

**CURRENT TOPICS IN CLINICAL PSYCHOLOGY (PSYD33H3-Y-LEC01)**

**COURSE SYLLABUS – SUMMER 2019**

**Instructor:** Anthony C. Ruocco, Ph.D., C.Psych

**Class Time and Location:** Wednesdays from 10:00AM-12:00PM in HL- B108

**Office Hours and Location:** Wednesdays from 12:00PM-1:00PM in SW-513

**Email:** [anthony.ruocco@utoronto.ca](mailto:anthony.ruocco@utoronto.ca)

*Please note: Course announcements will generally be made through Quercus. Please monitor the course website regularly for important announcements and updates. Class emails will also be sent through Quercus; please make sure your listed email address is correct.*

**Current Topics in Clinical Psychology** is a seminar course designed to stimulate your thinking about how we define mental illness and how research informs the way that clinical psychologists assess and treat people with mental illness. You may find this seminar course different from a typical lecture course because you will be encouraged to engage in discussion and debate with your peers about controversies currently facing the field of clinical psychology.

This course covers a wide range of topics, including the following:

1. Competing models of psychiatric classification;
2. Controversial psychiatric diagnoses and psychological assessment techniques;
3. Clinical decision-making and prediction;
4. Empirically supported psychotherapies; and
5. The open science framework in clinical psychology.

By the end of this course, you will have acquired the skills to do the following:

1. Critically evaluate alternative ways of classifying psychiatric illness;
2. Describe how empirical research permits researchers to test hypotheses surrounding controversial issues in clinical psychology; and
3. Conduct a literature search on a contemporary issue in clinical psychology and concisely summarize the current status of research on that topic.

**Weekly Topics, Due Dates and Other Important Dates**

<b>WEEK</b>	<b>DATE</b>	<b>TOPIC</b>
1	May 8	Review of Syllabus and Learning Approaches in this Course
2	May 15	An Introduction the Field of Clinical Psychology
3	May 22	Psychiatric Diagnosis in the <i>DSM-5</i> : Advantages and Drawbacks
4	May 29	Can a Structural (and Dimensional) Model of Psychopathology Replace <i>DSM-5</i> Diagnostic Categories?
5	June 5	Strategies for Choosing a Topic and Writing a Term Paper in Clinical Psychology; In-Class Consultation on Term Paper Topics <i>Due: Thought Paper #1 (must be on a topic discussed in Weeks 3 or 4, and submitted electronically on Quercus no later than 11:59PM EST)</i>
6	June 12	“Multiple Personalities”: What are the Origins of Dissociative Disorders? <i>Due: Term Paper Topic Proposal (submitted electronically on Quercus no later than 11:59PM EST)</i>
	June 19	<b>Reading Week (no class)</b>
7	June 26	Does Clinical Experience Aid Clinical Judgment?
8	July 3	Clinical Psychologists and Risk Assessments in Criminal Sentencing Decisions
9	July 10	The Rorschach Controversy
10	July 17	What is an Empirically Supported Psychotherapy?
11	July 24	The Open Science Movement and Clinical Psychology; In-Class Consultation on Term Paper Writing
12	July 31	Pathways for Advanced Education and Training in Clinical Psychology <i>Due: Final Paper (submitted electronically on Quercus no later than 11:59PM EST)</i>
	August 6	Last day to submit term assignments <i>Due: Thought Papers #2 &amp; #3 (submitted electronically on Quercus no later than 11:59PM EST)</i>

**Required Readings**

Students are expected to be familiar with the following readings on a weekly basis to facilitate in-class discussions:

**Week 2:** Llewelyn, S., & Aafjes-van Doorn, K. (2017). [Clinical psychologists at work](#). In S. Llewelyn & K. Aafjes-van Doorn (Eds.), *Clinical psychology: A very short introduction*. doi:10.1093/actrade/9780198753896.001.0001

**Week 3:** Galatzer-Levy, I. R., & Bryant, R. A. (2013). [636,120 ways to have posttraumatic stress disorder](#). *Perspectives on Psychological Science*, 8(6), 651-662.

**Week 4:** Kotov, R., Krueger, R. F., Watson, D., Achenbach, T. M., Althoff, R. R., Bagby, R. M., . . . Zimmerman, M. (2017). [The Hierarchical Taxonomy of Psychopathology \(HiTOP\): A dimensional alternative to traditional nosologies](#). *Journal of Abnormal Psychology, 126*(4), 454-477.

**Week 5:** [University of Toronto Library: Essential Research Skills](#); [University of Toronto Scarborough: The Writing Centre: The Writing Process](#)

**Week 6:** Lynn, S. J., Lilienfeld, S. O., Merckelbach, H., Giesbrecht, T., & van der Kloet, D. (2012). [Dissociation and dissociative disorders: Challenging conventional wisdom](#). *Current Directions in Psychological Science, 21*(1), 48-53.

**Week 7:** Garb, H. N. (1989). [Clinical judgment, clinical training, and professional experience](#). *Psychological Bulletin, 105*(3), 387-396.

**Week 8:** Monahan, J., & Skeem, J. L. (2016). [Risk assessment in criminal sentencing](#). *Annual Review of Clinical Psychology, 12*, 489-513.

**Week 9:** Garb, H. N., Wood, J. M., Lilienfeld, S. O., & Nezworski, M. T. (2005). [Roots of the Rorschach controversy](#). *Clinical Psychology Review, 25*(1), 97-118.

**Week 10:** Chambless, D. L., & Ollendick, T. H. (2001). [Empirically supported psychological interventions: Controversies and evidence](#). *Annual Review of Psychology, 52*, 685-716.

**Week 11:** Tackett, J. L., Brandes, C. M., & Reardon, K. W. (2019). [Leveraging the Open Science Framework in clinical psychological assessment research](#). *Psychological Assessment*. Advance online publication.

**Week 12:** [None]

**Course Evaluation:**

10%	Paper Topic Proposal Assignment
10%	Thought Paper #1
10%	Thought Paper #2
10%	Thought Paper #3
20%	Participation and Attendance
40%	Term Paper

Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their

essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

### **Description of Course Evaluations:**

**Paper Topic Proposal Assignment:** The field of clinical psychology has historically faced many different controversies, and several remain highly relevant to research and clinical practice today. In this course, we discuss several such controversies, ranging in topic from psychiatric classification to empirically supported psychotherapies.

As the capstone assignment in this course, you will ultimately prepare a term paper on a controversy in clinical psychology that interests you. The topic may be related to one discussed in class but should be distinct in its focus. If you have questions about how distinctive your topic is from those discussed in class, please speak to the instructor for clarification well in advance of the assignment deadline. Sample topics include the following:

- What is Responsible for the Rise in the Prevalence of Autism Spectrum Disorder?
- Does Smoking Marijuana Cause Someone to Develop Schizophrenia?
- Is “Psychedelic-Assisted Psychotherapy” an Empirically Supported Treatment for People with Mental Illness?
- Should Categorical Personality Disorders be Replaced by a Dimensional Diagnosis?

In preparation for the term paper, you will begin by writing a brief proposal (250-500 words) that includes the following components:

1. A tentative title for the paper (this can be different from the title of your term paper and does not count toward the total word count).
2. A specific statement about the purpose of the paper and the subtopics to be covered.
3. An initial estimate of the number of original, empirical articles (*Note: this does not include review articles or meta-analyses*) that correspond to the topics/subtopics to be reviewed in the paper, as identified in a literature search. You are required to include six original, empirical articles (more if you find additional relevant articles) in the proposal and term paper. For each subtopic, you must include at least two relevant original, empirical articles. (If you are not sure what makes an article an “original, empirical report”, please refer to the *Publication Manual of the American Psychological Association—6th Edition*).

⇒ Example: Based on my search of PubMed and Google Scholar on June 1, 2019, I located 10 articles relevant to my topic. First, I found four articles on X (CITATIONS FOR THE FOUR STUDIES). Second, I identified three articles on

Y (CITATIONS FOR THE THREE STUDIES). Third, I located three articles on Z (CITATIONS FOR THE THREE STUDIES).

4. A brief summary (3-6 sentences in total) of the overall findings of the original, empirical reports identified in your initial literature search. You should organize the summaries of the findings by subtopic (e.g., 1-2 summary sentences per subtopic).
5. A list of references for all of the articles cited in the proposal. While six original, empirical articles must be included in the proposal, the list of references in the term paper submitted at the end of the course need not be identical to the list provided in the proposal. The only requirement is that any additional references are relevant to the topic of the paper and are original, empirical studies. (Other article types, such as review articles and meta-analyses, may be also be referenced in the proposal and term paper, but they do not count toward the minimum six original, empirical articles.) References do not count toward the word count.

⇒ Examples: *Please see the Publication Manual of the American Psychological Association—6<sup>th</sup> Edition.*

You will receive feedback from the instructor about whether your topic is approved, requires minor modification, or requires reformulation. You are encouraged to attend the in-class consultation (see date above) and/or office hours to speak to the instructor in person for clarification around any suggested changes to your paper proposal. If your topic requires reformulation, you are strongly encouraged to re-submit a substantially revised proposal to the instructor for re-review. Students requesting a re-review of the revised term paper topic proposal must do so within 2 weeks (via email to the instructor) of receiving feedback on their original proposal. This deadline is provided to ensure that students have sufficient time for the instructor to provide additional feedback on the revised proposal and for students to begin writing the term paper as early as possible. Please note that the revised proposal will not be re-marked—the re-review by the instructor is intended as an opportunity for students to receive feedback on their revised proposal before they begin writing their term paper.

<b>Evaluation Criterion</b>	<b>Marks</b>
Is the paper topic relevant to a current controversy in clinical psychology? Does the proposed topic strike an appropriate balance between being appropriately focused (not overly broad) while also being sufficiently complex and challenging?	20
Are the subtopics clearly described? Are they appropriate (logically follow from the purpose of the paper) and do they reflect the current status of research in the chosen area of focus?	20
Is the number of studies for each subtopic provided? Does each subtopic reference at least <b>two original, empirical articles</b> ?	10

Is the summary of the studies clear and concise? Does it provide sufficient information to determine whether the topic is feasible (e.g., enough studies with similar or related research designs to draw meaningful conclusions about a research area)?	30
Are there at least six references that are original, empirical articles, and are the references formatted according to <i>Publication Manual of the American Psychological Association—6th Edition</i> ?	20
<b>Total</b>	<b>100</b>

**Thought Papers:** Your opinions on the topics we discuss in this class are important! One way for you to share your opinion about a topic and/or to convey your stance on a specific controversy is to write a thought paper. Your task is to write **three different thought papers** (no more than 750 words) based on any of the topics and corresponding readings for Weeks 3 through 11 (excluding Week 5). However, Thought Paper #1 (which has an earlier deadline; see date above) must be based on a topic discussed in Weeks 3 or 4 only.

How do you write a thought paper? Below are some basic components:

1. An introductory paragraph that includes (a) the question you will address, (b) your thesis statement (e.g., your stance on a controversy), and (c) a list of arguments you will use to support your thesis statement.
2. At least one body paragraph. The body paragraph (or paragraphs) addresses each argument in turn, including a **minimum of two references** (original empirical reports, book chapters, review articles, and/or meta-analyses are eligible). The number of arguments you include is entirely up to you—the number of arguments is less important than the logic of your arguments and the evidence you use to support your arguments.
3. A concluding paragraph that reiterates the thesis statement and discusses the potential scientific and/or theoretical implications of your line of argumentation.

<b>Evaluation Criterion</b>	<b>Marks</b>
Does the first paragraph introduce the question at hand, thesis statement, and arguments?	10
How logical and compelling are the arguments? Are there any major arguments that were overlooked (e.g., lines of reasoning and/or evidence that are more persuasive and/or relevant to the topic)?	10
Do the topics of the body paragraphs align with the arguments as stated in the introductory paragraph? Are the arguments supported <b>by a total of at least two references</b> ? Are the two references cited in the body paragraphs? Are the logical/conceptual links between the arguments and supporting evidence/referenced work explained? Are the body paragraphs written clearly, concisely and accurately?	50
Does the final paragraph reiterate the thesis statement and discuss the	10

potential scientific and/or theoretical implications of the line of argumentation?	
Is there a minimum of two references and are the references formatted according to <i>Publication Manual of the American Psychological Association—6th Edition</i> ?	10
Is the overall writing style clear and concise with appropriate sentence construction, grammar, headings/subheadings (where relevant), and logical transitions between arguments/subtopics?	10
<b>Total</b>	<b>100</b>

**Term Paper:** After you receive feedback from the instructor on your topic proposal, you will prepare a term paper that concisely reviews a current controversy in clinical psychology (see sample topics and other guidelines above). As a “mini review”, the word count must be **no more than 3000 words (excluding title page, abstract, and references) but no less than 2500 words**. Term papers must be formatted according to the *Publication Manual of the American Psychological Association (6<sup>th</sup> Edition)*. The paper must have a title page, abstract (250 words maximum), and a running title (five words maximum). A Methods section is not required. Tables and figures are optional and do not count toward the 3000-word limit. For examples of review articles with a 3000-word limit, please see the “Mini Review” article type in the *Frontiers* journal series (<http://journal.frontiersin.org/journal/psychiatry#article-types>).

The structure of the term paper is similar to the thought papers; however, the purpose of the term paper is to provide a more detailed and balanced scientific perspective on a topic that is supported by original, empirical research studies. The term paper may not include a conventional thesis statement (such as the one in your thought papers) because your job is not necessarily to take a stance on a particular issue but instead to present a fair, balanced and empirically-supported review of a research area. Normally, the introduction of the paper describes the aim(s) of the review and a list of the topics and subtopics around which the review will be organized. The main body of the paper presents a logical sequencing of topics and subtopics that logically follow from and address the overall aim(s) of the review. You should use headings and subheadings to organize your writing. A methods section is not required. The conclusion section of the paper synthesizes the results of the literature review, which may provide a new perspective on the topic. The paper should end with a brief description of the major limitations of the review itself (e.g., are there certain topics that fell outside of the scope of the paper that might be informative?) and the individual studies described in the review. It is also important to discuss potential future avenues of research that would help to address questions that could not be fully answered by the review and the available research on the topic. As stated above, while a minimum of six original, empirical articles must be included in the proposal, the list of references in the term paper need not be identical to the list provided in the proposal, so long as any additional references are relevant to the topic of the paper and are original, empirical studies.

To learn more about how to write a *narrative* review paper, read the guidelines provided in [Baumeister and Leary \(1997\)](#) and see the *Publication Manual of the American Psychological Association* (6<sup>th</sup> Edition).

<b>Evaluation Criterion</b>	<b>Marks</b>
Does the title page contain an appropriate title and all other required information as indicated in the APA Publication Manual?	5
Does the Introduction provide a clear and concise description of the aim(s) of the paper and its structure/organization? Do the topics/subtopics logically follow from the stated aim(s) of the review?	10
Does the body contain well-articulated (logical, concise, and clear) summaries of research studies?	15
Does the writing in the body of the paper provide a <i>deep analysis</i> and <i>synthesis</i> of the topics/subtopics and original, empirical studies? That is, does the writing draw logical connections between topics/subtopics and the corresponding studies? Are the studies and their findings described in a manner that attempts to highlight their similarities and differences (e.g., in research design and main findings), rather than simply describing one study separately from another (without substantial attempts to compare or contrast them)?	25
Does the Conclusion provide a complete and concise summary of the main findings of the review paper and ultimately address the aim(s) of the review and the potential implications?	10
Are the limitations of the review paper itself and the individual studies contained in the review acknowledged?	5
Are logical, feasible, and original future research directions articulated?	5
Is the paper fully formatted according to APA style—6 <sup>th</sup> edition?	15
Is the overall writing style clear and concise with appropriate sentence construction, grammar, headings/subheadings, and logical transitions between topics/subtopics?	10
<b>Total</b>	<b>100</b>

**Participation and Attendance:** This will be assessed based on a combination of contributions to in-class discussions and weekly attendance. Higher marks will be assigned to students who attend class sessions regularly and make weekly contributions to in-class discussions, in part by demonstrating their knowledge of assigned weekly readings.

**Accessibility:** Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the AccessAbility Services Office as soon as possible. I will work with you and AccessAbility Services to ensure you can achieve your learning goals in this



course. Enquiries are confidential. The UTSC AccessAbility Services staff (located in S302) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations (416) 287-7560 or [ability@utsc.utoronto.ca](mailto:ability@utsc.utoronto.ca).

**Video and Auditory Recording:** For reasons of privacy as well as protection of copyright, unauthorized video or audio recording in classrooms is prohibited. This is outlined in the Provost's guidelines on Appropriate Use of Information and Communication Technology. Note, however, that these guidelines include the provision that students may obtain consent to record lectures and, "in the case of private use by students with disabilities, the instructor's consent must not be unreasonably withheld."

**Academic Integrity:** Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment.

On tests and exams:

- Using or possessing unauthorized aids.
- Looking at someone else's answers during an exam or test.
- Misrepresenting your identity.

In academic work:

- Falsifying institutional documents or grades.
- Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources (see <http://www.utoronto.ca/academicintegrity/>).

## Course Policies

**Grading:** Any complaint about grading on any course evaluation must be made in writing to Dr. Ruocco within one week of receiving the graded material and should detail the point of contention.

### **Missed Term Work due to Medical Illness or Other Emergency:**

All students citing a documented reason for missed term work must submit their request for accommodations **within three (3) business days** of the deadline for the missed work.

Students must submit **BOTH** of the following:

- (1.) A completed **Request for Missed Term Work Accommodations form** (<http://uoft.me/PSY-MTW>), and
- (2.) **Appropriate documentation** to verify your illness or emergency, as described below.

### **Appropriate documentation:**

For missed **TERM TESTS** due to **ILLNESS**:

- Submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>), along with an **original** copy of the official UTSC Verification of Illness Form ([uoft.me/UTSC-Verification-Of-Illness-Form](http://uoft.me/UTSC-Verification-Of-Illness-Form)) or an **original** copy of the record of visitation to a hospital emergency room. Forms are to be completed in full, clearly indicating the start date, anticipated end date, and severity of illness. The physician's registration number and business stamp are required.
- Note: If an end date of "ongoing" is specified, the medical note will be assumed to cover a period of two weeks. If no end date / an "unknown" end date is specified, the note will be assumed to cover a period of three business days (starting from the midterm date.)

For missed **TERM TESTS** due to **ACCESSABILITY REASONS**:

- Meet with your **AccessAbility consultant** and have them email Keely ([keely.hicks@utoronto.ca](mailto:keely.hicks@utoronto.ca)) detailing the accommodations required.

For missed **ASSIGNMENTS** due to **ILLNESS**:

- Submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>), along with a **hardcopy** of the Self-Declaration of Student Illness Form ([uoft.me/PSY-self-declare-form](http://uoft.me/PSY-self-declare-form)).

For missed **ASSIGNMENTS** due to **ACCESSABILITY REASONS**:

- If your desired accommodation is **within the scope** of your Accommodation Letter (e.g., your letter includes "extensions of up to 7 days" and you need 3 days), submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>) and attach a copy of your letter. **Specify how many days extension you are requesting** on the request form.
- If your desired accommodation is **outside the scope** of your Accommodation Letter (e.g., your letter includes "extensions of up to 7 days" but you need more time than that) you

will need to meet with your **AccessAbility consultant** and have them email Keely ([keely.hicks@utoronto.ca](mailto:keely.hicks@utoronto.ca)) detailing the accommodations required.

For missed term tests or assignments in **OTHER CIRCUMSTANCES**:

Submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>), along with:

- In the case of a **death of a family member or friend**, please provide a copy of a death certificate.
- For U of T varsity-level or professional **athletic commitments**, an email from your coach or varsity administrator should be sent directly to Keely Hicks ([keely.hicks@utoronto.ca](mailto:keely.hicks@utoronto.ca)) **well in advance** of the missed work, detailing the dates and nature of the commitment.
- For **religious accommodations**, please email ([keely.hicks@utoronto.ca](mailto:keely.hicks@utoronto.ca)) **well in advance** of the missed work.
- For circumstances **outside of these guidelines**, please email Keely ([keely.hicks@utoronto.ca](mailto:keely.hicks@utoronto.ca)) on the date of the test / assignment deadline to describe your circumstances and ask what documentation would be appropriate

Documents covering the following situations are NOT acceptable: medical prescriptions, personal travel, weddings/personal/work commitments.

**Procedure:**

Submit your (1.) [request form](#) and (2.) [medical/self-declaration](#)/other documents in person **WITHIN 3 BUSINESS DAYS** of the missed term test or assignment.

**Submit to:** Keely Hicks, Room SW420B, Monday – Friday, 9 AM – 4 PM. (Slide forms under door if out of office.)

After submitting your documentation, within approximately one to five business days, you will receive a response from your instructor detailing the accommodations to be made (if any).

**You are responsible for checking your official U of T email and Quercus course announcements daily, as accommodations may be time-critical.**

You should continue to work on your assignments to the best of your ability, as extension accommodations may be as short as one business day, depending on the nature of the illness/emergency.

If an accommodation has been granted but you are unable to meet the conditions of the accommodation (e.g., you need a longer extension, or you missed a make-up test), you will need to repeat the missed term work procedure and submit additional forms to request further accommodation. Note that in the case of a missed make-up test, an opportunity to write a second make-up test may not be provided.

Completion of this form does NOT guarantee that accommodations will be made. The course instructor reserves the right to decide what accommodations (if any) will be made. Failure to adhere to any aspect of this policy may result in a denial of your request for accommodation.

**Importance of Three Business Day window:**

If you are unable to submit your documents in-person within the three business day window, **you must email Keely** ([keely.hicks@utoronto.ca](mailto:keely.hicks@utoronto.ca)) **within the three business day window** to explain when you will be able to bring your documents in person. Exceptions to the documentation deadline will only be made under **exceptional circumstances**. Attach scans of your documentation and be prepared to bring your documents to Keely in-person as soon as you are well. Late documents may not be accepted.

**NOTE: Assignments due at end of term**

Instructors cannot accept term work any later than five business days after the last day of class. Beyond this date, you would need to file a petition with the Registrar's Office (<https://www.utoronto.ca/registrar/term-work>).

**NOTE: Final Exams**

This policy applies only to missed assignments and term tests. Missed final exams are handled by the Registrar's Office (<http://www.utoronto.ca/registrar/missing-examination>).

**Late Submission of Term Work:** Students who submit term work after the due date and without appropriate documentation (as described above) will have 10% of the total value of the work deducted for each day late.

**Grade Scales and Meaning of Grades**

NUMERICAL MARKS	LETTER GRADE	GRADE POINT VALUE
90 - 100%	A+	4.0
85 - 89%	A	4.0
80 - 84%	A-	3.7
77 - 79%	B+	3.3
73 - 76%	B	3.0
70 - 72%	B-	2.7
67 - 69%	C+	2.3
63 - 66%	C	2.0
60 - 62%	C-	1.7
57 - 59%	D+	1.3
53 - 56%	D	1.0
50 - 52%	D-	0.7
0 - 49%	F	0.0

Please note that assignment of an "A" grade in this course signifies that your work suggests that you are prepared for post-graduate work.