

YORKVILLE

U N I V E R S I T Y



PROGRAM OVERVIEW: MASTER OF ARTS IN COUNSELLING PSYCHOLOGY

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FACULTY OF BEHAVIOURAL SCIENCES

Introduction

Housed within the Faculty of Behavioural Sciences, Department of Psychology, the counselling discipline is embedded in and evolving with society as social norms change. Yorkville University prepares students to adapt to these changes using sound judgement, personal resources, and an in-depth understanding of the practical issues confronting the real and complex world of professional counselling. Somewhat unique among academic counselling psychology programs, the program at Yorkville University is oriented to graduate practitioners who are able to quickly put their skills to work in the real world.

Mission Statement

An increasingly complex world and accelerated pace of life has produced a growing number of people suffering the negative psychological effects associated with increased stress. These include depression, anxiety, and a host of physical ailments, either of a mental/emotional origin, or containing significant psychological aspects. Heart disease, cancer, diabetes, and other major disease diagnoses are all associated with lifestyle conditions. These aspects of disease are amenable to modification through professional counselling. The general heightened level of stress in society is also a contributing factor in statistically recorded crime and delinquency rates, and is correlated with such interpersonal problems as child abuse, marital strife, and other social dysfunctions.

Globalization and immigration facilitate the ease with which these problems can and do cross international borders, creating a worldwide need for persons trained to understand, manage and treat these disorders.

Many societies around the world have been brought so abruptly into the modern economic and social order that their educational systems have not been able to keep up with training needs in the mental health care fields. Many of today's global conflicts result not from a failure of technology or commerce, but from a failure of human understanding and empathy.

Our goal is to contribute to the worldwide training of competent and ethical mental health care practitioners who will enrich the societies in which they live as they help others cope with the stresses of modern life.

The master's level curriculum in counselling psychology is intended to help address this need. Courses are practice oriented rather than research oriented, because practice is the area of greatest need. To limit geographic barriers to study, didactic courses are offered online. Students can live in more rural areas across multiple time zones and log on to their learning community at the times of day most convenient for them. Supervised hands-on practicums are arranged and supervised in or near the students' communities. Currently, program offerings are only in the English language. Given faculty and other resources, programs in other languages may be added in time.

Yorkville University is dedicated to practitioner oriented professional education and excellence in teaching. In so doing, it will maintain the highest standards of academic integrity and academic freedom, while ensuring a current and relevant curriculum.

Program Overview

Yorkville University has assembled a diverse and recognized community of scholars, colleagues and friends who share our vision. Our goal is to provide students with the best curricula, instruction, and learning resources to enable students to learn the methods, ethics, and standards necessary to work professionally.

The focus of our programs is to ensure that students develop the conceptual skills and intellectual creativity reflected at the appropriate degree level and academic discipline of study.

Yorkville University provides study materials and instructional assignments based on knowledge at the forefront of the academic and professional disciplines. Students are taught to demonstrate application of that knowledge within the boundaries and ethics of their selected field of study. Students are expected to work with complex issues, both systematically and creatively showing resolution in the solving of practical problems within the purview of their chosen discipline.

Admission Requirements

Admission to the Master of Arts in Counselling Psychology program is on a selective basis.

Minimum admission requirements include:

- a Bachelor's degree from a recognized university, not necessarily with a major in psychology. Preference will be given to students who have successfully completed undergraduate courses amounting to either a major or minor in psychology, related social sciences, or allied health professions such as social work.
- a grade point average sufficiently strong so as to support the ability to participate in a rigorous, graduate level program of academic study. Generally, students will require an undergraduate grade point average of 3.0 on a 4.0 scale. A standardized test result, such as the GRE or the Miller Analogies Test, is not required as a precondition for admission to the program. However, applicants are encouraged to submit these scores if they believe such test results would strengthen their application for admission.
- two letters of reference, preferably from persons able to comment meaningfully on the motivation and ability of the applicant to undertake graduate study.
- a 700-1000 word letter of application substantiating interest, qualifications and experience relevant to the field of counselling. We would like you to tell us why/how you think our Program will help you to be a better counsellor. Please elaborate on your academic background and work/volunteer experiences—anything that you would like to bring to our attention that may help us determine your suitability for the Program.
- English proficiency. Applicants whose native language is not English, or who have not completed a previous degree from a university where English is the language of instruction, may establish English proficiency by submitting confirmation of an official TOEFL (Test of English as a Foreign Language) score of at least 550 (written version) or 213 (computer version). Students submitting test results for the International English Language Test (IELTS) must achieve an overall band of 6.5. Students meeting none of the above conditions may still claim proficiency in English, but may be required to participate in a telephone interview with the Admissions Committee.

Acceptance of an applicant as a graduate student is conditional on satisfactory undergraduate and other qualifications indicative of success in the Program. The application process requires receipt of original transcripts from post-secondary institutions attended,

two letters of reference, a written letter of application, a possible telephone interview, and payment of a \$75.00 application fee. Classes are filled as qualified applications are received and processed.

Course Descriptions

PSYC 6106 Biological, Developmental and Scientific Basis of Behaviour

Behaviour and biology are inextricably bound, despite the dichotomy suggested by the historical "nature vs. nurture" argument. This course explores the biological organization of the human central and peripheral nervous systems and related physiological functioning. Brain and sensory perception, the role of hormones, pheromones, and some drug effects are additionally discussed.

From birth, human development progresses through the phases of infancy, childhood, adolescence, adulthood, and old age. Each of these phases contains within it what might be regarded as the developmental tasks and milestones necessary to successfully mature into the next phase of development. The tasks and milestones of a normal developing life will be studied, with special attention given to gender differences, attachment and independence. This course emphasizes the growth and development of the individual over the course of a lifetime, the varying contexts of human development, and the processes underlying normal human development. **(6 credits) Required**

PSYC 6113 Theories of Personality

Everybody has one, although how people in their almost infinite variety became the way they are has been a subject of theoretical speculation first in theology, then in philosophy, and, more recently, in psychology. Modern developments in counselling and psychotherapy trace their roots to personality development theories first conceived by Alfred Adler, Carl Jung, Sigmund Freud, Carl Rogers, B. F. Skinner, Harry Stack Sullivan, and others. Their views provide the subject matter for this course. Emphasis will be placed upon contemporary clinical expressions of these approaches. **(3 credits) Required**

PSYC 6123 Psychological Assessment

Subjective, projective, and inventory assessment tools have been developed over the years as a means of assessing both normal and abnormal patterns of psychological functioning and pathology. Additional instruments have been developed as an aid to educational assessment and vocational counselling. This course will survey the major types of psychological tests, how they are administered, how they are constructed, and how the results might be interpreted for practical use. **(3 credits) Required**

PSYC 6133 Psychopathology

Signs, symptoms, and etiology of certain commonly encountered conditions will be described in some detail following the Diagnostic and Statistical Manual of Mental Illness, 4th Edition, (DSM-4 TR) conceptualization and definition of mental illness. Neurotic disorders (anxiety, depression, obsessive compulsive disorder (OCD), and paranoia) will be introduced with only minor attention paid to psychotic conditions. In addition, this course focuses on the eating disorders, substance abuse and its related disorders, and sleep disturbances. **(3 credits) Required**

PSYC 6143 Psychology of Work and Employment

Much of our time awake as adults is spent at work. This course explores the theoretical underpinnings used by psychology to organize and understand how diverse individuals choose and manage their careers and integrate work with their other life roles. The work world constitutes a unique opportunity to study questions of motivation, goal-setting and decision-making, satisfaction, supervisor/subordinate relationships, group dynamics, leadership, co-worker relations, security, and many related issues that have a profound

effect on our lives. During this course, students will be expected to identify the conceptual patterns presented as they may appear in the real world of work, and to suggest, utilizing the theoretical foundations already studied, how workplace conflicts might be resolved, or negative situations improved. Students will be introduced to tools and resources used for career planning, career-life management and career-related psychological assessment within the workplace, schools, and community settings. Case examples will be presented and students will be expected to share their own experiences of career development within the rapidly changing workplace. **(3 credits) Elective**

PSYC 6153 Counselling Methodologies – Humanistic and Psychodynamic Modalities

This course is a review of the most important contemporary psychodynamic and humanistic approaches of counselling and psychotherapy, focusing on: underlying philosophical assumptions, major concepts, view of personality, the therapeutic process, the counsellor's role, typical interventions, and targeted outcomes. The current approaches to counselling and psychotherapy selected for this course will also be explored with respect to the relations between theorists and their theories, as well as between counsellors and their clients. Cross-cultural and gender-related aspects will be considered for each of the counselling schools under study. Students will endeavour to recognize the links between theory and practice, between constructs and applied techniques or interventions.

Students will integrate the course material from: the textbook, supplementary articles, professor's notes (online Course Manual), and online class discussions. Students will also be encouraged to conduct their own further research on topics of interest, by accessing library resources and pertinent professional internet sites. Students will examine the similarities and differences among approaches, and thus lay the foundation for the development of a personally meaningful approach to counselling. **(3 credits) Required**

PSYC 6163 Counselling Methodologies – Behavioural and Cognitive Modalities

This course is a continuation of PSYC 6153, wherein the demeanor of the counsellor is applied to additional modalities. Based on experience students have acquired in thinking about how successful counselling is accomplished and why it works, the "counsellor-effect" factor is introduced. This course will emphasize the skills associated with effective interviewing, assessment and intervention. **(3 credits) Required**

PSYC 6173 Cultural Differences in Counselling

The cultural differences that exist between peoples must be taken into account when structuring counselling interventions. Identity formation, world view, communication style and acculturation will be studied from the perspective of the significant cultural minorities found in Canada. This course is designed to enhance students' understanding of the role of personal, racial, social and cultural factors in multicultural counselling relationships and mental health service delivery. **(3 credits) Required**

PSYC 6183 Marriage and Family Systems

This course is designed to provide the student with the skills and competencies necessary to effectively deal with the interpersonal and intrapersonal dynamics of intimate relationships and family systems. Family interaction and communication patterns, conflict resolution, the impact of children on relationships, and other factors that influence family systems will be introduced. The professor will focus on one of the major theoretical family systems frameworks. **(3 credits) Required**

PSYC 6203 Ethical Standards for Mental Health Service Providers

Course content follows the standards for ethical conduct and practice set by the Canadian Counselling Association. In general, topics covered include the scope of practice issues, professional responsibility, privacy and confidentiality, record keeping, appropriate relationships during and after treatment (including sexual intimacies), third party

relationships and responsibilities, advertising, continuing professional education, and interruption and termination of treatment. Issues of disaster response, electronic or telephonic delivery of service, child protection, and guidelines for the treatment of gay, lesbian, and bisexual clients will also be considered. **(3 credits) Required**

PSYC 6213 Research Methodology

This course provides students a realistic and practical opportunity to apply research methods knowledge to problems in counselling psychology. Content emphasis will be on sampling, experimental research, correlational research, program evaluation, small N designs, surveys, and ethics. Process emphasis will be on evaluating psychological research, developing ideas for research, communicating ideas, and teamwork. **(3 credits) Required**

PSYC 6223 Group Counselling

Groups are becoming increasingly popular as counselling interventions. Although this trend is partly driven by budget restrictions, the primary advantage of group counselling is that participants get the opportunity to learn from each other. This course will take a multi-media approach to introducing group counselling skills across diverse theoretical perspectives. A DVD and accompanying workbook present selections from a group counselling program and provide opportunities for observing a group in action, hearing counsellors' comments on the group process, examining cultural differences, and writing personal reflections. A comprehensive textbook, interactive discussion forums, and assignments complete the package – focussing on techniques for facilitating counselling groups for children, adolescents, and adults. Students will be expected to actively participate in e-groups during this course and critically examine their own experiences both as group members and facilitators. **(3 credits) Required**

PSYC 7106 Practicum

Each student in the program is required to successfully complete a twenty-hour per week minimum, fifteen consecutive weeks' practicum as a prerequisite to being awarded the Master of Arts degree in Counselling Psychology. The practicum carries six units of academic credit. Students must receive approval from the Director of Clinical Training before they may begin their practicum. Though didactic courses may be offered in either an online or in-class format, **the practicum must be an in-person experience. (6 credits) Required**

PSYC 7206 Master's Case Presentation

Students are required to present a case to faculty online which will serve as the practical equivalent of a major graduate paper. The case presentation should include the selection of a particular client, a scholarly analysis of the literature pertinent to the problem being studied, a supportable diagnosis, a plan of intervention, and the result of its implementation. Students will select clients and problems from among those encountered in their practicum, and are encouraged to complete their case presentation concurrent with the completion of the practicum. **(6 credits) Required**

PSYC 6XX3 Special Topics in Counselling

This course is designed to provide specific academic content as may be required by provincial/state authorities to fulfill licensing requirements. For example, if a particular state requires that the student have completed a 3-credit course in drug addictions counselling, this course will be delivered on an individual basis, in order to fulfill that requirement. This course is not required for completion of the MACP Program. **(3 credits) By Special Permission**

Important Information Regarding PSYC 6XX3

PSYC 6XX3 Special Topics in Counselling will be offered, where deemed appropriate, to students enrolled in the MACP Program. It is intended to meet the needs of students in fulfilling specific requirements mandated by provincial/state licensing authorities. This is not

a required course for the MACP Program. Students who wish to enroll in this course must seek the approval of the Dean of Academics, by contacting Student Services. Please refer to [Appendix B](#) for contact information.

Practicum

Brief Description of the Practicum: Each student in the Program will be required to successfully complete a twenty-hour per week minimum, fifteen consecutive week practicum as a prerequisite to being awarded the Master of Arts degree in Counselling Psychology. The practicum carries six units of academic credit. Students must receive approval from the program Dean before they may begin their practicum. The practicum must be an in-person experience.

The Practicum Setting: The Director of Clinical Training must approve practicum settings before any student starts work. In general, appropriate practicum settings include any established venue in which mental health services are professionally delivered. Organizations specifically identified as mental health delivery services are acceptable, whether public, private, culturally or religiously affiliated. Other acceptable settings are mental health delivery systems embedded within a larger context, such as the social work department of a general hospital. Organizations not specifically identified as mental health delivery systems, but in which mental health issues figure prominently, such as prisons, special schools, and eldercare organizations may also be judged acceptable by the Director of Clinical Training. Students are encouraged to make recommendations to the Director of Clinical Training regarding any specific practicum site that they believe may be suitable. It is hoped that the practicum may be completed in the student's own community.

Eligibility for Practicum: Students will be deemed eligible to begin their practicum after having successfully completed all academic coursework except for the final case study presentation which is to be completed concurrent with the practicum. In addition, students must be in good standing academically (as described above) and with the University Bursar.

Supervision of Students: An important consideration in the decision to approve a practicum site is the availability of appropriate on-site supervision. Supervisors must possess advanced degrees and professional licensure appropriate to the positions they hold at the proposed practicum organization. The provision of counselling services constitutes one element of the training and practice of a number of different professions. Therefore, supervisors may be psychologists, psychiatrists, psychiatric social workers, or psychiatric nurse practitioners. In cases where licensure doesn't apply, the practitioner's CV would be expected to show relevant experience and membership in appropriate professional societies. The Director of Clinical Training must approve all practicum site supervisors. Supervision must be structured, with appropriate records kept. A letter of agreement between the University and the practicum site will formalize the arrangement.

Grading: At the conclusion of the practicum, and unless excluded for other reasons, the students' supervisors will be asked to rate them on a number of relevant parameters, including ethics, professionalism, technical competence, effectiveness with clients, consultation seeking with peers, etc. Based on these evaluations, students will be assigned a grade of pass/fail.

Tuition and Fees

All fees and charges are quoted in Canadian dollars (CDN\$). Yorkville University also accepts payments in Euros, Pound Sterling, and US dollars. Please refer to [Appendix A](#) for specific tuition information.

Bursar's Office staff is available to answer questions Monday to Friday – 8:00 am to 4:00 pm EST (Eastern Standard Time). Please refer to [Appendix B](#) for contact information.

Program Scheduling and Academic Progress

The Yorkville University academic calendar is based on a trimester system. That is, there are three academic terms per calendar year, each being fifteen weeks in length. Each term is followed by a break period for rest, independent study, and reflection. Students will be allowed up to four calendar years to complete the Master of Arts in Counselling Psychology program. Students are expected to make steady progress from initial enrollment through graduation. A continuous enrollment fee (on a per trimester basis) will be charged to students wishing to remain students of record while “stopping-out” for an occasional trimester.

Graduate Outcomes

The Master of Arts in Counselling Psychology will be awarded to students who have demonstrated:

- a current, relevant and systematic understanding of knowledge, and a critical awareness of problems and/or newly developing insights;
- a comprehensive understanding of techniques applicable to the discipline;
- originality in the application of knowledge, together with a practical understanding of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline;
- conceptual understanding that enables the graduate
 - (i) to evaluate critically current research and advanced scholarship in the discipline; and
 - (ii) to evaluate and develop critiques of methodologies and, where appropriate, to propose new hypotheses.

Typically, holders of the qualification will be able to:

- manage complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences;
- demonstrate self direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional level;
- continue to advance their knowledge and understanding, and to develop new skills to a high level; and
- possess the qualities of confidence and leadership necessary for employment requiring the exercise of initiative and personal responsibility, decision-making in complex and uncertain situations, and the independent learning ability required for continuing professional development.

Transfer Credit

The purpose of evaluating and providing transfer credit is to give students reasonable credit for academic work which has been successfully completed at another institution, and to reduce the likelihood of students having to repeat (and pay for) academic work in which they have already demonstrated competence. Transfer credit may be granted towards a Yorkville University graduate program for graduate work completed at another recognized institution. Transfer credit is normally limited to two didactic courses, excluding the course PSYC 6203 Ethical Standards for Mental Health Providers and PSYC 6106 Biological, Developmental and Scientific Basis of Behaviour, which all students are required to complete at Yorkville University. No transfer credit will be provided for non-didactic courses, including the Practicum and the Master's Case Presentation. In all cases, transfer of credit will be allowed only on the recommendation of the Dean of Academics. A student wishing to transfer credits from graduate studies in foreign universities where equivalency is difficult to substantiate may be required to provide additional documentary evidence from an agency that can verify equivalency.

Repeating a Course

A student who receives a letter grade of C, D, or F in a course may repeat the course, subject to the approval of the Dean of Academics. The transcript will contain a complete record of all courses taken and grades earned, but only the last grade earned in a repeated course will be used to calculate the cumulative grade point average (GPA).

Students-at-Large

Yorkville University allows a limited number of non-matriculated non-degree seeking students-at-large to enroll in courses. Students may take no more than nine credits in at-large status. Students applying for at-large status must hold a bachelor's degree or higher from a recognized university. Students-at-large who subsequently matriculate may apply credits earned at-large towards graduation. For more information, please contact the Admissions Office.

Final Exams

For all didactic courses, final evaluation includes a final examination or a final paper. Details are provided in the individual course syllabus. Online final examinations will follow the "open book" format and will be completed online. PSYC 7106 and PSYC 7206 do not require completion of a final examination.

PSYC Course Evaluation

Students will be evaluated on the following course evaluation criteria:

- participation in course activities, including group discussions and interaction with the professor and other students
- required minor assignments
- required major assignments/reports
- tests and final exams/papers

Grading Policy

The following is the grading schema adopted by Yorkville University:

Letter Grade	Grade Point	% Equivalent
A+	4.0	95-100%
A	4.0	85-94%
A-	3.7	80-84%
B+	3.3	77-79%
B	3.0	73-76%
B-	2.7	70-72%
C+	2.3	67-69%
C	2.0	64-66% (Fail)
C-	1.7	60-63% (Fail)
D+	1.3	57-59% (Fail)
D	1.0	54-56% (Fail)
D-	0.7	50-53% (Fail)
F	0	0-49% (Fail)

The Practicum and the Master's Case Presentation will be graded as "pass/fail".

Based on the above grading system, the minimal pass for all PSYC designated courses is C+. In order to successfully complete the program a student must achieve a minimal cumulative grade point average of 3.0. A student may elect to retake courses in which he/she has achieved a grade of less than "C+". A student receiving a grade of "C+" or less in three courses will be at risk of dismissal from the program. A student with a grade point average of less than "B" will not be eligible to begin his/her practicum.

Yorkville University Policy Regarding APA Style and Format

Evaluation of Course Assignments and Reports:

Faculty members are responsible for evaluating course assignments and reports and providing written feedback to students. Students must use APA style and format when referencing material taken from other sources. Students will be evaluated on their use of APA format when citing material taken from other sources. Students and Faculty should refer to the Fifth edition of the APA Publication Manual.

In addition, faculty members are encouraged to mark one paragraph of each submitted report or assignment in a detailed manner that identifies what improvements need to be made to conform to APA style and format (e.g. grammar, composition, punctuation, and spelling).

Evaluation of Master's Case Presentation:

Some faculty members are responsible for evaluating the Master's Case Presentation. Due to the fact that this is considered a major capstone research paper all aspects of this paper must conform to the guidelines outlined in the PSYC 7206 orientation course. Students must use APA style and format when referencing material taken from other sources. Faculty

evaluating this paper will identify all incidences where the student failed to follow proper writing style and format. The overall evaluation of this paper will be based on the content of the paper as well as on how closely the student followed appropriate style and format guidelines.

In the event that a paper is determined to have an excessive number of errors, the paper should be immediately returned to the student for revision and resubmission. Explicit examples of the problems and their remedies should be provided to the student. The evaluator should be able to initially determine the general quality of the paper after reviewing the first three or four pages.

Application to Enroll in the Practicum and Master's Case Presentation

The Practicum and Master's Case Presentation are designed to assist the graduate student with developing a current, relevant and systematic knowledge. This includes a critical awareness of problems as well as insights at the forefront of their academic discipline, field of study, or area of professional practice. The case work is designed to develop a comprehensive understanding of techniques applicable to advanced academic scholarship. A student must apply for the Practicum portion of their graduate work by submitting for approval a proposed practicum location, practicum supervisor, and work schedule. It is hoped that the Practicum may be completed in the student's own community.

The material for a Master's Case Presentation will generally develop out of the Practicum experience. Similar to a thesis, the Master's Case Presentation should include a literature review of the problem being studied, as well as the basis for a diagnostic impression and treatment plan. To the extent available, the results of the treatment should be presented and discussed. In order to begin work on the Master's Case Presentation, students will need the approval of their academic advisor as well as the approval of their on-site clinical supervisor. Generally, it is expected that the Master's Case Presentation and the Practicum are completed concurrently.

Graduation Requirements

In order to earn the Master of Arts in Counselling Psychology degree, students must successfully complete eleven didactic courses (36 academic credits), a Practicum (6 academic credits), and a Master's Case Presentation (6 academic credits). The total Program consists of forty-eight academic credits. Students completing the optional course PSYC 6143 will graduate with 51 credits. Full-time students should be able to complete the Program in five trimesters. Part-time students may take up to four years from the date of initial enrollment to complete the Program.

The minimal pass for all PSYC courses is C+. In order to successfully complete the Program, students must achieve a minimal grade point average of 3.0. Students may elect to retake courses in which they have achieved a grade of less than C+. Students receiving a grade of "C+" or less in three courses will be at risk of dismissal from the Program. Students with a grade point average of less than "B" will not be eligible to begin their Practicum.

Students must also submit an [Application to Graduate Form](#) and pay the \$125 graduation fee before the degree and final transcript can be issued. Yorkville University reserves the right to decline to issue degrees or release transcripts to students whose financial accounts are not paid in full at the end of their program.

Faculty Roster

Barbara E. Bryden

B.Sc. University of Western Ontario
M.A. University of Calgary
Ph.D. University of Calgary
Certified Canadian Counsellor
Canadian Counselling Association (member)
American Psychological Association (member)

Areas of Major Interest: counselling psychology, biopsychology, space psychology

Tavis S. Campbell

B.A. Concordia University
Ph.D. McGill University
Canadian Psychological Association (member)
American Psychological Association (member)
Society for Behavioural Medicine (member)
Society for Psychophysiological Research (member)
Society for Behavioural Medicine (member)

Areas of Major Interest: health psychology, cognitive-behavioural treatment for symptoms of chronic illnesses

Jamie Dyce

B.A. Lakehead University
M.A. Lakehead University
Ph.D. University of Alberta
Registered Psychologist (Alberta)

Areas of Major Interest: psychology of music, psychopathology in film, structure and correlates for mental illness, online teaching

Dita Andersson Everett

B.Sc. Vanderbilt University
M.Phil Cambridge University
M.A. Northwestern University
Ph.D. Boston College

Area of Major Interest: developmental psychology

Faby Gagné

B.Ps. Université de Moncton
M.A. McGill University
Ph.D. McGill University
American Psychological Association (member)
Society for Experimental Social Psychology (member)
Society for Personality and Social Psychology (member)

Areas of Major Interest: social psychology: social cognition and close relationships. The study of bias and accuracy in close relationship evaluations

Elisha Galaif

B.A. University of California at Los Angeles (Psychology)
M.S. California State University (Ed. Psych. and Counselling)
Ph.D. University of Southern California (Preventive Medicine and Health Behaviour Research)
Licensed Marriage, Family and Child Counsellor – State of California
American Association for the Advancement of Science (member)
American Psychological Association (member)
APA, Division on Addictions (Division 50, member)
California Association of Marriage and Family Therapists (member)
Society of Behavioural Medicine (member)
Western Psychologist Association (member)

Areas of Major Interest: developmental and social psychology; gender and ethnic differences; substance use disorders; child, adolescent, and family counselling; family systems theory; quantitative research methodology and study design

Reba Glidewell

B.A. Arkansas Tech University (Psychology)
M.S. University of Southern Mississippi (Counselling Psychology)
Ph.D. University of Southern Mississippi (Counselling Psychology)
American Psychological Association (member)
Society for Personality Assessment (member)
Nebraska Psychological Association (member)
Licensed Psychologist – Nebraska and Kansas

Areas of Major Interest: psychiatric rehabilitation, forensic psychology, specialized treatments for post-traumatic stress disorder, administrative psychology, supervision/training, program development and psychological assessments

Rhonda Hackett

B.Sc. Memorial University
M. Sc. Memorial University
MBA Colorado State University
Psy. D. University of Denver
Licensed Clinical Psychologist in Colorado

Areas of Major Interest: behavioural theory and therapy techniques relating to the understanding and treatment of affective disorders in adults

William H. Howatt

B.A. Acadia University
B.Sc. Acadia University
M.Ed. University of New Brunswick
MBA (c) Heriot Watts University
M.Sc. Walden University
Ed.D. Warnborough University
Ph.D. New Mexico
Post Doctorate Behavioural Science, UCLA School of Medicine
Certified Canadian Counsellor

Areas of Major Interest: addiction counselling, counselling theory, stress, and reality

therapy

Gary Hughes

B.A. United College
M.A. University of Manitoba
Ph.D. University of Manitoba
Licensed Psychologist in New Brunswick

Area of Major Interest: Behavioural Psychology

Carol Kanchier

B.A. University of Manitoba
B.Ed. University of Manitoba
M. Ed. University of Manitoba
Ph.D. University of Calgary
Postgraduate study (Counselling Psychology) Loyola University, Chicago, Illinois
American Psychological Association - member
Canadian Psychological Association - member
College of Alberta Psychologists - registered Psychologist

Areas of Major Interest: Dr. Kanchier's professional interests include career/life transitions, empowerment, decision making and goal attainment. She enjoys integrating basic principles advanced by disciplines such as psychology, science and mysticism, and helping individuals apply cognitive strategies to personal, educational, and work situations to empower themselves.

Kenneth Keeling

B.S. Michigan State University
M.A. University of Waterloo
Ph.D. University of Waterloo
Registered Psychologist in Ontario

Areas of Major Interest: rapprochement of cognitive, affect based, and psychoanalytic therapies

Michael T. Lane

B.A. Bishops University
M.Ed. McGill University
Ph.D. McGill University
Certified Canadian Counsellor

Areas of Major Interest: adolescent, family and marital counselling

Gina LaSasso-Langan

B.A. Oakland University
M.A. Wayne State University
Ph.D. Wayne State University
Post Doctoral Fellowship, Clinical Psychology/Neuropsychology, Department of Rehabilitation and Behavioral Medicine, Norwalk Hospital/Yale School of Medicine
Member: American Psychological Association, International Neuropsychological Society, International Society for Complexity, Information and Design

Areas of Major Interest: Research Methods and Design, Neuropsychology/Biopsychology

Rebecca Loehrer

B.A. Baylor University (psychology)
M.S. Radford University (Counseling Psychology)
Ph.D. Texas A&M University (Counseling Psychology)
American Psychological Association
American Psychology – Law Society – Division 41 APA
History of Psychology – Division 26 APA
Southeastern Psychological Association
Virginia Psychological Association
American Mental Health Counselors Association
National Register of Health Service Providers

Areas of Major Interest: individual and group counselling, forensic evaluation

Michelle Mannion

B.A. (Psychology) Boston College
M.Ed. (Counseling) Harvard University
Ph.D. (Health Education) Pennsylvania State University
Licensed Clinical Counsellor - Maine
American Counselling Association (member)
Association for Counselor Education and Supervision (member)

Areas of Major Interest: integration of wellness theory in therapeutic practice, the clinical application of the cultural-relational model, and the use of art therapy in therapeutic treatment.

Mircea Munteanu

B.A. University of Bucharest
M.A. University of British Columbia
Ph.D. University of British Columbia
Certified Canadian Counsellor

Areas of Major Interest: psychological assessment, psychodynamic psychotherapy and research

Roberta Neault

B.Ed. University of British Columbia
M.A. Simon Fraser University
Ph.D. Simon Fraser University
Certified Canadian Counsellor, President - Canadian Counselling Association (BC)

Areas of Major Interest: career and vocational counselling, international career management

James Michael Nolan

B.A. Ohio State University
M.A. (Counselling Psychology) Ohio State University
Ph.D. (Counselling Psychology) Ohio State University

Licensed Psychologist: State of Ohio

Areas of Major Interest: counselling psychology, positive psychology (strength based approaches to empowerment and therapy), psychological sense of community in online learning environments, creative non-conformity and college/early adult mental health issues.

Dianne O'Connor

B.A. Carleton University
M.Ed. University of Toronto (OISE)
Ed.D. University of Toronto (OISE)
Registered Psychologist in Ontario

Areas of Major Interest: psychological assessments, diagnosis and assessment based interventions, solutions focused interventions and preventative and positive psychology

Don Pazaratz

B.A. Wayne State University
M.A. Eastern Michigan University
M.Ed. (Counselling Psychology) University of Toronto
Ed.D. (Social Psychology) University of Toronto
Certified Canadian Counsellor
Clinical Member – American Counselling Association
C. Psych. (Alberta) (Provisional)
L. Psych. (NU)

Areas of Major Interest: Residential Treatment of Emotionally Disturbed/Disordered Children and Adolescents; Training and Development of Residential Workers; Individual, Couples and Family Counselling; and Addictions.

Mary Ricketts

B.A. University of Windsor
M.A. University of Windsor
MLS University of Western Ontario
Ph.D. University of Windsor
Registered Psychologist in Newfoundland
Certified Canadian Counsellor

Areas of Major Interest: historical and epistemological issues in counselling, social psychology, psychology of women and gender

Linda Sonna

B.A. University of Illinois
M.Ed. University of Illinois
Ph.D. University of Illinois
Licensed Psychologist in Texas
Licensed Clinical Counsellor in New Mexico

Areas of Major Interest: clinical psychology, cross-cultural psychology

David Teplin

B.A. University of Witwatersrand, Johannesburg

M.A. Adler School of Professional Psychology, Chicago
PsyD. Adler School of Professional Psychology, Chicago
Licensed Clinical Psychologist, Ontario
Diplomate in Chemical Dependency Counselling, IABMCP
College of Psychologists of Ontario (member)
Canadian Psychological Association (Chair, Section on Substance Abuse/Dependence)
Canadian College of Neuropsychopharmacology (member)
International Academy of Behavioral Medicine, Counselling and Psychotherapy (member)
Canadian Society of Addiction Medicine (member)
International Society for the Study of Personality Disorders (member)
International Association of Cognitive Therapy (member)
Opioid Management Society (member)
Attention Deficit Disorder Association (member)

Areas of Major Interest: psycho-diagnostic consultation, substance use disorders, concurrent disorders, pharmacotherapy, adult ADHD, personality disorders, schema-focused cognitive psychotherapy, and brief psychodynamic psychotherapy

Fiona Vajk

A.B. Princeton University
M.A. University of Colorado at Boulder
Ph.D. University of Colorado at Boulder
Licensed Psychologist in California

Areas of Major Interest: clinical psychology, cross-cultural psychology, couples and family counselling, systems theory, and sexual assault/abuse counselling

Kimberley Vaughan

B.A. Queen's University (Psychology)
M.Sc. University of Calgary (Behavioural Neuroscience Psychology)
Ph.D. University of Calgary (Developmental Psychology)
Canadian Psychological Association (membership application in progress)

Areas of Major Interest: body image, dieting issues and eating disorders in adolescents, gender issues and curricular development for online university courses

Tiffany Rush-Wilson

B.A. (Psychology) Cleveland State University
M.A. (Counselling) John Carroll University
Ph.D. (Counselling/Psychology) University of Akron
Licensed Professional Clinical Counsellor (PCC)
American Psychological Association (member)
American Counselling Association (member)
Northeast Ohio Eating Disorder Treatment Provider Network (member)
Cleveland Psychological Association (member)
Academy for Eating Disorders (member)

Areas of Major Interest: Women's issues/feminist research, online counselling; Research Interest: eating disorders, diversity, the range of pregnancy experiences, online counselling/supervision and qualitative research

APPENDIX A - Tuition and Fees

All fees and charges are quoted in Canadian dollars (CDN\$). Yorkville University also accepts payments in Euros, Pound Sterling, and US dollars. Questions about manner and method of payment should be directed to the Bursar's Office (1-866-838-6541).

Tuition effective Fall trimester 2007	\$460/credit hour
Continuous Enrollment Fee	\$289/trimester
Application Fee	\$75
Transcript Fee	\$25
Course Withdrawal Fee	\$35
Graduation Fee	\$125
Late Registration Fee	\$75
Penalty for Late Tuition Arrangements	\$75

MACP Cost per Trimester	
Trimester One (9 credits x \$460 per credit hour)	\$4,140
Trimester Two (9 credits x \$460 per credit hour)	\$4,140
Trimester Three (9 credits x \$460 per credit hour)	\$4,140
Trimester Four (9 credits x \$460 per credit hour)	\$4,140
Trimester Five (12 credits x \$460 per credit hour)	\$5,520
Total Cost of Program*	\$22,080
*subject to change	

APPENDIX B – Contact Information

Department	Telephone	Email
General Inquiries	1-866-838-6542	info@yorkvilleu.ca
Admissions	1-866-838-6542	admissions@yorkvilleu.ca
Bursar's Office	1-888-886-1882	bursar@yorkvilleu.ca
Student Services	1-866-838-6542	student-services@yorkvilleu.ca
Bookstore	1-877-289-1151 (Canada) 1-514-289-1151 (International)	bookstore@yorkvilleu.ca
Librarian		librarian@yorkvilleu.ca
Clinical Training	1-866-838-6542	ghughes@yorkvilleu.ca
Vice-President, Academics	1-866-838-6542	jmclaughlin@yorkvilleu.ca
Chairman/President	1-866-838-6542	mmarkovitz@yorkvilleu.ca