# PROGRAM GUIDELINES

**DEPARTMENT OF APPLIED PSYCHOLOGY & HUMAN DEVELOPMENT (AP&HD)**

**PROGRAM GUIDELINES**  
2014 - 2015

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Section 1: **ORIENTATION**

### 1.1 Introduction

The *Program Guidelines* has been created to assist faculty, staff and students in determining academic requirements for programs in the Department of Applied Psychology & Human Development (AP&HD) at OISE. The guidelines for AP&HD as outlined below are the established requirements of the five departmental programs. Students are expected to carefully follow the requirements of the program in which they are enrolled as detailed in the *Program Guidelines*, and to consult with their faculty advisor regularly.

Students are strongly encouraged to refer to a number of resources specified throughout the *Program Guidelines*. The *OISE Bulletin* outlines general and departmental admission requirements, degree requirements, residency requirements, pre-requisites for individual courses, and other very useful information. **Ultimately, responsibility for fulfilling the requirements for successful completion of a program rests with the student.**

Any changes or waivers to a program should only be done in consultation with the student’s faculty advisor. When agreement on any change or waiver is reached, the appropriate documentation and/or form(s) must be completed, the specified signature(s) obtained, and the documentation and/or form(s) forwarded to the appropriate recipient(s). If there is any deviation from the student’s program requirements, the faculty advisor must state very clearly the rationale and departmental approval must be obtained.

### 1.2 Programs in AP&HD

AP&HD currently offers five graduate programs:

1. **Child Study and Education** (MA): A preservice teacher education program leading to a Master of Arts degree and the Ontario Teacher's Certificate (primary and junior).

2. **Counselling & Clinical Psychology** (MA, PhD):
   - *Clinical & Counselling Psychology* (MA, PhD): Offered by the graduate Department of Applied Psychology and Human Development, OISE, St. George Campus. This field is based on a bio-psycho-social model with an emphasis on diversity, as well as on the assessment and treatment of psychopathology in adults and adolescents.
   - *Clinical Psychology* (MA, PhD): Offered by the graduate Department of Psychological Clinical Science, University of Toronto, Scarborough (UTSC). This field builds on the research strengths of the UTSC faculty in personality, neuropsychological and neuroimaging-based approaches to assessment.
3. **Counselling Psychology** (MEd, EdD,)
   - *Counselling & Psychotherapy* (MEd, EdD): This option provides individuals with the opportunity to learn and develop counselling and psychotherapy skills appropriate for a variety of work settings.
   - *Guidance and Counselling* (MEd): The MEd degree program helps meet the need for well-prepared practitioners in the field of guidance and counselling in the schools.

4. **Developmental Psychology and Education** (MA, MEd, PhD): A program that allows students to construct an overall perspective on human development and its implications for practice with children in different applied settings.

5. **School and Clinical Child Psychology** (MA, PhD): A program intended to fulfill the academic requirements for registration as a psychological associate and psychologist. SCCP is a CPA-accredited program for training in school and clinical child psychology.

### 1.3 Courses and Scheduling

- AP&HD courses are listed as ‘APD’. Half-courses (.5 credit value) are designated by an ‘H’ after the course number; full-courses (1.0 credit value) are designated by a ‘Y’ after the course number.
- In order to schedule courses students need to consult these Guidelines and the OISE Registrar’s Office website at: [http://www.oise.utoronto.ca/ro/Graduate_Students/Continuing_Students/Course_Information/Course_Schedules/index.html](http://www.oise.utoronto.ca/ro/Graduate_Students/Continuing_Students/Course_Information/Course_Schedules/index.html).
- AP&HD’s master’s level courses are typically in the 1200 and 2200 series; doctoral level courses are in the 3200 and 5200 series. Many elective courses, however, are appropriate for students at either the master’s or doctoral level.
- Refer to the Graduate Studies Course Schedule on the Registrar’s Office website to see if a course is available in the current year.

**Departmental Electives**

*To review required courses by program, please refer to the relevant program section within the Program Guidelines. Please note that not all electives are offered every year.*

- **APD1209H** Research Methods and Thesis Preparation in Human Development & Applied Psychology
- **APD1211H** Psychological Foundations of Early Development and Education
- **APD1217H** Foundations of Proactive Behavioural and Cognitive-Behavioural Intervention in Children
- **APD1219H** Ethical Issues in Professional Practice in Psychology
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### 1.4 Student Funding

OISE provides a funding package of $15,000 (plus the value of tuition and incidental fees) to registered students in the MA and PhD programs, excluding those students
registered in Child Study and Education. MA students will receive the funding package for one year. Funding for students in the SCCP/MA program is renewable in their second year of study, subject to satisfactory performance. Funding for PhD students is renewable for the first four years of their program, subject to satisfactory performance. Students in the SCCP program who receive two years of guaranteed funding at the MA level are eligible for guaranteed funding only in years 1 to 3 of their PhD program. International students have the same eligibility as domestic students, unless their programs are covered by negotiated agreements with international agencies or foreign governments.

For detailed information on the guaranteed funding package, please consult the Student Services website at:
http://www.oise.utoronto.ca/oise/Students/Graduate_Student_Funding_Information/Graduate_Funding_Package/index.html

1.5 Important Notes

- The term ‘faculty advisor’ refers to the AP&HD faculty member who is assigned to a student at the time of admission to the program. It is necessary for a student to involve his/her faculty advisor in many different aspects of his/her program (from consultation to signing forms). Normally the student’s faculty advisor fulfills several roles (e.g. course advisor and thesis supervisor) throughout the student’s program. SCCP students who are sponsored by faculty members outside the program are required to have an internal faculty advisor as well. Students are, of course, free to secure an alternative faculty advisor if they wish. In such cases, it is the student’s responsibility to obtain written confirmation from the new faculty advisor and submit a copy of the confirmation to AP&HD’s Programs and Admissions Coordinator, Lisa Chinchamie.

- The TCard - the U of T student card – is our official university identification and is issued to all U of T students. You will need a TCard to get access to resources like the campus libraries, the Athletic Centre and your UTORid account. To get your TCard, go to the TCard Office located in Room 2054A on the second floor of Robarts Library at the corner of St.George St. and Harbord St. If possible, go early to avoid the long lineups in September. For TCard office hours and required identification documentation, visit http://www.utoronto.ca/tcard/

- The UofT Policy on Official Correspondence with Students mandates that all students have a university-issued e-mail address that is recorded in ROSI. Upon entering a degree program, students must obtain a UTOR e-mail account and activate their UTORid which is key to services such as UTORmail, my.utoronto.ca and UTORweb. For new students, your UTORid is located on your Tcard. When you receive your Tcard you will also receive your secret activation code, which allows you to go online and activate your UTORid.
• The Program Guidelines are updated and issued every year. Normally students abide by the Program Guidelines for the year in which they were admitted. For more information contact your faculty advisor or the Programs and Admissions Coordinator, Lisa Chinchamie.

• To review their transcript and course schedule, students should access ROSI (the university database) via the web at: http://www.rosi.utoronto.ca/.

• Interested in graduate residence spaces? Visit the Graduate Housing website for details at: http://www.sgs.utoronto.ca/gradhouse.

• Please note that theses and comprehensives are normally submitted during the regular academic session (September to April). Please be advised that submission of such work during the summer is acceptable only if prior approval has been obtained.

• The Registrar’s Office is located on the fourth floor of OISE. Please refer to the Staff Contact page (depending on your last name) for your relevant liaison in the Registrar’s Office.

1.6 Plagiarism

From the Code of Behaviour on Academic Matters:

“It shall be an offence for a student to knowingly represent as one's own any idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e. to commit plagiarism. Wherever in the Code an offence is described as depending on “knowing”, the offence shall likewise be deemed to have been committed if the person ought reasonably to have known.”

Plagiarism is a very serious offence that can result in course failure or expulsion from one’s academic program. To learn how not to plagiarize, read the tips available at: http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize.


1.7 Accessibility Services

For students with a disability, who may need some form of accommodation, it is recommended that you register with the University's Accessibility Services Office.
located on the first floor of the Robarts Library, 130 St. George St. The term "accommodation" refers to any service, equipment, or special arrangement that is put in place to support students with a disability in the university setting. Accommodations are provided to any student with a documented disability that affects their ability to function in an academic setting.

For additional information please contact the reception desk in Student Services at (416) 978-2277 or visit:
http://www.oise.utoronto.ca/studentservices/supportServices/accessIssues.php

1.8 Useful Links

- Graduate Supervision – Guidelines for students, faculty and administrators: http://www.sgs.utoronto.ca/Documents/supervision+guidelines.pdf
- University Policies and procedures (including statements on freedom of speech, prohibited discrimination etc.) http://www.governingcouncil.utoronto.ca/policies.htm
- OISE Bulletin http://ro.oise.utoronto.ca/Bulletin_Int.htm
- 2014 - 2015 School of Graduate Studies (SGS) Calendar http://www.sgs.utoronto.ca/calendar/Pages/default.aspx
- OISE/UT Graduate Course Descriptions http://ro.oise.utoronto.ca/Crs_Desc.html
- OISE/UT 2014 - 2015 Course Schedule http://www.oise.utoronto.ca/ro/Graduate_Students/Continuing_Students/Course_Information/Course_Schedules/index.html
- Student forms http://www.oise.utoronto.ca/aphd/Students/Forms_and_Resources/Student_Forms/index.html
- Ethical Review http://www.oise.utoronto.ca/aphd/Students/Ethical_Review/index.html
- Registration Form – MEd Counselling Psychology Comprehensive Exam http://www.oise.utoronto.ca/aphd/UserFiles/File/June25APHD/MEdCompExam/MEd._Comp_Exam_Registration_Form.pdf
Section 2: CHILD STUDY AND EDUCATION (CSE)

Program Chair: Rhonda Martinussen
rhonda.martinussen@utoronto.ca

Program Liaison: Larisa Lam
cse.program@utoronto.ca

2.1 MASTER OF ARTS COURSE REQUIREMENTS

The two-year M.A. offers a non-thesis, research-based teacher education program at the Dr. Eric Jackman Institute of Child Study, a centre of professional teacher training and research in childhood and education, including a Nursery through Grade 6 Laboratory School. Eligible graduates are recommended to the Ontario College of Teachers for a Certificate of Qualification, which renders the holder eligible to teach in the primary and junior divisions of Ontario schools. During the first year of study, students will complete four six-week placements in 1) a Kindergarten/early childhood classroom (exempt if already have an undergraduate degree in ECE), 2) a Grade 1-3 classroom, 3) a Grade 4-6 classroom and 4) a placement aligned with interests and goals (often a special education setting). A fifth placement in the spring is optional for those who would like more experience. In the second year of study, students will complete a one-term internship in the Jackman ICS Lab School or in another elementary classroom.

Depending on career goals, students may wish to select courses and placements to focus on particular areas:

Special Education
Today’s classrooms are increasingly diverse in nature. We believe that it is important for all teachers to have a solid foundation in special education and adaptive instruction. Hence, we highly recommend that all of our teacher candidates complete 1) APD2280H Introduction to Special Education and Adaptive Instruction, 2) a six-week placement in special education and 3) an additional elective in special education. Recommended elective options are listed below. Note that sometimes not all of the recommended courses listed are offered in a given year.

Please refer to the CSE Practicum Handbook for information regarding Additional Qualifications in special education after graduating.

Recommended Special Education Electives
APD1238H Special Topics in APHD: Executive Functions and Education, Research and Practice
APD1284H  Psychology and Education of Children and Adolescents with Behavior Disorders
APD1285H  Psychology and Education of Children and Adolescents with Learning Disabilities
APD2280H  Introduction to Special Education and Adaptive Instruction
APD2283H  Psychology and Education of Gifted Children and Adolescents
APD2292H  Assessment for Instruction
APD2296H  Reading and Writing Difficulties

Early Childhood

After graduation, some students choose to work in the area of early childhood education. In order that individuals anticipating future early years employment are adequately prepared, it is highly recommended that they complete 1) a six-week early years placement in Year-1 (Nursery, JK or SK), 2) an internship in Kindergarten or in a Kindergarten/child care integrated program in Year-2, 3) a 3-week, full-day placement in a child care setting with infants and toddlers in tandem with a 12-hour intensive ECE seminar series offered in April/May and 4) at least one graduate level early childhood elective from the AP&HD roster of courses. Recommended early childhood elective options are listed below. Note that sometimes not all of the recommended courses listed are offered in a given year.

Graduates wishing to obtain early childhood education credentials may apply for membership with the College of Early Childhood Educators and receive designation as an RECE (Registered Early Childhood Educator). A one-time application fee and an annual membership fee apply.

Recommended Early Childhood Electives

APD1211H  Psychological Foundations of Early Development and Education
APD1238H  Special Topics: Early Learning in Mathematics
APD1238H  Special Topics: Language Acquisition and Development
APD1238H  Special Topics: Symbolic Development and Learning
APD1241H  Outcomes of Early Education and Child Care
APD1256H  Child Abuse: Intervention and Prevention
APD1259H  Child and Family Relationships - Implications for Education
APD1272H  Play and Education
APD1279H  Preventative Interventions for Children at Risk
APD2252H  Independent Reading and Research (in early childhood education)
APD3203H  Children's Theory of Mind
JPX1001Y  Parenting: Multidisciplinary Perspectives

Qualifying Research Paper

Students planning further graduate study in the near future are advised to undertake a Qualifying Research Paper (QRP). For complete details on this option, see Section 2.2 below and email cse.program@utoronto.ca
First Year Required Courses

APD2200Y  Child Study: Observation, Evaluation and Reporting
APD2201H  Childhood Education Seminar
APD2210Y  Introduction to Curriculum I: Core Areas
APD2220Y  Teaching Practicum

Plus  Two elective half courses (one each term)
Plus  Full-year religious education course… if interested in teaching in the
Roman Catholic Separate School Board

Note: Students without an undergraduate course in child development must take
APD1201H  Child and Adolescent Development as one of their electives.

Second Year Required Courses
Registration in year two is contingent upon successful completion of all year one work.

Academic Term:
APD2211H  Theory and Curriculum I: Language and Literacy
APD2212H  Theory and Curriculum II: Mathematics
APD2214H  Introduction to Curriculum II: Special Areas
Plus  One elective half course

Internship Term:
APD2202H  Childhood Education Seminar II: Advanced Teaching
APD2221Y  Advanced Teaching Practicum
Plus  One elective half course

In addition, students must demonstrate knowledge of the acts and regulations respecting
education in Ontario (addressed in APD2202).

Recommended Elective Course(s)
Students may elect any AP&HD or other OISE-UT graduate level course for which they
are eligible. Please refer to the Special Education and Early Childhood portions of the
Child Study and Education program guidelines above for elective recommendations in
these areas of study. In addition, the following course is especially recommended:

APD1237H  Cognitive Development, Learning and Instruction

2.2  QUALIFYING RESEARCH PAPER (QRP)

Students planning further graduate study at OISE in the future are advised to undertake a
Qualifying Research Paper (QRP). Students with prior background in empirical research
(including statistics, measurement and research design) should begin to identify a
research question in the fall of their first year.
Students are encouraged to attend the research groups of AP&HD faculty whose research interests them and to select a research topic that relates to one of these areas of ongoing research.

Students should identify a supervisor and a second reader by the end of the first year, as well as submit a research proposal and ethics form, if applicable. Students applying for major awards may wish to identify a supervisor sooner - in the fall of Year-1 when award applications are due. Each full-time member of the Jackman ICS academic staff is committed to supervising QRP’s each year. Other AP&HD academic staff (and other graduate school academic staff at OISE) can also supervise QRP’s, but they have no obligation to do so. A list of AP&HD faculty members’ research interests is available on the AP&HD and Jackman ICS websites.

During their first year, students are strongly advised to enroll in APD1209H Research Methods and Thesis Preparation in AP&HD, in which they will further examine research methods and analysis and prepare a QRP proposal, including an ethics proposal. Once a staff member commits to supervising a project, the student will initiate the ethics procedures needed both within OISE and with any external agencies involved (e.g., school boards). (See section 2.3 - Ethical Review).

Students without an undergraduate credit in statistics are advised to complete APD1287H Introduction to Applied Statistics, if logistically possible.

Students may elect APD2252H Independent Reading and Research in the second year. The plan for this independent study may include data collection as well as the introductory and methods sections of the QRP.

Upon satisfactory completion of the QRP students must have both readers and the Department Chair sign a QRP Approval form. A copy of the completed form and a copy of the QRP must be provided to the CSE Program Liaison to be housed in the student’s file.

It is recommended that one’s QRP is completed during their time in the program. Students who do not complete the QRP before graduation will still be eligible to graduate and may continue working on it afterwards. While there is no completion deadline, it is advisable to give consideration to the supervisor’s period of involvement with the project. The CSE Program Liaison must be notified when a QRP is in progress.

*Completion of the QRP does not guarantee that it will be accepted as a thesis-equivalent for entrance to a doctoral program at OISE. The paper will have to be re-evaluated at the time of application for admission.*

## 2.3 Ethical Review

*Students are required to refer to the following sources for general instructions, forms, and procedures for submission of protocols to Departmental Coordinators:*
1. Website: http://www.research.utoronto.ca/for-researchers-administrators/ethics/
2. Reference Desk, ground floor of the OISE library

The ethical review process is designed to ensure that data collection procedures conform to current ethical standards. Generally, an ethical review is required whenever a study involves data from or on human subjects, even if such data have been collected as part of a previous or ongoing study. When it is determined that an ethical review is required, the investigator completes a set of standard forms, which describe the relevant aspects of the proposed research study. Research that does not require an ethical review must still undergo an administrative review.

Students are responsible for obtaining the required signatures and taking the forms to Social Sciences, Humanities, and Education Research Ethics Board administered by the University of Toronto Office of Research Ethics. The length of time it takes the Office of Research Ethics to review your application depends on whether your research requires a full or expedited review (see “Should I submit for expedited or full review?” on the above website).

**Note:** A research study cannot begin until final, written approval is obtained via the EERC process.

Generally, there are 3 major steps to conducting an Ethical Review:

1. Review the information obtained from the websites listed above.
2. Complete all necessary forms in consultation with faculty advisor/thesis supervisor.
3. It is the student’s responsibility to prepare the necessary copies for EERC at UTRS for final review and approval. Deadlines for submission and the number of copies you need to submit for full or expedited review are at: http://www.research.utoronto.ca/ethics/eh_how_ss.html
Section 3: **COUNSELLING & CLINICAL PSYCHOLOGY**

Program Chair: Abby Goldstein  
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Program Liaison: Todd Will  
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### 3.1 COUNSELLING & CLINICAL PSYCHOLOGY

The Counselling and Clinical Psychology program offers studies leading to the MA and PhD degrees. It is offered by the Graduate Department of Applied Psychology and Human Development at OISE, St. George campus and the graduate Department of Psychological Clinical Science at the University of Toronto Scarborough (UTSC).

The program has two fields:

- **Clinical and Counselling Psychology**, offered primarily by OISE
- **Clinical Psychology**, offered primarily by UTSC

### 3.2 CLINICAL & COUNSELLING PSYCHOLOGY (CCP) AT OISE

The field of Clinical and Counselling Psychology (CCP) is offered at OISE and is intended for students seeking to pursue careers in clinical and counselling research, teaching and practice. At the time of application, students will be required to identify a preference for a specific research area as well as for a potential supervisor with whom they would work if admitted to the program.

The MA and PhD degree programs are normally full-time programs. Limited part-time and flexible options are available. The content covered in each degree is considered essential for training scientist-practitioners in psychology and the curriculum is hierarchically structured, with training in the PhD building on the foundations established in the MA. Currently, only the PhD in Counselling Psychology is accredited by the Canadian Psychological Association (CPA).

Students whose plans include preparation for professional psychological practice should note that the professional practice of psychology in Ontario is regulated by the College of Psychologists of Ontario (CPO). The degrees in CCP are intended to meet the academic
requirements for registration with the College of Psychologists of Ontario. For further information on requirements for registration in Ontario, contact CPO http://www.cpo.on.ca directly.

Normally, a full-time course load consists of three half-courses in each of the Fall and Winter sessions. A limited number of courses are offered in the Summer session. Courses for the upcoming academic year (including Summer courses) are posted in April. Students are responsible for ensuring that they meet the prerequisites and current requirements of their program. This may be done in consultation with their faculty advisor. Students should also consult the OISE Bulletin and the School of Graduate Studies Calendar for more information.

All practicum and internship arrangements are made in consultation with the Director of Clinical Training, Dr. Judy Silver. The required MA and PhD practica are typically completed during the second year of study. Students are encouraged to consult the Director of Clinical Training during the Fall of their first year to make arrangements for second year placements.

The following information pertains to the Clinical and Counselling Psychology (CCP) field at OISE.

### 3.3 CCP Mission, Philosophy & Training Model

The mission of the Clinical and Counselling Psychology field at OISE is to prepare scientist-practitioners in the areas of clinical and counseling psychology. The program of study provides students with a firm foundation in both research and clinical skills and develops an understanding and appreciation for the dialectical relationship between the scientific and the professional practice of clinical and counselling psychology. Specialized training in research and professional development are offered through a mentorship model, in which students are assigned a supervisor who acts as an academic and professional advisor and works with the student on developing a program of research. In addition, training is sequential and the MA and PhD are one coherent program. The MA program builds on foundational knowledge acquired during the undergraduate degree in psychology and the PhD program builds on the core knowledge acquired in the MA. Finally, our model of training in clinical and counselling psychology emphasizes the development of a critical perspective and reflexive practitioners. Students are encouraged to consider the many ways in which privilege and power and the lack thereof contribute to an individual’s psychological well-being. This understanding is central to our approach to diversity that transcends cross-cultural differences and explores issues with respect to ethnicity, gender, sexual orientation, and disabilities in order to increase students’ awareness of the role that diversity plays in the well-being of individuals.

1) **Training in Clinical and Counselling Psychology.**
A central feature of the CCP field is that we are training candidates to become competent in clinical and counselling psychology. Our philosophy of training integrates traditions of both disciplines and facilitates the development of highly competent psychologists who work in both counselling and clinical settings. Our focus on training in clinical psychology is essential for providing students with the knowledge and skills to assess, diagnose and treat clients experiencing a range of mental health issues. In many ways, the core knowledge and skills required by professional psychologists in clinical and counselling psychology are overlapping. This is particularly true in Ontario, where psychologists in all practice areas (excluding industrial-organizational psychology) must receive knowledge, skills and formal training, and demonstrate competency, in formulating and communicating a diagnosis. We recognize that many of our students seek registration as clinical psychologists (see Table X), but we also have a strong identity as a counselling psychology program. We emphasize research and training in culturally-sensitive practices that focus on mental health and psychopathology, on facilitating adjustment and adaptation, and addressing issues related to educational attainment, career, and identity from late adolescence into adulthood.

2) Scientist-Practitioner Model of Training

The Clinical and Counselling Psychology (CCP) field at OISE adheres to the scientist-practitioner model of training. The goal is to develop professionals who are clinically competent and intellectually curious, and who are able to conduct basic and applied research relevant to the practice of psychology, use research to critically inform practice, and provide services that enhance the mental health and well-being of adults. These components are complementary, and training occurs in each of these components in an interwoven fashion throughout a student’s program.

Research is a crucial element of training in CCP. Students are expected to gain broad and general knowledge in the areas encompassed by clinical and counselling psychology, and to develop a firm foundation in scientific methodology. Students are expected to become competent researchers as well as educated consumers of research. Students are taught to critically evaluate and apply research through their substantive courses. The skills needed to conduct research are developed in research methods and statistics courses, colloquia, graduate assistantships, research labs/groups, and masters and doctoral theses. Students are encouraged and supported in presenting their research at national and international conferences and in peer-reviewed journals.

Students also develop competence in the practice of clinical and counselling psychology through courses in psychopathology, assessment, diagnosis, and psychotherapy, through their practicum courses and field experiences, and through internships. They are expected to apply their scholarly and scientific knowledge to practice by engaging in critical reflection of their own practice and by using empirically supported assessment and intervention techniques.
3) Mentorship model

A mentorship model, which emphasizes the development of knowledge and skills through professional relationships, is practiced in CCP. A faculty member who shares their area of research and scholarly interest and agrees to function as a program supervisor initially sponsors students into the program. This advisory relationship assumes importance as students decide upon their areas of professional specialization and develop thesis topics. Students can become involved in their supervisor's research through participation in research groups, and through graduate research assistantships. Students are encouraged to collaborate with faculty in presenting papers at conferences and writing papers for publication. Faculty typically continue to mentor students following completion of the program as they continue to work with students on collaborative research, and provide support regarding career development and professional issues. The faculty provides a professional model for students of attitudes essential for life-long learning, scholarly inquiry and professional problem solving. Guidelines concerning graduate supervision are available at: www.sgs.utoronto.ca/current/supervision/guidelines.pdf.

4) Sequential Curriculum

All students who are admitted into the MA or PhD program are required to have the equivalent of a University of Toronto four-year honours degree in psychology. This involves a minimum of 6 full-year (or 12 one-semester) courses in psychology including senior undergraduate courses in the five core content areas of psychology including the biological, cognitive-affective, social and individual bases of behaviour, and are encouraged to take a course in the historical and scientific foundations of general psychology. Our curriculum is designed to establish a strong foundation of core knowledge and skills. Students take graduate courses designed to enhance scientific breadth and research knowledge, and develop professional knowledge and skills. Students are required to complete a thesis or dissertation and doctoral students complete comprehensive exams. To further broaden and enrich their research and professional skills students must attend the Departmental colloquium series. Students are required to complete practicum placements in the field to further their professional development. They have the opportunity to choose courses, research supervisors and practicum experiences, which allow them to begin to establish their own professional direction and become deeply involved in scholarship and research.

The curriculum in the Ph.D. was designed to build upon the foundations established in the MA. The courses are sequenced so that beginning level professional and research courses, as well as a practicum, are delivered during the MA degree. Advanced courses in assessment, diagnosis, intervention, research methodology and statistics as well as an advanced practicum and a 1600-hour internship are taken during the Ph.D. program.

5) The MA and PhD are One Coherent Program

The curriculum in the MA and Ph.D. are designed to be one coherent program. Most of our beginning level core professional and research courses as well as the first practicum
are delivered during the MA program. This allows some students to terminate their program with a master’s degree. Advanced courses designed to provide scientific and scholarly breadth, advanced professional courses in psychopathology and diagnosis, as well as the advanced practicum and a 1600-hour internship are given during the PhD program. Currently more than 85% of our MA graduates proceed immediately to the PhD program. If space permits, we accept into the PhD program students who completed their MA at another institution. These students are required to complete the MA courses for which they do no have equivalence as part of their previous Master’s program to ensure they have the knowledge and skills that are required as part of our CCP MA.

6) The Development of a Critical Perspective and Reflexive Practitioners in Clinical and Counselling Psychology

The program provides a context that emphasizes a critical perspective, and sensitivity to diversity and provides a climate in which these can flourish. We believe that students must have a firm understanding of diversity issues and how these apply to their work with clients who are different from themselves in terms of ethno/cultural background, gender, sexual orientation, ability/disability, and socio-economic status. We believe that it is important for students to appreciate the diverse individual, social and emotional needs and behaviours of adults within social structures and institutions such as family, school, community, and the larger social, political and cultural environment within which they are embedded. We are particularly concerned with the aspects of the social context that undermine mental health and well being including racism, sexism, homophobia, political persecution and other types of discrimination. By enhancing our students’ awareness of these issues we hope to facilitate the development of reflexive practitioners and researchers who will make important contributions to the well being of their communities.

3.4 GOALS OF THE CCP

The competencies we expect from our graduating students are reflected in the following eight global goals:

1. Students will acquire broad and general knowledge in core content areas of psychology including history of psychology, cognitive-affective bases of behavior, individual differences, biological bases of behaviour, and social bases of behaviour.
2. Students will apply appropriate standards of ethical, legal and professional conduct in their provision of psychological services and in their research.
3. Students will develop and implement research to study both theoretical and applied questions in clinical and counselling psychology.
4. Students will conduct psychological assessments of individuals who have cognitive, academic, psychosocial and behavioural difficulties.
5. Students will develop knowledge and skills in the formulation and communication of psychological diagnoses.
6. Students will develop, monitor and evaluate psychotherapeutic interventions aimed at improving mental health, and treating disorders of behaviour, emotion, and thought.

7. Students will develop skills necessary to provide consulting services to other health professionals, schools, mental health agencies, and families.

8. Students will provide informed psychological services to a culturally and individually diverse population.

These goals are consistent with our training model in that they reflect the scientist-practitioner model, and provide students with a strong grounding in core knowledge and skills while at the same time allowing them to explore individual interests. The goals also reflect our commitment to the notions of development, diversity and ecology as central to our program. By the time they complete our program, students have an advanced level of knowledge and skills equivalent to an entry level practitioner in the area of clinical and counselling psychology with an emphasis on adults, couples and groups. They also are well versed in ethical and professional issues.

The remaining competencies we strive to develop in our students are more generic and constitute the broad category of critical, analytical and creative thinking skills. We try to teach students to be advocates for the clients they serve and to be reflective practitioners who are constantly questioning whether they are providing the highest possible level of service. We model and teach students how to critically analyze theory, research and practice. We teach them to extrapolate from theory and basic research data directions for developing innovative and effective assessment and intervention techniques. Finally, we view it as important that our graduates attain a high level of competence in communicating orally and in writing.

In keeping with the knowledge and skills for professional practice outlined by the College of Psychologists of Ontario, CCP evaluates students on five core competencies: Interpersonal Relationships, Assessment and Evaluation, Intervention and Consultation, Ethics and Standards, and Research. In addition, students in our program receive training and are evaluated in the area of supervision. Students develop an understanding of models of supervision, discuss issues pertaining to ethics and standards for supervision, and have an opportunity to provide supervision as part of their doctoral practicum experience.

3.5 Accreditation Status of CCP

The program is currently accredited as a Counselling Psychology Program by the Canadian Psychological Association.

The pre-existing program in Counselling Psychology at OISE was re-accredited in 2010-2011 for a 5 year term. The program will be seeking re-accreditation in clinical and counseling psychology in the near future.
**3.6 ADMISSION REQUIREMENTS OF CCP**

**MA**
The minimum admission requirements for the Master of Arts in Clinical and Counselling Psychology are:
- An appropriate bachelor’s degree in psychology or any appropriate bachelor’s degree that would contain the psychology requirement equivalent (defined as 6.0 full-course equivalents [FCEs] in psychology, including 0.5 FCE in research methods, 0.5 FCE in statistics, and at least 3.0 FCEs at the second, third and fourth-year levels).
- Satisfactory scores on the General and Subject (Psychology) tests of the General Record Examination (GRE) (Institution code: 0982)
- A standing equivalent to a University of Toronto A- or better in the final year
- Most successful applicants will have evidence of relevant professional and research experience

**PhD**

**Full-time PhD**
The minimum admission requirements for the PhD in Clinical and Counselling Psychology are:
- An appropriate bachelor’s degree in psychology or any appropriate bachelor’s degree that would contain the psychology requirement equivalent (defined as 6.0 FCEs in psychology, including 0.5 FCE in research methods, 0.5 FCE in statistics, and at least 3.0 FCEs at the third- and fourth-year levels), with a standing equivalent to a University of Toronto A- or better in the final year.
- A University of Toronto MA degree with specialization in Clinical and Counselling Psychology with a grade of A- or better, or its equivalent.

**Flexible-Time PhD**
- Applicants to the flexible-time PhD option are accepted under the same admission requirements as applicants to the full-time PhD option. However, in addition, applicants to the flexible-time PhD should demonstrate that they are active professionals engaged in activities relevant to their proposed program of study.

All applicants are required to submit official transcripts from all post-secondary institutions, a curriculum vitae, two letters of reference, and a statement of interests and experience. For application information and forms, please visit the OISE Registrar’s Website at: [http://www.oise.utoronto.ca/ro/Graduate_Admissions/index.html](http://www.oise.utoronto.ca/ro/Graduate_Admissions/index.html).
Note: Although students in the MA in CCP are given priority over other applicants when applying to the Ph.D., continuation from the MA to the Ph.D. is not automatic. Demonstration of a high level of competence and commitment is required.

### 3.7 CCP Master of Arts

The MA program is designed for applicants interested in working as researchers or practitioners in a variety of psychological and educational settings. The PhD curriculum builds on the MA foundation and the MA fulfills the requirements for entry into the Clinical and Counselling Psychology PhD.

Students are required to complete eight half-courses, a 500-hour practicum and a thesis. This program must include one year of full-time study. The thesis is completed under the supervision of a full-time faculty member. Coursework can usually be completed in three semesters and it is expected that all program requirements will be completed within two years.

#### Recommended Program Timetables

**Year One:** Courses, planning for thesis including formation of thesis committee, thesis proposal approval, applications for practicum placement

**Year Two:** Courses, practicum, thesis data collection, analysis, completion of thesis

#### First Year Required Courses

- APD1202H Theories & Techniques of Counselling and Psychotherapy
- APD1219H Ethical Issues in Professional Practice in Psychology
- APD1209H Research Methods & Thesis Preparation in APHD

#### Second Year Required Courses

- APD1203Y Practicum I – Interventions in Counselling Psychology (full year course)

#### First or Second Year Required Courses

- APD1295H Personality Theories or APD1265H Social & Personality Development
- APD1208H Individual Cognitive and Personality Assessment

And one of the following:

- APD1228H Individual & Group Psychotherapy: Family & Couples Counselling
- APD1261H Group Work in Counselling (or an equivalent course)

Students intending to apply to the PhD program following completion of the MA degree should plan their course work accordingly. In particular, students may consider taking Introduction to Applied Statistics (APD1287H) as a prerequisite for Intermediate Statistics and Research Design (APD1288H) at the Doctoral level.
**MA Practicum**

Students must complete 500 hours in a practicum setting under the supervision of a licensed psychologist. All practicum and internship arrangements must be made in consultation with the Director of Clinical Training, Dr. Judy Silver. Students are encouraged to consult Dr. Silver in the fall of their first year of the program.

The MA practicum placement is administered through the required course APD1203Y *Practicum I – Interventions in Counselling Psychology.*

**Evaluation of Students in the Field Practica**

Supervisors in conjunction with their students fill out a formal evaluation form mid-way through and at the end of the placement. Together they record on the evaluation the log of activities that occurred in the placement and the amount of time spent on each activity. The supervisors evaluate the students on a range of dimensions reflecting professional competence. The first evaluation serves as a vehicle for a formal discussion of students' progress. The students and supervisors, in a face-to-face meeting, evaluate what has occurred to date, identify areas of concern (if any), and set goals for the remainder of the placements. The second evaluation is kept as a formal record of students' satisfactory completion of the field placement. The *Student Practicum and Internship Evaluation Form* is available at: [http://www.oise.utoronto.ca/aphd/UserFiles/File/Counselling_Psychology/Evaluation_Form_MA_PhD_July_2013.pdf](http://www.oise.utoronto.ca/aphd/UserFiles/File/Counselling_Psychology/Evaluation_Form_MA_PhD_July_2013.pdf).


**MA Thesis**

Students are initially sponsored into the program by a faculty member who shares their area of interest and agrees to function as their program advisor. (A student whose thesis supervisor is external to AP&HD must have an internal AP&HD faculty member serve as their program advisor.) This advisory relationship assumes importance as the student decides upon his/her area of professional specialization and develops the thesis topic. Students become involved in their advisors’ research by participating in research groups and through graduate assistantships or externally funded assistantships. These involvements typically lead to the development of a thesis topic.

Students are required to consult the OISE Guidelines to Theses and Orals available from the Registrar’s Office and on the web at: [http://ro.oise.utoronto.ca/](http://ro.oise.utoronto.ca/) (Once on the registrar’s office website, click on “Graduate Studies” and then click on “OISE Guidelines for Theses and Orals”.)

Normally, there are eight major steps to completing a thesis:

1. Review of OISE Guidelines for Theses and Orals
2. Establishment of a thesis topic
3. Selection of a thesis supervisor (normally the student’s Faculty Advisor)
4. Formation of a thesis committee (form to be completed)
5. Ethical review, if required (forms to be completed)
6. Thesis proposal approval (form to be completed)
7. Thesis work
8. Final thesis approval and submission (form to be completed)

When preparing a thesis, a student works in consultation with his/her thesis supervisor until a committee is formed and, after that, with his/her thesis committee. The student and the thesis committee members must complete a thesis approval form and an ethical review before any data collection commences. A thesis in an MA program is evaluated by a minimum of two faculty members (both holding either Full or Associate School of Graduate Studies appointments, with at least one member from AP&HD).

Ethical Review for the MA Thesis
Students are required to refer to the following sources for general instructions, forms, and procedures for submission of protocols:
http://www.research.utoronto.ca/forms/protocol-submission-for-supervised-and-sponsored-research/

The ethical review process is designed to ensure that data collection procedures conform to current ethical standards. Generally, an ethical review is required whenever a study involves data from or on human subjects; however, a student’s research may be exempt from ethical review if it involves work that has already been approved by a University of Toronto Research Ethics Board (REB), for example as part of the supervisor’s research program. When it is determined that an ethical review is required, the investigator completes a set of standard forms, which describe the relevant aspects of the proposed research study. Research that does not require an ethical review must still undergo an administrative review.

How long it will take the Office of Research Ethics to review your application depends on whether your research requires a full or expedited review (see “Using the Risk Matrix” on the above website).

Note: If an ethical review is required, a research study cannot begin until final, written approval is obtained from the REB.

Generally, there are 3 major steps to conducting an ethical review:
1. Review the information obtained regarding Protocol Submissions for Supervised and Sponsored Research.
2. Complete all necessary forms in consultation with the faculty advisor/thesis supervisor.
3. Prepare the necessary copies for final review and approval.
**AP&HD Colloquium Series Attendance Requirement**

This series is offered throughout the academic year. It is expected that all MA students will attend a minimum of five colloquium presentations during their program. Attendance at this series partially fulfills the course requirements for APD1203Y. The completed Colloquium Attendance form should be submitted to the Director of Clinical Training together with the Placement Evaluation Form.

**Academic Appeals Policy**

Graduate students may appeal substantive or procedural academic matters, including grades, evaluation of comprehensive examinations and other program requirements; decisions about continuation in any program; or concerning any other decision with respect to the application of academic regulations and requirements. Policies regarding academic appeals are listed in the University of Toronto, School of Graduate Studies Calendar at [http://www.sgs.utoronto.ca/calendar/Pages/Academic-Appeals-Policy.aspx](http://www.sgs.utoronto.ca/calendar/Pages/Academic-Appeals-Policy.aspx).

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**3.8 CCP Doctor of Philosophy**

The doctoral curriculum builds on the theoretical and practical foundations established during the MA training. The principal aim of this degree program is the development of research and theoretical knowledge in clinical and counselling psychology. The principal aim of this degree program is the development of advanced research and theoretical knowledge in clinical and counselling psychology, skills in assessment and diagnosis of psychopathology, advanced intervention skills, skills in statistical analysis, and knowledge and training in professional issues. Students are expected to conduct advanced research and to write and defend a doctoral thesis. Graduates will be prepared to assume a variety of positions in psychological teaching, research and practice in universities, hospitals, and community settings and agencies offering psychological services, and in university or college counselling centres.

Students are required to complete a minimum of 10 half-courses, 600 practicum hours, 1600 internship hours, a comprehensive examination and a thesis. This program must be completed as full-time study. The internship requirement can be fulfilled as a full-time 12-month placement or as a part-time placement over a 24-month period.

Course work can normally be completed in four semesters. Students are expected to have completed a thesis proposal and to have formed their thesis committee by the end of the semester following the completion of course work. Students applying to internships should plan to have completed all required coursework including comprehensive exams before they apply. In addition the thesis proposal must be accepted and the ethical review completed and approved by the Office of Research Ethics. These are mandatory requirements for internship application. The research ethics approval letter must be sent to the Director of Clinical Training so that she may sign off on the internship application prior to submission. The earliest due date for internship applications is typically November 1st of each year. It is typical for the Office of Research Ethics to send
comments regarding the ethics protocol and require some revisions before granting ethical approval. In addition, there is no meeting of the Research Ethics Board in August. As a result, it is recommended that students who wish to apply for internship have their proposals approved and their ethics protocols submitted to the REB no later than May of the year they plan to apply for internship. Normally, students should have started data collection by the time they apply to internships, usually before the fourth year of doctoral study.

**Pre-requisite Courses**

Please refer to the ‘Required Courses’ section for the Master of Arts.

**Recommended Program Timetables**

**Year One:** Courses, planning for thesis, practicum applications

**Year Two:** Courses, practicum, completion of comprehensive exam, thesis committee formation, write thesis proposal

**Years Three and Four:**
- Thesis proposal approval, data collection and analysis, thesis writing, internship applications

**Years Four and Five:**
- Complete thesis, oral defence, full-time internship

**Required Courses**

**A. Interventions**

- APD3215H  Seminar in Counselling Psychology: Part 1
- APD3217Y  Practicum II: Interventions in Counselling Psychology (normally completed in the second year of program)
- APD3268Y  PhD Internship

**B. Psychological Assessment and Diagnosis**

- APD3225H  Assessment and Diagnosis of Personality and Psychopathology (normally completed in the second year of program)
- APD3260H  Psychodiagnostic Systems (formerly Psychopathology & Diagnosis)

**C. Advanced Research Methods**

- APD1288H  Intermediate Statistics and Research Design [RM]
- APD3202H  A Foundation of Program Evaluation in Social Sciences

**D. History and Systems of Psychology**
APD3204H  Contemporary History and Systems in Human Development and Applied Psychology (may be waived if an undergraduate equivalent completed).

E. Optional Courses

If applicable, other elective courses can be chosen from within the department or from another graduate unit at the University of Toronto.

**PhD Practicum**

Students must complete 600 hours in a practicum setting under the supervision of a licensed psychologist. All practicum and internship arrangements must be made in consultation with the Director of Clinical Training, Dr. Judy Silver. Students are encouraged to consult Dr. Silver in the fall of their first year of the PhD program.

The PhD practicum placement is administered through the required course APD3217Y Practicum II – Interventions in Counselling Psychology. The practicum is typically done in the second year of the PhD program.

**Evaluation of Students in the Field Practica**

Supervisors in conjunction with their students fill out a formal evaluation form mid-way through and at the end of the placement. Together they record on the evaluation the log of activities that occurred in the placement and the amount of time spent on each activity. The supervisors evaluate the students on a range of dimensions reflecting professional competence. The first evaluation serves as a vehicle for a formal discussion of students' progress. The students and supervisors, in a face-to-face meeting, evaluate what has occurred to date, identify areas of concern (if any), and set goals for the remainder of the placements. The second evaluation is kept as a formal record of students' satisfactory completion of the field placement. The Student Practicum and Internship Evaluation Form is available at:


Further information regarding policies and procedures for the practicum are available in the Practicum and Internship Placement Handbook for the MA and PhD Degrees in the the Clinical and Counselling Psychology Program available at:


**Supervision**

All PhD students are required to gain experience in the supervision of Master’s level students. This can be completed as part of one of the field placement requirements (practicum or internship) or as volunteer experience working with one of the APD1203Y class instructors or with faculty supervisors in the OISE Psychology Clinic. This experience partially fulfills the course requirements for the PhD Internship Course.
APD3268Y. The completed Counselling Psychology Supervision Experience form should be submitted to Dr. Judy Silver together with the Internship Evaluation form.

**AP&HD Colloquium Series Attendance Requirement**
This series is offered throughout the academic year. It is expected that all PhD students will attend a minimum of six colloquium presentations during their program. Attendance at this series partially fulfills the course requirements for APD3268Y. The completed *Colloquium Attendance Form* should be submitted to the Director of Clinical Training, Dr. Judy Silver, together with the *Placement Evaluation Form*.

**Thesis**
Students must develop, complete and defend a Doctoral dissertation in an oral examination. The content of the dissertation research may address theoretical issues applicable to clinical and counseling psychology. All Doctoral theses must be supervised by a full-time faculty member of the Program. The thesis proposal must be accepted by the end of the third year. The thesis proposal and ethical review must be accepted prior to students applying for internship.

Students are required to consult the OISE Guidelines to Theses and Orals available from the Registrar’s Office and on the web at: [http://ro.oise.utoronto.ca/](http://ro.oise.utoronto.ca/)
(Once on the registrar’s office website, click on “Graduate Studies” and then click on “OISE Guidelines for Theses and Orals”.)

Normally, there are eight major steps to completing a thesis:
9. Review of OISE Guidelines for Theses and Orals  
10. Establishment of a thesis topic  
11. Selection of a thesis supervisor (normally the student’s Faculty Advisor)  
12. Formation of a thesis committee (*form to be completed*)  
13. Ethical review, if required (*forms to be completed*)  
14. Thesis proposal approval (*form to be completed*)  
15. Thesis work  
16. Final thesis approval and submission (*form to be completed*)

When preparing a thesis, a student works in consultation with his/her thesis supervisor until a committee is formed and, after that, with his/her thesis committee. The PhD thesis committee should be formed by the end of the second year. The student and the thesis committee members must complete a thesis approval form and an ethical review before any data collection commences. A thesis in the PhD program is examined by the student’s thesis committee through the oral examination process.

**Ethical Review for the PhD Thesis**
Students are required to refer to the following sources for general instructions, forms, and procedures for submission of protocols:  

The ethical review process is designed to ensure that data collection procedures conform
to current ethical standards. Generally, an ethical review is required whenever a study involves data from or on human subjects; however, a student’s research may be exempt from ethical review if it involves work that has already been approved by a University of Toronto Research Ethics Board (REB), for example as part of the supervisor’s research program. When it is determined that an ethical review is required, the investigator completes a set of standard forms, which describe the relevant aspects of the proposed research study. Research that does not require an ethical review must still undergo an administrative review.

How long it will take the Office of Research Ethics to review your application depends on whether your research requires a full or expedited review (see “Using the Risk Matrix” on the above website).

Note: If an ethical review is required, a research study cannot begin until final, written approval is obtained from the REB.

Generally, there are 3 major steps to conducting an ethical review:

4. Review the information obtained regarding Protocol Submissions for Supervised and Sponsored Research.
5. Complete all necessary forms in consultation with the faculty advisor/thesis supervisor.
6. Prepare the necessary copies for final review and approval.

**PhD Final Oral Examination (FOE)**

Students are required to consult the OISE Guidelines to Theses and Orals available from the Registrar’s Office and on the web at: [http://ro.oise.utoronto.ca](http://ro.oise.utoronto.ca) (Once on the registrar’s office website, click on “Graduate Studies” and then click on “Guidelines for Theses and Orals”.)

Once a student’s thesis is in its final form and has been approved by the thesis committee, the final oral exam is scheduled. A student defends his/her thesis at an examination conducted by a Final Oral Exam Committee. The student’s thesis committee recommends the thesis for the final oral exam. It is this exam that will determine whether or not a student may be recommended for his/her degree. The PhD Oral Examination Nominatin Form and timetables are available from the Registrar’s Office. The specific procedures for establishing a final oral examination are detailed and students should carefully review the Guidelines for Theses and Orals and consult with their Faculty Advisor to fully understand the process of scheduling and completing the Final Oral Exam. Planning for the final oral exam must be undertaken at least 10 weeks in advance of the actual examination.

**Comprehensive Examination**

The purpose of the comprehensive examination is twofold:

1. To ensure an adequate level of psychological knowledge for professional functioning as a practitioner, academic, and/or researcher;
2. To demonstrate an ability to integrate information at the accepted standard for a doctoral student

The comprehensive exam is typically taken in September of the third year of the PhD program. The exam must be successfully completed prior defending the Doctoral thesis. The examination consists of two parts. Part One covers several of the core content areas of psychology, including research methods, individual and social bases of behaviour, cognitive-affective bases of behaviour, and biological bases of behaviour. Part Two requires analysis of a clinical case and covers assessment and diagnosis, theories of psychopathology, theories and techniques of psychotherapy, and professional ethics. The examination questions are developed by the Clinical and Counselling Psychology Program Committee (CCPPC). Students indicate their intention to write the comprehensive exam by completing the comprehensive exam registration form in early June of the year they will be writing the exam and returning the form to the Program Liaison, Todd Will (todd.will@utoronto.ca) The comprehensive exam begins on the Tuesday after Labour Day of each year and students have one week to complete the take-home exam. The exam consists of four questions and a clinical case analysis. Students will not know the questions in advance. Only under exceptional circumstances (e.g., medical emergency) can students make alternate arrangements to write the exam outside of the scheduled period.

It is expected that students will provide high caliber responses, including elaboration of points, a high level of synthesis and evidence of relevant literature review. The exam is marked by CCP core faculty, who mark questions related to their areas of expertise. For each question, students may obtain a Pass, a Marginal Pass, or a Fail. Faculty members do the grading independently of each other and are blind to the individual identity of the student whose paper they are marking. If a student receives a Fail, the question will be graded by a second faculty reader to determine if the grade warrants a change to a Pass. If the original failure stands, the CCPPC Chair will explain to the student the reasons for the decision and the student will be given an opportunity to re-write a question from the same content area in which they received a fail on the first exam.

The CCPPC will make accommodations for the following:

1. Students with a disability.
2. Students unable to complete the comprehensive examination during the specific period for medical reasons (A doctor’s note is required for such accommodations to be considered).
3. Students encountering extenuating circumstances (These will be evaluated by the CCPPC on an individual basis).

**PhD Internship**
The PhD internship is undertaken through continuous course APD3268Y. The internship occurs at the end of the program, once all other course requirements have been met. The dissertation should be either completed or well underway before the internship starts. Students may defend their dissertation prior to the commencement of their internship.
placement or during the period of their placement. It is important to note that the internship is a year of full-time clinical practice and students often find it difficult to work on their dissertations while simultaneously working full-time in a clinical setting. It is recommended that students complete and defend their dissertation prior to beginning the internship.

The PhD Internship Course APD3268Y requires the completion of at least 1600 hours of internship under the supervision of a registered psychologist(s).

**Finding an Internship Placement**

All PhD students are required to complete internships at CPA or APA accredited training sites or equivalent and must go through the Association of Psychology Post-Doctoral and Internship Centers (APPIC) match. Students should be aware that their chance of succeeding with the match process increases with the number of applications. All students applying to the Match are required to apply to a minimum of 6 internship sites. Because there are only a few APA/CPA accredited internships in the Greater Toronto Area, students should expect to travel outside of Toronto for their internships or even outside of Ontario. In the event that a Ph.D. student from CCP was not successful in the APPIC match process and has secured a non-accredited internship, it is required that this internship be equivalent to a CPA-accredited internship. The criteria for equivalency should be discussed with the Director of Clinical Training and proposal for the internship should be developed in consultation with Director of Clinical Training (Dr. Silver) at OISE, the Director of Clinical Training at the proposed Internship Site, and the student/intern. This proposal will be reviewed by the CCP Program Committee to determine suitability for the student’s internship.

The Director of Clinical Training meets with students who are applying to search for an internship in June to provide an overview of the APPIC match process. The APPIC application process can be found at [www.appic.org](http://www.appic.org).

Students applying for internship should plan to have completed all required course work including comprehensive examinations before they apply. In addition, the thesis proposal must be accepted and the ethical review must be completed and approved by the office of Research Ethics. These are mandatory requirements for submission of the internship application. Copies of the research ethics approval letter and signed Thesis Supervision Approval form must be sent to the Director of Clinical Training so that she may approve the internship application to the APPIC prior to submission. The earliest due date for internship applications is typically November 1st of each year. It is typical for the Office of Research Ethics to send comments regarding the ethics protocol and require some revisions before granting ethical approval. In addition, there is no meeting of the Research Ethics Board in August. As a result, it is recommended that students who wish to apply for internship have their proposals approved and their ethics protocols submitted to the REB no later than May of the year they plan to apply for internship. Normally, students should have started data collection by the time they apply to internships, usually before the fourth year of doctoral study. Data collection must be completed by the time
the internship starts. Additional guidance on the internship application process, including timelines for preparing applications and guidance for completing the AAPI forms, please consult the *Clinical and Counselling Psychology Program PhD Internship Manual*, which is available through the Director of Clinical Training, Dr. Judy Silver.

**Monitoring PhD Students’ Clinical and Academic Progress**

By March 31 of each year, every Clinical and Counselling Psychology student must complete the *Annual Doctoral Student Monitoring Form*. Using the form, students report on their academic and clinical progress, and their thesis progress. The form is completed in collaboration with the Faculty Advisor, who also provides feedback to the student and comments on their progress in the Program to date. The Faculty Advisor indicates to what extent the student has made progress on their thesis and their professional development during the year. Problems that have been identified with specific students are brought to the attention of CCPPC and discussed, and a plan of action determined. Students whose performance is unsatisfactory meet with their advisor to discuss the concerns and remedial action. The student’s supervisor is designated to coordinate the action plan and to report back to CCPPC. At any time during the year, any faculty member may bring concerns about a student’s progress to the attention of CCPPC for review and discussion.

**Professional Licensure as a Psychologist**

**The College of Psychologists of Ontario**

Students whose plans include preparation for professional practice in psychology should note that the practice of psychology in the province of Ontario is regulated under the Statute Law of Ontario. Graduation from a doctoral program or from any graduate program in psychology does not, in itself, qualify a person to practice as a psychologist. The CPO regulates professional practice in Ontario and examines candidates for registration as psychologists. The doctoral program in clinical and counselling psychology is designed to meet the academic requirements for registration as a psychologist. At the discretion of the College, and depending on your intended area of practice, you may be required to take additional courses other than those required for your degree. Students are encouraged to review the requirements for registration early in their program and to save all course outlines so that they may submit them to CPO as part of their application for registration. For more information on the registration process, please consult the College of Psychologists of Ontario website at [www.cpo.on.ca](http://www.cpo.on.ca).

**Academic Appeals Policy**

Graduate students may appeal substantive or procedural academic matters, including grades, evaluation of comprehensive examinations and other program requirements; decisions about continuation in any program; or concerning any other decision with respect to the application of academic regulations and requirements. Policies regarding academic appeals are listed in the University of Toronto, School of Graduate Studies Calendar at [http://www.sgs.utoronto.ca/calendar/Pages/Academic-Appeals-Policy.aspx](http://www.sgs.utoronto.ca/calendar/Pages/Academic-Appeals-Policy.aspx).
3.6 Clinical Psychology at UTSC

The field in Clinical Psychology is offered primarily by the Department of Psychological Clinical Science at UTSC. Clinical Psychology is the applied psychological science concerned with the assessment and treatment of individuals’ mental disorders. This field builds on the research strengths of the UTSC faculty in personality, neuropsychological and neuroimaging-based approaches to assessment. A unifying theme of the core faculty is its expertise in state-of-the-science methods of assessment, specifically personality assessment and clinical neuropsychological assessment.

The full-time two-year MA program is designed for applicants interested in working as researchers or practitioners in a variety of psychological and educational settings. This program enables students to apply for registration with the College of Psychologists of Ontario (CPO) as a Psychological Associate. It also meets the needs of students who plan to apply to the PhD program in Counselling and Clinical Psychology.

The principal aim of the PhD degree program is the development of research and theoretical knowledge in counselling and clinical psychology, assessment skills and knowledge and training in professional issues. Students are expected to conduct advanced research and to develop professional knowledge and skills. Graduates will be prepared to assume a variety of positions in psychological teaching, research and practice in universities, community settings and agencies offering psychological services and in university or college counselling centres. The Counselling and Clinical Psychology program (Clinical Psychology field) is offered on a full time basis and progress in the program will be reviewed annually.

For complete information on both of these degree programs please visit:

Web: www.utsc.utoronto.ca/~psych/clinical
Email: clinical-psych@utsc.utoronto.ca
Telephone: 416.208.4867
Mailing address: Department of Psychological Clinical Science,
University of Toronto Scarborough,
Science Wing, Room SW427D,
1265 Military Trail,
Toronto, ON,
M1C 1A4
4.1 Counselling Psychology

There are two fields in the Counselling Psychology Program:

- Counselling and Psychotherapy field with two different degrees available (MEd & EdD)
- Guidance and Counselling field with one degree available (MEd)

The MEd and EdD programs are designed for students interested in a variety of positions in education and the community as well as professional positions in agencies which offer counselling and psychotherapy services. These programs can be pursued on a part-time or full-time basis however the EdD program requires that students complete one year of full-time study. Please see the School of Graduate Studies (SGS) Calendar (http://www.sgs.utoronto.ca/calendar/Pages/default.aspx) for regulations about part-time and full-time study.

Program Registration Status: General Information

Normally, a full-time course load consists of three half-courses in each of the Fall and Winter sessions. A limited number of courses are offered in the Summer inter-sessions, but students should not plan on having the required courses they need to complete their Program offered during the Summer inter-sessions. Information about courses for the upcoming academic year (including courses for the upcoming summer inter-sessions) are typically posted in April on ROSI (the Repository of Student Information) (http://www.rosi.utoronto.ca/). Students are responsible for ensuring that they meet the prerequisite courses and current requirements of their program as specified in these guidelines for their year of entry into the Program. This may be done in consultation with the Program Chair listed above. Students should also consult the OISE Bulletin (http://ro.oise.utoronto.ca/Bulletin.pdf) and the School of Graduate Studies Calendar for more information about courses, degree requirements, SGS policies and relevant dates (http://www.sgs.utoronto.ca/calendar/Pages/default.aspx). Information about the academic appeals process for graduate students at the University of Toronto can be found at: http://www.sgs.utoronto.ca/calendar/Pages/Academic-Appeals-Policy.aspx
Practica & Internships: General Information

All practicum and internship arrangements must be made in consultation with the Director of Clinical Training, Dr. Judy Silver (judy.silver@utoronto.ca). Information about specific practica and internship placements can be found at: [http://www.oise.utoronto.ca/aphd/Students/Practica_and_Internships/Counselling_Psychology/Internship_and_Practica_Sites/index.html](http://www.oise.utoronto.ca/aphd/Students/Practica_and_Internships/Counselling_Psychology/Internship_and_Practica_Sites/index.html)

MEd students are required to consult the Director of Clinical Training during the Fall of their first year to make arrangements for practicum placements in their second year or subsequent years. EdD students may complete their practica in their first or second year of study. EdD students are encouraged to consult the Coordinator as soon as possible after receiving their offer of admission to determine the best timing for their practicum placement. When planning their course schedules, part-time students should note that the counselling practicum requires one to two week days per week at the practicum site.

Evaluation of Students in the Field Practica and Internships

Supervisors in conjunction with their students fill out a formal evaluation form mid-way through and at the end of the placement. Here they record the log of activities that occurred in the placement and the amount of time spent on each activity. The supervisors evaluate the students on a range of dimensions reflecting professional competence. The first evaluation serves as a vehicle for a formal discussion of students' progress. The students and supervisors, in a face-to-face meeting, evaluate what has occurred to date, identify areas of concern (if any), and set goals for the remainder of the placements. The second evaluation is kept as a formal record of students' satisfactory completion of the field placement. The Student Practicum and Internship Evaluation Form is available at: [http://www.oise.utoronto.ca/aphd/Students/Practica_and_Internships/Counselling_Psychology/index.html](http://www.oise.utoronto.ca/aphd/Students/Practica_and_Internships/Counselling_Psychology/index.html)


Academic Appeals Policy

Graduate students may appeal substantive or procedural academic matters, including grades, evaluation of comprehensive examinations and other program requirements; decisions about the student's continuation in any program; or concerning any other decision with respect to the application of academic regulations and requirements to a student. Decisions related to admission to an academic program, including admission to the doctoral program for current master's students, are not subject to appeal. For more information about the process and procedures for Academic Appeals at the University of Toronto, including the appropriate steps to follow, please see: [http://www.sgs.utoronto.ca/calendar/Pages/Academic-Appeals-Policy.aspx](http://www.sgs.utoronto.ca/calendar/Pages/Academic-Appeals-Policy.aspx)
Transfers Between Programs and Fields Within the Department

Transfer requests between programs or fields within the Department are strongly discouraged. Students should be prepared to complete the program or field that they have been accepted into, as there exists very limited opportunities for transferring between programs or fields. Transfer requests are considered only at admission time when transfer students will be ranked and evaluated against new applicants.

The AP&HD Colloquium Series

The AP&HD Colloquium series is offered throughout the academic terms. These talks and presentations can greatly enhance your educational experience in our Department. Notices about these talks will be sent to your University of Toronto student email account, and will be posted in the Department. All students are strongly encouraged to attend the colloquium series.

4.2 Master of Education – Counselling & Psychotherapy

Program Overview & Philosophy

The primary objective of this degree program is to provide individuals with the opportunity to learn and develop counselling skills appropriate for a variety of work settings. Students will be encouraged to select their courses and practicum learning experiences to suit their individual goals. Examples of the type of goals for which suitable programs of study could be developed are working in adult counselling, college and university counselling centres, career counselling, geriatric counselling, multicultural counselling and community-mental-health and family-life centres.

The MEd in Counselling and Psychotherapy offers a comprehensive, sequenced, integrated program of study that is intended to prepare individuals for the practice of psychotherapy. Students are required to complete 10 half-courses, a written comprehensive examination and a minimum of a 250-hour practicum. The program can be pursued on a part-time or full-time basis. The program is structured as a comprehensive, integrated, sequenced program of study that first focuses on the theoretical foundations of counselling and psychotherapy and then builds on this key foundational knowledge by linking theory to practice. We are committed to training professionals who adhere to a code of ethics for professional practice and uphold the highest standards of practice. Faculty and course instructors are experts in their fields and provide students with high quality practical training in psychotherapy. We also emphasize fundamental skills for clinical practice, including critical thinking and analysis and clinical judgment, ethics and decision-making. Our program is renowned for its integration of diversity, equity and critical practice issues within the field of counselling psychology. This is reflected in our courses, which include a significant focus on issues of diversity and ethical multicultural practice. All required courses in our program address these issues, but we also provide specialized knowledge in diversity and difference within the discipline through a required course (APD1214 - Critical
Multicultural Practice: Diversity Issues in Counseling) and elective courses such as APD1290 - Indigenous Healing in Counselling and Psychotherapy and APD1207 - Counselling Topics in Sexual Orientation and Gender Identity Diversity. Attention to issues of diversity is also a requirement of the practicum placement and students are evaluated on their sensitivity to diversity issues. We believe that students must have a firm understanding of diversity issues and how these apply to their work with clients who are different from themselves in terms of ethno/cultural background, gender, sexual orientation, ability/disability, and socioeconomic status. We are particularly concerned with the aspects of the social context that undermine mental health and well-being, including racism, sexism, homophobia, political persecution and other types of discrimination. By focusing on and giving weight to all of the “Big 7” (Moodley & Lubin, 2008) social identities or marginalized groups in multicultural counselling and psychotherapy (race, class, gender, sexual orientation, religion, age and disability), the program is unique among counselling psychology programs. We believe that we have established a high quality training program that prepares psychotherapists for clinical practice in real-world settings. Our students secure jobs in a variety of clinical contexts and the majority are practicing or intend to practice psychotherapy.

Minimum Admission Requirements

The MEd in Counselling and Psychotherapy is a very competitive program, and admission to the MEd requires a minimum of an appropriate four-year bachelor’s degree from any discipline, with a grade equivalent to a University of Toronto B+ or better in the final year, awarded by a recognized university, and at least one year of relevant experience. Please see our FAQ page at (http://www.oise.utoronto.ca/aphd/Prospective_Students/Programs/Counselling_Psychology/Admissions/FAQs/index.html#a6) for more information.

Relevant Professional Organizations and Regulatory Bodies:

Canadian Counselling and Psychotherapy Association

The Canadian Counselling and Psychotherapy Association (CCPA) (http://www.ccpa-acccp.ca/en/) is a national bilingual association providing professional counsellors and psychotherapists with access to exclusive educational programs, certification, professional development and direct contact with professional peers and specialty groups. In 1986, CCPA established a credentialing service for its members: Canadian Certified Counsellors: A National Certification Program for Professional Counsellors (http://www.ccpa-acccp.ca/en/memberbenefits/certification/). The MEd program of study provides the student with the basic preparation for certification as a Certified Canadian Counsellor (CCC) with the Canadian Counselling and Psychotherapy Association (CCPA). Further information regarding detailed requirements for CCC is available from CCPA’s website. The counsellor certification is a national service that identifies to the public those counsellors who CCPA recognizes as qualified to provide counselling services in Canada. Obtaining the status of Canadian Certified Counsellor (CCC) includes recognition of standards of professional preparation, continuing education, and a
formal code of ethics. As a self-regulating body, CCPA provides advice and discipline for certified members on matters of professional conduct.

**Transitional Council of the College of Registered Psychotherapists of Ontario**

The practice of psychotherapy and the professional designation of psychotherapist are now legally defined terms and are in the process of being regulated in the province of Ontario. The scope of practice of psychotherapy is defined as “the assessment and treatment of cognitive, emotional or behavioural disturbances by psychotherapeutic means, delivered through a therapeutic relationship based on verbal or non-verbal communication. [http://www.oaccpp.ca/aboutregulation/#sthash.uPllj9kw.dpuf](http://www.oaccpp.ca/aboutregulation/#sthash.uPllj9kw.dpuf)

The transitional Council of the College of Registered Psychotherapists of Ontario (CRPO) ([http://www.crpo.ca/](http://www.crpo.ca/)) is the governing body of a new health regulatory college, currently under development in Ontario. The College will be established under the Psychotherapy Act, 2007 and the Regulated Health Professions Act, 1991 (RHPA). Instructions and procedures for those who wish to be registered with the College of Registered Psychotherapists of Ontario can be found at: [http://www.crpo.ca/home/info-for-applicants/](http://www.crpo.ca/home/info-for-applicants/)

**Required Courses**

- **APD1202H** Theories & Techniques of Counselling
- **APD1203Y** Practicum I: Intervention in Counselling Psychology (Full-year course; prerequisite or concurrent APD1202)
- **APD1214H** Critical Multicultural Practice: Diversity Issues in Counselling (Prerequisite APD1202H and co-requisite APD1203H)
- **APD1219H** Ethical Issues in Professional Practice in Psychology
- **APD1261H** Group Work in Counselling

One of the following:

- **APD1266H** Career Counselling & Development: Transition from School to Work
- **APD1268H** Career Counselling & Development: Transitions in Adulthood

Three additional optional graduate level courses must also be completed, and may be chosen from within our Department or from another graduate unit at the University of Toronto. Students unsure about the suitability or the process of registering for these courses, should consult with the Program Chair.

**Sequencing of Courses**

It is recommended that both full time and part time students complete the required courses in the following sequence:

**Year 1:**
1. APD1202H (Fall session)
2. APD1219H (Fall/Spring session)
3. APD1261H (Fall/Spring session)
4. APD1268H or AEC1266H (Fall/Spring/Summer sessions)
5. 2 elective courses (Fall/Spring Term)

Year 2:

1. APD1203Y (Fall/Spring session) (Full course)
2. APD1247H*(Fall/Spring/Summer session (Students should select this course if they elect a two day a week practicum. Please consult with the Internship and Practicum Coordinator if doing so.)
3. APD1214H (Fall/Spring/Summer session (prerequisite or concurrent APD1202/APD1203).
4. 1 or more elective courses

* Please note that APD1247H does not count for a course credit. Please contact Dr. Judy Silver (judy.silver@utoronto.ca) for more information about this course.

**Comprehensive Examination**

A written comprehensive exam must be completed at the end of the program. Examinations are scheduled at the end of Fall, Winter and Summer sessions. Specific dates and the exam questions can be obtained from the Program Liaison Todd Will (todd.will@utoronto.ca). It is students’ responsibility to schedule their examination with the Program Liaison officer.

**4.3 DOCTOR OF EDUCATION – COUNSELLING & PSYCHOTHERAPY**

**General Overview & Program Philosophy**

The primary objective of the EdD degree in Counselling and Psychotherapy is to provide individuals with the opportunity to learn and develop counselling skills appropriate for a variety of work settings focused on leadership roles. The EdD program is designed to provide opportunities for advanced study for those already engaged in a career in counselling services in an educational and/or community setting. It is also a continuation of MEd degree in Counselling and Psychotherapy that focuses on advanced clinical skills training, and advanced research training. Counsellor training in this degree emphasizes the role of the counsellor in the educational system, the acquisition of effective supervisory and consultative skills and the development and assessment of student counselling services in addition to the advanced study of counselling theory and practice. The elements of the Program Philosophy section described previously for the MEd in Counselling and Psychotherapy apply equally for the EdD degree with the expectation that students will achieve higher levels of these competencies in those areas.
EdD students are encouraged to select their courses and practicum learning experiences to suit their individual goals. Graduates of this degree will be qualified to: take leadership positions in the field of educational counselling, act as educators in colleges and institutes of education, be directors and coordinators of school guidance programs, be specialists in the provision of counselling-related, in-service training for school personnel and act as providers of advanced levels of personal counselling to school, college, and related populations. Graduates of our EdD program have also become faculty members in college or university counselling programs.

Mentorship model

A mentorship model, which emphasizes the development of knowledge and skills through professional relationships, is practiced in the Counselling and Psychotherapy field with our EdD students. A faculty member who shares their area of research and scholarly interest and agrees to function as a program supervisor initially sponsors students into the program. This advisory relationship assumes importance as students decide upon their areas of professional specialization and develop thesis topics. Students can become involved in their supervisor's research through participation in research groups, and through graduate research assistantships. Students are encouraged to collaborate with faculty in presenting papers at conferences and writing papers for publication. Faculty typically continue to mentor students following completion of the program as they continue to work with students on collaborative research, and provide support regarding career development and professional issues. The faculty provides a professional model for students of attitudes essential for life-long learning, scholarly inquiry and professional problem solving.

Minimum Admission Requirements

Students must have the following to be admitted to the EdD program:

- A bachelor’s degree: an appropriate undergraduate degree of any background or discipline, with a grade equivalent to a B+ or better in the final year, from a recognized university.
- A master’s degree: a Master of Arts - Clinical and Counselling Psychology, or Master of Education in Counselling and Psychotherapy or Guidance and Counselling, from the University of Toronto with a grade of B+ or better, or its equivalent from a recognized university. The applicant must have had successful professional experience as a counsellor in an educational setting or in a related position.

Applicants who hold an MEd or other non-thesis master’s degree must submit evidence of their ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. This constitutes a Qualifying Research Paper (QRP). Additional information about EdD requirements can be found at: [http://www.oise.utoronto.ca/aphd/Prospective_Students/Programs/Counselling_Psychology/Program_Overview/Ed.D/index.html](http://www.oise.utoronto.ca/aphd/Prospective_Students/Programs/Counselling_Psychology/Program_Overview/Ed.D/index.html)
Relevant Professional Organizations and Regulatory Bodies:

**Canadian Counselling and Psychotherapy Association**

The Canadian Counselling and Psychotherapy Association (CCPA) (http://www.ccpa-accp.ca/en/) is a national bilingual association providing professional counsellors and psychotherapists with access to exclusive educational programs, certification, professional development and direct contact with professional peers and specialty groups. In 1986, CCPA established a credentialing service for its members: Canadian Certified Counsellors: A National Certification Program for Professional Counsellors (http://www.ccpa-accp.ca/en/memberbenefits/certification/). The counsellor certification is a national service that identifies to the public those counsellors who CCPA recognizes as qualified to provide counselling services in Canada. Obtaining the status of Canadian Certified Counsellor (CCC) includes recognition of standards of professional preparation, continuing education, and a formal code of ethics. As a self-regulating body, CCPA provides advice and discipline for certified members on matters of professional conduct.

**Transitional Council of the College of Registered Psychotherapists of Ontario**

The practice of psychotherapy and the professional designation of psychotherapist are now legally defined terms and are in the process of being regulated in the province of Ontario. The scope of practice of psychotherapy is defined as “the assessment and treatment of cognitive, emotional or behavioural disturbances by psychotherapeutic means, delivered through a therapeutic relationship based on verbal or non-verbal communication. See more at: http://www.oaccpp.ca/aboutregulation/#sthash.uPllj9kw.dpuf.
The transitional Council of the College of Registered Psychotherapists of Ontario (CRPO) (http://www.crpo.ca/) is the governing body of a new health regulatory college, currently under development in Ontario. The College will be established under the Psychotherapy Act, 2007 and the Regulated Health Professions Act, 1991 (RHPA). Instructions and procedures for those who wish to be registered with the College of Registered Psychotherapists of Ontario can be found at: http://www.crpo.ca/home/info-for-applicants/

**General Program Requirements**

Students in the EdD program are required to complete a minimum of nine half-courses, a 500-hour practicum, a 500-hour internship and a thesis. A minimum of five courses must be at the Doctoral level in Counselling Psychology. Although the EdD degree in Counselling and Psychotherapy is often taken on a part time registration basis, one year of full-time study must be completed as part of the EdD program requirements. Please see the School of Graduate Studies (SGS) Calendar (http://www.sgs.utoronto.ca/calendar/Pages/default.aspx) for regulations about part-time and full-time study requirements and regulations.

**Pre-requisite Courses**
Please refer to the ‘Required Courses’ section for the Master of Education. EdD students who are admitted to the degree, and have not satisfied all of these prerequisites equivalent to our MEd in Counselling and Psychotherapy, will have additional requirements added to their Program.

**Required Courses**

APD1209H  Research Methods and Thesis Preparation in HD&AP  
APD2293H  Interpretation of Educational Research  
APD3215H  Seminar in Counselling Psychology: Part I  
APD3217Y  Practicum II: Interventions in Counselling Psychology (Full-year course normally completed in first or second year of program or equivalent)  
APD3270H  EdD Internship

In addition, students are required to take **one** of the following research courses:

APD3201H  Qualitative Research Methods in HD&AP  
APD3202H  A Foundation of Program Evaluation in Social Sciences  
APD3228H  Mixed Methods Research Designs in Social Sciences

Three additional optional graduate level courses must also be completed, and may be chosen from within our Department or from another graduate unit at the University of Toronto. Students unsure about the suitability or the process of registering for these courses should consult with the Program Chair.

**EdD Thesis: General Requirements**

Students in the EdD must develop, complete, and defend a Doctoral dissertation in an oral examination. The content of the dissertation research may address theoretical issues applicable to counselling and psychotherapy concerns and practice, relate to the development of programs in a variety of educational or applied settings, or in some other way, contribute to the development and practice of counselling and psychotherapy. All Doctoral theses must be supervised by a full-time faculty member of the Counselling Psychology or Counselling and Clinical Psychology programs. EdD students must complete their doctoral proposal by the end of their third year of studies. Please be in contact with your doctoral supervisor regarding this deadline. Further detailed information and guidelines about the responsibilities of faculty supervisors, graduate students and graduate departments can be found in the University of Toronto School of Graduate Studies publication entitled “Graduate Supervision: Guidelines for Students, Faculty and Administrators at:

http://www.sgs.utoronto.ca/Documents/supervision+guidelines.pdf

Students are required to consult the OISE Guidelines to Theses and Orals available from the Registrar’s Office and on the web at: [http://ro.oise.utoronto.ca/](http://ro.oise.utoronto.ca/) (Once on the registrar’s office website, click on “Graduate Studies” and then click on “OISE Guidelines for Theses and Orals”).
Normally, there are eight major steps to completing a thesis:
1. Review of OISE Guidelines for Theses and Orals
2. Establishment of a thesis topic
3. Selection of a thesis supervisor (normally the student’s Faculty Advisor)
4. Formation of a thesis committee (form to be completed)
5. Ethical review, if required (forms to be completed)
6. Thesis proposal approval (form to be completed)
7. Thesis work
8. Final thesis approval and submission (form to be completed)

When preparing a thesis, a student works in consultation with his/her thesis supervisor until a committee is formed and, after that, with his/her thesis committee. The EdD thesis committee should be formed by the end of the second year. The student and the thesis committee members must complete a thesis approval form and an ethical review before any data collection commences. A thesis in the EdD program is examined by the student’s thesis committee through the oral examination process.

**Ethical Review for the EdD Thesis**

Students are required to refer to the following sources for general instructions, forms, and procedures for submission of protocols:
http://www.research.utoronto.ca/forms/protocol-submission-for-supervised-and-sponsored-research/

The ethical review process is designed to ensure that data collection procedures conform to current ethical standards. Generally, an ethical review is required whenever a study involves data from or on human subjects; however, a student’s research may be exempt from ethical review if it involves work that has already been approved by a University of Toronto Research Ethics Board (REB), for example as part of the supervisor’s research program. When it is determined that an ethical review is required, the investigator completes a set of standard forms, which describe the relevant aspects of the proposed research study. Research that does not require an ethical review must still undergo an administrative review.

How long it will take the Office of Research Ethics to review your application depends on whether your research requires a full or expedited review (see “Using the Risk Matrix” on the above website). If an ethical review is required, a research study cannot begin until final, written approval is obtained from the REB.

Generally, there are 3 major steps to conducting an ethical review:

1. Review the information obtained regarding Protocol Submissions for Supervised and Sponsored Research.
2. Complete all necessary forms in consultation with the faculty advisor/thesis supervisor.
3. Prepare the necessary copies for final review and approval.

**EdD Final Oral Examination**
Students are required to consult the OISE Guidelines to Theses and Orals available from the Registrar’s Office and on the web at: http://ro.oise.utoronto.ca (Once on the registrar’s office website, click on “Graduate Studies” and then click on “Guidelines for Theses and Orals”.)

Once a student’s thesis is in its final form and has been approved by the thesis committee, the final oral exam is scheduled. A student defends his/her thesis at an examination conducted by a Final Oral Exam Committee. The student’s thesis committee recommends the thesis for the final oral exam. It is this exam that will determine whether or not a student may be recommended for his/her degree. The PhD Oral Examination Nomination Form and timetables are available from the Registrar’s Office. The specific procedures for establishing a final oral examination are detailed and students should carefully review the Guidelines for Theses and Orals and consult with their Faculty Advisor to fully understand the process of scheduling and completing the Final Oral Exam. Planning for the final oral exam must be undertaken at least 10 weeks in advance of the actual examination.

**Monitoring EdD Students’ Clinical and Academic Progress**

By March 31st of each year, every EdD student in the Counselling and Psychotherapy field must complete the *Annual Doctoral Student Monitoring Form*. Using the form, students report on their academic and clinical progress, and their thesis progress. The form is completed in collaboration with the Faculty Advisor, who also provides feedback to the student and comments on their progress in the Program to date. The Faculty Advisor indicates to what extent the student has made progress on their thesis and their professional development during the year.

Following receipt of this form, the Clinical Progress Review Committee reviews the progress of every student in the program. The data for this review include grades, comprehensive examinations, clinical portfolios, and progress on theses. Problems that have been identified with specific students are brought to the attention of CCPPC and discussed, and a plan of action determined. Students whose performance is unsatisfactory meet with their advisor to discuss the concerns and remedial action. The student’s supervisor is designated to coordinate the action plan and to report back to CCPPC. At any time during the year, any faculty member may bring concerns about a student’s progress to the attention of CCPPC for review and discussion.

4.4 **MASTER OF EDUCATION FOR GUIDANCE & COUNSELLING**

**Program Overview and Philosophy**

The purpose of this degree is to help meet the need for well-prepared practitioners in the field of guidance and counselling in schools. Therefore, a strong preference for admission to this degree program is given to experienced teachers who are interested in specializing in guidance and counselling in the schools. Students completing this MEd
degree may have their degree credited towards Parts I and II of the Ontario College of Teachers Specialists Certificate in Guidance.

Students are required to complete 10 half-courses, a written comprehensive examination, and a minimum of a 250-hour practicum. This program can be taken as full-time or part-time study. Please be aware that the MEd in Guidance and Counselling is not designed to fulfill the requirements for registration with the Transitional Council of the College of Registered Psychotherapists of Ontario.

**Minimum Admission Requirements**

The minimum admission criteria for this degree are as follows:

- An appropriate four year bachelor’s degree, with a grade equivalent to a University of Toronto B+ or better in the final year from a recognized university, and teacher certification in Ontario.

For more information, please see our FAQ page at: [http://www.oise.utoronto.ca/aphd/Prospective_Students/Programs/Counselling_Psychology/Admissions/FAQs/index.html#a6](http://www.oise.utoronto.ca/aphd/Prospective_Students/Programs/Counselling_Psychology/Admissions/FAQs/index.html#a6)

**Relevant Professional Organizations and Regulatory Bodies:**

**Ontario College of Teachers**

The Ontario College of Teachers ([https://www.oct.ca/about-the-college](https://www.oct.ca/about-the-college)) licenses, governs and regulates the Ontario teaching profession in the public interest. Teachers who work in publicly funded schools in Ontario must be certified to teach in the province and be members of the College. The College sets ethical standards and standards of practice, issues teaching certificates and may suspend or revoke them, accredits teacher education programs and courses, investigates and hears complaints about members.

**Ontario School Counsellors’ Association**

The Ontario School Counsellors’ Association (OSCA) ([https://www.osca.ca/en.html](https://www.osca.ca/en.html)) is a professional association for guidance counsellors in Ontario. OSCA provides leadership and support in Guidance and Career Education for Guidance Teacher-Counsellors and students. Please refer to their website for more information.

**Ontario Guidance Leadership Association**

OGLA ([http://www.ogla.info/Home_Page.php](http://www.ogla.info/Home_Page.php)) is a dynamic, proactive and informative group of consultants, school guidance leaders and board representatives who advocate for Guidance and Career Education in Ontario. OGLA is on the “leading edge of Information” for Guidance counsellors in the province. The mandate of OGLA is to promote and provide a forum for the dissemination of most current policy information, the sharing of curriculum resources, professional development, networking, dialogue, information processing and problem solving. It aims to create liaisons between district
school boards and their representation, the Ontario Ministry of Education, and Ontario School Counsellors’ Association (OSCA).

**Required Courses**

APD1202H  Theories & Techniques of Counselling  
APD1203Y  Practicum I: Intervention in Counselling Psychology (full-year course)  
APD1214H  Critical Multicultural Practice: Diversity Issues in Counselling  
APD1219H  Ethical Issues in Professional Practice in Psychology  
APD1261H  Group Work in Counselling  
APD1262H  Educational and Psychological Testing for Counselling  
APD1266H  Career Counselling and Development: Transition from School to Work

(Under exceptional circumstances, with the prior permission of the course instructor, an MEd student in the Guidance stream may complete APD1268 as a replacement course for APD1266). Three additional optional graduate level courses must also be completed, and may be chosen from within our Department or from another graduate unit at the University of Toronto. Students unsure about the suitability or the process of registering for these courses should consult with the Program Chair.

**Comprehensive Examination**

A written comprehensive exam must be completed at the end of the program. Examinations are scheduled at the end of Fall, Winter and Summer sessions. Specific dates and the exam questions can be obtained from the Program Liaison Todd Will (todd.will@utoronto.ca). It is students’ responsibility to schedule their examination by registering with the Program Liaison.
Section 5: Developmental Psychology & Education (DPE)

Program Chair: Mary Lou Arnold
ml.arnold@utoronto.ca

Program Liaison: Jennifer Cho
jennifer.cho@utoronto.ca

5.1 MASTER OF ARTS

5.1.1 MA Course Requirements

The one-year Master of Arts program is comprised of six half-courses and a thesis and is a full-time program. As an apprenticeship approach is utilized, students are expected to become closely involved in the research of their faculty advisor/supervisor. Courses should be chosen in consultation with the advisor.

Required Foundation Courses

APD1209H Research Methods and Thesis Preparation in Human Development & Applied Psychology
APD1288H Intermediate Statistics and Research Design
APD2252H Individual Reading and Research in Human Development & Applied Psychology

In consultation with your advisor, choose at least two electives from the "Departmental Electives" list in Section 1.3 of this Handbook. Substitutions must be approved by the DPE program chair. The following course is recommended:
APD1249H Social-emotional Development and Applications

Additional Requirements

Students who have not taken a human development course in their undergraduate program must take APD1201 as an extra course (above the 6 half-course requirement). This requirement is waived for students who take both APD1233 and APD1249.

Students who have not had a previous course in statistics equivalent to APD1287 (Introduction to Applied Statistics) are required to take APD1287 in addition to their six half-courses.

5.1.2 MA Thesis

Please consult Section 5.4 for detailed instructions about thesis completion. Note that a thesis in an MA program is evaluated by a minimum of two faculty members (both holding either Full or Associate School of Graduate Studies appointments, with at least one member from AP&HD). There is no oral examination for an MA thesis.
5.1.3 MA Ethical Review

Please consult Section 3.5 for detailed instructions about completing an ethical review for your thesis project.

5.2 MASTER OF EDUCATION

5.2.1 MEd Course Requirements

The program is comprised of ten half-courses and may be undertaken on a full or part-time basis. All students must take the two required foundation courses. In addition, students must choose four courses from the Departmental Electives list (see Section 1.3). The remaining four elective courses may be taken from within or outside the department. 
*Elective courses must be chosen in consultation with the student’s faculty advisor. Students are asked to meet with their faculty advisors in the first term of their program.*

**First Year Required Foundation Courses**
- APD1200H Foundations of Human Development and Education
- APD2293H Interpretation of Educational Research

**Additional Requirement**
Students who have not taken a human development course in their undergraduate program must take APD1201. This requirement is waived for students who take APD1249.

5.3 DOCTOR OF PHILOSOPHY

5.3.1 PhD Course Requirements

This program is comprised of six half-courses, a comprehensive examination, and a thesis. All students are required to take APD3200 and a research methods course. In addition, at least two courses must be selected from the Departmental Electives list in Section 1.3 of this Handbook. Substitutions must be approved by the DPE program chair. The remaining two courses should be chosen in consultation with the student’s faculty advisor. As an apprenticeship approach is utilized, students are expected to become closely involved in the research of their faculty advisor/supervisor.
**Recommended Program Timetable for Full-time Students**

Year One: Complete at least four courses, begin planning for thesis and comprehensive

Year Two: Complete courses, complete comprehensive, form thesis committee, begin formal thesis proposal

Year Three: Obtain thesis proposal approval, obtain ethics approval, collect data, analyse data, begin write-up for thesis

Year Four: Complete thesis and oral defence

The Developmental Psychology and Education program offers both a full-time and a flexible-time Ph.D. program option. DPE admits flexible-time PhD students on a regular basis. In addition, approximately every three years we admit an Early Learning emphasis Flex PhD Cohort. Flexible-time PhD students register full-time during the first four years and part-time during subsequent years of the program. The flexible-time PhD degree program is designed to accommodate demand by practicing professionals for a PhD degree that permits continued employment in areas related to their fields of research. Degree requirements for the flexible-time PhD are the same as for the full-time PhD program. See information on the Early Learning emphasis Flex PhD cohort described below.

**Flexible-time Early Learning Ph.D. Emphasis:**

The Developmental Psychology and Education Program (DPE) offers a customized Flex-time PhD emphasis for delivery to professionals working in the area of early learning; eligible students are admitted as a Cohort of Early Learning Professionals. The flexible-time emphasis is structured to permit full-time studies with flexibility for students who are also working professionals. The cohort offering structure facilitates intellectual and social connections among a diverse and stimulating group of professional student colleagues and with faculty.

The cohort offering encourages peer learning through customized tailored Early Learning Cohort seminar courses and in continuing opportunities for cohort meetings to discuss research and developing thesis work throughout the program. It is expected that the collective expertise of the student cohort will be a major source of learning for both students and faculty in the program. The courses are offered in both face-to-face and online formats.

The program arrangements and course content are tailored to meet the special interests, talents and demanding lives of the cohort students. The cohort offering is structured within the regular PhD program requirements which include six half courses, a comprehensive examination, and a doctoral thesis.
**Recommended Program Timetable for Flexible-time Students (to be completed in 4 to 6 years)**

**Year One:** Complete at least four courses, begin planning for thesis and comprehensive

**Year Two:** Complete courses, complete comprehensive, continue thesis planning

**Year Three:** Form thesis committee, begin formal thesis proposal

**Year Four:** Obtain thesis proposal approval, obtain ethics approval, begin to collect and analyse data

**Year Five:** Complete data collection and analysis, begin write-up for thesis

**Year Six:** Complete thesis and oral defence

**First Year Required Course**

APD3200H  Research Proseminar on Human Development and Applied Psychology

**Required Menu: Research Methods** (In consultation with your advisor, choose at least one course from this menu. Substitutions must be approved by the DPE program chair.)

- APD1289H  Multivariate Analysis with Applications
- APD1292H  Instrument Design and Analysis [RM]
- APD1293H  Applied Research Design and Data Analysis
- APD3201H  Qualitative Research Methods in Human Development & Applied Psychology
- APD3227H  Multi-Level Modeling in Social Scientific and Educational Research
- APD 3273H  Researching Early Learning: An overview course of quantitative and qualitative methodology-Flex mode
- CHL5222H  Longitudinal Data Analysis (offered through the Dept. of Public Health Sciences)
- SOC6708H  Advanced Data Analysis (offered through the Dept. of Sociology)
- CTL1842H  Mixed Methods Research in Education: Combining Qualitative and Quantitative Inquiries

**Additional Requirements**

Students who have not taken a human development course in their undergraduate program must take APD1201 as an extra course (above the 6 half-course requirement). This requirement is waived for students who take APD1249.

Students who have not taken APD1288 (Intermediate Statistics and Research Design) or an equivalent course must take APD1288 in addition to their six half-courses.

**5.3.2 PhD Comprehensive Examination**

The purposes of the comprehensive examination are threefold: (a) to demonstrate the student’s ability to work independently within an area of concern in the field of human development; (b) to ensure an adequate level of knowledge in a specified area in the field of human development; and (c) to demonstrate the ability to integrate information at the accepted standard for a PhD student.
Students have two options when fulfilling their PhD comprehensive requirement:

A. Option 1: Empirical Research Paper
The comprehensive requirement may be met by an empirical research paper. The topic and written research plan must be approved in advance by a committee of two AP&HD faculty members. One committee member, who cannot be the student’s faculty advisor, will supervise the study and the other may or may not be the student’s faculty advisor. It is the student’s responsibility to recruit and convene this committee. To meet the requirements of comprehensiveness, the research should be undertaken in an area significantly different from the student’s thesis research. This process will normally commence during the first year of the PhD program and will normally be completed in the second year. The student must complete the DPE PhD Comprehensive (Option 1) Committee Approval form and submit it to the DPE Program Liaison, Jennifer Cho, before commencing the comprehensive.

The standard for passing is the level of research papers presented at conventions of major professional organizations (e.g. American Educational Research Association, Canadian Psychological Association, Cognitive Science Society). Essentially this means that the paper should meet the quality standards of journals of these organizations but that the research will not necessarily be on the scale required for journal publications. Actual acceptance at a conference is desirable but not required. In all cases, judgment of acceptability is the responsibility of the established committee.

The paper submitted in fulfillment of the comprehensive requirement should be a full report, in form and length appropriate to a research journal. This means, in the case of a conference presentation, that it should not be the abstract submitted as a proposal but rather the full paper that is commonly required after acceptance.

It is permissible for several students to plan related studies with the intention of later combining them to make a joint publication, or for a student’s study to be similarly related to research being carried out by a faculty member. In all such cases, however, the paper submitted to fulfill the comprehensive requirement must have been completely written by the student.

Once the paper is approved by the committee, both committee members must sign the PhD Comprehensive Requirement Completion Form.

B. Option 2: Internship
Students may choose to do a 200-300 hour internship (approximately six weeks full-time) in a field-based setting relevant to human development. The internship should be undertaken in an area and setting in which the student has not previously worked. Appropriate settings include school boards (administration, research units or classrooms), government departments, child-focused agencies dealing with social policy, community organizations operating prevention or intervention projects, and settings with technological innovation geared to human development. Other settings will be acceptable as long as the student can demonstrate the relevance of the setting to a theoretical or
empirical problem in human development. Such internships must be discussed with the student’s faculty advisor before being arranged. The student must complete the DPE PhD Comprehensive (Option 2) Approval form and submit it to the DPE Program Liaison, Jennifer Cho before commencing the comprehensive. The DPE program chair grants final approval for the proposed internship.

On completion of the internship, the student must submit a report of the internship no longer than 2000 words to their faculty advisor. The student should construct his/her report around an aspect of the work in that setting that he/she found particularly interesting or challenging. In analyzing this issue the student should draw on theoretical and empirical work in human development. Students will be graded pass or fail on the basis of their work in the setting (the person who supervised their work in the setting must indicate in a letter written to the DPE program chair whether their work was satisfactory or unsatisfactory) as well as their submitted report (to be reviewed by the student’s faculty advisor).

Upon successful completion of the PhD comprehensive examination, students must submit a PhD Comprehensive Requirement Completion Form to the AP&HD Programs and Admissions Coordinator.

5.3.3 PhD Academic Progress Requirements

Please consult Section 3.6 for the requirements for annual monitoring of adequate progress.

5.3.4 PhD Thesis

Please consult Section 3.4 for detailed instructions about thesis completion.

5.3.5 PhD Ethical Review

Please consult Section 3.5 for detailed instructions about completing an ethical review for your thesis project.

5.3.6 PhD Oral Examination

Students are required to refer to the OISE Guidelines for Theses and Orals.

http://ro.oise.utoronto.ca/OISE_Theses_Guide.pdf

Once a student’s thesis is in its final form and has been approved by the thesis committee, the final oral examination is scheduled. A student defends his/her thesis at an examination conducted by a Final Oral Examination Committee. The student’s thesis committee recommends the thesis for the final oral exam. It is this exam that will determine whether or not a student may be recommended for his/her degree. The PhD Oral Examination Nomination Form and timetables are available from the Registrar’s
Office. The specific procedures for establishing a final oral examination are quite
detailed. Planning for the final oral exam must be undertaken at least two months in
advance of the actual examination.

5.4 MA & PhD Thesis Preparation

Students are required to consult the OISE Guidelines to Theses and Orals available from
the Registrar’s Office and on the web at the following link:
http://ro.oise.utoronto.ca/OISE_Theses_Guide.pdf

Normally, there are eight major steps to completing a thesis:

1. Review of OISE Guidelines for Theses and Orals
2. Establishment of a thesis topic
3. Selection of a thesis supervisor (normally the student’s Faculty Advisor)
4. Formation of a thesis committee (form to be completed)
5. Ethical review, if required (forms to be completed)
6. Thesis proposal approval (form to be completed)
7. Thesis work
8. Final thesis approval and submission (form to be completed)

When preparing a thesis, a student works in consultation with his/her thesis supervisor
until a committee is formed and, after that, with his/her thesis committee. The student and
the thesis committee members must complete a thesis approval form and an ethical
review approval (see Section 5.5) before any data collection commences. A thesis in an
MA program is evaluated by a minimum of two faculty members (both holding either
Full or Associate School of Graduate Studies appointments, with at least one member
from AP&HD); there is no oral examination for MA theses. A thesis in a PhD program is
evaluated at an oral examination by the student’s thesis committee (the thesis supervisor
must hold a Full appointment to the School of Graduate Studies, the other two committee
members must hold at least Associate appointments, and at least one member must be
from AP&HD).

Note that, at the time of publication of these guidelines, the Registrar’s Office reimburses
PhD students up to $100 for thesis binding. Present the receipt from the bindery to the
Registrar’s Office.

5.5 MA & PhD Ethical Review

Students are required to refer to the following sources for general instructions, forms and
procedures for submission of protocols to Departmental Coordinators:

- Website: http://www.research.utoronto.ca/for-researchers-administrators/ethics/
- The Reference Desk, ground floor of the OISE library
The ethical review process is designed to ensure that data collection procedures conform to current ethical standards. Generally, an ethical review is required whenever a study involves data from or on human subjects, even if such data have been collected as part of a previous or ongoing study. When it is determined that an ethical review is required, the investigator completes a set of standard forms, which describe the relevant aspects of the proposed research study.

If the research does not require an ethical review (see the “Is review required?” section of the above website), then “N/A” must be checked on the OISE Graduate Studies Thesis Supervision Approval Form. The thesis committee members’ signatures on the form will signal their agreement that the research does not require an ethical review.

The student is responsible for obtaining the required signatures and taking the forms to the Social Sciences, Humanities, and Education Research Ethics Board administered by the University of Toronto Office of Research Ethics. The amount of time it will take the Office of Research Ethics to review your application depends on whether your research requires a full or expedited review (see “Should I submit for expedited or full review?” on the above website). If you have any questions, please contact the DPE Program Liaison Jennifer Cho.

**Note: A research study cannot begin until final, written ethics approval is obtained.**

Generally, there are 3 major steps to going through the Ethical Review process:

1. Review the information obtained from the website listed above.
2. Complete all necessary forms in consultation with your faculty advisor/thesis supervisor.
3. Prepare the necessary copies for final review and approval by the Office of Research Ethics. Deadlines for submission and the number of copies you need to submit for full or expedited review are at [http://www.research.utoronto.ca/](http://www.research.utoronto.ca/)

## 5.6 PhD Academic Progress Requirements

**SGS Requirement**

The School of Graduate Studies (SGS) requires that departments monitor the academic progress of all doctoral students. In addition to and separate from regular meetings with the student’s thesis supervisor, SGS requires the student, supervisor, and, beginning in the second year for full-time PhD students (the third year for flexible-time PhD students), the thesis committee meet yearly (usually in March or April) to complete the DPE Doctoral Student Monitoring Form (available on the AP&HD website).

**Evaluation of Progress**

The student is responsible for completing the first part of the DPE Doctoral Student Monitoring Form and scheduling a meeting with the supervisor and, if applicable, the
thesis committee. The form is designed to help students to plan their progress, allow the department to monitor their progress and ultimately guide students through to a successful and timely graduation.

If the thesis committee determines that progress is unsatisfactory, the committee will establish with the student a plan to facilitate progress. The student and the committee will agree on a timeline for the goals that have been set, and these will be documented on the DPE Doctoral Student Monitoring Form by the supervisor. The previous years’ monitoring forms will be available to the thesis committee for comparison purposes. The continuing role of the thesis committee is to ensure that the student is achieving the level of academic excellence and technical maturity expected of a doctoral graduate.

If the student does not agree with the assessment made by the thesis committee he/she can attach a statement to the monitoring form. Note that thesis committee meetings for the purposes of student monitoring are not intended to take the place of regular meetings between the student and his/her thesis supervisor.

The Monitoring Committee of the DPE program will evaluate the student’s progress against the program timetable outlined below. Section 3.3.1 provides a ‘recommended program timetable,’ showing the typical activities during each year of the full-time and flexible-time PhD programs in DPE. This should not be confused with the following minimum requirements for adequate progress:

**Full-time PhD Students**
- By April 30 of Year One: Complete at least four half courses.
- By April 30 of Year Two: Complete any remaining courses; select a thesis topic (a tentative thesis title and an abstract of between 250 and 350 words); form a tentative thesis committee (supervisor and at least one additional member).
- By April 30 of Year Three: Form a full thesis committee (supervisor and at least two additional members); prepare a formal thesis proposal (drafts of the introductory, literature review, and methods chapters of the thesis); obtain approval of the formal thesis proposal from the full committee; complete the comprehensive examination.
- All additional requirements, including the completion and defence of the thesis, should be completed by the end of Year Four and must be completed by the end of Year Six.

**Flexible-time PhD Students**
- By April 30 of Year One: Complete at least four half courses.
- By April 30 of Year Two: Complete any remaining courses.
- By April 30 of Year Three: Select a thesis topic (a tentative thesis title and an abstract of between 250 and 350 words); form a tentative thesis committee (supervisor and at least one additional member).
- By April 30 of Year Four: Form a full thesis committee (supervisor and at least two additional members); prepare a formal thesis proposal (drafts of the
introductory, literature review, and methods chapters of the thesis); obtain approval of the formal thesis proposal from the full committee.

- By April 30 of Year Five: Complete the comprehensive examination.
- All additional requirements, including the completion and defence of the thesis, should be completed by the end of Year Six and must be completed by the end of Year Eight.

If the student is failing to make satisfactory progress, a letter will be sent to him/her outlining the expectations of the Monitoring Committee. The student will be asked to address the concerns of the committee.

If the student does not agree with the assessment made by the DPE Monitoring Committee, he/she can make an appointment with the DPE program chair to discuss his/her concerns.

**Annual Deadlines for Academic Monitoring**

The student and his/her supervisor can convene the thesis committee at any point during the year. However, completed monitoring forms, signed by the thesis supervisor, the thesis committee members, and the student, must be *submitted by April 30* every year of registration in the doctoral program to the AP&HD Programs and Admissions Coordinator. The monitoring form will be retained in the student’s file.
Section 6: **SCHOOL AND CLINICAL CHILD PSYCHOLOGY (SCCP)**

Program Chair: Katreena Scott  
katreena.scott@utoronto.ca

Director of Clinical Training: Mary Caravias  
m.caravias@utoronto.ca

Program Liaison: Diana Robinson  
diana.robinson@utoronto.ca

### 6.1 PROGRAM MISSION

The specific mission of the SCCP program is to provide students with theoretical, research, and professional training in preparation for leadership in psychological practice with children, adolescents and families in school, mental health, private practice, and research settings. The program is designed to provide professional training in psychological assessment, therapy and other psychosocial and instructional interventions, professional consultation, and prevention. Opportunities are available for research and professional work with infants, young children, adolescents, adults and families. The degrees are intended to meet the academic requirements of the College of Psychologists of Ontario for registration as Psychological Associate (MA) or Psychologist (PhD).

### 6.2 PROGRAM OVERVIEW

At the MA level, the curriculum provides a theoretical foundation in:

- research
- ethics
- cognitive and affective bases of behaviour
- psychopathology
- learning problems

In addition, the program provides theoretical and professional training in:

- psychological and psychoeducational assessment
- diagnostic interviewing
- school consultation

The PhD curriculum builds on the MA foundation. It provides foundational knowledge common to all psychologists in:

- advanced research
- social bases of behaviour
- biological bases of behaviour
In addition, the program provides theoretical and professional training in:

- advanced psychological assessment
- consultation and the remediation of learning problems
- psychotherapy
- advanced diagnosis

Students engage in research and clinical work with young children, school-age children, adolescents, and families in the OISE Psychology Clinic and in school, hospital, and children’s mental health settings.

**Sequence of Program Activities**

<table>
<thead>
<tr>
<th>Year</th>
<th>Course or Activity</th>
</tr>
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<tbody>
<tr>
<td>MA1 Fall</td>
<td>APD1215: <em>Psychological Assessment of School-Aged Children</em></td>
</tr>
<tr>
<td></td>
<td>APD1205: <em>Ethical Issues in Applied Psychology</em></td>
</tr>
<tr>
<td></td>
<td>APD1285: <em>Psychology and Education of Children and Adolescents with Learning Disabilities</em></td>
</tr>
<tr>
<td>MA1 Winter</td>
<td>APD1216: <em>Psychoeducational Assessment</em></td>
</tr>
<tr>
<td></td>
<td>APD1288: <em>Intermediate Statistics and Research Design</em></td>
</tr>
<tr>
<td>MA1 Winter</td>
<td>Elective or course in cognitive, biological or social foundations of behaviour or APD3204: <em>Contemporary History and Systems in Human Development and Applied Psychology</em></td>
</tr>
<tr>
<td>or Spring</td>
<td>Develop thesis proposal</td>
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<tr>
<td>MA1 Spring</td>
<td>APD1202: <em>Theories and Techniques of Counselling</em></td>
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<td>MA2</td>
<td>APD1236: <em>Developmental Psychopathology</em></td>
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<td></td>
<td>APD1218: <em>Seminar and Practicum in School-Based Assessment, Consultation and Intervention</em></td>
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<td></td>
<td>Elective or course in cognitive, biological or social foundations of behaviour, or APD3204: <em>Contemporary History and Systems in Human Development and Applied Psychology</em></td>
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<td>Thesis data collection, writing, and analysis</td>
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<td>PhD 1</td>
<td>APD3222: <em>Approaches to Psychotherapy with Children, Youth, and Families</em></td>
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<td>APD3260: <em>Psychodiagnostic Systems</em></td>
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<td>APD3240: <em>Advanced Social and Emotional Assessment Techniques</em></td>
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<td>APD5284: <em>Assessment and Intervention with Culturally and Linguistically Diverse Children, Youth, and Families</em></td>
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<td>Colloquium attendance compulsory</td>
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<tr>
<td>PhD 1 Spring</td>
<td>Develop doctoral dissertation proposal</td>
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<td>PhD 2</td>
<td>APD3241: <em>Seminar and Practicum in Clinical Assessment and Intervention with associated supervision practicum (mentoring of MA1 students in psychoeducational assessment)</em></td>
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<td>Comprehensive exams</td>
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<td>Doctoral dissertation proposal approval</td>
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### 6.3 The Training Model

Our training model, described below, includes fundamental principles with regard to content and processes of instruction.

**Values Underlying Content of the Program**

1) **School and Clinical Psychology with an Emphasis on Children, Youth and Families**
A central feature of the SCCP program is that we are training candidates to become competent in school psychology and clinical psychology with an emphasis on children, youth, and families. We are convinced that integrated training in school and clinical psychology facilitates the development of highly competent psychologists who work very effectively in both school and mental health settings. Professional psychologists who work in schools need much of the knowledge and skills traditionally viewed as the domain of clinical psychologists, who in turn need much of the knowledge and skills traditionally viewed as the domain of school psychologists. Both school psychology and clinical psychology have models\(^1\) that share similar features that underpin our own training model. We assume multiple, non-linear explanations of behaviour and development. Individuals do not simply react to environmental influences; they create and change their environment and in a reciprocal manner are also affected by those environments. We believe that psychologists should assess both adaptive and maladaptive behaviours, and the risk and protective factors that foster them. We assume

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\(^1\) There is substantial overlap between the developmental model in school psychology advocated by Nastasi and Bronfenbrenner’s bioecological theory of human development.


a proactive, preventive focus for professional psychologists, whether they work in schools, hospitals or mental health settings.

Although we recognize that there are some knowledge and skills that are more likely to be needed by school psychologists (e.g., understanding the social ecology of schools, instructional interventions) and clinical psychologists (e.g., individual and group psychotherapy), we are able to train students in both fields because the basic knowledge and skills of both fields overlap extensively.

The following are some of the core knowledge and skills that professional psychologists practicing in both fields need:

- a solid foundation in developmental psychology and developmental psychopathology;
- understanding of ethical issues and their application to professional practice;
- knowledge of jurisprudence pertaining to psychological practice;
- psychological assessment;
- formulation of and communication of a diagnosis;
- core skills for interviewing and therapeutic communication;
- familiarity with a broad range of psychosocial prevention and intervention programs;
- communication and counselling skills;
- skills in consultation and working in multidisciplinary teams;
- sensitivity to cultural and individual diversity;
- program evaluation, research design, and statistics.

At the outset of our program, students are informed that they are all being trained to work in school and clinical settings, there are no specific tracks, and courses address issues that arise in both settings. Students are required to complete two practica, one in a school setting and one in a clinical setting, prior to embarking on their internship.

2) Scientist-Practitioner Model

Our training model reflects the belief that empirically based knowledge in psychology should inform professional training and, at the same time, applied research should be informed by professional experience. The training model adopted by the program is the scientist-practitioner model. The goal is to develop professionals who are clinically competent and intellectually curious, and who are able to conduct basic and applied research relevant to the practice of psychology, use research to critically inform practice, and provide services that enhance the well-being of children, youth and families. These components are complementary, and training occurs in each of the components in an interwoven fashion throughout a student's program. We interpret the components of the scientist-practitioner model as follows:

**Scientist.** Research is a crucial element of the SCCP program. Students are expected to gain broad and general knowledge in the areas encompassed by school and clinical
psychology, and to develop a firm foundation in scientific methodology. They are expected to become competent researchers as well as educated consumers of research. Students are taught to critically evaluate and apply research through their substantive courses. The skills needed to conduct research are developed in research methods courses, colloquia, graduate assistantships, research groups, and masters' and doctoral theses. Students are encouraged and supported in terms of presenting their original research at conferences, and in professional and scholarly journals.

**Practitioner.** Students develop competence in the practice of school and clinical psychology through practicum and other courses, practicum field experiences, and internships. They are expected to apply their scholarly and scientific knowledge to practice by engaging in critical reflection about their own practice, and by using empirically supported assessment and intervention techniques.

3) **Development, Diversity, and Ecology**
The notions of development, diversity, and ecology permeate all of the courses in SCCP. We believe that students must have a solid understanding of normal development, appreciate the diverse individual learning, social, and emotional needs and behaviours of children and adolescents, and understand that these needs and behaviours must be understood within the larger context of the family, the school, and the social and cultural environment in which they live. This framework specifies a systemic approach to assessment and intervention, in which the educational and emotional needs of children and youth are seen as intertwined. Furthermore, this component of our training model is one that is common to all of the programs in the Department of Applied Psychology & Human Development (AP&HD). A corollary of this fundamental component of our training model is that we are training students to become leaders in facilitating system change in academic, policy, school, clinical, and research settings.

**Principles Underlying the Process of Delivering the Program**

4) **Developmental-Hierarchical Curriculum**
All students are required to have the equivalent of a University of Toronto four year honours degree in psychology. This involves taking at least 6 full-year (or 12 one-semester) courses in psychology, at least three of which are at the senior undergraduate level. Our curriculum is designed to establish a strong foundation of core knowledge and skills early in the program, with students free to specialize later on. They take graduate courses designed to enhance scientific breadth and research knowledge, and they develop professional knowledge and skills through required graduate courses and practica. They also have the opportunity to choose courses and practicum experiences that allow them to begin to establish their own professional direction and become deeply involved in scholarship and research.

5) **The MA and PhD are One Coherent Program**
The curriculum in the MA and PhD was designed to be one coherent program. Most of our beginning level core professional and research courses as well as a school-based practicum in assessment are given during the two-year full-time MA program. This
allows some students to terminate their program with a master's degree. (Within the province of Ontario, the MA degree represents an entry point to professional practice with graduates being eligible, following a five-year supervisory period and the passing of relevant examinations, to become registered Psychological Associates.) Advanced courses designed to provide scientific and scholarly breadth, advanced professional courses, as well as a practicum in assessment and intervention and a 1600-hour internship are given during the PhD program.

6) Mentorship
A mentorship model, which emphasizes the development of knowledge and skills through professional relationships, is utilized in the SCCP program. Faculty members sponsor students who share their area of research and scholarly interest into the program and agree to function as their program advisor. This advisory relationship assumes importance as students decide upon their areas of professional specialization and develop thesis topics. Students become involved in their advisor's research through participation in research groups, and through graduate research assistantships. This involvement typically leads to the development of dissertation research. Faculty members also often continue to be mentors for our students following completion of the program. They work together on collaborative research, and faculty members provide support regarding career development and dealing with professional issues.

6.4 PROGRAM GOALS

The competencies that we expect from our graduating students are reflected in the following nine goals:

1) Students will acquire broad and general knowledge in core content areas of psychology including the history of psychology, cognitive-affective bases of behaviour, biological bases of behaviour, social bases of behaviour, individual differences, and human development.
2) Students will conduct original research to study both theoretical and applied questions in psychology.
3) Students will apply appropriate standards of ethical, legal and professional conduct in their provision of psychological services and in their research.
4) Students will conduct psychological assessments of individuals who have cognitive, academic, psychosocial, and behavioural difficulties, and become skilled in formulating and communicating a diagnosis.
5) Students will develop interpersonal skills and competencies necessary to provide consulting services to schools, mental health agencies, and families.
6) Students will develop interpersonal skills and competencies necessary to develop, provide, monitor and evaluate psychotherapeutic prevention programs and interventions aimed at ameliorating social and emotional (psychosocial) problems.
7) Students will develop interpersonal skills and competencies necessary to develop, provide, monitor and evaluate psychotherapeutic prevention programs and
interventions aimed at ameliorating social and emotional (psychosocial) problems.

8) Students will provide informed psychological services to a culturally and individually diverse population.

9) Students will acquire the knowledge and skills to become leaders in the field of school and clinical child psychology. To this end they will develop skills to supervise psychological research and school and clinical practice and to advocate for policy and systems changes that improve the quality of life of children, youth and families.

The remaining competencies we strive to develop in our students are more generic and constitute the broad category of critical, analytical and creative thinking skills. We try to teach students to be advocates for the clients they serve and to be reflective practitioners who are constantly questioning whether they are providing the highest possible level of service. We model and teach students how to critically analyze theory, research and practice. We teach them to extrapolate from theory and basic research data directions for developing innovative and effective assessment and intervention techniques. Finally, we view it as important that our graduates attain a high level of competence in communicating orally and in writing.

In keeping with the requirements of the College of Psychologists of Ontario, the SCCP program evaluates students on five core competencies:

1. **Interpersonal Relations** The work of school and clinical child psychologists occurs in the context of interpersonal relations (parent-child, spouses, teacher-student). Psychologists must be able to establish and maintain a constructive working alliance with their clients, and be sensitive to the needs of individuals from diverse cultural backgrounds.

2. **Assessment and Evaluation** A competent professional psychologist draws on diverse methods of evaluation, determining which methods are best suited to the task at hand.

3. **Intervention and Consultation** The competent professional psychologist engages in activities that promote, restore and/or enhance positive functioning and a sense of well being in clients through preventative, developmental and/or remedial services.

4. **Ethics and Standards** Professional psychologists accept their obligations, are sensitive to others and conduct themselves in an ethical manner.

5. **Research** The competent psychologist has the skills necessary to conduct and evaluate scientific research.

The first four competencies are evaluated most closely in the assessment and intervention courses taught within the program, and during the practica and internship. In addition the
fourth competency is evaluated through course 1205 (Ethical Issues in Applied Psychology). The fifth competency is evaluated through statistics courses and thesis research.

6.5 ACCREDITATION STATUS

The SCCP Program is accredited by the Canadian Psychological Association as a combined program in school psychology and clinical psychology.

Canadian Psychological Association
141 Laurier Avenue West
Suite 702
Ottawa, ON K1P 5J3

6.6 ADMISSION REQUIREMENTS

MA
Admission to the MA program requires an appropriate bachelor's degree in Psychology with high academic standing (equivalent to at least A- or better) from a recognized university or its equivalent (defined as six full courses in psychology), including one full course or equivalent in research methods/statistics and at least three full courses at the third and fourth year level. Most successful applicants will have evidence of relevant professional experience and research experience. Applicants are requested to submit, in addition to the required academic letters of recommendation, a letter of recommendation from an applied setting.

PhD
Admission to the PhD program normally requires an appropriate bachelor's degree in Psychology or its equivalent and an appropriate MA in psychology (we cover issues of SCCP below) or its equivalent. The usual admission standard is equivalent to an A- or better (in the master's degree). A limited number of outstanding applicants holding equivalent bachelor's and master's degrees in Psychology from elsewhere may be considered. However, if the master's program was not equivalent to the OISE MA in School and Clinical Child Psychology, the student will be required to take additional courses to receive equivalent training.

1.0 FCE at the senior undergraduate level, or .5FCE at the graduate level, in each of the following cognate areas: Cognitive/Affective Bases of Behaviour, Social Bases of Behaviour, Biological Bases of Behaviour, and History and Systems of Psychology. Students who have not taken courses in these areas can do so during their graduate study.
6.7 APPLICATION FOR ADMISSION

SCCP candidates are required to submit official transcripts from all post-secondary institutions, curriculum vitae, three letters of recommendation (two from a research/academic setting and one from a professional setting), and a statement of interests and experiences. For application information and forms please visit the OISE Registrar’s Office website at: http://www.oise.utoronto.ca/ro/Graduate_Admissions/index.html.

Note: Although students in the M.A. in SCCP are given priority over other applicants when applying to the Ph.D., continuation from the M.A. to the Ph.D. is not automatic. Demonstration of a high level of competence and commitment is required.

6.8 MASTER OF ARTS COURSE REQUIREMENTS

This program involves two years of full-time study; it comprises ten half-courses including a practicum course, and a thesis. The program is designed to meet the academic requirements for registration in Ontario as a Psychological Associate. The focus of this program is applied, with practicum experience in the second year. The practicum experience, which consists of approximately 250 hours, typically includes placement in a school board.

Recommended Program Timetables
Year One: Courses, planning for thesis including formation of thesis committee, thesis proposal approval
Year Two: Courses, practicum, thesis data collection, analysis, completion of thesis

First Year Required Courses
APD1215H Psychological Assessment of School-Aged Children
APD1216H Psychoeducational Assessment
APD1205H Ethical Issues in Applied Psychology
APD1285H Psychology and Education of Children with Learning Disabilities (recommended in the first term)

Second Year Required Courses
APD1218H Seminar and Practicum in Assessment (See Section 5.9 for practicum details)
APD1236H Developmental Psychopathology

First or Second Year Courses
Statistics
APD1288H Intermediate Statistics and Research Design
APD1202H Theories and Techniques of Counselling
Cognitive/Affective Bases of Behaviour Requirement
Note: Students who have taken one full course or two half courses in cognitive/affective bases of behaviour at the senior undergraduate level approved by the program may substitute an elective course for this requirement. If students have not fulfilled this requirement at the undergraduate level, in consultation with their advisor, they should choose one of the following or an equivalent graduate course in the cognitive/affective basis of behaviour:

JHC1251H  Reading in a Second Language
APD1234H  Foundations of Cognitive Science
APD1237H  Development and Learning

MA Elective
Students choose one elective course in consultation with their faculty advisor.

Additional Requirements
APD1201H  Child and Adolescent Development: Students who have not taken a child development course in their undergraduate program, must take APD1201 as an extra course (above the 10 half-course requirement).

APD1287H  Introduction to Applied Statistics: Students who have not successfully completed a third or fourth year statistics course (or equivalent) as part of their undergraduate program, must take APD1287 as an extra course (above the 10 half-course requirement).

These requirements are normally stipulated on the letter of admission. Consult your faculty advisor if you believe you should be exempted from this requirement.

6.9 MA Practicum

Students are required to obtain a minimum of 250 hours of field placement experience in the MA practicum. In order to participate in practicum placements, students must have passed a Police Records Check. Students should apply for this check at least 6 weeks prior to the beginning of any placement.

MA Practicum Course (APD1218H)
The MA practicum placement is administered through required course APD1218H Seminar and Practicum in Assessment. It consists of a one day per week placement typically in a school setting. An MA student is required to complete a minimum of 250 hours in the practicum setting. It is expected that students receive one hour of supervision for every day spent in their placement.

Course Grading
This is a pass/fail course. The grade is assigned by the Clinical Director after reviewing the final evaluation completed by the student’s supervisor. This evaluation is made on the Practicum and Internship Evaluation Form. On this form supervisors evaluate their students’ performance half way through the placement experience and again at the end of
the placement. The first evaluation provides students and supervisors an opportunity to identify problems and set appropriate goals. The second/final evaluation is used as the official document that reflects the student’s clinical experience in the placement.

Students in the MA practicum are also expected to learn the fundamentals of interviewing and differential diagnosis. These skills are taught in the seminar using lectures and video. Students are evaluated on their knowledge of diagnosis on an in-class test.

APD1218H is classified as an “extended course.” As such, it begins in September and ends at the end of August. Grades do not appear on ROSI until the end of September.

MA Placement Information
SCCP students obtain their first placement experience in a school board. In a typical school board placement, students are likely to acquire assessment experience related to learning issues: slow and gifted learners, learning disabilities, attention problems and English as a second language. Although this is the typical school experience, many schools have developed programs to respond to the needs of atypical students. Thus there may be opportunities within some boards to develop specialized clinical skills.

As a minimum, students should complete at least two full assessments while in their placement and they should learn about the role of a school psychologist.

Within Metropolitan Toronto the two main school boards are the Toronto Catholic District School Board (http://www.tcdsb.org/) and the Toronto District School Board (http://www.tdsb.on.ca/). In addition, there are a number of school boards within driving distance of Metro Toronto. Students wishing to learn more about other school boards outside of Toronto can find information on the Ministry of Education website at www.edu.gov.on.ca.

Finding an MA Practicum Placement
The Director of Clinical Training meets with all first year MA students late in the Fall term to initiate the search for appropriate school field placements. (This is usually undertaken in conjunction with course APD1215H.) Following that meeting, a decision is made about which board(s) each student should apply to.

In January, students provide the Director of Clinical Training with an electronic copy of their cover letter and CV for the selected board. The Director of Clinical Training then forwards that material to the appropriate Chief Psychologist with the request the student be considered for placement for the following September. Potential supervisors contact students directly.

Interviewing for a placement
It is important that both supervisors and placement students understand the responsibilities and the rights associated with their respective roles. Before interviewing for a placement, students should review the documents entitled:
• *Practicum and Internship Evaluation Form* (Available on the department website in the student forms section) and
• *Policies and Procedures Regarding Students in Practicum and Internship Setting, the University of Toronto Standards of Professional Practice Behaviour for Health Professionals and Students* (Available on the department website in the student forms section)

At the time of initial meeting, if the supervisor is unfamiliar with the SCCP program, the student should provide the supervisor with a copy of the documents entitled:
• *Policies and Procedures Regarding Students in the Practicum and Internship Settings* (Located on the Department website in the Practicum and Internship Handbook - Part I, found in the Clinical Training section of the SCCP program).
• *Student Practicum and Internship Evaluation Form* (Available on the department website in the student forms section) and
• *Confirmation of Placement Form - (School)* (Available on the department website in the student forms section)

The student and supervisor should review the expectations as described on the *Confirmation of Placement Form - (School)* to ensure that a clear understanding of the respective roles of both the supervisor and the student are established at the outset.

**Once a placement has been found**

Once an agreement is established the student and supervisor complete the *Confirmation of Placement Form (School)* and the student provides this to the Clinical Director as soon as possible. This form constitutes the formal agreement between the student and the supervisor.

For both personal and security reasons, students are strongly advised to retain duplicate copies of all forms and evaluations submitted to the Clinical Director.

If the student wishes to graduate at the MA level, it is the student’s responsibility to ensure that there are three full assessments in the Clinic file. These assessments must be submitted to the Clinical Director.

**Additional Record Keeping Considerations**

In addition, students should consider keeping the following:

1. A copy of the *OISE Graduate Studies Bulletin* and the *AP&HD Program Guidelines* for the year when they were admitted to the MA program. Why? Because guidelines change from year to year. In case of disagreement, the requirements that were in place in the year the student was admitted are the ones that apply.

2. The course title, number of credits, hours of instruction and a brief description of the contents of every psychology course taken, both undergraduate and graduate. Why? This information is required in order to apply for registration as a psychologist in Ontario. It is easier for students to collect it as they go along rather than at the end of their program.

3.
6.10 MA Thesis

Students are initially sponsored into the program by a faculty member who shares their area of interest and agrees to function as their program advisor. (A student whose thesis supervisor is external to AP&HD must have an internal AP&HD faculty member serve as their program advisor.) This advisory relationship assumes importance as the student decides upon his/her area of professional specialization and develops the thesis topic. Students become involved in their advisors’ research by participating in research groups and through graduate assistantships or externally funded assistantships. These involvements typically lead to the development of a thesis topic.

Students are required to consult the *OISE Guidelines to Theses and Orals* available from the Registrar’s Office and on the web at: [http://ro.oise.utoronto.ca/](http://ro.oise.utoronto.ca/). (Once on the registrar’s office website, click on “Graduate Studies” and then click on “OISE Guidelines for Theses and Orals”.) It is highly recommended that students review the *Guide to Academic Writing in General, and Writing Proposals and Theses in Particular*, available in the AP&HD Forms File cabinet outside Room 9-296.

Normally, there are eight major steps to completing a thesis:

1. Review of *OISE Guidelines for Theses and Orals*
2. Establishment of a thesis topic
3. Selection of a thesis supervisor (*normally the student’s Faculty Advisor*)
4. Formation of a thesis committee (*form to be completed*)
5. Ethical review, if required (*forms to be completed*)
6. Thesis proposal approval (*form to be completed*)
7. Thesis work
8. Final thesis approval and submission (*form to be completed*)

When preparing a thesis, a student works in consultation with his/her thesis supervisor until a committee is formed and, after that, with his/her thesis committee. The student and the thesis committee members must complete a thesis approval form and an ethical review before any data collection commences. A thesis in an MA program is evaluated by a minimum of two faculty members (both holding either *Full* or *Associate* School of Graduate Studies appointments, with at least one member from AP&HD).

6.11 MA Ethical Review

*Students are required to refer to the following sources for general instructions, forms, and procedures for submission of protocols:*

2. The Reference Desk, ground floor of the OISE library
The ethical review process is designed to ensure that data collection procedures conform to current ethical standards. Generally, an ethical review is required whenever a study involves data from or on human subjects; however, a student’s research may be exempt from ethical review if it involves work that has already been approved by a University of Toronto Research Ethics Board (REB), for example as part of the supervisor’s research program. When it is determined that an ethical review is required, the investigator completes a set of standard forms, which describe the relevant aspects of the proposed research study. Research that does not require an ethical review must still undergo an administrative review.

The student is responsible for obtaining the required signatures and taking the forms to the Social Sciences, Humanities, and Education Research Ethics Board administered by the University of Toronto, Office of Research Ethics. How long it will take the Office of Research Ethics to review your application depends on whether your research requires a full or expedited review (see “Should I submit for expedited or full review?” on the above website).

**Note:** If an ethical review is required, a research study cannot begin until final, written approval is obtained from the REB.

Generally, there are 3 major steps to conducting an ethical review:

1. Review the information obtained from the websites listed above.
2. Complete all necessary forms in consultation with faculty advisor/thesis supervisor.
3. Prepare the necessary copies for EERC at UTRS for final review and approval.
   Deadlines for submission and the number of copies you need to submit for full or expedited review are at [http://www.research.utoronto.ca/ethics/eh_how_ss.html](http://www.research.utoronto.ca/ethics/eh_how_ss.html)

### 6.12 Monitoring MA Students’ Clinical & Academic Progress

All SCCP master’s students must complete the *SCCP Annual Student Monitoring Form* by March 31 of each academic year. The form is available on the AP&HD website. When completed, the form should be submitted to the SCCP program Liaison, Diana Robinson.

The *SCCP Annual Student Monitoring Form* is in two sections. Students report on both their academic and clinical progress (Section A) and their thesis progress (Section B). Once both sections of the form have been submitted, they are first reviewed by the Director of Clinical Training and then by the Annual Student Monitoring Committee.
Annual Faculty Review of Students’ Progress Meeting
The Annual Student Monitoring Committee meets with SCCP faculty once per year to review the progress of every MA student in the SCCP program. This review occurs in late April or early May. Each student’s progress is considered and concerns are noted. Each student is then given written feedback. The original SCCP Annual Student Monitoring Form along with a copy of the Program Committee’s feedback is retained in the student’s departmental file. If minor problems are noted, a faculty member (one who is familiar with the student) contacts the student, informs him/her of the area(s) of concern, and discusses possible ways to rectify the problem(s). If the difficulty is a significant one, a faculty member (often the thesis supervisor) is assigned the task of monitoring the student’s progress. In cases where attempts to rectify the problem are unsuccessful, the student may be asked to leave the program.

Students must achieve a minimum of A- in at least one of APD1215H (Psychological Assessment of School-aged Children) and APD1216H (Psychoeducational Assessment) and must pass APD1218H (Seminar and Practicum in Assessment) in order to remain in good standing and be permitted to continue in the program. Failure to meet these criteria will normally result in a recommendation to the School of Graduate Studies to terminate the student’s registration in the program.

6.13 Professional Licensure: Psychological Associate

The College of Psychologists of Ontario (CPO)
Students whose plans include preparation for professional practice in psychology should note that the practice of psychology in the province of Ontario is regulated under the Statute Law of Ontario. Graduation from a master’s program or from any graduate program in psychology does not, in itself, qualify a person to practice as a psychological associate. The CPO regulates the professional practice of psychology in Ontario and examines candidates for registration as psychological associates.

The SCCP MA is designed to meet the academic requirements for registration as a psychological associate. The SCCP PhD is designed to meet the academic requirements for registration as a psychologist. At the discretion of the College, courses other than those required by the program may be required for certification; necessary substitutions should be discussed with the student’s faculty advisor. These two programs are the only programs in AP&HD that lead to such qualifications.

Students are strongly encouraged to refer to the Directory of Registered Psychologists in Ontario. A reference copy is available from the SCCP Program Liaison, Diana Robinson. Requirements of programs eligible for registration as a psychological associate are published as an appendix in this directory.

For more information contact:
The Registrar,
6.14 DOCTOR OF PHILOSOPHY COURSE REQUIREMENTS

This program comprises eleven half-courses, including a doctoral practicum course and 1600 hour internship. In addition, a doctoral thesis and a comprehensive examination are required. Course APD3243Y, additional practicum, is an optional course. It has been added to ensure that students have access to accident/incident and liability coverage while collecting additional clinical experience. This course may not be used to as one of the eleven required half-courses.

**Recommended Program Timetables**

- **Year One:** Courses, planning for thesis
- **Year Two:** Courses, practicum, completion of comprehensive, thesis committee formation, write thesis proposal
- **Year Three and Four:** Thesis proposal approval, data collection, analysis and write thesis
- **Year Five:** Oral defence and full-time internship

**NOTE:** PhD students may require only one year of full-time study from the time of thesis proposal approval to completion of the thesis. For these students, the timelines may be reduced by up to one additional year. Doctoral students who did not complete their MA in SCCP may have several additional courses added to their program and may require more than the normal 5 years of full-time study to complete.

**Required Courses**

- APD3260H Psychodiagnostic Systems
- APD3222H Approaches to Psychotherapy across the Lifespan
- APD3202H A Foundation of Program Evaluation in Social Sciences
- APD3240H Advanced Social and Emotional Assessment Techniques
- APD5284Y Assessment and Intervention in Multicultural/Bilingual Contexts
- APD3241H Seminar and Practicum in Assessment and Intervention with Children
- APD3242Y Internship in School and Clinical Child Psychology

0.5 FCE from the Psychosocial Interventions course menu

**Psychosocial Intervention Menu (select one):**
APD3238H  Special Topics: Advanced Intervention for Family Violence and Related Trauma
APD3255H  Systemic Family Therapy for School and Clinical Child Practice
APD3231H  Psychodynamic Bases of Therapy

0.5 FCE PhD Elective
In addition, for each missing cognate course requirement (Cognitive/Affective, Social, or Biological Bases of Behaviour), students are required to take a 0.5FCE course from the applicable course menus (see below). Students who have not completed an undergraduate course in history and systems need to complete APD3204: Contemporary History and Systems in Human Development and Applied Psychology. Students may use their elective course to cover one of these requirements.

Social Bases of Behaviour a
APD3205H  Social and Moral Development
APD3221H  Cross-cultural Perspectives on Children’s Problems

Biological Bases of Behaviour a
APD3286H  Developmental Neurobiology
APD3297H  Biological and Psychological Foundations of Low Incidence Disorders

a Other courses in the social and biological bases of behaviour are sometimes offered at OISE or in the Department of Psychology and can be used to meet this menu requirement. For example, students with advanced preparation in neuropsychology may wish to meet their biological basis of behaviour requirement through a course offered by the Department of Psychology. Such substitutions must be chosen in consultation with the student’s faculty advisor and approved by the SCCP program chair.

Required Courses in Specific Areas
Courses marked with a triangle (△) involve a supervised clinical component which may include working directly with clients in the OISE Psychology Clinic (or other approved setting) or providing clinical training to parents or teachers of children with various forms of psychopathology. All △ courses involve admission by permission of the instructor.

Additional Requirements
APD1201  Child and Adolescent Development: Students who have not taken a child development course at the undergraduate or graduate level, must take APD1201 as an extra course (above the 11 half-course requirement).

APD1287  Introduction to Applied Statistics, if an equivalent course has not been taken previously (above the 11 half-course requirement).

Doctoral students admitted without the SCCP MA must take all courses required in the SCCP MA program unless they can demonstrate equivalency in the form of comparable graduate courses or relevant supervised experience. Consult your faculty advisor for more information.
These requirements are normally stipulated on the letter of admission. Consult your faculty advisor if you believe you should be exempted from this requirement. *Exemption from any of these additional requirements is at the sole discretion of the program.*

### 6.15 PhD Practicum

Students are required to obtain a minimum of 500 hours of field placement experience in the PhD practicum. In order to participate in practicum placements, students must have passed a *Police Records Check*. Students should apply for this check at least 6 weeks prior to the beginning of any placement.

Students admitted at the PhD level who are required to complete APD1218H should not initiate a search for a field placement until they have completed APD1215H and APD1216H or equivalent. Students wishing to begin APD1218H in the first year of their program should contact the Clinical Director to discuss placement issues as soon as possible upon receipt of their offer of admission.

**PhD Practicum Course (APD3241H)**

The PhD practicum placement is administered through the required doctoral course APD3241H (*Seminar and Practicum in Assessment and Intervention with Children*). This practicum course is typically taken in the second year of the PhD.

The PhD practicum consists of a two day per week placement, typically in a clinic setting. Doctoral practicum students must complete at least 500 hours in their placement setting. It is expected that students receive one hour of supervision for every day spent in their placement.

Course seminars, addressing professional practice issues, are scheduled on alternate weeks. In addition, supervision of SCCP MA students is a requirement of this course.

**Course Grading**

This is a pass/fail course. The grade is assigned by the Clinical Director, after reviewing the final evaluation completed by the student’s supervisor. This evaluation is made on the *Practicum and Internship Evaluation Form*. On this form supervisors evaluate their students’ performance half way through the placement experience and again at the end of the placement. The first evaluation provides students and supervisors an opportunity to identify strengths and weaknesses and set appropriate goals. The second/final evaluation is used as the official document that reflects the student’s clinical experience in the placement.

APD3241H is classified as an “extended course.” As such, it begins in September and ends at the end of August. Grades do not appear on ROSI until the end of September.
Finding a PhD Practicum Placement

Students looking for a clinical practicum placement should begin making inquiries in the fall for a placement beginning in September of the following year.

To get an understanding of the available placement options, students are strongly encouraged to attend the annual Placement Representative Meeting, held each year in the fall. At this meeting, representatives from clinical practicum and internship settings describe their placements and meet with interested students. Also, it is often useful to speak to other students who have already completed placements of interest. When selecting placements, students should be mindful that they will benefit from exposure to different kinds of assessment and intervention experiences across a range of different client populations. Students are strongly encouraged to discuss their placement planning with the Clinical Director.

Most clinic placements expect to receive applications by the first day in February, interview during February and early March and provide notification of acceptance in mid March.

Preparing for the interview

When invited for an interview, students should prepare in the same way that they would for a job interview. They should be ready to answer questions about their knowledge, skills and interests. They should also have knowledge of the opportunities available in the placement and be prepared to ask questions. A set of potential interview questions is available from the Clinical Director.

Once a placement has been found

Once the student is informed of acceptance by the placement, the student and supervisor complete a Placement Confirmation Form - (Clinic), and submit it to the Clinical Director. This form constitutes the formal agreement between the student and the supervisor. Permission to take APD3241H is given once this form is received.

The collection of clinical hours

Students should be aware that to be competitive for internship placements through the APPIC match system, they must collect a minimum of 1000 hours of clinical experience, including at least 300 hours of direct service (face-to-face client contact). Most students do not collect all of this experience solely through the practica and practicum courses provided by the program.

Additional clinical experience (working with different populations and using different intervention approaches) increases breadth of skills and improves the likelihood that students will be selected for accredited internship placements. Students are encouraged to plan the augmentation of their clinical experience in discussion with the Clinical Director. Additional clinical skills may be gathered either through the collection of program sanctioned hours or through taking an additional practicum.
Collection of program sanctioned hours
Clinical experiences are considered “program sanctioned” – meaning that they count as clinical hours for the purpose of applying for internship – if the following conditions are met:

1) The student’s work is supervised by a, doctoral level, registered psychologist;
2) The student and supervisor complete a Program Sanctioning Hours form (Located in the Forms and Resources section of the department website), which specifies the new skills that will be acquired in the placement and the student submits that form to the Clinical Director prior to beginning the placement;
3) At the end of the placement, the student submits to the Clinical Director a Clinical Progress form, signed by the supervisor, documenting the student’s progress.

The placement may be either paid or unpaid.

Additional practicum
Students undertake additional practicum experiences through enrolling in course APD3243H. The advantage of collecting clinical experience through the ‘Additional practicum’ procedure over the ‘Collection of program sanctioned hours’ procedure is that the former provides accident/incident and liability coverage to the student while in placement. Senior students should not undertake an additional practicum if they are taking a practicum placement away from a more junior SCCP student. PhD students may register in this course anytime that they commence a field placement experience under the supervision of a registered psychologist, providing that the placement is unpaid.

Students may register for this course only with the permission of the course instructor, the SCCP Clinical Director.

These experiences count as clinical hours for the purpose of applying for internship, if the following conditions are met:

1) The placement is unpaid.
2) The student’s work is supervised by a, doctoral level, registered psychologist;
3) Prior to beginning the placement, the student and supervisor complete the Placement Confirmation Form- Clinic (Located in the Forms and Resources section of the department website) and submit that form to the Clinical Director;
4) At the end of the placement, the student submits to the Clinical Director either a Clinical Progress form or a Practicum and Internship Evaluation Form signed by the supervisor, documenting the student’s progress. The former form is used for placements of shorter duration, 250 hour or less.

Once enrolled in APD3243H, students may undertake more than one practicum experience. At the beginning of each new experience they submit a Placement Confirmation Form- Clinic and at the end they should submit either a Clinical Progress Form or a Practicum and Internship Evaluation Form. A credit grade for APD3243H is submitted by the Clinical Director, at the student’s request, typically when the student begins internship.
Accident and liability insurance coverage
The University provides some coverage should an accident or incident occur while students are in practicum placements. This coverage is exclusive to the practica associated with APD1218H, APD3241H and APD3243H. This accident/incident insurance is referred to as Workplace Safety & Insurance Board (WSIB) benefits. A copy of this policy is found with the WSIB information in the Student Forms and Resources section of the department website.

The University maintains liability insurance against claims, in an amount of not less than one million dollars per occurrence; this insurance proves coverage for students against lawsuit claims for events occurring while they were engaged in activities in their placements. This coverage is exclusive to the practica associated with APD1218H, APD3241H and APD3243H. This coverage is not available for students collecting program sanctioned hours.

6.16 PhD COMPREHENSIVE EXAMINATION

The purpose of the comprehensive examination is twofold:

- To ensure an adequate level of psychological knowledge for professional functioning as a practitioner, academic, and/or researcher;
- To demonstrate an ability to integrate information at the accepted standard for a doctoral student

Students are expected to complete the comprehensive examination by the end of their residency period. Normally the examination is taken before commencing thesis data collection. Students must have passed the comprehensive examination prior to beginning an internship. A student requesting special accommodation, for example due to a learning disability, must submit such a request in writing, detailing the specific circumstances well in advance of commencing the examination. In these cases, formal assessment and documentation may be required.

The comprehensive examination is offered annually in May. Notification of the exact dates will be posted at least two months in advance, and students must register for the examination with the SCCP Program Liaison, Diana Robinson, no later than three weeks before the examination date. Only under exceptional circumstances (e.g. medical emergency) can alternate arrangements be made for students who cannot write the examination during the scheduled periods.

The examination is a take home format (unless accommodations requiring an oral examination are made for a disability). Answers, per question, should be approximately 2000 words in length and be submitted typed, double spaced. Students are reminded that coherence and clarity are more important than length. High caliber answers are expected, including elaboration of points, a high level of synthesis and evidence of relevant literature review. Students have one week to write the examination and submit their answers. The SCCP Comprehensive Examination Committee is responsible for setting
the examination and will select 8 questions representing 4 core areas. Students will not know the questions in advance.

The examination is an individual effort. This means that, aside from asking questions of comprehensive examination committee members, students are not permitted to consult or discuss any aspect of the exam with each other or anyone else during the comprehensive examination period. This includes having someone edit an examinee's responses for grammar, spelling, etc. (Note that spelling, grammar, style, etc. are not marked and will not negatively impact a student’s examination grade unless they interfere with the comprehensibility of the response.) One or more members of the exam committee will be available when the examination is distributed to students, should questions arise. Committee members will also respond to student queries either via email or in person during the course of the exam. If answers to individual student queries are relevant to all students writing the exam, the responses will be copied to all.

Questions will be set in 4 core areas:

1. Development / psychopathology (1 research question and 1 clinical question)
2. Assessment (1 research question and 1 clinical question)
3. Intervention (1 research question and 1 clinical question)
4. Ethics (2 clinical questions)

Students are required to answer a total of 3 questions. One of their questions must be a research question from any of the developmental/psychopathology, assessment or intervention areas. The two remaining questions should each be from two additional areas and should include one clinical question and one other question of the student’s choice, either clinical or research. In summary, the total number of answers required is three from three different areas of the student’s choice, but with one research question and one clinical compulsory.

Questions are graded as pass, marginal pass, or failure. Faculty members do the grading independently of one another and do not know the identity of the students (except in the case of a student tested orally due to a disability). Students must include only their OISE student I.D. number on their answers. Passing the comprehensive exam requires a minimum of a pass on two questions and a marginal pass on a third.

If a student fails his/her comprehensive examination on the initial grading, the three faculty members who graded each of their answers will automatically meet as a committee to review the grading in order to decide if the failure warrants a change to a pass. If the original failure stands, the committee will explain the reasons for this decision to the student in writing.

A student who wishes to appeal their failure after receiving the decision of the faculty members can do so by contacting the members of the SCCP Comprehensive Examination Committee in writing within one week. Upon receipt of the written appeal, the Committee will arrange to have the student’s answers that received a failure or marginal
pass independently and blindly graded by a faculty member(s) who did not do the original grading.

Students who have a failing grade on the comprehensive examination (even after appeals have been exhausted) will be allowed to re-write a question in the same area(s) as the one(s) in which they received a marginal pass or a failure on their original exam. The faculty member who wrote the original comprehensive question(s) will write a new question in the same area. The same faculty member will also grade the answer to the new question. The re-write will take place during the term following the failed comprehensive exam. The Committee will decide on the exact date.

The SCCP Comprehensive Examination Committee will make accommodations for the following:

1. Students with a disability
2. Students unable to complete the comprehensive examination during the specified period for medical reasons (A doctor’s note is required for such accommodations to be considered)
3. Students encountering extenuating circumstances (These will be evaluated by the Committee on an individual basis)

A student who fails his/her comprehensive examination after this re-write process, and who has exhausted all appeals, will be required to leave the program.

6.17 MONITORING PhD STUDENTS’ CLINICAL & ACADEMIC PROGRESS

All SCCP doctoral students must complete the SCCP Annual Student Monitoring Form by March 31 of each academic year. The form is available on the AP&HD website. When completed, the form should be submitted to the SCCP program Liaison, Diana Robinson.

The SCCP Annual Student Monitoring Form is in two sections. Students report on both their academic and clinical progress (Section A) and their thesis progress (Section B). Once both sections of the form have been submitted, they are first reviewed by the Clinical Director and then by the Annual Student Monitoring Committee.

Annual Faculty Review of Students’ Progress Meeting

The Monitoring Committee meets with SCCP faculty once per year to review the progress of every PhD student in the SCCP program. This review occurs in late April or early May. Each student’s progress is considered and any concerns are noted. Each student is then given written feedback. The original SCCP Annual Monitoring Form and a copy of the feedback letter are retained in the student’s department file in the office of the Programs and Admissions Coordinator, Lisa Chinchamie. A photocopy of the feedback letter is given to the Clinical Director for filing in the student’s clinic file.
If minor problems are noted, a faculty member (one who is familiar with the student) contacts the student, informs him/her of the area(s) of concern, and discusses possible ways to rectify the problem(s). If the difficulty is a significant one, a faculty member (often the thesis supervisor) is assigned the task of monitoring the student’s progress. In cases where attempts to rectify the problem are unsuccessful, the student may be asked to leave the program.

*Students must achieve a Credit Grade in APD3241H (Seminar and Practicum in Assessment and Intervention with Children) in order to remain in good standing and be permitted to continue in the program. Failure to meet these criteria will normally result in a recommendation to the School of Graduate Studies to terminate the student’s registration in the program.*

### 6.18 PHD THESIS

Students whose thesis supervisor is external to AP&HD must have an internal AP&HD faculty member serve as their program advisor. All students should consult with their program advisor regarding course planning prior to enrolling in their courses.

Students are required to consult the *OISE Guidelines to Theses and Orals* available from the Registrar’s Office and on the web at: [http://ro.oise.utoronto.ca/](http://ro.oise.utoronto.ca/). (Once on the registrar’s office website, click on “Graduate Studies” and then click on “OISE Guidelines for Theses and Orals”.) It is highly recommended that students review the *Guide to Academic Writing in General, and Writing Proposals and Theses in Particular*, available from Lisa Chinchamie.

Normally, there are eight major steps to completing a thesis:

1. Review of *OISE Guidelines for Theses and Orals*
2. Establishment of a thesis topic
3. Selection of a thesis supervisor (*normally the student’s faculty advisor*)
4. Formation of a thesis committee (*form to be completed*)
5. Ethical review, if required (*forms to be completed*)
6. Thesis proposal approval (*form to be completed*)
7. Thesis work
8. Final thesis approval and submission (*form to be completed*)

When preparing a thesis, a student works in consultation with his/her thesis supervisor until a committee is formed and, after that, with his/her thesis committee. The PhD thesis committee should be formed by the **end of the second year**, unless the student did not complete the MA in SCCP and consequently has had several additional courses added to his/her program. In the latter situation, the student must have a thesis committee formed by the **end of his/her third year**. The student and the thesis committee members must complete a thesis approval form and an ethical review before any data collection commences. A thesis in a PhD program is examined by the student’s thesis committee through the oral examination process. The thesis committee normally
comprises three faculty members, with the thesis supervisor holding a Full appointment to the School of Graduate Studies and at least one member from AP&HD.

Note that, at the time of publication of these guidelines, the Registrar’s Office reimburses students up to $100 for thesis binding. Present the receipt from the bindery to the Registrar’s Office.

6.19 PHD ETHICAL REVIEW

Students are required to refer to the following sources for general instructions, forms, and procedures for submission of protocols to Departmental Coordinators:

2. The Reference Desk, ground floor of the OISE library

The ethical review process is designed to ensure that data collection procedures conform to current ethical standards. Generally, an ethical review is required whenever a study involves data from or on human subjects; however, a student’s research may be exempt from ethical review if it involves work that has already been approved by a University of Toronto Research Ethics Board (REB), for example as part of the supervisor’s research program. When it is determined that an ethical review is required, the investigator completes a set of standard forms, which describe the relevant aspects of the proposed research study. Research that does not require an ethical review must still undergo an administrative review.

The student is responsible for obtaining the required signatures and taking the forms to the Social Sciences, Humanities, and Education Research Ethics Board administered by the University of Toronto, Office of Research Ethics. How long it will take the Office of Research Ethics to review your application depends on whether your research requires a full or expedited review (see “Should I submit for expedited or full review?” on the above website). If you have any questions, please contact Diana Robinson.

Note: If an ethical review is required, a research study cannot begin until final, written approval is obtained from the REB.

Generally, there are 3 major steps to conducting an ethical review:

1. Review the information obtained from the websites listed above.
2. Complete all necessary forms in consultation with faculty advisor/thesis supervisor
3. Prepare the necessary copies for EERC at UTRS for final review and approval. Deadlines for submission and the number of copies you need to submit for full or expedited review are at http://www.research.utoronto.ca/ethics/eh_how_ss.html
6.20 PhD Oral Examination

Students are required to refer to the OISE Guidelines for Theses and Orals.

Once a student’s thesis is in its final form and has been approved by the thesis committee, the final oral examination is scheduled. A student defends his/her thesis at an examination conducted by a Final Oral Examination Committee. The student’s thesis committee recommends the thesis for the final oral exam. It is this exam that will determine whether or not a student may be recommended for his/her degree. The PhD Oral Examination Nomination Form and timetables are available from the Registrar’s Office. The specific procedures for establishing a final oral examination are quite detailed. Planning for the final oral exam must be undertaken at least ten weeks in advance of the actual examination.

6.21 PhD Internship

Internship (APD3242Y)
This requirement is undertaken through continuous course APD3242Y. The internship occurs at the end of the program, once all other course requirements have been met.

The dissertation should be either completed or well underway before the internship starts. Students may defend their dissertation prior to the commencement of their internship placement or during the period of their placement. Completing the dissertation prior to beginning the internship is recommended.

Prior to applying for their internship, students must have:

- completed their course work
- passed the comprehensive examination
- received approval for their thesis proposal from their thesis committee

Prior to commencing the internship, students must have:
- completed data collection for their thesis research
- documented at least 300 face-to-face hours with clients, of which at least 100 are intervention (as opposed to assessment) hours
- documented a minimum of 125 supervision hours
- submitted to the Clinical Director a total of five full assessments for placement in their clinic file. (Three of these may have been completed at the master’s level). These assessments must include the following components:
  1. consideration of cognitive functioning;
  2. consideration of academic skill development;
  3. consideration of social and emotional functioning. (A remedial plan for a learning intervention, often part of assessments in course APD5284, can be substituted for criterion 3.)
The Clinical Director initiates the process of enrollment in APD3242Y once all of the relevant documentation for the internship has been received. Credit for the Internship is given when the Clinical Director receives confirmation from the internship site that the placement has been successfully completed.

**Finding an Internship Placement**

*Students are expected to enter the APPIC match process and apply for APA/CPA accredited placements. Students should remember that their chance of succeeding with the match process increases with the number of applications. It is hard to suggest the “right” number of applications to complete, but a rough guide would be 9-12 (18 would be unnecessarily high and 5 might not ensure a successful match). Because there are only a few APA/CPA accredited internships in the Greater Toronto Area, students should expect to travel outside of Toronto for their internships (e.g., London, Hamilton, Ottawa) or even outside of Ontario (e.g., other provinces or the United States).*

The Clinical Director meets with students who are planning to search for internship in June to provide an overview of the APPIC match process. The APPIC application process starts at: [www.appic.org](http://www.appic.org)

**In March to May of the year prior to your anticipated internship year**

- Review the CCPPP website [http://www.ccppp.ca](http://www.ccppp.ca) and the APPIC directories of internship placements at [http://www.appic.org](http://www.appic.org)
- Create a list of internship sites that interest you
- Talk with interns and faculty about sites
- Request letters of recommendation from faculty and clinical supervisors

**In June to August**

- Attend the group meeting set up by the Clinical Director to review the application process
- Update your curriculum vitae
- Download the AAPI application form on the APPIC site and begin to fill it out in pencil
- Prepare a table of deadlines and required application materials
- Begin to rank your sites
- Start to write your application essays

**In September to November**

- Register with the National Matching Services Inc. to receive a password and match identification number to place on application (the NMS registration deadline for applicants is Dec.1)
- Order transcripts
- Ask your advisor, fellow applicants and/or the Clinical Director to review your essays and curriculum vitae
• Calculate hours and arrange meeting with the Clinical Director to confirm hours on application
• Write cover letters for each site

In December to February
• Practice for possible interview questions
• Review your application materials
• Know each site you are applying to well
• Be prepared to travel for interviews
• Create and revise your Rank Order list
• Submit Rank Order list to the NMS (deadline is early in February) -- Only rank the places you are seriously considering. Once you’ve been matched, you cannot change your mind - you are under contract and absolutely MUST go!
• Wait to hear the Matching Program results (the third week in February)

Students who enter the match and are unable to obtain a placement should consult with the Clinical Director to consider ways to strengthen their application before reapplying the following year.

Under extenuating circumstances, students may petition in a written letter to be exempt from entering APPIC match and to be permitted to undertake a non-accredited, non-APPIC internship. Circumstances that warrant consideration include but are not limited to: extenuating family issues and the unsuitability of available internships given the career goals of the student. The letter should be addressed to the Clinical Progress Review Committee and given to the Clinical Director. Accompanying the petition letter is a signed Internship Confirmation form and a completed Educational Outline for the Internship (non APPIC). Both are available from the Clinical Director. The Educational Outline describes the educational plan for the student while on internship, with specific reference to the APPIC membership criteria for internships (www.appic.org). The expectation is that the internship placement should substantially conform with APPIC membership criteria. Upon receipt of these materials, the Clinical Progress Review Committee will review the petition, make a decision and inform the student.

Accident and liability insurance coverage while on internship
Students should note that the University does not provide accident or liability insurance coverage while students are on internship. Students may choose to purchase this coverage privately during their internship year.

6.22 PROFESSIONAL LICENSURE: PSYCHOLOGIST

The College of Psychologists of Ontario (CPO)
Students whose plans include preparation for professional practice in psychology should note that the practice of psychology in the province of Ontario is regulated under the Statute Law of Ontario. Graduation from a doctoral program or from any graduate
program in psychology does not, in itself, qualify a person to practice as a psychologist. The CPO regulates professional practice of psychology in Ontario and examines candidates for registration as psychologists. The SCCP PhD is designed to meet the academic requirements for registration as a psychologist. At the discretion of the College, courses other than those required by the program may be required for certification; necessary substitutions should be discussed with the student’s Faculty Advisor.

Students are strongly encouraged to refer to the Directory of Registered Psychologists in Ontario (a reference copy is available from the SCCP Program Liaison, Diana Robinson). Requirements of programs eligible for registration as a psychologist or as a psychological associate are published as an appendix in this directory.

For more information contact:

The Registrar,
College of Psychologists of Ontario
110 Eglinton Avenue West
Suite 500
Toronto, Ontario M4R 1A3
Canada
(Tel.) 416-961-8817
(Fax) 416-961-2635
(e-mail) cpo@cpo.on.ca
### Section 7: Faculty & Staff

**Department of Applied Psychology & Human Development - OISE/UT**

**AP&HD Faculty Contact List**

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Location</th>
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<th>Email</th>
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<tbody>
<tr>
<td>Interim Chair</td>
<td>J. Roy Gillis</td>
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<tr>
<td>Associate Chair</td>
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<tr>
<td>Program Chair – CCP</td>
<td>Abby Goldstein</td>
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<tr>
<td>Program Chair – CP</td>
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<tr>
<td>Program Chair - CSE</td>
<td>Rhonda Martinussen</td>
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<tr>
<td>Program Chair – DPE</td>
<td>Mary Lou Arnold</td>
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<tr>
<td>Program Chair – SCCP</td>
<td>Katreena Scott</td>
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Faculty on Research/Study Leave during the 2014/15 academic period:

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<th>Name</th>
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<tr>
<td>Becky Chen-Bumgardner</td>
<td>January 1, 2015 – June 30, 2015</td>
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<tr>
<td>Margaret Schneider</td>
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<tr>
<td>Suzanne Stewart</td>
<td>July 1, 2014 - June 30, 2015</td>
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<tr>
<td>Robin Bennett</td>
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<tr>
<td>Nancy Boudreau</td>
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<td>Heidi Cheung</td>
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<td>Lisa Chinchamie</td>
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<td>Jennifer Cho</td>
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<td>Diane Giang</td>
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<td>Holly Huizenga</td>
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<td>Larisa Lam</td>
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<tr>
<td>Diana Robinson</td>
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<td>Todd Will</td>
<td>OISE, 9-290</td>
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OISE REGISTRARS OFFICE PROGRAM LIAISONS:

<table>
<thead>
<tr>
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