# DEPARTMENT OF HUMAN DEVELOPMENT AND APPLIED PSYCHOLOGY

## PROGRAM GUIDELINES
2009-2010

Table of Contents

**SECTION 1: ORIENTATION**

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Introduction</td>
<td>3</td>
</tr>
<tr>
<td>1.2</td>
<td>Programs in HDAP</td>
<td>3</td>
</tr>
<tr>
<td>1.3</td>
<td>Courses and Scheduling</td>
<td>4</td>
</tr>
<tr>
<td>1.4</td>
<td>Student Funding</td>
<td>5</td>
</tr>
<tr>
<td>1.5</td>
<td>Important Notes</td>
<td>6</td>
</tr>
<tr>
<td>1.6</td>
<td>Plagiarism</td>
<td>7</td>
</tr>
</tbody>
</table>

**SECTION 2: CHILD STUDY AND EDUCATION (CSE)**

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Master of Arts Course Requirements</td>
<td>8</td>
</tr>
<tr>
<td>2.2</td>
<td>Qualifying Research Paper</td>
<td>10</td>
</tr>
<tr>
<td>2.3</td>
<td>Ethical Review</td>
<td>11</td>
</tr>
<tr>
<td>2.4</td>
<td>One Year Program</td>
<td>12</td>
</tr>
</tbody>
</table>

**SECTION 3: DEVELOPMENTAL PSYCHOLOGY AND EDUCATION (DPE)**

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Master of Arts</td>
<td>13</td>
</tr>
<tr>
<td>3.1.1</td>
<td>Master of Arts Course Requirements</td>
<td>13</td>
</tr>
<tr>
<td>3.1.2</td>
<td>MA Thesis</td>
<td>13</td>
</tr>
<tr>
<td>3.1.3</td>
<td>MA Ethical Review</td>
<td>14</td>
</tr>
<tr>
<td>3.2</td>
<td>Master of Education</td>
<td>14</td>
</tr>
<tr>
<td>3.2.1</td>
<td>MEd Course Requirements</td>
<td>14</td>
</tr>
<tr>
<td>3.3</td>
<td>Doctor of Philosophy</td>
<td>14</td>
</tr>
<tr>
<td>3.3.1</td>
<td>PhD Course Requirements</td>
<td>14</td>
</tr>
<tr>
<td>3.3.2</td>
<td>PhD Comprehensive Examination</td>
<td>15</td>
</tr>
<tr>
<td>3.3.3</td>
<td>PhD Academic Progress Requirements</td>
<td>17</td>
</tr>
<tr>
<td>3.3.4</td>
<td>PhD Thesis</td>
<td>17</td>
</tr>
<tr>
<td>3.3.5</td>
<td>PhD Ethical Review</td>
<td>17</td>
</tr>
<tr>
<td>3.3.6</td>
<td>PhD Oral Examination</td>
<td>17</td>
</tr>
<tr>
<td>3.4</td>
<td>MA and PhD Thesis Preparation</td>
<td>17</td>
</tr>
<tr>
<td>3.5</td>
<td>MA and PhD Ethical Review</td>
<td>18</td>
</tr>
<tr>
<td>3.6</td>
<td>PhD Academic Progress Requirements</td>
<td>19</td>
</tr>
</tbody>
</table>
SECTION 4: DEVELOPMENTAL SCIENCE COLLABORATIVE PROGRAM (JDS)

4.1 Admission Requirements 21
4.2 Course Requirements 21
4.3 Participating Faculty 22

SECTION 5: SCHOOL AND CLINICAL CHILD PSYCHOLOGY (SCCP)

5.1 Program Mission 23
5.2 Program Overview 23
5.3 The Training Model 25
5.4 Program Goals 28
5.5 Accreditation Status 29
5.6 Admission Requirements 30
5.7 Application for Admission 30
5.8 Master of Arts Course Requirements 30
5.9 MA Practicum 32
5.10 MA Thesis 34
5.11 MA Ethical Review 35
5.12 Monitoring MA Students’ Progress 36
5.13 Professional Licensure: Psychological Associate 36
5.14 Doctor of Philosophy Course Requirements 37
5.15 PhD Practicum 39
5.16 PhD Comprehensive Examination 42
5.17 Monitoring PhD Students’ Progress 44
5.18 PhD Thesis 44
5.19 PhD Ethical Review 45
5.20 PhD Oral Examination 46
5.21 PhD Internship 46
5.22 Professional Licensure: Psychologist 49
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 Human Development and Applied Psychology (HDAP). The guidelines for HDAP as outlined below are the established requirements of the three 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/UT 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 HDAP

HDAP currently offers three graduate programs:

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

2. **Developmental Psychology and Education (DPE: 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.
   - Developmental Science Collaborative Program (JDS: MA, PhD) is an option for MA and PhD students admitted to the DPE program. It links developmental psychology, cognitive science, biological approaches, educational psychology, and intervention science, as applied to children and their families, to form a coherent program of studies dedicated to research on child development and its implications.

3. **School and Clinical Child Psychology (SCCP: 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

- Courses listed are ‘HDP’ (Human Development and Applied Psychology) unless otherwise indicated. 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/UT Registrar’s Office website at: http://ro.oise.utoronto.ca/. (Once there, click on “Graduate Studies”; then click on “Graduate Studies Course Schedule”.)
- HDAP 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*

HDP1211H Psychological Foundations of Early Education
HDP1217H Foundations of Proactive Behavioural and Cognitive-Behavioural Intervention in Children
HDP1219H Ethical Issues in Applied Psychology
HDP1223H Depression in the Schools: Assessment, Prevention and Intervention
HDP1234H Foundations of Cognitive Science
HDP1236H Developmental Psychopathology
HDP1237H Development and Learning
HDP1238H Special Topics in HDAP: Master’s Level
HDP1241H Outcome of Early Education and Child Care
HDP1256H Child Abuse: Intervention and Prevention
HDP1259H Child and Family Relationships
HDP1260H Children, Psychology and the Law
HDP1265H Social and Personality Development
HDP1272H Play and Education
HDP1273H Psychology of Disability and Empowerment
HDP1279H Preventative Interventions for Children at Risk
HDP1284H Psychology and Education of Children and Adolescents with Behaviour Disorders
HDP1285H Psychology and Education of Children with Learning Disabilities
HDP1299H Language Acquisition and Development
HDP2252H Individual Reading and Research in HDAP: Master’s Level
HDP2275H Technology for Adaptive Instruction and Special Education
HDP2280H Introduction to Special Education and Adaptive Instruction
HDP2283H Psychology and Education of Gifted Children and Adolescents
HDP2287H Classroom-Based Counselling Approaches
HDP2288H Reflective Teaching and Analysis of Instruction
HDP2292H Assessment for Instruction
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HDP2296H</td>
<td>Reading and Writing Difficulties</td>
</tr>
<tr>
<td>HDP3201H</td>
<td>Qualitative Research Methods in Human Development and Applied Psychology</td>
</tr>
<tr>
<td>HDP3203H</td>
<td>Children’s Theory of Mind</td>
</tr>
<tr>
<td>HDP3204H</td>
<td>Contemporary History and Systems in HDAP</td>
</tr>
<tr>
<td>HDP3205H</td>
<td>Social and Moral Development</td>
</tr>
<tr>
<td>HDP3206H</td>
<td>Research Seminar in Development in Early Childhood</td>
</tr>
<tr>
<td>HDP3208H</td>
<td>Research Seminar in Adolescent Development</td>
</tr>
<tr>
<td>HDP3209H</td>
<td>Psychology of Language and Literacy</td>
</tr>
<tr>
<td>HDP3221H</td>
<td>Cross-cultural Perspectives on Children’s Problems</td>
</tr>
<tr>
<td>HDP3224H</td>
<td>Advanced Proactive Behavioural and Cognitive-Behavioural Interventions</td>
</tr>
<tr>
<td>HDP3225H</td>
<td>Developmental Trajectories and High Risk Environments</td>
</tr>
<tr>
<td>HDP3229H</td>
<td>Cognition and Emotion in Development</td>
</tr>
<tr>
<td>HDP3230H</td>
<td>Understanding Narrative</td>
</tr>
<tr>
<td>HDP3231H</td>
<td>Psychodynamic Bases of Therapy</td>
</tr>
<tr>
<td>HDP3237H</td>
<td>Recent Advances in Cognitive Development and Education</td>
</tr>
<tr>
<td>HDP3238H</td>
<td>Special Topics in Human Development and Applied Psychology: Doctoral Level</td>
</tr>
<tr>
<td>HDP3252H</td>
<td>Individual Reading and Research in HDAP: Doctoral Level</td>
</tr>
<tr>
<td>HDP3282H</td>
<td>The Psychology of Critical Thinking</td>
</tr>
<tr>
<td>HDP3286H</td>
<td>Developmental Neurobiology</td>
</tr>
<tr>
<td>HDP3287H</td>
<td>Cognitive Science Applied to Exceptional Learners</td>
</tr>
<tr>
<td>HDP3297H</td>
<td>Biological and Psychological Foundations of Low Incidence Disorders</td>
</tr>
<tr>
<td>HDP5280H</td>
<td>Advanced Research Planning in Human Development and Applied Psychology</td>
</tr>
<tr>
<td>HDP5281H</td>
<td>Research and Theories of Reading Disability</td>
</tr>
<tr>
<td>CTL1400H</td>
<td>Classroom Adaptations and Instructional Strategies</td>
</tr>
<tr>
<td>CTL1401H</td>
<td>The Resource Consultant: Skills in Classroom Consultation</td>
</tr>
<tr>
<td>CTL1402H</td>
<td>Adaptive Instruction in Inclusive Classrooms</td>
</tr>
<tr>
<td>CTL1602H</td>
<td>Introduction to Computers in Education</td>
</tr>
<tr>
<td>CTL1923H</td>
<td>Technology Supported Environments for Situated Learning</td>
</tr>
<tr>
<td>JDS1233H</td>
<td>Cognitive Development and Applications</td>
</tr>
<tr>
<td>JDS1249H</td>
<td>Socio-emotional Development and Applications</td>
</tr>
<tr>
<td>JHC1251H</td>
<td>Reading in a Second Language</td>
</tr>
<tr>
<td>JPX1001H</td>
<td>Parenting: Multidisciplinary Perspectives</td>
</tr>
<tr>
<td>TPS1432H</td>
<td>Knowledge, Mind, and Subjectivity</td>
</tr>
</tbody>
</table>

### 1.4 Student Funding

OISE/UT 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/studentservices/financialinfo/minfund.php.

1.5 **IMPORTANT NOTES**

- The term ‘faculty advisor’ refers to the HDAP 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 a case, it is the student’s responsibility to obtain written confirmation from the new faculty advisor and submit a copy of the confirmation to the HDAP 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. Go early to avoid the really long lineups in September. For TCard office hours and required identification documentation, visit [www.utoronto.ca/tcard](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 at [https://www.utorid.utoronto.ca/cgi-bin/utorid/activate.pl](https://www.utorid.utoronto.ca/cgi-bin/utorid/activate.pl).

- The Program Guidelines are updated and issued every year. Normally students abide by the Program Guidelines for the year in which they were admitted. Please retain a copy of the Program Guidelines for the duration of your degree. 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/](http://www.rosi.utoronto.ca/).

- Interested in graduate residence spaces? Visit the Graduate Housing website for details at: [http://www.sgs.utoronto.ca/gradhouse](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/UT. Chris Fung is HDAP’s liaison in the Registrar’s Office. Chris can be reached at: christine.fung@utoronto.ca or 416 978 1636.

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.utoronto.ca/writing/plagsep.html.

Tips on documenting standard sources: http://www.utoronto.ca/writing/document.html
Tips on documenting electronic sources: http://www.utoronto.ca/writing/document.html#elec
Section 2: **CHILD STUDY AND EDUCATION (CSE)**

Program Chair: Dale Willows  
dwillows@oise.utoronto.ca  

Program Liaison: Vanessa Dane  
vanessa.dane@utoronto.ca  

### 2.1 MASTER OF ARTS COURSE REQUIREMENTS

The two-year M.A. offers a unique, research-based teacher education program. Eligible graduates are recommended to the Ontario College of Teachers for a Certificate of Qualification, which qualifies the holder to teach in the primary and junior divisions of Ontario schools. During their first year of study, students will complete four six-week placements in kindergarten/early childhood, grade 1-3, and grade 4-6 classrooms. A fifth placement in the spring is optional for those who would like more experience. In their second year of study, students will complete a 1 term internship in the ICS Lab School or in another elementary classroom.

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

**Special Education**

Students planning a career in special education may consider special education as a focused area of study. Such students may include a six-week placement in a special education setting in their first year of study. All students are encouraged to elect HDP2280H *Introduction to Special Education and Adaptive Instruction*. As well, students may choose another recommended special education elective. Recommended options are listed below. Please refer to the Child Study and Education program Practicum Handbook for detailed information regarding Additional Qualifications in special education.

**Recommended Special education electives**

- HDP2280H  Introduction to Special Education and Adaptive Instruction  
- HDP1284H  Psychology and Education of Children and Adolescents with Behavior Disorders  
- HDP1285H  Psychology and Education of Children and Adolescents with Learning Disabilities  
- HDP2283H  Psychology and Education of Gifted Children and Adolescents  
- HDP2292H  Assessment for Instruction  
- HDP2296H  Reading and Writing Difficulties  

Note: Current policy is under review and may be subject to change.
Early Childhood

Students interested in kindergarten and early childhood programs may consider early childhood as a focused area of study. Recommended early childhood elective options are listed below. Such students may also wish to apply for ECE equivalency after completing the program. Please refer to the Child Study and Education program Practicum Handbook for detailed ECE equivalency information.

Recommended early childhood electives
HDP1211H Psychological Foundations of Early Development and Education
HDP1241H Outcomes of Early Education and Child Care
HDP1259H Child and Family Relationships - Implications for Education
HDP1272H Play and Education
HDP2252H Independent Reading and Research (in early childhood education)
JPX1001Y Parenting: Multidisciplinary Perspectives

Note: Current policy is under review and may be subject to change.

Qualifying Research Paper

Students planning further graduate study at OISE/UT in the near future are advised to undertake a Qualifying Research Paper (QRP). To do this, they may elect HDP1209H Research Methods and Thesis Preparation in HDAP in their first year. The QRP proposal should be complete by the end of the second term and an ethics form submitted. In the second year, students working on a QRP may elect HDP2252H Individual Reading and Research. Students who have not studied statistics at the undergraduate level are expected to take HDP1287H Introduction to Applied Statistics or an equivalent course. For complete details on this option, see section 2.2.

Successful completion of a QRP does not guarantee enrollment in a doctoral program within HDAP. Students must submit an application for the doctoral program.

First Year Required Courses
HDP2200Y Child Study: Observation, Evaluation and Reporting
HDP2201H Childhood Education Seminar
HDP2210Y Introduction to Curriculum I: Core Areas
HDP2220H Teaching Practicum
Plus Two elective half courses.

Note: Students without an undergraduate course in child development must take HDP1201H 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:
HDP2211H Theory and Curriculum I: Language and Literacy
HDP2212H Theory and Curriculum II: Mathematics
HDP2214H Introduction to Curriculum II: Special Areas
Plus One elective half course.

**Internship Term:**
HDP2221Y Advanced Teaching Practicum
HDP2202H Childhood Education Seminar II: Advanced Teaching
Plus One elective half course.

In addition, students must demonstrate knowledge of the acts and regulations respecting education in Ontario (addressed in HDP2202).

**Recommended Elective Courses**
Students may elect any HDAP or other OISE/UT course for which they are eligible. However, the following are especially recommended (please refer to the Special Education and Early Childhood portions of the Child Study and Education program guidelines for elective options in these areas of study):

HDP1237H Cognitive Development, Learning and Instruction
HDP1279H Preventative Interventions for Children at Risk

### 2.2 QUALIFYING RESEARCH PAPER (QRP)

Students who elect to undertake a Qualifying Research Paper (QRP) should consult the *OISE/UT Guidelines for the Qualifying Research Paper* available from the Registrar’s Office, 4th floor, Room 4-485. *Students with no prior background in empirical research will find completing a QRP within the two regular sessions of the program very difficult.*

Students should identify a supervisor and a second reader by the end of the first year. Each full-time member of the ICS staff is committed to supervising two QRPs per year. Other HDAP staff (and other graduate school staff at OISE/UT) can also supervise QRPs, but they have no obligation to do so. A list of HDAP faculty members’ research interests will be circulated to incoming students during the summer and is available on the HDAP and ICS websites.

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 HDAP faculty whose research interests them and to select a research topic that relates to one of these areas of on-going research.

During their first year, students are advised to enroll in HDP1209H *Research Methods and Thesis Preparation in HDAP*, 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/UT and with any external agencies (e.g., school boards) involved. (See section 2.3 - Ethical Review).
Students will elect HDP2252H *Independent Reading and Research* in the second year. The plan for this independent study should include completion of data collection as well as the introductory and methods sections of the QRP. Students who do not complete the QRP before graduation will still be eligible to graduate and may continue working on it afterwards. There should, however, be a reasonable limit to the supervisor’s period of continued involvement with the project.

Upon satisfactory completion of the QRP students must ensure that a Qualifying Research Paper Completion form is submitted.

Students who wish to complete both the QRP and Special Education options should consult with their advisor.

*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.library.utoronto.ca/rir](http://www.library.utoronto.ca/rir)
2. The Reference Desk, ground floor of the OISE/UT 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. 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 Marisa Freire.

**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

2.4 ONE-YEAR MA PROGRAM

This program is offered only to students who hold a two-year Diploma in Child Study with a specialization in Childhood Education or Early Childhood Education from the University of Toronto and who already hold a teaching certificate. Teaching certification may not be obtained through the one-year program. The one-year M.A. program is intended to further develop an academic inquiry oriented approach to children and learning and to prepare students for further graduate study.

A total of eight half courses are required and may be undertaken on a full or part-time basis. At least four half courses must be within HDAP.

The following courses are required unless they were taken as part of the student’s original CSE program:

HDP2211 Theory and Curriculum I: Language and Literacy
HDP2212 Theory and Curriculum II: Mathematics

Students who intend to pursue further graduate studies at OISE/UT should take courses in research design and measurement and complete a QRP.
Section 3: **Developmental Psychology and Education (DPE)**

Program Chair: Richard Wolfe  
rwolfe@oise.utoronto.ca

Program Secretary and Liaison: Marisa Freire  
mafreire@oise.utoronto.ca

### 3.1 Master of Arts

#### 3.1.1 MA Course Requirements

The one-year Master of Arts program comprises six half-courses and a thesis and is a full-time program. As an apprenticeship approach is favoured, 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**

- HDP1209H Research Methods and Thesis Preparation in HDAP
- HDP1288H Intermediate Statistics and Research Design
- HDP2252H Individual Reading and Research in HDAP

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 two courses are recommended:

- JDS1233H Cognitive Development and Applications
- JDS1249H Social-emotional Development and Applications

**Additional Requirements**

Students who have not taken a human development course in their undergraduate program must take HDP1201 as an extra course (above the 6 half-course requirement). This requirement is waived for students who take both JDS 1233 and JDS 1249.

Students who have not had a previous course in statistics equivalent to HDP 1287 (Introduction to Applied Statistics) are required to take HDP 1287 in addition to their six half-courses.

#### 3.1.2 MA Thesis

Please consult Section 3.4 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 HDAP). There is no oral examination for an MA thesis.
3.1.3 MA Ethical Review

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

3.2 MASTER OF EDUCATION

3.2.1 MEd Course Requirements

The program comprises 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 programs.

**First Year Required Foundation Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HDP1200H</td>
<td>Foundations of Human Development and Education</td>
</tr>
<tr>
<td>HDP2293H</td>
<td>Interpretation of Educational Research</td>
</tr>
</tbody>
</table>

**Additional Requirement**

Students who have not taken a human development course in their undergraduate program must take HDP1201 as an extra course (above the 10 half-course requirement). This requirement is waived for students who take both JDS 1233 and JDS 1249.

3.3 DOCTOR OF PHILOSOPHY

3.3.1 PhD Course Requirements

This program comprises six half-courses, a comprehensive examination, and a thesis. All students are required to take HDP3200 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 favoured, 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 |
**Recommended Program Timetable for Flexible-time Students**

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**

HDP3200H 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.)

- HDP1289H Multivariate Analysis with Applications
- HDP1291H Causal Inference and Structural Equation Modeling
- HDP1292H Test Theory
- HDP1293H Applied Research Design and Data Analysis
- HDP3201H Qualitative Research Methods in HDAP
- HDP3226H Research Methods and Doctoral Thesis Preparation in HDAP
- HDP3227H Multi-Level Modeling in Social Scientific and Educational Research
- 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 HDP1201 as an extra course (above the 6 half-course requirement). This requirement is waived for students who take both JDS 1233 and JDS 1249.

Students who have not taken HDP 1288 (Intermediate Statistics and Research Design) or an equivalent course must take HDP 1288 in addition to their six half-courses.

**3.3.2 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 HDAP 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 Secretary and Liaison, Marisa Freire, *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 Secretary and Liaison, Marisa Freire, *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 HDAP Programs and Admissions Coordinator.

### 3.3.3 PhD Academic Progress Requirements

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

### 3.3.4 PhD Thesis

Please consult Section 3.4 for detailed instructions about thesis completion.

### 3.3.5 PhD Ethical Review

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

### 3.3.6 PhD Oral Examination

Students are required to refer to the *OISE/UT 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 two months in advance of the actual examination.

### 3.4 MA AND PhD THESIS PREPARATION

Students are required to consult the *OISE/UT Guidelines to Theses and Orals* available from the Registrar’s Office and on the web at [http://ro.oise.utoronto.ca/OISE_Theses_Guide.pdf](http://ro.oise.utoronto.ca/OISE_Theses_Guide.pdf). It is highly recommended that students also review the *Guide to Academic Writing in General, and Writing Proposals and Theses in Particular*, available in the HDAP Forms file cabinet outside Room 9-296.
Normally, there are eight major steps to completing a thesis:

1. Review of *OISE/UT 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 (see Section 3.5) 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 HDAP); 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 HDAP).

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.

### 3.5 MA AND 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/ethics/e_human.html](http://www.research.utoronto.ca/ethics/e_human.html)
- The Reference Desk, ground floor of the OISE/UT 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. 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 Marisa Freire.

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

Generally, there are 3 major steps to conducting an Ethical Review:
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/ethics/eh_how_ss.html

3.6 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 and 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 HDAP 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 programs, 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 HDAP Programs and Admissions Coordinator. The monitoring form will be retained in the student’s file.
Section 4: **Developmental Science Collaborative Program (JDS)**

HDAP Representatives:  
Jenny Jenkins  
jenny.jenkins@utoronto.ca

Marc Lewis  
mlewis@oise.utoronto.ca

The Developmental Science Collaborative Program links developmental psychology, cognitive science, biological approaches, educational psychology, and intervention science, as applied to children and their families, to form a coherent program of studies dedicated to research on child development and its applications. This integration addresses a major shift within the field toward a cross-disciplinary approach to child development, centered in psychology but encompassing related disciplines. The program includes faculty from the Department of Human Development and Applied Psychology and the Department of Psychology, who together make up the largest and most influential group of developmental psychologists in Canada. The program is intended to provide students with rigorous training in Developmental Science through core courses as well as research apprenticeships with the faculty, preparing them for leadership roles in this emerging area. We expect the program to extend to collaborations with additional departments over the next few years.

### 4.1 Admission Requirements

MA and PhD candidates must be admitted through either the DPE program or the Psychology Department. In addition, students must apply and be admitted to the Collaborative Program. Normally, a psychology background and a demonstrated interest in developmental psychology will be sufficient grounds for admission.

Students who wish to be admitted to the Collaborative Program will apply to work with Collaborative Program faculty members as their advisors, with the goal of thesis supervision or other research supervision.

### 4.2 Course Requirements

Students will register in the home department and select a course of study that satisfies the requirements of their departmental program as well as the requirements of the Collaborative Program. The student’s advisor, as a member of the Collaborative Program, will provide counseling and supervision appropriate to both sets of requirements.

**Required Courses: MA**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>JDS1233</td>
<td>Cognitive Development and Applications (previously HDP1233)</td>
</tr>
<tr>
<td>JDS1249</td>
<td>Social-emotional Development and Applications (previously HDP1249)</td>
</tr>
</tbody>
</table>
Required Courses: PhD
JDS3000 Advanced Methods in Developmental Science

Note: All students will also be required to attend a Developmental Science colloquium series.

4.3 Participating Faculty

<table>
<thead>
<tr>
<th>Department of Psychology</th>
<th>Human Development and Applied Psychology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joan Grusec</td>
<td>Mary Lou Arnold</td>
</tr>
<tr>
<td>Charles Helwig</td>
<td>Janet Astington</td>
</tr>
<tr>
<td>Glenn Schellenberg</td>
<td>Michel Ferrari</td>
</tr>
<tr>
<td>Mark Schmuckler</td>
<td>Jenny Jenkins</td>
</tr>
<tr>
<td></td>
<td>Marc Lewis</td>
</tr>
<tr>
<td></td>
<td>Michal Perlman</td>
</tr>
</tbody>
</table>
Section 5: *School and Clinical Child Psychology (SCCP)*

Program Chair: Michele Peterson-Badali  
mpetersonbadali@oise.utoronto.ca

Clinical Director: Nancy Link  
nlink@oise.utoronto.ca

Program Secretary: Diana Robinson  
and Liaison drobinson@oise.utoronto.ca

5.1 PROGRAM MISSION

The specific mission of the SCCP program is to provide students with theoretical and professional training in preparation for psychological work with children, adolescents and families in school, mental health, private practice, and research settings. The program is designed to provide training in 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 MA in SCCP is designed to meet the academic requirements of the College of Psychologists of Ontario for registration as a Psychological Associate. The PhD in SCCP is designed to meet the academic requirements for registration as a Psychologist.

5.2 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

Students engage in research and clinical work with young children, school-age children, adolescents, and families in our in-house Counselling and Psychoeducational Clinic and in school, hospital, and children’s mental health settings.

**Sequence of Program Activities**

<table>
<thead>
<tr>
<th>Year of Program</th>
<th>Course or Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA1 Fall</td>
<td><strong>1215:</strong> Psychological Assessment of School-Aged Children(^1)</td>
</tr>
<tr>
<td></td>
<td>1219: Ethical Issues in Applied Psychology</td>
</tr>
<tr>
<td></td>
<td>1285: Psychology and Education of Children and Adolescents with Learning Disabilities</td>
</tr>
<tr>
<td>MA1 Winter</td>
<td><strong>1216:</strong> Psychoeducational Assessment</td>
</tr>
<tr>
<td></td>
<td>1220: Introduction to School and Clinical Child Psychology</td>
</tr>
<tr>
<td>MA1 Spring</td>
<td>Develop thesis proposal</td>
</tr>
<tr>
<td>MA2</td>
<td>1236: Developmental Psychopathology</td>
</tr>
<tr>
<td></td>
<td><strong>1218:</strong> Seminar and Practicum in Assessment</td>
</tr>
<tr>
<td></td>
<td>Thesis – data collection, analysis, writing</td>
</tr>
<tr>
<td>MA 1 or 2</td>
<td>1233: Cognitive Development and Applications(^a)</td>
</tr>
<tr>
<td></td>
<td>1234: Foundations of Cognitive Science(^a)</td>
</tr>
<tr>
<td></td>
<td>1237: Cognitive Development and Learning(^a)</td>
</tr>
<tr>
<td></td>
<td>1288: Intermediate Statistics and Research Design</td>
</tr>
<tr>
<td></td>
<td>1217: Foundations of Proactive CognitiveBehavioural Interventions(^b)</td>
</tr>
<tr>
<td>PhD 1</td>
<td><strong>3222:</strong> Approaches to Psychotherapy across the Lifespan(^2)</td>
</tr>
<tr>
<td></td>
<td><strong>3240:</strong> Advanced Social and Emotional Assessment Techniques</td>
</tr>
<tr>
<td></td>
<td><strong>5284:</strong> Assessment and Intervention in Multicultural/Bilingual Contexts(^a)</td>
</tr>
<tr>
<td></td>
<td>Colloquium attendance compulsory</td>
</tr>
<tr>
<td>PhD 1 Spring</td>
<td>Develop doctoral dissertation proposal</td>
</tr>
<tr>
<td>PhD 2</td>
<td><strong>3241:</strong> Seminar and Practicum in Assessment and Intervention with Children</td>
</tr>
<tr>
<td></td>
<td>Comprehensive exams</td>
</tr>
<tr>
<td></td>
<td>Doctoral dissertation proposal approval</td>
</tr>
<tr>
<td>PhD 2 or 3</td>
<td>Mentor MA1 student in 1215</td>
</tr>
<tr>
<td>PhD 1, 2, or 3</td>
<td><strong>3286:</strong> Developmental Neurobiology(^a) or <strong>3297:</strong> Biological and Psychological Foundations of Low Incidence Disorders(^a) or an approved course in the biological basis of behaviour offered by the Psychology Department</td>
</tr>
<tr>
<td></td>
<td>3205: Social and Moral Development(^a) or 3221: Cross-Cultural Perspectives on Children’s Problems(^a)</td>
</tr>
<tr>
<td></td>
<td><strong>3224:</strong> Advanced Proactive Cognitive-Behavioural Interventions(^a) or <strong>3255:</strong> Systemic Family Therapy for School and Child Clinical Practice(^a)</td>
</tr>
<tr>
<td></td>
<td>or <strong>3231:</strong> Psychodynamic Bases of Therapy(^a)</td>
</tr>
</tbody>
</table>
|                 | 3204 (if required): Contemporary History and Systems in Human
Development and Applied Psychology

<table>
<thead>
<tr>
<th>PhD elective course</th>
<th>1289: Multivariate Analysis with Applications</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1291: Causal Inference and Structural Equation Modeling</td>
</tr>
<tr>
<td></td>
<td>1292: Test Theory</td>
</tr>
<tr>
<td></td>
<td>1293: Applied Research Design and Data Analysis</td>
</tr>
<tr>
<td></td>
<td>3201: Qualitative Research Methods in HDAP</td>
</tr>
<tr>
<td></td>
<td>3227: Multilevel Modelling in Social Scientific and Education Research</td>
</tr>
</tbody>
</table>

Relevant research courses offered by other departments at University of Toronto.

<table>
<thead>
<tr>
<th>PhD 3/4</th>
<th>Dissertation data collection, analysis, writing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Apply for internships</td>
</tr>
<tr>
<td>PhD 4/5</td>
<td>Predoctoral internship</td>
</tr>
<tr>
<td></td>
<td>Complete doctoral dissertation</td>
</tr>
</tbody>
</table>

1. **Courses that are bolded have a practicum component.**
2. **Other than 3222, all courses have 36 hours of class time. 3222 has 72 hours.**
   a. Course is on a menu of which one must be taken to fulfill a requirement
   b. Elective course

### 5.3 THE TRAINING MODEL

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

**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

---

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


should assess both adaptive and maladaptive behaviours, and the risk and protective factors
that foster them. We assume 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 interventions;
- 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-Scholar-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-scholar-practitioner model, an extension of the Boulder scientist-practitioner model.
It emphasizes the interaction of practice and theory. The goal is to develop professionals who
are clinically competent and intellectually curious, and who are able to conduct applied and
theoretical research relevant to the practice of psychology, use research to critically inform
practice, and to 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-scholar-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 educated consumers of research as well as competent researchers themselves.
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, attendance at conferences, and masters' and doctoral
theses.

Scholar. The program emphasizes the importance of developing a breadth of basic and
applied knowledge across several areas of psychology, including human development,
developmental psychopathology, individual differences, social, cognitive/affective, and biological bases of behaviour, and research and quantitative methods. The scholar generates questions from issues of practice and places these concerns in an appropriate theoretical perspective so as to guide the search for answers. Graduates are expected to be able to integrate knowledge from different domains and to interpret problems they encounter in a meaningful way.

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 Human Development and Applied Psychology (HDAP).

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. Currently, more than 80% of our MA graduates proceed immediately to the PhD program. Each year we accept one or two students who enter the PhD program who completed their MA at another
in a non-clinical psychology program at University of Toronto. These students are required to complete the MA courses for which they do not have equivalence as part of their previous MA program to ensure that they have learned the skills and content that are part of our MA 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.

5.4 PROGRAM GOALS

The competencies that we expect from our graduating students are reflected in the following eight 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 develop and implement 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 skills necessary to provide consulting services to schools, mental health agencies, and families.

6) Students will develop, monitor and evaluate psychoeducational prevention and intervention programs aimed at ameliorating learning difficulties.

7) Students will 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 develop attitudes essential for life-long learning, scholarly inquiry, and professional problem solving.

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 1219 (Ethical Issues in Applied Psychology). The fifth competency is evaluated through statistics courses and thesis research.

### 5.5 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
## 5.6 Admission Requirements

### MA
Admission to the MA program normally requires a University of Toronto four-year bachelor's degree in Psychology, or its equivalent, defined as six full courses in psychology, including one half course in child development and one full course or equivalent in research methods/statistics (at least one half course of which must be at the third or fourth year level) and at least three full courses at the third and fourth year level. The usual admission standard is equivalent to a University of Toronto A- or better. 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 a University of Toronto four-year bachelor's degree in Psychology or its equivalent and an OISE/UT MA in SCCP or its equivalent. The usual admission standard is standing equivalent to a University of Toronto 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/UT MA in School and Clinical Child Psychology, the student will be required to take additional courses to receive equivalent training.

## 5.7 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/UT Registrar’s Office website at: http://www.oise.utoronto.ca/ro/Graduate_Studies_In_Education/Applying_to_Graduate_Studies/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.

## 5.8 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**

- HDP1215H Psychological Assessment of School-Aged Children
- HDP1216Y Psychoeducational Assessment *(The ‘Y’ course weight is pending approval)*
- HDP1219H Ethical Issues in Applied Psychology
- HDP1220H Introduction to School and Clinical Child Psychology
- HDP1285H Psychology and Education of Children with Learning Disabilities (recommended in the first term)

**Second Year Required Courses**

- HDP1218H Seminar and Practicum in Assessment *(See Section 5.9 for practicum details)*
- HDP1236H Developmental Psychopathology

**First or Second Year Courses**

**Statistics**

- HDP1288H Intermediate Statistics and Research Design

**Cognitive/Affective Bases of Behaviour Requirement**

In consultation with your advisor, choose one of the following:

- JDS1233 Cognitive Development and Applications
- HDP1234 Foundations of Cognitive Science
- HDP1237 Development and Learning
- HDP1299 Language Acquisition

**MA Elective**

Students choose one elective course in consultation with their faculty advisor

**Additional Requirements**

- HDP 1201 Child and Adolescent Development: Students who have not taken a child development course in their undergraduate program, must take HDP1201 as an extra course (above the 10 half-course requirement).
- HDP1287 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 HDP1287 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.
5.9 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 six months prior to the beginning of any placement.

MA Practicum Course (HDP1218)
The MA practicum placement is administered through required course HDP1218 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 five hours spent in their placement.

The Clinical Director 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 HDP1215.) Applications to the School Boards should be submitted in January. Once a placement has been found, the student and supervisor complete a Placement Confirmation Form, which is then submitted to the Clinical Director. (Permission to take HDP1218 is given once this form is received.)

Course Grading
The Clinical Director oversees this 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 Student 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 mid-term 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.

HDP1218 is classified as an “extended course.” As such, it begins in September and ends at the end of August. Students must submit their final evaluations to the Clinical Director by the end of August. Grades do not appear on ROSI until the end of the following month.

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 Clinical Director meets with the first year MA students in late November to initiate discussion of the placement search. Finding a placement is similar to finding a job. Students must phone the placements directly, gather information, arrange interviews and wait to see if they are accepted. (If students feel uncertain of what placement options might be most suitable to their needs, they should speak with the Clinical Director.) To secure a practicum placement, the following steps should be followed:

1. For students seeking a practicum placement in a school board, applications should be submitted in January.
2. 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: *Policies and Procedures Regarding Students in Practicum and Internship Settings, the University of Toronto Standards of Professional Practice Behaviour for Health Professionals and Students, Part I Section 3.5, located in the SCCP Practicum and Internship Handbook and Guidelines Part I* and the *Student Practicum and Internship Evaluation Form*.
3. 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, Student Practicum and Internship Evaluation Form and a Confirmation of Placement Form*. The student and supervisor should review the expectations as described on the last two pages of the Confirmation of Placement Form to ensure that a clear understanding of the respective roles of both the supervisor and the student are established at the outset.
4. Once an agreement is established the student and supervisor must complete a *Placement Confirmation Form* and the student must provide this to the Clinical Director as soon as possible and certainly before beginning the placement. This form constitutes the formal agreement between the student and the supervisor regarding practicum placement.
5. At the time of the mid-term and the final evaluation, students must provide the Clinical Director with the completed *Student Practicum and Internship Evaluation Form*. This entails the following steps:
   - The student obtains a copy of the *Student Practicum and Internship Evaluation Form*, completes his/her part of the form and then submits it to the supervisor.
After meeting with the supervisor to discuss the evaluation, it is the student’s responsibility to deliver the evaluation to the Clinical Director. (The 9th floor mailbox is adequate for this.)

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/UT Graduate Studies Bulletin and the HDAP 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.

5.10 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 HDAP must have an internal HDAP 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/UT 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 “OISE/UT 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 HDAP Forms File cabinet outside Room 9-296.

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

1. Review of OISE/UT 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 HDAP).

### 5.11 MA Ethical Review

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

1. Website: [http://www.library.utoronto.ca/rir](http://www.library.utoronto.ca/rir)
2. The Reference Desk, ground floor of the OISE/UT 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.

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 Marisa Freire.

**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. 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)
5.12 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 HDAP website. When completed, the form should be submitted to the SCCP program Secretary and 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 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 HDP1215H (Psychological Assessment of School-aged Children) and HDP1216H (Psychoeducational Assessment) and must pass HDP1218H (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.

5.13 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 HDAP 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 Secretary and 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,
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

---

**5.14 DOCTOR OF PHILOSOPHY COURSE REQUIREMENTS**

This program comprises ten half-courses, including a doctoral practicum course and 1600 hour internship. In addition, a doctoral thesis and a comprehensive examination are required.

**Recommended Program Timetables**

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

**NOTE:** Some PhD students will require more than one year of full-time study from the time of thesis proposal approval to completion of the thesis. These students may begin their thesis work earlier than year 2 of the program or may opt to spend year 4 working on their thesis and proceed to an internship in year 5. Doctoral students who did not complete their MA in SCCP may have several additional courses added to their program. For those students, the timelines for thesis work may be delayed for up to a year.

**Required Courses**

- HDP3222Y Approaches to Psychotherapy across the Lifespan
- HDP3240H Advanced Social and Emotional Assessment Techniques
- HDP3241H Seminar and Practicum in Assessment and Intervention with Children
  
  *(Recommended in the second year of the program - See Section 5.15 for practicum details)*
- HDP3242 Internship
**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/UT Psychoeducational 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.

**Psychosocial Interventions (select one)**

♂HDP3224H  Advanced Proactive Behavioural and Cognitive-Behavioural Interventions
♂HDP3255H  Systemic Family Therapy
♂HDP3231H  Psychodynamic Bases of Therapy

**Instructional Interventions (select one)**

♂HDP5271H  Assessment and Programming for Reading and Writing Difficulties
♂HDP5284H  Assessment and Intervention in Multicultural/Bilingual Contexts

**Social Bases of Behaviour (select one)**

HDP3205H  Social and Moral Development
HDP3221H  Cross-cultural Perspectives on Children’s Problems
HDP3225H  Developmental Trajectories and High Risk Environments

**Biological Bases of Behaviour (select one)**

HDP3286H  Developmental Neurobiology
HDP3297H  Biological and Psychological Foundations of Low Incidence Disorders

_Students with advanced preparation in neuropsychology may substitute a course offered through the Department of Psychology. Such substitutions must be chosen in consultation with the student’s faculty advisor._

**Statistics (select one)**

The statistics requirement is normally met in the MA program. Nevertheless, students are encouraged to take additional research courses that will facilitate completion of their doctoral research. The following are suggested:

HDP1289H  Multivariate Analysis with Applications
HDP1291H  Causal Inference and Structural Equation Modeling
HDP1292H  Test Theory
HDP1293H  Applied Research Design and Data Analysis
HDP3201H  Qualitative Research Methods in HDAP
HDP3227H  Multilevel Modelling in Social Scientific and Education Research

**Additional Requirements**

HDP1201  Child and Adolescent Development: Students who have not taken a child development course at the undergraduate or graduate level, must take HDP1201 as an extra course (above the 10 half-course requirement).

HDP3204  Contemporary History and Systems in HDAP: Students who have not had a course on history and systems of psychology at the advanced undergraduate or
graduate level must take HDP3204 as an extra course (above the 10 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.

### 5.15 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 six months prior to the beginning of any placement.

Students admitted at the PhD level who are required to complete HDP1218 should not initiate a search for a field placement until they have completed HDP1215 and HDP1216 or equivalent. Students wishing to begin HDP1218 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 (HDP3241)**

The PhD practicum placement is administered through the required doctoral course HDP3241 (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 five hours 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**

The Clinical Director administers this 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 Student 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 mid-term 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.
HDP3241 is classified as an “extended course.” As such, it begins in September and ends at the end of August. Students must submit their final evaluations to the Clinical Director by the end of August. Grades do not appear on ROSI until the end of the following month.

**Finding a PhD Practicum Placement**

Many placements prefer students who already have some applied experience. The search for a PhD practicum should be undertaken in conjunction with discussions with the Clinical Director.

To get an understanding of the placement options that are available, students are strongly encouraged to attend the annual Placement Representative Meeting that is 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 the placement of interest.

Finding a placement is similar to finding a job. Students must phone the placements directly, gather information, arrange interviews and wait to see if they are accepted. It is not necessary to restrict choices to the placements listed. Through personal contacts, students sometimes find suitable placements in other ways. (If students feel uncertain of what placement options might be most suitable to their needs, they should contact the SCCP Clinical Director.)

When selecting placements, students should search for exposure to a range of experiences, which will provide exposure to different kinds of assessment and intervention across a range of different client populations.

To secure a practicum placement, the following steps should be followed:

Students looking for a clinical practicum placement should begin making inquiries in November (for a placement beginning in September of the following year). Although there may be some variability, most clinic settings expect to receive applications by the first day in February and will provide notification on the first day of March.

1. 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 two documents entitled: *Policies and Procedures Regarding Students in Practicum and Internship Settings* and the *Student Practicum and Internship Evaluation Form*. 

40
2. 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 document entitled: *Policies and Procedures Regarding Students in Practicum and Internship Settings*, *the University of Toronto Standards of Professional Practice Behavior for Health Professionals and Students, Part 1 Section 3.5, located in the SCCP Practicum and Internship Handbook and Guidelines Part I*, and a copy of the *Student Practicum and Internship Evaluation Form*. The student and supervisor should review the expectations as stated on the first page of the Evaluation form to ensure that a clear understanding of the respective roles of both the supervisor and the student are established at the outset.

3. Once an agreement is established the student and supervisor must complete a *Placement Confirmation Form*, which must be submitted to the Clinical Director as soon as possible and certainly before beginning the placement. This form constitutes the formal agreement between the student and the supervisor regarding practicum placement. Permission to take HDP3241 is given once this form is received.

4. At the time of the mid-term and the final evaluation, students must provide the Clinical Director with the completed *Student Practicum and Internship Evaluation Form*. This entails the following steps:

- The student obtains a copy of the *Student Practicum and Internship Evaluation Form*, completes his/her part of the form and then submits it to the supervisor.
- After meeting with the supervisor to discuss the evaluation, it is the student’s responsibility to deliver the evaluation to the Clinical Director. (The 9th floor mail box is adequate for this.)
- For both personal and security reasons, students are strongly advised to retain duplicate copies of all forms and evaluations submitted to the Clinical Director.

**Program Sanctioned Hours**

It is recommended that students seek out opportunities, beyond the PhD practicum, to augment their clinical skills. Experience working with different populations, using different intervention approaches improves the likelihood that the students will be selected for an accredited internship. In order for these hours to be included in the application for internship, they must qualify as “program sanctioned hours.”

Program sanctioned hours can be collected in two ways:

The student completes an additional practicum. Students may only complete an additional practicum if they can ensure that the placement is not being taken away from a more junior SCCP student. The additional practicum may involve an out of pocket expense to the student equal to the amount of the honorarium paid to the supervisor. Students should discuss this option with the Clinical Director before confirming it with their placement supervisor.

The student works under the supervision of a registered psychologist. This work may be paid or unpaid. In order for these hours to be considered as “program sanctioned hours” the following steps must be taken: The student must inform the Clinical Director of the intent to collect program sanctioned hours at the beginning of the work activity. This is achieved by completing a form entitled *Plan for the Collection of Program Sanctioned Hours* (available on the program website) and submitting it to the Clinical Director. In order for the hours collected to be considered “program sanctioned” the work must augment the student’s existing clinical skills. At the end of the employment/work activity, the student and supervisor complete and sign a *Clinical Progress Form*. This document is provided to the Clinical Director at the time when the application for internship is completed.
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 Secretary and 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/UT 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.
5.17 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 HDAP website. When completed, the form should be submitted to the SCCP program Secretary and 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 Annual Student 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 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 clinic file (located in the office of the Clinical Director). A photocopy of the form and the feedback letter is given to the Programs and Admissions Coordinator, Lisa Chinchamie, for filing 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 HDP1215H (Psychological Assessment of School-aged Children) and HDP1216H (Psychoeducational Assessment) and must pass HDP1218H (Seminar and Practicum in Assessment) and HDP3241 (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.

5.18 PhD Thesis

Students whose thesis supervisor is external to HDAP must have an internal HDAP 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/UT 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 “OISE/UT 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 HDAP Forms File cabinet outside Room 9-296.

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

1. Review of OISE/UT 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 their 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 HDAP.

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.

5.19 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:

1. Website: http://www.library.utoronto.ca/rir
2. The Reference Desk, ground floor of the OISE/UT 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.
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 Marisa Freire.

**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. 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)

### 5.20 PhD Oral Examination

Students are required to refer to the *OISE/UT 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.

### 5.21 PhD Internship

**Internship (HDP3242)**

This requirement is undertaken through continuous course HDP3242. 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 HDP5271, can be substituted for criterion 3.

The Clinical Director enrolls the student in HDP3242 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 APPIC application process starts at: www.appic.org

In March to May of the year prior to your anticipated internship year
• Review the CCPPP website http://www.ccppp.ca (Survival manual for Internship applications) and the APPIC directories of internship placements 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

In June to August
• Update your curriculum vitae
• Send postcards or email training sites to request information
• 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
• Write you 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 or the Clinical Director to review your essays and curriculum vitae
• Type your application form
• Give a copy of your curriculum vitae, site addresses (on disc) and deadlines to those who are writing you letters of recommendation
• Write cover letters for each site
• Have a colleague edit and critique your application materials
• Check that your letters of recommendation have gone out to each site
• Mail applications

In December to February
• Call sites to ensure that application file is complete
• Practice for possible interview questions (See section entitled: Interview Questions for Students)
• 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)

If a student is unable to obtain an accredited placement in a given year, he/she should consider ways to strengthen his/her application before reapplying the following year. Students who cannot obtain an APA/CPA accredited internship after the second attempt or students who have unusual mitigating circumstances may request special consideration. While this requirement can only be mandated for students entering the PhD program in the 2005-06 academic year, students currently in the program are also expected to meet this requirement.

Students who propose to undertake a non-accredited, non-APPIC internship due to mitigating circumstances must provide the Clinical Director with a letter of agreement from the internship supervisor. In the letter of agreement the educational program for the student is described with specific reference to the APPIC membership criteria for internships
The Clinical Progress Review Committee reviews this letter and makes the decision as to whether the internship plan can be accepted as proposed.

### 5.22 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 Secretary and 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) cpoo@cpo.on.ca