11. Sartre, J.P. The Emotions. New York, Philosophical Library, 1948.
12. Strongman, K.T. The Psychology of Emotion. New York, John Wiley, 1973.
13. Tomkins. Affect, Imagery and Consciousness. 2 Vol. New York, Springer, 1962,1963.

APPENDIX B

Faculty Competence

The original proseminar versions of the new breadth course have been taught by Dr. V. Modigliani, Dr. K. Burstein, and Dr. W. Turnbull. These faculty are eminently suited to teach the new core course.

APPENDIX C

Library Resources

As noted on the "New Graduate Course Proposal Form", the library resources already in place for the former 'proseminars' covering the areas mentioned are appropriate. Accordingly, the only library needs in the future will be the need to keep the collection up-to-date.

This course combines material presently taught in PSYC 750 and PSYC 760

SIMON FRASER UNIVERSITY

Graduate Course Proposal Form

CALENDAR INFORMATION:

Department: Psychology Course Number: 602-5

Title: Developmental and Social Bases of Behavior

Description: A survey of the main topics and issues in developmental and social psychology

Credit Hours: 5 Vectors: 0-5-0 Prerequisite(s) if any: None

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 6-10 When will the course first be offered: 82-3

How often will the course be offered: Once a year

JUSTIFICATION:

To satisfy breadth requirement of new M.A. program

RESOURCES:

Which Faculty member will normally teach the course: Krebs/Ames/Miller/Paranjpe/Strayer

What are the budgetary implications of mounting the course: None

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: John Date: 5-11-82

Faculty Graduate Studies Committee: John B. Bradburn Date: 7-30-82

Faculty: R.C. Burns Date: 7-30-82

Senate Graduate Studies Committee: J.P. Ward Date: 18/11/82

Senate: Date:

Course Outline
Development and Social Bases of Behavior

I. PRENATAL DEVELOPMENT, BIRTH, AND INFANCY

Orienting questions: What are the important prenatal determinants of behavior? Can early damage be overcome? What capabilities are children born with, and how do they develop during the early months? What are the mechanisms of change?

- (a) Genetic, prenatal and birth factors in development
- (b) Early experience
- (c) Habituation and learning in infancy

II. DEVELOPMENT OF PERCEPTION, ATTENTION, MEMORY AND COGNITIVE STRATEGIES

Orienting questions: What are the basic changes in the child's information - processing capacities during early and middle childhood? What theories are proposed to account for these changes? In real-life situations, are the child's problems caused by lack of basic capacity or by lack of strategies concerning when and how to use the capacity?

- (a) Differentiation theory of perception and attention
- (b) Development of memory and meta-memory

III. LANGUAGE DEVELOPMENT

Orienting questions: How do children learn to comprehend and produce language? To what extent is language development influenced by adults? What are the cognitive correlates of language?

IV. PIAGET'S THEORY OF COGNITIVE DEVELOPMENT

Orienting questions: What is the difference between stage theories and continuity theories? What is Piaget's theory of genetic epistemology? What are the major criticisms of it, and what is the state of current "neo-Piagetian" research?

V. SOCIAL DEVELOPMENT

Orienting questions: What are the first social bonds formed by children? How and why do they develop? How do children acquire knowledge about others? How do children acquire values? How and why do values change?

- (a) Attachment
- (b) Role-taking
- (c) Moral development

VI. SOCIALIZATION

Orienting questions: Are children born with dispositions that must be suppressed or extinguished? To what extent can we mold or socialize children? What are the processes by which behavior is changed in the long-term endeavour we call "child-rearing"?

- (a) Social learning theory
- (b) Child-rearing by parents
- (c) Influence of peers
- (d) Influence of the mass media

VII. SOCIAL PSYCHOLOGY: AN OVERVIEW

Orienting questions: What is social psychology? Is there anything unique about the social psychological perspective? What are the historically and currently important issues in social psychology?

VIII. ADULT SOCIAL COGNITION

Orienting questions: How do we come to know and form impressions of others? How similar are the processes and structures involved in person and object perception? What are the inferential strategies that we employ in processing social information and what are their limitations?

- (a) person perception
- (b) attribution processes
- (c) inferential strategies
- (d) knowledge of self

IX. ATTITUDES

Orienting questions: What is an attitude? How are attitudes formed and changed? What is the relationship between attitudes and behaviors?

- (a) attitude formation
- (b) attitude change
- (c) attitude-behavior link
- (d) prejudice

X. SOCIAL INFLUENCE

Orienting questions: Why are people influenced by others? What forms can social influence take?

- (a) social facilitation
- (b) social comparison processes
- (c) conformity and obedience

XI. SOCIAL INTERACTION: THE CASES OF PROSOCIAL BEHAVIOR AND AGGRESSION

Orienting questions: What are the social, biological and psychological accounts of pro- and anti-social behavior? How do biological, social and psychological processes interrelate with respect to pro- and anti-social behavior?

- (a) biological bases
- (b) social learning and culture
- (c) cognitive and affective mediators (equity, justice, anger, empathy)
- (d) interpersonal exchanges: esp. reciprocity

XII. GROUP DYNAMICS

Orienting questions: How do groups emerge? How do groups influence the behavior and performance of its members? What are the determinants of leadership ability?

- (a) group structure
- (b) group performance
- (c) leadership
- (d) intergroup relations, race relations, group conflict and its resolution

Controversies or issues of interest

Interactive and transactive conceptualizations of the heredity-environment controversy

Child and parent as reciprocal influences on each other

Stage vs. continuity theories of development

Competence vs. performance

Person - Situation Debate

Biology - Culture Debate

Cognition - Affect Interface

Attitude - Behavior Link

Hot vs. Cold models of Information Processing

Alternative Models of Self Knowledge Acquisition

How do we know the causes of our behavior?

Mindlessness in Human Behavior

Groups as more than the sum of their members

Social Psychology as history vs. science

Sample Exam Questions (Note: All orienting questions could be transformed into exam questions)

Write an essay on "The cognitive bases of social, perceptual, and language development."

Compare and evaluate the theoretical positions of Arnold Sameroff, John Bowlby, and Jean Piaget with respect to the role of early experience, using relevant examples from the work of each of them.

Discuss the relevance of Gibson's and Piaget's theories to the way children learn language.

Sample Exam Questions Continued

Compare and contrast the adult's role in helping the child develop

- (a) language, (b) perception, (c) conservation, (d) memory

Discuss and evaluate: "The more new things an infant has seen and ... heard, the more new things he is interested in seeing and hearing; and the more variations in reality he has coped with, the greater is his capacity for coping." (J. McV. Hunt)

Discuss the concept of consistency in social psychological formulations.

What is the relationship between cognitive structures (e.g., attitudes, norms, scripts) and behavior?

Prepare an outline for your own text in social psychology and justify it.

How can we best construe the relationship between personality variables and aspects of situations as they affect social behavior?

Describe the different forms of social influence that have been investigated by social psychologists and outline representative research on each.

Social psychologists seem to focus usually on one or the other units of analysis

- (a) intra-individual variables such as attitudes or cognitive structures
- (b) interpersonal interaction processes such as conformity, self disclosure, ingratiation, or (c) group or social structure variables, e.g., authoritarian vs. democratic organization of family/group etc. Discuss the relative merits of such focus and comment on the need and possibility of their integration.

Course Evaluation

Grades will be normal university graduate letter grades, i.e., A, B, P, F.

Representative ReadingsPrenatal development, birth and infancy:

Sameroff, A.J., and Chandler, M.J. "Reproductive Risk and the Continuum of Caretaking Casualty." In F.D. Horowitz (Ed.), Review of Child Development Research, Vol. 4. Chicago: University of Chicago Press, 1975.

Kopp, C.B., and Parmelee, A.H. "Prenatal and Perinatal Influences on Infant Behavior" In J. Osefsky (Ed.), Handbook of Infant Development. New York: Wiley, 1979.

Sherred, K., Vietze, P., and Friedman, S. Infancy. Monterey, California: Brooks/Cole, 1978.

Development of perception, attention, memory and cognitive strategies

Gibson, E.J., and Levin, H. The Psychology of Reading. Cambridge, Mass.: MIT Press, 1975. Chapter 2 (A theory of perceptual learning) and Chapter 3 (The development of cognitive strategies).

P.A. Ornstein (Ed.), Memory Development in Children. Hillsdale, N.J.: Lawrence Erlbaum, 1978. Selected articles.

Language development

Bloom, L., and Lahey, M. Language Development and Language Disorders: N.Y.: Wiley, 1978. Chapter 4 (Development of language content/form: vocabulary) and Chapter 5 (Development of language content/form: semantic-syntactic structure)

Nelson, K. "Individual Differences in Language Development: Implications for Development and Language," Developmental Psychology, 1981, 17, 170-187.

Piaget's theory of cognitive development

Ginsburg, H., and Opper, S. Piaget's Theory of Intellectual Development. 2nd edition. Englewood Cliffs, N.J.: Prentice Hall, 1979.

Piaget, J. "Piaget's theory," In P.H. Mussen (Ed.), Carmichael's Manual of child psychology. 3rd edition. N.Y.: Wiley, 1970. Vol. 1.

Social development

Cairns, R.B. Social Development: The Origins and Plasticity of Interchanges. San Francisco: W.H. Freeman, 1979. Chapters 6 (On human social bonds), 7 (Social adaptation and social deprivation)

Shantz, C.U. "The development of social cognition." In E.M. Hetherington (Ed.), Review of Child Development Research. Vol. 5. Chicago: University of Chicago Press, 1975

Lickona, T. (Ed.), Moral Development and Behavior. New York: Holt, Rinehart, & Winston, 1976. Chapters by Kohlberg and Aronfreed.

Socialization

Cairns, R.B. Social Development: the Origins and Plasticity of Interchanges. San Francisco: W.H. Freeman, 1979. Chapter 19 (Social learning theories) and 13 (Aggressive interchanges in children).

Representative Readings Continued

Zahn-Waxler, C., and Radke-Yarrow, M. "The Development of Altruism: Alternate Research Strategies." In N. Eisenberg-Berg (Ed.), The Development of Prosocial Behavior. N.Y.: Academic Press, in press.

Murray, J.P. Television and Youth. Boys Town, Nebraska: Boys Town Center for Study of Youth Development, 1980.

Overview and History: Social Psychology

E.E. Jones and G. Lindzey "History of Social Psychology." In G. Lindzey and E. Aronson (Eds.) Handbook of Social Psychology. Third Edition, 19.

K.J. Gergen "Social Psychology as History" JSPS, 1973, 26, 309-320.

Orienting perspectives

M.F. Shaw and P.R. Costanzo Theories of Social Psychology, McGraw Hill

S.G. West and R.A. Wicklund A Primer of social psychological theories Brooks/Cole, 1980.

Adult Cognition

D. Schreider, A. Hastorf, and P. Ellsworth Person Perception (Second Edition), 1979.

R. Nisbett and L. Ross Human Inference, 1980.

Gergen, K. Self ConceptAttitudes

W. McGuire "Attitudes and Attitude Change." In G. Lindzey and E. Aronson (Eds.) Handbook of Social Psychology (Third Edition), 19.

Social Influence

L. Wheeler, E. Deci, H. Reis and M. Zuckerman Interpersonal Influence (Second Edition), 1979.

Prosocial Behavior and Aggression

D. Krebs and D. Miller "Prosocial Behavior and Aggression" In G. Lindzey and E. Aronson (Eds.) Handbook of Social Psychology (Third Edition), 19.

Group Dynamics

M. Shaw Group Dynamics, 1981 (3rd Edition)

APPENDIX B

Faculty Competence

The original proseminar versions of this new breadth course have been taught by Dr. E. Ames, Dr. J. Koepke, Dr. J. Strayer, Dr. D. Miller, Dr. A.C. Paranjpe, and Dr. W. Turnbull. These faculty are eminently suited to teach the new core course.

APPENDIX C

Library Resources

As noted on the "New Graduate Course Proposal Form", the library resources already in place for the former 'proseminars' covering the areas mentioned are appropriate. Accordingly, the only library needs in the future will be the need to keep the collection up-to-date.

This course combines material presently taught in PSYC 715, PSYC 744 and PSYC 770.

SIMON FRASER UNIVERSITY

Graduate Course Proposal Form

CALENDAR INFORMATION:

Department: Psychology Course Number: 603-5
Title: Individual Differences
Description: A survey course in the psychology of individual differences including the theory, measurement and nature of human differences
Credit Hours: 5 Vector: 0-5-0 Prerequisite(s) if any: Nil

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 6-10 When will the course first be offered: 82-3
How often will the course be offered: Once a year

JUSTIFICATION:

The course is intended as a breadth requirement for graduate students, in order to comply with guidelines for graduate programs in psychology. It will consolidate material now presented in 3 separate graduate seminars.

RESOURCES:

Which Faculty member will normally teach the course: Miller/Bowman/Crawford/Wright/Cole
What are the budgetary implications of mounting the course: None

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 RCB Date: 5-11-82

Faculty Graduate Studies Committee RCB Date: 7-30-82

Faculty: RCB Date: 7-30-82

Senate Graduate Studies Committee RCB Date: 18/11/82

Senate: _____ Date: _____

Course Outline

Individual Differences

Week 1: Introduction to Individual Differences and Differential Psychology

Origins of the concept of individual differences; the concept of determinism; models of individual differences; dimensional vs. typological approaches; states, traits, and situations as explanations of individual differences

Week 2: Measurement of Individual Differences

Epistemology of measurement; Reliability and validity; Scaling; theoretical vs. empirical approaches

Week 3 and 4: Theories of Individual Differences

Nature vs. nurture and their interaction. Major theories: psychodynamic, psychobiological, social learning and interactionist models of human differences.

Week 5: Individual Differences in Cognitive Function

Early work-Galton, Binet, Spearman. Modern approaches - Weschler, Reitan, Luria. Piagetian approaches to intelligence. Specialization of cerebral function

Week 6 and 7: Genetics, Environment and Cognitive Function

The work of Jensen, Kamin and Burt. Evidence for heritability and plasticity of intelligence. Social implications of the study of individual differences

Week 8: Individual Differences in Personality

Personality as a construct; measurement of personality; stability of personality-fact or artifact. Major constructs in personality theory, including intraversion-extraversion, field dependence, locus of control, sex role, etc.

Week 9: Individual Differences in the Normal Range

Variability in perception, affect, cognition, behavior, temperament "Neurotic styles" Jackson and Cattell.

Week 10: Mental Disorder

Definitions of mental disorder; descriptive psychopathology; a synopsis of DSM-III

Week 11: Theories of Mental Disorder

Biological and psychological models of depression and schizophrenia; Psychodynamic approaches to mental disorder; learning theories of mental disorder. Humanistic theories of mental disorder

Week 12: Perspectives on Individual Differences

Cross-cultural issues in individual differences; developmental perspectives on individual differences

Examination Questions

Discuss the relative contribution of hereditary and environmental factors in the study of individual differences.

Discuss the issues of reliability and validity as they relate to the measurement of individual differences.

Outline the history of the concept of intelligence. How does ones theory of the nature of intelligence influence the measurement of intelligence?

Discuss the role of persons and situations as determinants of human behavior.

Discuss the issue of sex differences as a source of individual differences.

Outline briefly Freud's contribution to the study of personality.

Discuss the role of theory in the measurement of personality.

Discuss the issue of reliability in the diagnosis of mental disorders.

Elaborate a model whereby biological and psychological as well as individual and environmental factors could be seen as simultaneous rather than competing explanations of individual differences.

Discuss the contribution of cross-cultural and developmental perspectives to the understanding of individual differences.

Course Evaluation

Grades will be normal university graduate letter grades, i.e., A, B, P, F.

Representative Readings

Major Textbook:

Minton, H., and Schneider, F. Differential Psychology, Brooks/Cole, New York, 1980.

or

Willerman, L. The Psychology of Individual and Group Differences Freeman, San Francisco, 1979.

Additional Readings, including chunks of other texts could include:

Anastasi's (1965) Individual Differences Historical antecedents

Wiggins (1973) Personality and Prediction Prediction models

Nunnally's (1979) Psychometric Theory Measurement Issues

Rychlak's (1968) Philosophy of Science for Personality Theory

Wechsler's Measurement of Intelligence

APPENDIX B

Faculty Competence

The original proseminar versions of the new breadth course have been taught by Dr. D. Miller, Dr. M. Bowman, Dr. C. Crawford, Dr. P. Wright, and Dr. E.M. Coles. These faculty are eminently suited to teach the new core course.

APPENDIX C

Library Resources

As noted on the "New Graduate Course Proposal Form", the library resources already in place for the former 'proseminars' covering the areas mentioned are appropriate. Accordingly, the only library needs in the future will be the need to keep the collection up-to-date.

SIMON FRASER UNIVERSITY

New Graduate Course Proposal Form

CALENDAR INFORMATION:

Department: Psychology Course Number: Psyc. 819
Title: Ethics and Professional Issues
Description: See Attached

Credit Hours: 2 credits Vector: 0-2-0 Prerequisite(s) if any: Graduate Program Standing

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 15 When will the course first be offered: Spring 1983
How often will the course be offered: Every Other Year

JUSTIFICATION:

Students seeking registration as psychologists must pass an ethics examination; Accrediting bodies require such a course. All researchers must have grants and research approved by ethics review committees.

RESOURCES:

Which Faculty member will normally teach the course: Dr. R. Freeman, Dr. E. Ames, Dr. M. Bowman
What are the budgetary implications of mounting the course: Minimal - some stipends or honoraria to reimburse speakers from the community. Other resources are already available.

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: S. Blakemore Date: 5-11-82

Faculty Graduate Studies Committee: S. Blakemore Date: 7-30-82

Faculty: R. Brown Date: 7-30-82

Senate Graduate Studies Committee: J. D. Jackson Date: 18/11/82

Senate: _____ Date: _____

COURSE OUTLINE

Recent years have seen an increasing concern with the ethical and social impact of psychology, both as a profession and a science, on the public at large. In the applied context, clinical, developmental, industrial and social psychologists deal directly with both individual and institutional members of the public, and all psychological research impacts either directly or indirectly on society. Accordingly, psychologists have developed a strong sense of the importance of considering the ethical implications of their professional activities.

It is the purpose of this seminar to increase the awareness of students about the ethical implications of their professional activities, and to familiarize them with both the legal and regulatory guidelines that have been established for psychologists. Although of greatest relevance to those in applied areas, the course is intended for all graduate students in the Department.

Readings will consist of the Ethical Standards of the various psychological associations, the Psychologist's Act of B.C., the Standards for Providers of Psychological Services, and the ethical guidelines of various research bodies. Where available, guest speakers will address the class, and each student will be asked to prepare a paper on an aspect of ethical or professional issues.

Evaluation

Graduate grades will be assigned on a satisfactory/unsatisfactory (S/U) basis.

Appendix B

Richard Freeman, Assistant Professor, has previously taught a graduate advanced topics course entitled Ethical and Professional Issues in Psychology. He is Chair of the Examinations Committee of the British Columbia Psychological Association, which is responsible for conducting and evaluating the oral examination which all applicants must pass before registration as psychologists. The major focus of that examination is familiarity with ethical and legal aspects of psychological practice.

Elinor Ames, Associate Professor, has extensive experience in the development of ethical standards in the Canadian Psychological Association. She was a member of the Committee on the Status of Women that developed 'Guidelines for Counselling and Therapy with Women', Canadian Psychological Association, 1979, and a member of the Ethics Committee of the British Columbia Psychological Association.

Marilyn Bowman, Associate Professor and Chair, Department of Psychology, is a member of the Board of Directors of the British Columbia Psychological Association. She is Chair of the Membership Committee of the Association, which is responsible for overseeing the work of the Examinations Committee, and makes the final recommendations to the Board regarding whether a candidate should be registered.

Appendix C

Relatively few resources are needed. The bulk of the readings will be material available from national and regional psychological associations. The periodical most pertinent are American Psychologist, Professional Psychology and Canadian Journal of Psychology, all of which are in the present library holdings.

Intended reading list includes:

Ethical Standards for Psychologists, British Columbia Psychological Association, 1978.

Psychologist's Act of British Columbia, Queen's Printer, Victoria, 1977.

Standards for Providers of Psychological Services, British Columbia Psychological Association, 1978.

Standards for Users of Psychological Tests, American Psychological Association, 1972.

SEE LIBRARY REPORT ATTACHED

SIMON FRASER UNIVERSITY
LIBRARY CAPABILITY
TO
SUPPORT A GRADUATE COURSE PROPOSAL
IN THE
DEPARTMENT OF PSYCHOLOGY

Submitted by
Gail Tesch
Psychology Librarian
June 3, 1982

The Department of Psychology have submitted the following graduate course proposal for assessment by the library collections division:

Ethics and Professional Issues
Psychology 819

The department have indicated that this graduate course will be seminar in nature, and will be dedicated to "increase the awareness of students about ethical implications of their professional activities."

Keeping this in mind a review of the literature, plus the present holdings in both monograph and serial publications was undertaken.

Serials

The serials collection in Psychology is very good, and extensive. New titles are added as funds permit. Of the most cited journals containing articles relating to professional ethics, we found that the library did indeed, subscribe to them all. For example: American Psychologist; Science; Psychological Reports; Psychological Monographs; American Sociological Review; and Psychology Today.

As ethical behaviour is a concern of many professions, it is reasonable to expect that the library has journal subscriptions in concomitant areas, and that these too, will be useful in this course.

Monographs

Publication in this area is not extensive. However, we have identified 15 new titles on order and in process, and one new title recently received. There are numerous titles relating to medical ethics, which can be purchased judiciously, if required. The library has few titles catalogued and on the shelves, at present, however, with an estimated enrollment of 15 for the spring 1983 semester, this can be rectified through priority ordering.

The department stated that readings will consist of Ethical Standards of the various psychological associations, the Psychologists Act of B.C., and guidelines of various research bodies. There should be no difficulty in obtaining these items with cooperation from the department - and use can be made of the Reserve System, should it not be feasible for students to have a personal copy of each item.

Costs and Conclusion

Monographs - \$1000.00

Serials - \$ 500.00

The costs inherent in offering this course are minimal and selective purchase of relevant material would not put undue strain on library resources.

SIMON FRASER UNIVERSITY

Graduate Course Proposal Form

CALENDAR INFORMATION:

Department: Psychology Course Number: Psyc. 820

Title: Seminar in Individual Assessment

Description: A review of historical, theoretical and clinical issues in the assessment of intelligence, personality and pathology in individuals.

Credit Hours: 6 Vector: 0-3-0 Prerequisite(s) if any: (Priority will be

given to clinical students in the event of extreme enrollment pressures.

both semesters will be required for clinical psychology students.

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 7 - 10 When will the course first be offered: Fall 1982

How often will the course be offered: once each year

JUSTIFICATION:

This course is an expansion of the existing Psyc. 802 course (one semester).

The two semester sequence allows for sufficient time to cover the material necessary for understanding clinical assessment.

RESOURCES:

Which Faculty member will normally teach the course: Regular faculty; Bowman, Freeman, Wright, Ley

What are the budgetary implications of mounting the course: It is hoped that Adjunct Faculty may be used as Sessional Instructors for this course as their access to clinical settings will be an advantage.

Are there sufficient Library resources (append details): Same as for existing Psyc. 802.

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: RC Brown Date: 5-11-82

Faculty Graduate Studies Committee: RC Brown Date: 7-30-82

Faculty: RC Brown Date: 7-30-82

Senate Graduate Studies Committee: RC Brown Date: 10/11/82

Senate: RC Brown Date: 10/11/82

COURSE OUTLINE

The course consists of a weekly three-hour seminar. Students will be trained to understand the important psychometric qualities of the main clinical assessment tools; administer the standard individual psychological tests commonly used in clinical practise; analyze test data from these standardized tests. The objective of the seminar will be to train students to develop sophistication in the choices of assessment devices, and a scientific approach to testing clinical hypotheses through a careful sequence of test choices and test analysis.

Reference Textbooks

Meehl, P. Psychodiagnostics: Selected Papers. Minneapolis: University of Minnesota Press, 1973.

Wiggins, J.S. Personality and Prediction: Principles of Personality Assessment. Reading, Massachusetts: Addison-Wesley, 1973.

Wolman, B. (Ed.), Clinical Diagnosis of Mental Disorders: A Handbook. New York: Plenum, 1978.

Cone, J. and Hawkins, D. Behavioral Assessment: New Directions in Clinical Psychology. New York: Bruner/Mazel, 1977.

Maloney, M. and Ward, M. Psychological Assessment: A Conceptual Approach. New York: Oxford University Press, 1976.

Sattler, J.M. Assessment of Children's Intelligence and Special Abilities. Boston and Toronto: Allyn and Bacon, 1981.

Golden, C.J. Clinical Interpretation of Objective Psychological Tests. Grune and Stratton, 1979.

Evaluation

Grades will be assigned on the basis of seminar presentations, examinations, and case reports. Grades assigned will be normal university graduate grades, i.e., A, B, P, F.

Appendix B

Faculty Competence

The original one-semester version of this course has been taught by Dr. Marilyn Bowman, Dr. Phillip Wright, and by Adjunct Professor, Dr. Peter Hotz. These faculty are eminently suited to continue teaching the extended version. In addition, new faculty members, Dr. Richard Freeman and Dr. Robert Ley both have the academic training, interests, and clinical experience to teach this course. In summary, there are faculty strengths available for this course.

Appendix C

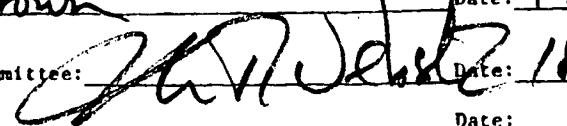
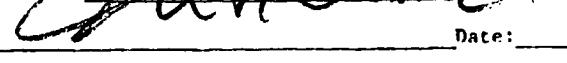
Library Resources

As noted on the "New Graduate Course Proposal Form", the library resources already in place for Psychology 802 are appropriate for the needs of this new course as it represents basically the same subject matter extended over a two-semester period in order to allow greater depth to the practicum work. Accordingly, the only library needs in the future will be the need to keep the collection up-to-date.

SIMON FRASER UNIVERSITY

Graduate Course Proposal FormCALENDAR INFORMATION:Department: Psychology Course Number: Psyc. 821Title: Practicum in Individual AssessmentDescription: Administration of the standard psychological tests used in clinical practise.Credit Hours: 4 Vector: 0-0-2 Prerequisite(s) if any: Concurrent enrollment in Psyc. 820; Graduate standing in the Applied/Clinical Psychology Program or permission of the instructorNOTE: This course will be offered in a 2 semester sequence, both semesters will be required for clinical studentsENROLLMENT AND SCHEDULING:Estimated Enrollment: 7 - 10 When will the course first be offered: Fall 1982How often will the course be offered: Once each yearJUSTIFICATION:

This practicum will be offered concurrent with Psyc. 810, to provide students with practical experience in assessment.

RESOURCES:Which Faculty member will normally teach the course: Bowman, Freeman, Wright, LeyWhat are the budgetary implications of mounting the course: It is hoped that Adjunct Faculty may be used as sessional instructors as their access to clinical settings will be an advantage.Are 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 resourcesApproved: Departmental Graduate Studies Committee  Date: 5-11-82Faculty Graduate Studies Committee:  Date: 7-30-82Faculty: PC Bowman Date: 7-30-82Senate Graduate Studies Committee:  Date: 18/11/82Senate:  Date: _____

COURSE OUTLINE

This course will consist of a two to three hour practicum in an established clinical psychology setting. This course will be offered concurrently with Psyc. 820, the seminar in individual assessment and will provide students with an opportunity to apply the knowledge and skills obtained in the seminar. Students will administer the standard individual psychological tests commonly used in clinical practise. It is expected that students will complete a comprehensive clinical assessment of one case per week, including test selection, administration and scoring, data interpretation, and report-writing.

Reference textbooks

Mehl, P. Psychodiagnosis: Selected Papers. Minneapolis: University of Minnesota Press, 1973.

Wiggins, J.S. Personality and Prediction: Principles of Personality Assessment. Reading, Massachusetts: Addison-Wesley, 1973.

Wolman, B. (Ed.), Clinical Diagnosis of Mental Disorders: A Handbook. New York: Plenum, 1978.

Cone, J. and Hawkins, D. Behavioral Assessment: New Directions in Clinical Psychology. New York: Bruner/Mazel, 1977.

Maloney, M. and Ward, M. Psychological Assessment: A Conceptual Approach. New York: Oxford University Press, 1976.

Sattler, J.M. Assessment of Children's Intelligence and Special Abilities. Boston and Toronto: Allyn and Bacon, 1981.

Golden, C.J. Clinical Interpretation of Objective Psychological Tests. Grune and Stratton, 1979.

Evaluation

Grades will be based on the case reports. Grades assigned will be normal university graduate grades, i.e., A, B, P, F.

Appendix B

Faculty Competence

The original one-semester version of this course has been taught by Dr. Marilyn Bowman, Dr. Phillip Wright, and by Adjunct Professor, Dr. Peter Hotz. These faculty are eminently suited to continue teaching the extended version. In addition, new faculty members, Dr. Richard Freeman and Dr. Robert Ley both have the academic training, interests, and clinical experience to teach this course. In summary, there are faculty strengths available for this course.

Appendix C

Library Resources

As noted on the "New Graduate Course Proposal Form", the library resources already in place for Psychology 802 are appropriate for the needs of this new course as it represents basically the same subject matter extended over a two-semester period in order to allow greater depth to the practicum work. Accordingly, the only library needs in the future will be the need to keep the collection up-to-date.

SIMON FRASER UNIVERSITY

New Graduate Course Proposal Form

CALENDAR INFORMATION:

Department: Psychology Course Number: Psyc. 822

Title: Seminar in Intervention

Description: _____

Credit Hours: 6 Vector: 0-3-0 Prerequisite(s) if any: Psyc. 744, 770;
This course will be offered in a two semester sequence; both semesters will be required for
clinical students or Permission of the Instructor

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 7 - 10 When will the course first be offered: Fall 1983

How often will the course be offered: Annually

JUSTIFICATION:

This course provides the theoretical basis for the development of intervention skills in psychological practitioners. This course is an expansion of the existing PSYC 803 course (one semester). The two semester sequence allows for sufficient time to cover the material.

RESOURCES:

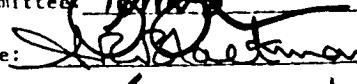
Which Faculty member will normally teach the course: Dr. J. Marcia, Dr. R. Ley, Dr. M. Bowman

What are the budgetary implications of mounting the course: Small honoraria may be necessary for some invited speakers.

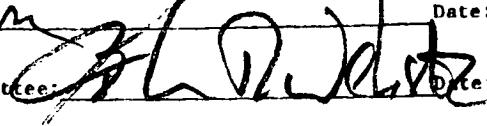
Are there sufficient Library resources (append details): Yes

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: 5-11-82

Faculty Graduate Studies Committee:  Date: 7-30-82

Faculty: R.C. Bowman Date: 7-30-82

Senate Graduate Studies Committee:  Date: 18/10/82

Senate: _____ Date: _____

COURSE OUTLINE

This course has the following goals:

1. The exploration and tentative definition of students' values and goals as prospective interveners in the lives of others.
2. Assurance of a fairly thorough grounding in theories giving rise to major intervention techniques.
3. Development of the most basic psychotherapeutic skills (e.g., active listening, accurate reflection, etc.).
4. Acquaintancehip with some specific techniques.

To accomplish these goals, the following course structure is proposed:

- A. Readings, written assignments, and discussion covering goals 1 & 2 above.
- B. A fairly permissive, supportive setting in which to discuss issues arising in practicum experiences - particularly ones relevant to the development of a professional identity as a clinical psychologist. The nature of this year-long group is seen as lying somewhere between a seminar and a personal growth group.
- C. A setting for the discussion of different techniques, their relevance for particular problems, their effectiveness, and their ethical implications.

Following is a rationale for this course format:

- A. Psyc. 803 has been taught in at least three different ways by three different individuals: Dr. James E. Marcia concentrated primarily upon students' theoretical and value positions; Dr. Sheldon Ksionzky did assertiveness - communications training; Dr. Julie Brickman ran a group. All of these have their merits. The above plan is intended to incorporate the best features of them all.
- B. This course structure provides an opportunity for clinical students to become meaningfully involved early in their program in a structured, supervised setting in which they'll be providing direct client service.
- C. The practitioners' presentations and their technical seminars will expose students to a wide variety of views and enable them to become closely acquainted with a number of intervention techniques.

Evaluation

Final grades will be based on a paper and/or a final examination. Grades assigned will be normal university graduate grades, i.e., A, B, P, F.

References

Haley, Jay Strategies of Psychotherapy. N.Y. Grune & Stratton, 1963.

May, Rollo (Ed.) Existential Psychology. N.Y.: Random House, 1969.

Menninger, Karl Theory of Psychoanalytic Technique. N.Y. Harper & Row, 1958.

Perls, Frederick, S. Gestalt Therapy Verbatim. Lafeyette, Cal.: Real People Press, 1969.

Shapiro, David Neurotic Styles. N.Y. Basic Books, 1964.

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.

Progoff, I. Death and Rebirth of Psychology.

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.

Reich, W. Character Analysis.

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

Caplan, Gerald Principles of Preventive Psychiatry, (New York, Basic Books, 1964), pp. 39-40.

Erikson, Erik H. "Growth and Crisis of the Healthy Personality", in Personality in Nature, Society, and Culture, ed., Clyde Kluckhohn and Henry A. Murray. (New York: Alfred Knopf, 1956), pp. 185-225.

References Continued

Golden, Kenneth Suicide Assessment: A Self-Instructional Tape An audio-visual presentation, 56 mins., University of Arkansas, Department of Psychiatry, 1977. Available in the audio-visual department of the Department of Psychiatry, University of British Columbia.

Hill, Reuben Families Under Stress, (New York: Harper and Brothers, Publishers, 1949), pp. 13-14; and Reuben Hill, "Generic Features of Families Under Stress", Social Casework 39 (February-March 1958): 139-149.

Jacobsen, Gerald F. Strickler, Martin, and Morely, Wilbur. "Generic and Individual Approaches to Crisis Intervention", American Journal of Public Health 58 (February 1968). 338-343.

Lindemann, Erich "Symptomatology and Management of Acute Grief". American Journal of Psychiatry 101 (September 1944): 141-148.

McGee, Richard Crisis Intervention in the Community (University Park Press, Baltimore, London, Tokyo, 1974): 195-208.

Rapaport, Lydia "The State of Crisis: Some Theoretical Considerations", Social Service Review 36 (June 1962), 211-217.

Rapaport, Lydia "Crisis Oriented Short-Term Casework", Social Service Review 41 (March 1967): 31-41.

Sachs, Virginia "Crisis Intervention", Public Welfare 26 (April 1968): 112-117.

Smith, Larry "A Review of Crisis Intervention Theory", Social Casework, (July 1978) 396-405.

Appendix B

1. Dr. Marcia has practiced psychotherapy and taught graduate courses in psychotherapy both here and at the State University of New York at Buffalo for the past 17 years.
2. Dr. Ley has completed his clinical internship at Langley Porter and is currently in the private practice of psychotherapy in Houston, Texas. When he joins our faculty in January, 1982 he will be responsible for both the teaching and supervision of graduate students in psychology.
3. Dr. Bowman directed a psychological clinic at Queens University, has been a consultant to community treatment facilities, sits on the B.C. Psychological Association board determining credentials of practicing psychologists, and has been the Director of the Applied/Clinical training programme here.

Appendix C

Library Resources

As noted on the "New Graduate Course Proposal Form", the library resources already in place for Psychology 803 are appropriate for the needs of this new course as it represents basically the same subject matter extended over a two semester period in order to allow greater depth to the practicum work. Accordingly, the only library need in the future will be the need to keep the collection up-to-date.

SIMON FRASER UNIVERSITY

New Graduate Course Proposal FormCALENDAR INFORMATION:

Department: Psychology Course Number: Psyc. 823
Title: Practicum in Intervention
Description: See Attached

Credit Hours: 4 Vector: 0-0-2 Prerequisite(s) if any: Concurrent

Note: This course will be offered in a 2 semester sequence, both semesters will be required for clinical students

ENROLMENT AND SCHEDULING:

Estimated Enrollment: 7-10 When will the course first be offered: Fall 1983

How often will the course be offered: Annually

JUSTIFICATION:

This course provides practical training in the Development of intervention skills for clinical practise.

RESOURCES:

Which Faculty member will normally teach the course: J.E. Marcia, R. Ley, M. Bowman

What are the budgetary implications of mounting the course: An Adjunct professor may be employed in place of faculty

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: SM Date: 5-11-82

Faculty Graduate Studies Committee: SM Date: 7-30-82

Faculty: RC Bowman Date: 7-30-82

Senate Graduate Studies Committee: SM Date: 18/11/82

Senate: SM Date: _____

COURSE OUTLINE

This course is intended to provide students with supervised experience in the psychological treatment of individual cases. The following course structure is proposed:

- A. Training in basic counselling and crisis intervention techniques at the Vancouver Crisis Centre (see Mr. Michael Shea's Master of Arts Thesis, Simon Fraser University, 1981), describing and comparing Vancouver area crisis centre training programmes.
- B. Acquisition of knowledge of community agencies and services offered by them - also at Vancouver Crisis Centre.
- C. Attendance at presentations by invited practitioners selected from the Vancouver community on the basis of their expertise in the areas of individual, group, family, child, couple, and community intervention.
- D. One hour and a half meetings with the above practitioners immediately following their presentations. These meetings will focus on particular techniques used by the practitioner and will involve some practice of these by the students.
- E. A group supervision setting for the latter part of the course involving treatment of individual cases.
- F. Selection of a treatment case by the student in conjunction with a community agency. The agency will maintain administrative control of the case; the clinical supervision will be provided by the course instructor. The student will maintain contact with the agency concerning the case.

The following provides a rationale for the course format:

1. Underlying all forms of intervention are certain fundamental skills. The kind of training offered to paraprofessionals in agencies like Vancouver Crisis Centre concentrates specifically on training these skills. That's probably why the research literature reverberates with reports of superior paraprofessional vs. clinical graduate student counselling performance. However, clinical students seldom get the intensive, basic training that paraprofessionals get. The course is intended to focus on the aforementioned training with minimal cost and maximum benefit. (Michael Shea's M.A. thesis provides an interesting reference document both for the research cited above and the excellence of the Vancouver Crisis Centre training program).
2. This course structure provides an opportunity for clinical students to become meaningfully involved early in their programme in a structured, supervised setting in which they'll be providing direct client service.
3. In terms of social values, the community mental health crisis intervention model is probably a more defensible position for professionals than is the private practitioner or medical hospital model. This course will provide an introduction to that model.
4. Students will gain a first-hand working knowledge of community agencies and services as well as contacts with the facilities.
5. The practitioners' presentations and their technical seminars will expose students to a wide variety of views and enable them to become closely acquainted with a number of intervention techniques.

Course Outline Continued...

Evaluation

Final grades will be based on a satisfactory/unsatisfactory (S/U) basis, based on an evaluation of clinical work.

References

Haley, Jay Strategies of Psychotherapy. N.Y. Grune & Stratton, 1963.

May, Rollo (Ed.) Existential Psychology. N.Y.: Random House, 1969.

Menninger, Karl Theory of Psychoanalytic Technique. N.Y. Harper & Row, 1958.

Perls, Frederick, S. Gestalt Therapy Verbatim. Lafeyette, Cal.: Real People Press, 1969.

Shapiro, David Neurotic Styles. N.Y. Basic Books, 1964.

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.

Progoff, I. Death and Rebirth of Psychology.

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.

Reich, W. Character Analysis.

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

Caplan, Gerald Principles of Preventive Psychiatry, (New York, Basic Books, 1964), pp. 39-40.

Erikson, Erik H. "Growth and Crisis of the Healthy Personality", in Personality in Nature, Society, and Culture, ed., Clyde Kluckhorn and Henry A. Murray. (New York: Alfred Knopf, 1956), pp. 185-225.

References Continued

Golden, Kenneth "Suicide Assessment: A Self-Instructional Tape" An audio-visual presentation, 50 mins., University of Arkansas, Department of Psychiatry, 1977. Available in the audio-visual department of the Department of Psychiatry, University of British Columbia.

Hill, Reuben Families Under Stress, (New York: Harper and Brothers, Publishers, 1949), pp. 13-14; and Reuben Hill, "Generic Features of Families Under Stress", Social Casework 39 (February-March 1958): 139-149.

Jacobsen, Gerald F. Strickler, Martin, and Morely, Wilbur. "Generic and Individual Approaches to Crisis Intervention", American Journal of Public Health 58 (February 1968): 338-343.

Lindemann, Erich "Symptomatology and Management of Acute Grief". American Journal of Psychiatry 101 (September 1944): 141-148.

McGee, Richard Crisis Intervention in the Community (University Park Press, Baltimore, London, Tokyo, 1974): 195-208.

Rapaport, Lydia "The State of Crisis: Some Theoretical Considerations", Social Service Review 36 (June 1962), 211-217.

Rapaport, Lydia "Crisis Oriented Short-Term Casework", Social Service Review 41 (March 1967): 31-41.

Sachs, Virginia "Crisis Intervention", Public Welfare 26 (April 1968): 112-117.

Smith, Larry "A Review of Crisis Intervention Theory", Social Casework, (July 1978): 396-405.

Appendix B

1. Dr. Marcia has practiced psychotherapy and taught graduate courses in psychotherapy both here and at the State University of New York at Buffalo for the past 17 years.
2. Dr. Ley has completed his clinical internship at Langley Porter and is currently in the private practice of psychotherapy in Houston, Texas. When he joins our faculty in January, 1982 he will be responsible for both the teaching and supervision of graduate students in psychology.
3. Dr. Bowman directed a psychological clinic at Queens University, has been a consultant to community treatment facilities, sits on the B.C. Psychological Association board determining credentials of practicing psychologists, and has been the Director of the Applied/Clinical training programme here.

Appendix C

Library Resources

As noted on the "New Graduate Course Proposal Form", the library resources already in place for Psychology 803 are appropriate for the needs of this new course as it represents basically the same subject matter extended over a two semester period in order to allow greater depth to the practicum work. Accordingly, the only library need in the future will be the need to keep the collection up-to-date.

SIMON FRASER UNIVERSITY

New Graduate Course Proposal Form

CALENDAR INFORMATION:

Department: Psychology Course Number: Psyc. 824

Title: Research Design in Clinical Psychology

Description: _____

Credit Hours: 3 Vector: 0-3-0 Prerequisite(s) if any: Psyc. 910, 911; or
permission of the
instructor

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 10-15 When will the course first be offered: Fall 1982

How often will the course be offered: Annually

JUSTIFICATION:

The Applied/Clinical program is based on a scientist-practitioner model, with a strong emphasis on clinical research. A required course which focuses specifically on clinical research is regarded as an essential component of graduate education for clinical students.

RESOURCES:

Which Faculty member will normally teach the course: Dr. R. Roesch, Dr. R. Ley, Dr. R. Freeman
What are the budgetary implications of mounting the course: Resources are already available

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: John Schellenbach Date: 5-11-82
Faculty Graduate Studies Committee: John Schellenbach Date: 7-30-82
Faculty: Rebman Date: 7-30-82
Senate Graduate Studies Committee: John Webster Date: 18/10/82
Senate: _____ Date: _____

COURSE OUTLINE

PSYCHOLOGY 824

Research Design in Clinical Psychology

This course will provide students with a moderate level of competency with respect to designing research with clinical populations. The first section of the course should give students an indepth review of experimental and quasi-experimental designs, and issues related to internal, external, and construct validity. The next section of the course will focus more specifically on psychotherapy research, including design, assessment of change, and data collection and analysis. The last section will examine applied research, particularly in the context of program evaluation.

This seminar will be a high participation one for both students and the instructor. A premise of the seminar is that learning is accomplished more easily when students have to articulate ideas and reactions to the issues under discussion. The seminar will first focus on basic concepts of research design with an emphasis on research in clinical psychology. The basic concepts will then be specifically applied to program evaluation research.

An extensive reading list is provided for your information and reference throughout your graduate education. Obviously, the seminar cannot deal with all the relevant issues and readings, but the extensive reading list should give you an idea of the major sources and specific articles for a given topic. A seminar topic and reading list is provided at the end of this handout. Students are expected to complete all readings prior to the session in which they will be discussed.

Student Assignments

In addition to the expected participation in the seminar sessions, there are four assignments:

1. Review of a manuscript submitted to a journal. You are to act as an editor and provide a detailed assessment of the manuscript and a decision about its suitability for publication. Reviewer guidelines will be provided. The review should be about 3-5 pages.
2. Two reactions papers, one based on the readings for Week 7 and the other for Week 11. The reaction papers, which should be about 2-4 pages, should present your views, reactions, thoughts about the readings and topic to be discussed in the sessions. They will be due two days prior to the session, and I will use them in the seminar discussion.
3. A seminar presentation of approximately one hour in length. The presentation should be a critique, in the style of Psychological Bulletin, of an area of research. If possible, the selected area should be one that you intend to research for your thesis or dissertation.
4. A paper based on your presentation. Both the presentation and the paper should include a detailed review of methodological problems and suggestions for future research.

Final letter grades will be based on the following:

Seminar participation:	20%
Manuscript review:	20%
Reaction papers:	10%
Seminar presentation:	25%
Paper:	25%

Week 2: Philosophy of Science; Concepts of Validity

Cook, T.D., and Campbell, D.T. Quasi-Experimentation: Design and Analysis Issues for Field Settings. Chicago: Rand McNally, 1979. (Chapters 1 and 2).

Kazdin, A.E. Research Design in Clinical Psychology. New York: Harper & Row, 1980 (Chapters 1 and 3).

Week 3: Concepts of Validity; Basic Research Designs

Campbell, D.T., and Fiske, D.W. Convergent and Discriminant Validation by the Multi-trait Multi-method Matrix. Psychological Bulletin, 1959, 56, 81-105.

Cook and Campbell (Chapter 3).

Cronbach, L.J., and Meehl, P. Construct Validity in Psychological Tests Psychological Bulletin, 1955, 281-302.

Kazdin (Chapter 6).

Week 4: Basic Research Designs (cont'd.)

Cook and Campbell (Chapters 5, 8).

Delaney, J.A., Seidman, E., and Willis, G. Crisis Intervention and the prevention of Institutionalization: An Interrupted Time Series Analysis. American Journal of Community Psychology, 1978, 6, 33-46.

Hayes, S.C. Single case Experimental design and Empirical Clinical Practice. Journal of Consulting and Clinical Psychology, 1981, 49, 193-211.

Powers, D.E. Practical Techniques for Implementing True Experimental Designs. Evaluation Quarterly, 1979, 3, 89-96.

Week 5: Psychotherapy Research

Gottman, J., and Markman, H.J. Experimental designs in psychotherapy research. In S.L. Garfield & A.E. Bergin (Eds.), Handbook of Psychotherapy and Behavior Change. New York: Wiley, 1978.

Kiesler, D.J. Experimental designs in psychotherapy Research. In A.E. Bergin and S.L. Garfield (Eds.), Handbook of Psychotherapy and Behavior Change: An Empirical Analysis. New York: Wiley, 1971.

Mahoney, M.J. Experimental Methods and Outcome Evaluation. Journal of Consulting and Clinical Psychology, 1978, 46, 660-672.

Week 6: Psychotherapy Research (cont'd.)

Barlow, D.H. "On the Relation of Clinical Research to Clinical Practice: Current Issues, New Directions," Journal of Consulting and Clinical Psychology, 1981, 49, 147-155.

Kazdin (Chapters 5, 12)

Frank, J.D. "The Present Status of Outcome Studies," Journal of Consulting and Clinical Psychology, 1979, 47, 310-316.

Luborsky, L., Chandler, M., Auerbach, A.H., Cohen, J., and Bachrach, H.M. "Factors Influencing the Outcome of psychotherapy: A Review of Quantitative Research," Psychological Bulletin, 1971, 75, 145-185.

Week 7: Values, Ethics, and Research Design

Caplan, N., and Nelson, S.D. "On Being Useful: The Nature and Consequences Psychological Research on Social problems," American Psychologist, 1973, 28, 199-211.

Kazdin (Chapter 14).

Repucci, N.D., and Clingenpeel, W.G. "Methodological Issues in Research with Correctional Populations," Journal of Consulting and Clinical Psychology, 1978, 46, 727-746.

Seidman, E. "Justice, Values and Social Science: Unexamined Premises," In R.J. Simon (Ed.), Research in Law and Sociology. Vol. 1. Greenwich, Conn.: JAI Press, 1977.

Week 8: Assessment of Change

Burgess, J.H., "Mental Health Service Systems: Approaches to Evaluation," American Journal of Community Psychology, 1974, 2, 87-94.

Kane, J.S. and Lawler, E.E. "Methods of Peer Assessment," Psychological Bulletin, 1978, 85, 555-586.

Kazdin (Chapters 9, 10).

Nunnally, J.C., and Wilson, W.H. "Method and Theory for Developing Measures in Evaluation Research," In E.L. Struening and M. Guttentag (Eds.). Handbook of Evaluation research. Beverly Hills, CA.: Sage, 1975.

Week 9: Assessment of Change (cont'd.)

Cytrynbaum, S., Gurrath, Y., Birdwell, J., and Brandt, L. "Goal Attainment Scaling: A Critical Review," Evaluation Quarterly, 1979, 3, 5-40.

Kiresuk, T.J. "Goal Attainment Scaling at a Community Mental Health Service," Evaluation, 1973, Special Monographs Number 1, 12-18.

LaFerriere, L., and Calsyn, R. "Goal Attainment Scaling: An Effective Treatment Technique in Short-term Therapy," American Journal of Community Psychology, 1978, 6, 271-282.

Murrell, S.A. "Utilization of Needs Assessment for Community Decision-making," American Journal of Community Psychology, 1977, 5, 461-468.

Week 10: Data Collection and Analysis

Kazdin (Chapter 13)

Sellitz, C., Wrightsman, L.S., and Cook, S.W. Research Methods in Social Relations. New York: Holt, Rinehart and Winston, 1976. (Chapters 8, 9, and Appendix B)

Week 11: Uses and Abuses of Evaluation Research

Cook, T.D., and Gruder, C.L. "Metaevaluation Research," Evaluation Quarterly, 1978, 2, 5-52.

Cook, T.D., Levinson-Rose, J., and Pollard, W.E. "The Misutilization of Evaluation Research: Some Pitfalls of Definition," Knowledge, 1980, 1, 477-498.

Gottfredson, M.R. "Treatment Destruction Techniques," Journal of Research in Crime and Delinquency, 1979, 16, 39-54.

Monahan, J. "The Role of Research in Changing the Legal System," In R.H. Price, and P.E. Politser (Eds.), The Role of Research in Changing the Legal System. New York: Academic, 1980.

Parloff, M.B. "Can Psychotherapy Research Guide the Policymaker? A Little Knowledge May be a Dangerous Thing," American Psychologist, 1979, 34, 296-306.

Week 12: Critique of Evaluation Research

Corrado, R.R. "Using Experiments in Evaluating Delinquency Prevention Programs," In R. Roesch and R.R. Corrado (Eds.), Evaluation and Criminal Justice Policy. Beverly Hills: Sage, 1981.

Cowen, E.L. "Some Problems in Community Program Evaluation Research," Journal of Consulting and Clinical Psychology, 1978, 46, 792-805.

Hackler, J.C. "Invitation to Error: The Dangers of Evaluation and Some Alternatives," Canadian Journal of Criminology, 1979, 21, 39-51.

Week 13: Preparation of Reports and Uses of Results

Riecken, H.W., and Boruch, R.F. (Eds.). Social Experimentation: A Method for Planning and Evaluating Social Intervention. New York: Academic Press, 1974. (Chapters 6, 7).

Roszman, B.B., Hober, D.I., Ciarlo, J.A. "Awareness, Use, and Consequences of Evaluation Data in a Community Dental Health Center," Community Mental Health Journal, 1979, 15, 7-16.

Sellitz, et. al., (Chapters 14, 15).

Stevens, W.F., and Tornatzky, L.G. "The Dissemination of Evaluation: An Experiment," Evaluation Review, 1980, 4, 339-354.

Appendix B

Faculty Competence

Ronald Roesch, Associate Professor, has taught the graduate research course on program evaluation for several years. He is director of the Criminology Research Centre at Simon Fraser University, and is actively involved in several research projects.

Robert Ley, Assistant Professor, completed his graduate work two years ago, and has been actively involved in research both during and since graduate school.

Appendix C

Library Resources

The references listed in the course outline are primarily in the form of journal articles or book chapters. The required texts will be the books by Cook and Campbell, and by Kazdin. Articles or chapters not available in the library are available at the Criminology Research Centre, which is located on campus.

SEE LIBRARY REPORT ATTACHED

SIMON FRASER UNIVERSITY LIBRARY COLLECTION EVALUATION

(To be completed only for new course proposals; not needed for re-numbering)

Course number and name Psychology 824. Research design in clinical psychology

1. Evaluation of current library collection (indicate method used, as applicable):

Very good. Items on reading list checked. The library has all but one monograph.

2. Recommended additions to collection (monographs, serials, other); attach supplementary lists as necessary:

The library has all serials noted in reading list.

3. Estimated costs:

A. Initial costs

monographs	—
serials	—

Total	—
-------	---

B. Continuing costs

monographs	—
serials	—

Total	—
-------	---

4. Special budget and scheduling factors (include special processing, equipment, and servicing costs):

5. Other pertinent details:

Brant Phillips
 For Library
 Date: July 21 1982

For Faculty Department
 Date: _____

SIMON FRASER UNIVERSITY

New Graduate Course Proposal Form

CALENDAR INFORMATION:

Department: Psychology Course Number: Psyc. 830

Title: Seminar in Child Evaluation and Treatment Formulation

Description: This course provides a theoretical grounding in issues of assessment and treatment alternatives for problems encountered in childhood development.

Credit Hours: 2 per semester Vector: 0-3-0 Prerequisite(s) if any: Psyc. 750, 820

Note: This course will be offered in a two semester sequence, both semesters will be required.

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 6-10 When will the course first be offered: 83-3

How often will the course be offered: Every Other Year

JUSTIFICATION:

To develop a child-oriented focus within the applied/clinical program, and to provide students in developmental psychology with grounding in related applied/clinical issues and objectives. The objective is to enhance both scholarly research and more pragmatic professional interests and abilities in this area.

RESOURCES:

Which Faculty member will normally teach the course: J. Strayer; J. Pinkus/T. LePage (Adjunct); R. Freeman; B. Ley
What are the budgetary implications of mounting the course:

Existing allocations are sufficient to cover honoraria for guest speakers

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: Tom Date: 5-11-82

Faculty Graduate Studies Committee: SPGSC

Date: 7-30-82

Faculty: RC Brown

Date: 7-30-82

Senate Graduate Studies Committee: J. D. Webster

Date: 18/11/82

Senate:

Date:

Course Outline

Seminar in Child Evaluation and Treatment Formulation

The following two-semester course is designed to 1) broaden the program offerings in the applied/clinical program to include a special focus on children as well as adults, and 2) meet the needs of developmental and clinical students interested in applied and clinical child psychology. The provision of such a course will enable our students to take advantage of competitive child-clinical psychology internships which are presently being designed at facilities such as the new Children's Hospital.

The objectives of the course are to provide a theoretical grounding in issues of assessment and treatment alternatives for problems encountered in childhood. As the proposed outline will make clear, the course is intended to make students aware of the necessary and pragmatic connection between assessment evaluations and treatment formulation and recommendations. While the course will deal with issues of extended assessment it will not include supervision or training in treatment or therapeutic intervention. The need for a two-semester course will also become apparent from the course outline, which stresses an extensive survey of assessment issues and methods in areas of intellectual-cognitive, psychoeducational, emotional, and social development.

General Course Description

Seminar Topics (3 hrs./wk.)

- I. Ethical issues in working with children and families. (Texts: A.P.A. Ethical Standards of Psychologists, 1977, B.C.P.A., Standards for Providers of psychological Services, 1978).
- II. Selected topics in childhood psychopathology (Texts: Knopf, I.J., Childhood Psychopathology, Prentice-Hall, 1979, and Achenbach, T.E. Developmental Psychopathology, 2nd edition, in press, 1981, plus assigned readings).
- III. Assessment of Children: Tests and Theoretical Constructs (Texts: Cronbach, L.J. Essentials of psychological testing, Harper & Row, 1970. Committee on Child Psychiatry, Psychopathological Disorders in Childhood: Theoretical Considerations and a Proposed Classification. GAP, 1966. Janis, I.L., Mahl, G.F., Kagan, J. and Holt, R.R. Personality: Dynamics, Development, and Assessment, Harcourt, Brace and World, 1969. Rapport, G., Gill, M.M. and Schafer, R. Diagnostic Psychological Testing, revised by Holt, R.R. (Eds.), International Universities Press, 1968. Sattler, J.M. Assessment of Children's Intelligence, Saunders, 1974).
- IV. Assessment of Children: Student presentations and seminar discussion of core assessment areas. The objective is to familiarize students with the most widely used measures available in each of the core assessment areas.
- V. Treatment Approaches for Children: Selected readings as well as guest lectures by representative child-practitioners covering ego-psychoanalytic approaches (e.g., Anna Freud, E. Hartmann, E. Eriksen), behavior modification and social learning approaches (e.g., A. Bandura, I. Lovaas, G. Patterson, A. Ross), client-centered and play therapies (e.g., V. Axline, M. Moustakas) and, if time permits, an introduction to group and family therapies.

Grades: Grades assigned will be normal university grades.

Appendix B

Faculty Competence

Ph.D. in psychology with either a developmental or clinical focus and with specialized training in childhood assessment and treatment formulation.

Appendix C

Library Resources

The books and journal articles required for the course are presently available in the library. Minor up-dating of resources is all that is anticipated.

SEE LIBRARY REPORT ATTACHED

SIMON FRASER UNIVERSITY LIBRARY COLLECTION EVALUATION
 (To be completed only for new course proposals; not needed for re-numbering)

Course number and name Psych 830 Seminar in child evolution and treatment formulation

1. Evaluation of current library collection (indicate method used, as applicable):

Collection more than adequate. Library has all items mentioned in the course description.

2. Recommended additions to collection (monographs, serials, other); attach supplementary lists as necessary:

3. Estimated costs:

A. Initial costs

monographs	_____
serials	_____

Total	2
-------	---

B. Continuing costs

monographs	_____
serials	_____

Total	2
-------	---

4. Special budget and scheduling factors (include special processing, equipment, and servicing costs):

5. Other pertinent details:

Brin J. Chaffin
 For Library
 Date: July 21, 1982

For Faculty Department
 Date: _____

SIMON FRASER UNIVERSITY

New Graduate Course Proposal FormCALENDAR INFORMATION:

Department: Psychology Course Number: 831
Title: Practicum in Child Evaluation and Treatment Formulation
Description: See Attached

Credit Hours: 4 Vector: 0-0-2 Prerequisite(s) if any: Psyc. 750, 820,
830

Note: This course will be offered in a two semester sequence; both registration in
semesters will be required.

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 6-10 When will the course first be offered: 83-3
How often will the course be offered: Every Other Year

JUSTIFICATION:

This practicum will be taken concurrently with Psyc. 830 to provide
students with practical experience in childhood assessment and treatment
formulation

RESOURCES:

Which Faculty member will normally teach the course: J. Strayer; J. Pinkus/T. LePage (Adjunct);
R. Freeman; B. Ley
What are the budgetary implications of mounting the course: _____

Existing allocations are sufficient to cover honoraria for guest speakers.

Are there sufficient library resources (abord detail): 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: S. S. S. Date: 5-11-82

Faculty Graduate Studies Committee: S. S. S. Date: 7-30-82

Faculty: R. C. Burns Date: 7-30-82

Senate Graduate Studies Committee: J. D. Welch Date: 18/11/82

Senate: _____ Date: _____

Course Outline

Practicum in Child Evaluation and Treatment Formulation

This practicum will be offered concurrently with Psyc. 830, the Seminar in Extended Evaluation and Treatment Formulation for Children. The intention of the practicum is to provide intensive practicum experience for the student as both (1) participant-observer at clinical settings of a range of child-clinical problem areas, assessment procedures, and treatment formulations, and (2) responsible for a full-scale assessment and written evaluation of one "normal" child and one clinic-referred child.

The practicum objectives are as follows:

1. On-the-scene introduction to the field of applied child/and pediatric psychology.
2. Observations (as participant-observers) of assessments and treatment formulations for a wide range of childhood disturbances (infancy through adolescence).
3. Supervised training in interviewing, assessment, and treatment formulation for developmental delay, intellectual, perceptual-motor, language, and learning problems; emotional and social adjustment problems.

Each student will be responsible for a full-scale assessment and follow-up formulation (cognitive; emotional, social) for one "normal" and one clinic-referred child. In addition to individual supervision, weekly supervision group meetings will review and discuss student's practicum observations and experience.

Practicum Core Areas:

1. Intellectual/Cognitive
 - a) Binet, b) Wechsler Preschool and Primary Scale of Intelligence (WPPSI)
 - c) Wechsler Intelligence Scale for Children-Revised, (WISC-R)
2. Developmental
 - a) McCarthy Scales of Children's Abilities
 - b) Bayley Scales of Infant Development
 - c) Vineland Social Maturity Scale
3. Perceptual/Perceptual Motor
 - a) Beery Developmental Test of Visual Motor Integration
 - b) Hooper Visual Organization Test
 - c) Raven's Coloured Progressive Matrices
 - d) Motor Free Visual Perception Test
4. PsychoEducation
 - a) Woodcock-Johnson Psychoeducational Battery
 - b) Durrell
 - c) Wide Range Achievement Test (WRAT)

5. Language/Cognition

- a) Peabody Picture Vocabulary Test (PPVT)
- b) Detroit Test of Learning Aptitude
- c) Illinois Test of Psycho-Linguistic Abilities (ITPA)

6. Emotional/Social

- a) Children's Apperception Test (CAT)
- b) Thematic Apperception Test (TAT)
- c) Sentence Completion and other self-report measures
- d) Rorschach

Practicum Rotations

These will be designed individually for each student with practicum supervisors and will take place at different clinics associated with the Children's Hospital and its Diagnostic Centre, as well as in several community agencies, such as Blenheim House, Laurel House, Maples Psychoeducational Unit, etc. An example of a practicum program follows.

Rotations (2 half-days per week)

Months 1-2 (Ambulatory Care)

One month each with two particular psychologists

One month rotating through various teams, e.g., one week with Developmental Program A;

one week with Developmental Program B; one week with Hearing Disorders; one week with Blind/Neurological.

On the team rotations, the student will follow the patient, not the psychologist.

Months 3-4 (In-Patients)

One month each with two particular psychologists, administering batteries under supervision:

One month rotating through wards and specialties, e.g., one week on Lower East, one week on Upper East; one week on Care by Parent Unit; one week on West Wing.

Months 5-7 (In and Out-Patients)

One month with two psychologists, administering batteries under supervision; Two months with physicians and allied health professionals, e.g., one week with Occupational Therapy; one week with Physiotherapy; one week in the Seizure Clinic; one week in Neurology, one week in Adolescent Psychiatry (VGH); one week with Child Life Programs, additional weeks in other community agencies.

The reading list will be the same as provided in Psyc. 830. The practicum is expected to require about two one-half days per week of student involvement. Grades assigned will be normal university grades, based on student presentations and assessment reports.

Appendix B

Faculty Competence

Ph.D. in psychology with either a developmental or clinical focus and with specialized training in childhood assessment and treatment formulation.

APPENDIX C

LIBRARY RESOURCES

The books and journal articles required for the course are presently available in the library. Minor up-dating of resources is all that is anticipated.

SEE LIBRARY REPORT ATTACHED FOR PSYC 830

SIMON FRASER UNIVERSITY

New Graduate Course Proposal Form

CALENDAR INFORMATION:

Department: Psychology Course Number: PSYC. 886

Title: INTERNSHIP

Description: A one-year full-time internship in an approved clinical setting

Credit Hours: 9 Vectors: 0-0-3 Prerequisite(s) if any: Equivalent of M.A. Applied/Clinical program, three Ph.D. level courses, and successful completion of Ph.D. Comprehensive Examinations

Registration in Psyc. 886-3 will be repeated for a total of 3 semesters.

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 5-10 When will the course first be offered: Fall 1982

How often will the course be offered: Annually

JUSTIFICATION:

The applied/clinical psychology graduate program is expanding its 4 month internship to a one year internship to meet training and accreditation standards.

RESOURCES:

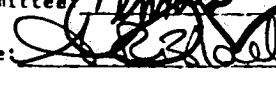
Which Faculty member will normally teach the course: Supervision by registered psychologists in approved settings
What are the budgetary implications of mounting the course:

\$3,000.00 annually for honoraria for internship supervisors

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: 5-11-82

Faculty Graduate Studies Committee:  Date: 7-30-82

Faculty: PC Brown Date: 7-30-82

Senate Graduate Studies Committee:  Date: 18/4/82

Senate:  Date:

COURSE OUTLINE

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.

Evaluation of the Internship

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.

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.

Evaluation: Graduate Students will be graded on a Satisfactory/Unsatisfactory basis.

APPENDIX B

FACULTY COMPETENCE

As noted on the new course proposal, supervision of graduate students in agency settings will be conducted by a registered psychologist, under the direction of a faculty internship coordinator.

APPENDIX C

LIBRARY RESOURCES

Readings available in the Library are appropriate for the needs of the students.

DEPARTMENT OF PSYCHOLOGY
INTERNSHIP PLACEMENT FORM

STUDENT NAME: _____

STUDENT NUMBER: _____

COURSE: PSYCHOLOGY 886

SEMESTERS OF ENROLMENT: _____

PLACEMENT LOCATION: _____

NAME OF SUPERVISOR: _____

HOURS/WEEK REQUIRED BY STUDENT: _____

TYPE OF FUNDING APPLIED FOR

BY STUDENT: _____

BY INSTITUTION: _____

TYPE OF FUNDING RECEIVED: _____
(Please indicate amount also)

DESCRIPTION OF WORK TO BE DONE

APPROVAL OF CLINICAL PROGRAM DIRECTOR: _____ DATE: _____

*PLEASE NOTE: This form must accompany your registration form for approval
by the Graduate Program Assistant.

Simon Fraser University - Clinical Committee

Guidelines Concerning Internship
and Practicum Placements

May, 1982

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 overall supervision of a registered psychologist. While some specific activities may be supervised by other professionals (e.g., social workers, psychiatrists), ultimate responsibility rests with the designated supervising psychologist (the External Clinical Supervisor)

B. Responsibilities of the Clinical Committee

- (1) to select and recruit suitable External Supervisors in good settings.
- (2) to ensure that students are aware of these settings and are placed in them.
- (3) to ensure that students and External Supervisors are well informed concerning the program.
- (4) to provide liaison with student, university and the supervisor during the placement.
- (5) to provide External Supervisors 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 Clinical 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 External Clinical Supervisors

- (1) to choose from student-applicants those most suitable to the service.
- (2) to provide one/two hours per week of direct supervision to the student, including evaluative information as to the level of performance being observed.
- (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 students' work at the conclusion of the placement, using the Evaluation form provided by the University.

(Continued on Page 2

Procedures

- (1) Students will decide what kind of setting they wish to gain experience in; this may be one already known to the Clinical Committee, or may be one specifically sought out by the student to fulfill a particular interest.
The Clinical Committee will maintain a file describing possible settings, for the information of students.
- (2) Students will obtain the approval of the Clinical Program Director for their choice of setting.
- (3) Students will then apply to the setting-of-choice - either directly or through enlisting the support of the Clinical Program Director, and will arrange to be interviewed for the placement.
Upon acceptance of the student by the field setting, the Clinical Committee will provide the student's supervisor with a student evaluation form to be completed at the end of the placement.
The External Supervisor will complete this form and discuss the substance of the student's performance with the student, before returning it to the Clinical Program Director.