

CD Area Program Requirements

M.A. PROGRAMME REQUIREMENTS

- a) 6020 3.0 Historical and Theoretical Foundations of Contemporary Psychology A
OR
6030 3.0 Historical and Theoretical Foundations of Contemporary Psychology B
- b) 6130 6.0 Univariate Analysis (usually taken during MA)
OR
6140 6.0 Multivariate Analysis (usually taken during PhD)
- c) 6610 3.0 Social and Emotional Bases of Development
- d) 6905 3.0 Biological and Cognitive Bases of Development
- e) 6910 3.0 Psychoeducational Assessment of Children and Adolescents*
- f) 6920 3.0 Clinical and Diagnostic Assessment of Children and Adolescents*
- g) 6820 6.0 Research Practicum (330 hours)
- h) 6000 0.0 M.A. Thesis Research

*Requirements **e** and **f** are normally taken in the second year.

Ph.D. PROGRAMME REQUIREMENTS

Requisite Coursework

- a) 6130 6.0 - Univariate Analysis **OR** 6140 6.0 - Multivariate Analysis
- b) 6930 3.0 - Intervention Strategies with Children
- c) 6490B 3.0 - Ethical Issues in Professional Practice
- d) 6910P 6.0- Introduction to the Psychological Assessment of Children Practicum
- e) 6930P 6.0- Intervention Strategies with Children Practicum
- f) A minimum of 1.5 full courses, or equivalent, at the 6000 level of which must be Clinical-Developmental Courses.
- g) 6840 6.0 - Clinical Internship **OR** 6840A 3.0 - Clinical Internship I **AND** 6840B 3.0 - Clinical Internship II

Clinical Training

Two clinical practica (one in assessment and one in intervention), of 330 hours each, and a one year full-time clinical internship of 1800 hours (or 900 hours per year over two years).

Additional Program Requirements

- a) Ph.D. Dissertation Research
- b) Ph.D. Minor Area Paper Research

Course Descriptions

HISTORICAL & THEORETICAL FOUNDATIONS OF CONTEMPORARY PSYCHOLOGY A

This course will provide a selective overview of the history of psychology from the mid-1800s to the present, with earlier forays into the philosophical and practical underpinnings of psychological questions where appropriate. We will consider both the history of the discipline - Psychology - and the history of its subject matter – psychology – with the goal of exploring how these two histories are intertwined. Students will be encouraged to consider issues of reflexivity as they pertain to the development of psychology and its research practices. Students will also be exposed to important and relevant scholarship by historians of psychology, and will be asked to consider historiographic issues that have influenced the recording of psychology's past.

HISTORICAL & THEORETICAL FOUNDATIONS & CONTEMPORARY PSYCHOLOGY B

The aim of this course is to introduce students to the history of psychology as a science, a profession, and a social force. We are concerned with investigating how the practices, scope, and experimental objects of psychology have changed over time. We will examine the various schools and systems that have flourished and declined since the eighteenth-century including sensationalism, phrenology, 'brass instruments' psychology, functionalism, behaviourism, psychoanalysis, and cognitive science. Particular attention will be paid to the social place of psychology as the science moved from being provenance of a few to a mass profession that shaped the daily lives of the many. During this period, greater attention was placed upon the inner lives of ordinary people than ever before and large organizations sought to come to terms with the individual through standardize measures and tests. We study how this situation came about and what its legacy is for the twenty first century. Students will engage with scholarly articles assessing psychology's heritage as well as grappling with influential documents from the discipline's past.

UNIVARIATE ANALYSIS

The primary aim of this course is to provide the student with the basic tools for analyzing data from univariate experimental designs. The course material will focus on simple and complex ANOVA models, but will also provide an introduction to regression models.

MULTIVARIATE ANALYSIS

This section of Psychology 6140 provides a conceptual and practical introduction to multivariate data analysis. In the fall term, we will focus on the general linear model, including multiple regression, Multivariate ANOVA and MANCOVA, and multivariate multiple regression. Given their increasing importance in psychology relative to other multivariate methods, the winter term will focus on factor analysis and structural equation modeling. The course could also include instruction about multilevel modeling or logistic regression, depending on time and student interest.

ETHICAL ISSUES IN PROFESSIONAL PRACTICE

The purpose of the course is to provide an overview of professional issues, as they particularly affect the applied psychologist. The course will cover the Psychologist's Code of Ethics,

Standards of Practice, legislation, discipline codes, ethical issues in supervision, differing models of professional training, the role of voluntary associations, and other current professional concerns.

SOCIAL AND EMOTIONAL BASES OF DEVELOPMENT

The course is designed to serve as an introduction to current issues in social and emotional development. The seminars will begin with a discussion of: (a) the historical and philosophical roots of developmental psychology, (b) the methodologies and theories in developmental psychology that have grown from these roots, and (c) alternative ways of viewing developmental data. The material discussed in the beginning sessions will serve as a foundation for reviewing students' current research interests.

BIOLOGICAL & COGNITIVE BASES OF DEVELOPMENT

This course will focus on the biological and cognitive correlates of normative development and situations where these processes go awry. We will begin by reviewing the basic research on neural development. This will be followed by an exploration of the circuitry underlying various behavioural, emotional, and cognitive functions in children and adults. We will then consider the neuropsychopathology of several developmental disorders. Throughout the course, consideration will be given to theoretical, methodological, and clinical-ethical issues relevant to study in the area of neurobehavioural development.

PSYCHOEDUCATIONAL ASSESSMENT OF CHILDREN & ADOLESCENTS

This course serves as an introduction to the theory and practice of the psychological assessment of children. The focus will largely be on the acquisition of knowledge and skills related to the assessment of cognitive and academic skills. However, we will also address the importance of behavioural, emotional, and environmental factors in comprehensive evaluations. Particular attention will be paid to the need to study the child in its ecological context, and of providing culturally sensitive assessments.

Students will learn to administer several of the most commonly used tests of cognitive and academic development, to score and interpret results, and to provide oral and written feedback. They will gain an understanding of the challenges of test task demands, and of the meaningful observation of test behaviour. There will be ongoing discussion on the ethical responsibilities of assessors. This should support students in developing their ability to critically assess both possibility and limitation in child assessment.

INTRODUCTION TO THE PSYCHOLOGICAL ASSESSMENT OF CHILDREN – PRACTICUM

The purpose of this course is to accompany and form part of the 330 hour Assessment Practicum. Placement in an applied setting is to be arranged by the student and approved by the C-D program the previous spring. The course portion of the practicum provides in-house supervision as well as liaison with the practicum sites. Class meetings will be held throughout the year (but not every week) and will include discussion of issues arising from the practicum experience as well as relevant ethics and jurisprudence material pertinent to practice with children, adolescents, and families, based on course readings. CD Faculty or guest lecturers will present cases to help develop students' skills at formulation based on assessment results. Students will be expected to

present a case and hand in a written psychological assessment report (with identifying information removed) from their practicum placement.

CLINICAL & DIAGNOSTIC ASSESSMENT OF CHILDREN AND ADOLESCENTS

This course is intended to introduce Clinical-Developmental graduate students to processes involved in psychological assessment beyond psychoeducational testing, which was the focus of 6910. In this course, we will address interview, questionnaire, and observational assessment procedures; the integration of various sources of assessment data into a diagnostic formulation of common disorders of childhood; the process of translating assessment results into reports that lead to intervention plans; and various special topics in assessment, including the professional, legal, and ethical standards pertinent to assessment.

INTERVENTION STRATEGIES WITH CHILDREN

intervention. This introduction to practice is followed by an overview of evidence-based methods in the treatment of children and families. A number of empirically-validated approaches will be discussed. Non-specific or non-model factors in intervention will also be addressed. Classes will consist of theory, case-based , and video-based learning, as well as discussion and interactive exercises such as role play.

INTERVENTION STRATEGIES WITH CHILDREN – PRACTICUM

The class-based portion of the practicum will fill several needs. It will be run in the form of group supervision. Students will be expected to bring process notes of treatment sessions, or audiotaped sessions, along with case histories. The group will discuss cases together. The practicum will also serve as a forum in which to discuss general issues, which transcend particular practicum settings, as well as issues that arise out of students' specific experiences. It will also provide a mechanism through which the programme can receive feedback about student experiences in their respective settings, and as a way to maintain an active liaison between the settings and the university.

DEVELOPMENTAL PSYCHOPATHOLOGY OF CHILDHOOD AND ADOLESCENCE

Developmental psychopathology is broad-based, integrative framework for understanding the emergence of maladaptation in childhood or adolescence and pathways of continuity or discontinuity across the lifespan. In this course we will examine key concepts in developmental psychopathology, including risk, vulnerability, coping and resilience. Environmental contexts, specifically the contributions of family, peers, and the socio-cultural setting will be reviewed. Throughout, the implications of gender and individual diversity will be highlighted.