Department of
Human Development
and
Applied Psychology

PROGRAM
GUIDELINES

2011-2012
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Section 1: Orientation

1.1 INTRODUCTION

The Program Guidelines has been created to assist faculty, staff and students in determining academic requirements for programs in the Department of 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 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.

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 Registrar’s Office website at: http://www.oise.utoronto.ca/ro/Graduate_Students/Continuing_Students/Course_Information/Course_Schedules/index.html.
- 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 Development and 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
HDP2296H  Reading and Writing Difficulties
HDP3201H  Qualitative Research Methods in Human Development and Applied Psychology
HDP3203H  Children’s Theory of Mind
HDP3204H  Contemporary History and Systems in HDAP
HDP3205H  Social and Moral Development
HDP3206H  Research Seminar in Development in Early Childhood
HDP3208H  Research Seminar in Adolescent Development
HDP3209H  Psychology of Language and Literacy
HDP3221H  Cross-cultural Perspectives on Children’s Problems
HDP3224H  Advanced Proactive Behavioural and Cognitive-Behavioural Interventions
HDP3225H  Developmental Trajectories and High Risk Environments
HDP3229H  Cognition and Emotion in Development
HDP3230H  Understanding Narrative
HDP3231H  Psychodynamic Bases of Therapy
HDP3237H  Recent Advances in Cognitive Development and Education
HDP3238H  Special Topics in Human Development and Applied Psychology: Doctoral Level
HDP3252H  Individual Reading and Research in HDAP: Doctoral Level
HDP3282H  The Psychology of Critical Thinking
HDP3286H  Developmental Neurobiology
HDP3287H  Cognitive Science Applied to Exceptional Learners
HDP3297H  Biological and Psychological Foundations of Low Incidence Disorders
HDP5280H  Advanced Research Planning in Human Development and Applied Psychology
HDP5281H  Research and Theories of Reading Disability
CTL1400H  Classroom Adaptations and Instructional Strategies
CTL1401H  The Resource Consultant: Skills in Classroom Consultation
CTL1402H  Adaptive Instruction in Inclusive Classrooms
CTL1602H  Introduction to Computers in Education
CTL1923H  Technology Supported Environments for Situated Learning
HDP1233H  Cognitive Development and Applications
HDP1249H  Socio-emotional Development and Applications
JHC1251H  Reading in a Second Language
JPX1001H  Parenting: Multidisciplinary Perspectives
TPS1432H  Knowledge, Mind, and Subjectivity

1.4  STUDENT FUNDING

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

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

1.5 IMPORTANT NOTES

- The term ‘faculty advisor’ refers to the 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

- 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 .

- 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/.

- Interested in graduate residence spaces? Visit the Graduate Housing website for details at: http://www.sgs.utoronto.ca/gradhouse.
● Please note that theses and comprehensives are normally submitted during the regular academic session (September to April). Please be advised that submission of such work during the summer is acceptable only if prior approval has been obtained.

● The Registrar’s Office is located on the fourth floor of OISE. Taleah Clarke is HDAP’s liaison in the Registrar’s Office. Taleah can be reached at: taleah.clarke@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.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize.


1.7 ACCESSIBILITY SERVICES

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

For additional information please contact the reception desk in Student Services at (416) 978-2277 or visit: http://www.oise.utoronto.ca/studentservices/supportServices/accessIssues.php
Section 2: Child Study and Education (CSE)

Program Chair: Dale Willows - dale.willows@utoronto.ca
Program Liaison: Vanessa Dane - vanessa.dane@utoronto.ca

2.1 MASTER OF ARTS COURSE REQUIREMENTS

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

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

Special Education
Today’s classrooms are increasingly diverse in nature. We believe that it is important for all teachers to have a solid foundation in special education and adaptive instruction. Hence, we highly recommend that all of our teacher candidates complete 1) HDP2280H Introduction to Special Education and Adaptive Instruction, 2) a six-week placement in special education and 3) an additional elective in special education. Recommended elective options are listed below. Please refer to the CSE Practicum Handbook for 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

Early Childhood
After graduation, some students choose to work in the area of early childhood education. In order that individuals anticipating future early years employment are adequately prepared, it is highly recommended that they complete 1) a six-week early years placement in Year 1 (Nursery, JK or SK), 2) an internship in Kindergarten or in a Kindergarten/child care integrated program in Year 2, 3) a 72-hour placement in child care with infants and toddlers in Year 1 or Year 2 as a fifth practicum block during April/May, 4) a 12-hour intensive ECE mini-course (additional fee) offered in April/May in tandem with the 72-hour ECE placement and 5) at least one graduate level early childhood elective. Recommended early childhood elective options are listed below.
Graduates wishing to obtain early childhood education credentials may apply for ECE equivalency with the College of Early Childhood Educators (CECE). A one-time application fee and an annual membership fee apply.

**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

**Qualifying Research Paper**
Students planning further graduate study at OISE in the near future are advised to undertake a Qualifying Research Paper (QRP). Students striving to complete a QRP who have not studied statistics at the undergraduate level are expected to take HDP1287H *Introduction to Applied Statistics* or an equivalent course. Those without a strong research background may elect HDP1209H *Research Methods and Thesis Preparation*. By the end of the second term of Year 1, a supervisor and second reader should be identified, the QRP proposal should be complete and an ethics form submitted. In the second year, students working on a QRP may opt to elect HDP2252H *Individual Reading and Research*. 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
- HDP2201Y Childhood Education Seminar
- HDP2210Y Introduction to Curriculum I: Core Areas
- HDP2220Y Teaching Practicum
- Plus Two elective half courses (one each term)
- Plus Full-year religious education course; if interested in teaching in the Roman Catholic Separate School Board

Note: Students without an undergraduate course in child development must take 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 course for which they are eligible. Please refer to the Special Education and Early Childhood portions of the Child Study and Education program guidelines above for elective options in these areas of study. In addition, the following courses are especially recommended:

- HDP1237H  Cognitive Development, Learning and Instruction
- HDP1279H  Preventative Interventions for Children at Risk
- HDP1299H  Language Acquisition and Development

### 2.2 QUALIFYING RESEARCH PAPER (QRP)

Students who elect to undertake a Qualifying Research Paper (QRP) should consult the *OISE 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 Jackman ICS staff is committed to supervising two QRPs per year. Other HDAP staff (and other graduate school staff at OISE) can also supervise QRPs, but they have no obligation to do so. A list of HDAP faculty members’ research interests 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 and with any external agencies involved (e.g., school boards). (See section 2.3 - Ethical Review).

Students may 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.research.utoronto.ca/for-researchers-administrators/ethics/](http://www.research.utoronto.ca/for-researchers-administrators/ethics/)
2. Reference Desk, ground floor of the OISE library

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

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

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

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

1. Review the information obtained from the websites listed above.
2. Complete all necessary forms in consultation with faculty advisor/thesis supervisor.
3. It is the student’s responsibility to prepare the necessary copies for EERC at UTRS for final review and approval. Deadlines for submission and the number of copies you need to submit for full or expedited review are at: [http://www.research.utoronto.ca/ethics/eh_how_ss.html](http://www.research.utoronto.ca/ethics/eh_how_ss.html)
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:
- HDP1233H Cognitive Development and Applications
- HDP1249H 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 HDP1233 and HDP1249.

Students who have not had a previous course in statistics equivalent to HDP1287 (Introduction to Applied Statistics) are required to take HDP1287 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
HDP1200H Foundations of Human Development and Education
HDP2293H Interpretation of Educational Research

Additional Requirement
Students who have not taken a human development course in their undergraduate program must take HDP1201. This requirement is waived for students who take both HDP1233 and HDP1249.

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 HDP 1233 and HDP 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 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 Guidelines to Theses and Orals* available from the Registrar’s Office and on the web at [http://www.oise.utoronto.ca/ro/UserFiles/File/Graduate%20Registration/OISE_Theses_Guide.pdf](http://www.oise.utoronto.ca/ro/UserFiles/File/Graduate%20Registration/OISE_Theses_Guide.pdf).

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

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

When preparing a thesis, a student works in consultation with his/her thesis supervisor until a committee is formed and, after that, with his/her thesis committee. The student and the thesis committee members must complete a thesis approval form and an ethical review (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/for-researchers-administrators/ethics/](http://www.research.utoronto.ca/for-researchers-administrators/ethics/)
- The Reference Desk, ground floor of the OISE library

The ethical review process is designed to ensure that data collection procedures conform to current ethical standards. Generally, an ethical review is required whenever a study involves data from or on human subjects, even if such data have been collected as part of a previous or ongoing study. When it is determined that an ethical review is required, the investigator completes a set of standard forms, which describe the relevant aspects of the proposed research study.

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

The student is responsible for obtaining the required signatures and taking the forms to the Social Sciences, Humanities, and Education Research Ethics Board administered by the University of Toronto Office of Research Ethics. 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](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: School and Clinical Child Psychology (SCCP)

Program Chair: Katreena Scott - katreena.scott@utoronto.ca
Clinical Director: Nancy Link - nancy.link@utoronto.ca
Program Secretary and Liaison: Diana Robinson - diana.robinson@utoronto.ca

4.1 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.

4.2 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>1215: <em>Psychological Assessment of School-Aged Children</em>†</td>
</tr>
<tr>
<td></td>
<td>1219: <em>Ethical Issues in Applied Psychology</em></td>
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<tr>
<td></td>
<td>1285: <em>Psychology and Education of Children and Adolescents with Learning Disabilities</em></td>
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<tr>
<td>MA1 Winter</td>
<td>1216: <em>Psychoeducational Assessment</em></td>
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<tr>
<td></td>
<td>1220: <em>Introduction to School and Clinical Child Psychology</em></td>
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<tr>
<td>MA1 Spring</td>
<td>Develop thesis proposal</td>
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<tr>
<td>MA2</td>
<td>1236: <em>Developmental Psychopathology</em></td>
</tr>
<tr>
<td></td>
<td><strong>1218: Seminar and Practicum in Assessment</strong></td>
</tr>
<tr>
<td></td>
<td>Thesis – data collection, analysis, writing</td>
</tr>
<tr>
<td>MA 1 or 2</td>
<td>1233: <em>Cognitive Development and Applications</em>(^a)</td>
</tr>
<tr>
<td></td>
<td>1234: <em>Foundations of Cognitive Science</em>(^a)</td>
</tr>
<tr>
<td></td>
<td>1237: <em>Cognitive Development and Learning</em>(^a)</td>
</tr>
<tr>
<td></td>
<td>1288: <em>Intermediate Statistics and Research Design</em></td>
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<tr>
<td></td>
<td>1217: <em>Foundations of Proactive Cognitive Behavioural Interventions</em>(^b)</td>
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<tr>
<td>PhD 1</td>
<td>3222: <em>Approaches to Psychotherapy across the Lifespan</em>(^2)</td>
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<td></td>
<td>3240: <em>Advanced Social and Emotional Assessment Techniques</em></td>
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<tr>
<td></td>
<td><em><em>5284: Assessment and Intervention in Multicultural/Bilingual Contexts</em>(^a)</em>*</td>
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<td></td>
<td>Colloquium attendance compulsory</td>
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<tr>
<td>PhD 1 Spring</td>
<td>Develop doctoral dissertation proposal</td>
</tr>
<tr>
<td>PhD 2</td>
<td>3241: <em>Seminar and Practicum in Assessment and Intervention with Children</em></td>
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<tr>
<td></td>
<td>Comprehensive exams</td>
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<tr>
<td></td>
<td>Doctoral dissertation proposal approval</td>
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<tr>
<td>PhD 2 or 3</td>
<td>Mentor MA1 student in 1215</td>
</tr>
<tr>
<td>PhD 1, 2, or 3</td>
<td>3286: <em>Developmental Neurobiology</em>(^a) or 3297: <em>Biological and Psychological Foundations of Low Incidence Disorders</em>(^a) or an approved course in the biological basis of behaviour offered by the Psychology Department</td>
</tr>
<tr>
<td></td>
<td>3205: <em>Social and Moral Development</em>(^a) or 3221: <em>Cross-Cultural Perspectives on Children’s Problems</em>(^a)</td>
</tr>
<tr>
<td></td>
<td>3224: <em>Advanced Proactive Cognitive-Behavioural Interventions</em>(^a) or 3255: <em>Systemic Family Therapy for School and Child Clinical Practice</em>(^a) or 3231: <em>Psychodynamic Bases of Therapy</em>(^a)</td>
</tr>
<tr>
<td></td>
<td>3204 (if required): <em>Contemporary History and Systems in Human Development and Applied Psychology</em></td>
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### 4.3 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 should assess both adaptive and

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


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-Practitioner Model

The training model adopted by the program is the Boulder scientist-practitioner model, which emphasizes the interaction of theory and practice. The goal of our program is to develop professionals who are able to conduct theoretical and applied research relevant to the practice of psychology, who are able to use research to critically inform practice, and who provide services that enhance the well being of children, youth and families. These abilities are inter-related, and training occurs in each in an interwoven fashion throughout a student's program. We interpret the components of the scientist-practitioner model as follows:

**Scientist**: Research is a core component of the SCCP program. Through the training in the program, students become, not only educated consumers of research, they become competent researchers themselves. Students are taught to critically evaluate and apply research through their substantive courses. They develop the skills needed to conduct research in research methods courses, colloquia, graduate assistantships, research groups, attendance at conferences, and masters' and doctoral theses. In developing these research skills, students learn to critically evaluate research findings. These skills not only assist them in the work of scientific discovery, they also assist them in the development of the capacity to critically evaluate the research findings of others. As students enter into the realm of
professional practice, these skills assist them in the practical tasks of making informed decisions about the effectiveness of evidence-based interventions, designing methods to evaluate the effectiveness of their own intervention efforts and critically reflecting on their own practice.

Practitioner: As well as becoming competent researchers, SCCP students develop expertise in the practice of psychology in the specialty areas of both school and clinical, with an emphasis on practice with children, adolescents and families. While the science of psychology emphasizes the development of specific expertise within a defined area of research, the practice of psychology encourages the development of a broad and general knowledge. Psychological problems found in children and adolescents are imbedded within a matrix of factors that includes consideration of developmental level, individual differences, and family and cultural context (See section 3 Development, Diversity and Ecology below). In the SCCP program, students acquire this broad and general knowledge through classroom coursework and through studying for their comprehensive exam. They learn how to integrate this knowledge with professional, applied skills as they work with clients under supervision in the SCCP in-house practica, in field practica, and in internships.

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. If space permits, we accept into the PhD program students who completed their MA at another institution or 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 master’s 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.

4.4 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.

### 4.5 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
4.6 ADMISSION REQUIREMENTS

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

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

4.7 APPLICATION FOR ADMISSION

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

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

4.8 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
HDP1216H Psychoeducational Assessment
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
Note: Students who have taken one full course or two half courses in cognitive/affective bases of behaviour at the undergraduate level approved by the program may substitute an elective course for this requirement. If students have not fulfilled this requirement at the undergraduate level, in consultation with their advisor, they should choose one of the following or an equivalent graduate course in the cognitive/affective basis of behaviour:

HDP1233 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.
4.9 MA PRACTICUM

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

MA Practicum Course (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 day spent in their placement.

Course Grading
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 Practicum and Internship Evaluation Form. On this form supervisors evaluate their students’ performance half way through the placement experience and again at the end of the placement. The first evaluation provides students and supervisors an opportunity to identify problems and set appropriate goals. The second/final evaluation is used as the official document that reflects the student’s clinical experience in the placement.

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

HDP1218 is classified as an “extended course.” As such, it begins in September and ends at the end of August. Grades do not appear on ROSI until the end of September.

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

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

Within Metropolitan Toronto the two main school boards are the Toronto Catholic District School Board (http://www.tcdsb.org/) and the Toronto District School Board (http://www.tdsb.on.ca/). In addition, there are a number of school boards within driving distance of Metro Toronto. Students wishing to learn more about other school boards outside of Toronto can find information on the Ministry of Education website at www.edu.gov.on.ca.
Finding an MA Practicum Placement
The 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.) Following that meeting, a decision is made about which board(s) each student should apply to.

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

Interviewing for a placement
It is important that both supervisors and placement students understand the responsibilities and the rights associated with their respective roles. Before interviewing for a placement, students should review the documents entitled:

- Practicum and Internship Evaluation Form (Available on the department website in the student forms section) and
- Policies and Procedures Regarding Students in Practicum and Internship Setting, the University of Toronto Standards of Professional Practice Behaviour for Health Professionals and Students (Available on the department website in the student forms section)

At the time of initial meeting, if the supervisor is unfamiliar with the SCCP program, the student should provide the supervisor with a copy of the documents entitled:

- Policies and Procedures Regarding Students in the Practicum and Internship Settings (Located on the Department website in the Practicum and Internship Handbook - Part I, found in the Clinical Training section of the SCCP program).
- Student Practicum and Internship Evaluation Form (Available on the department website in the student forms section) and
- Confirmation of Placement Form - (School) (Available on the department website in the student forms section)

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

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

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

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

Additional Record Keeping Considerations
In addition, students should consider keeping the following:
1. A copy of the *OISE Graduate Studies Bulletin* and the *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.

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

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

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

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

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

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

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

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

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

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

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

4.12 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.*

### 4.13 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
4.14 DOCTOR OF PHILOSOPHY COURSE REQUIREMENTS

This program comprises eleven half-courses, including a doctoral practicum course and 1600 hour internship. In addition, a doctoral thesis and a comprehensive examination are required. Course HDP3243, additional practicum, is an optional course. It has been added to ensure that students have access to accident/incident and liability coverage while collecting additional clinical experience. This course may not be used to as one of the eleven required half-courses.

**Recommended Program Timetables**

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

**NOTE:** Many PhD students will require more than one year of full-time study from the time of thesis proposal approval to completion of the thesis. Some of these students elect to begin their thesis work earlier than year 2 of the program; others 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 may extend up to an additional year.

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>HDP3222Y</td>
<td>Approaches to Psychotherapy across the Lifespan</td>
</tr>
<tr>
<td>HDP3240H</td>
<td>Advanced Social and Emotional Assessment Techniques</td>
</tr>
<tr>
<td>HDP3241H</td>
<td>Seminar and Practicum in Assessment and Intervention with Children (Recommended in the second year of the program - See Section 5.15 for practicum details)</td>
</tr>
<tr>
<td>HDP3242</td>
<td>Internship</td>
</tr>
</tbody>
</table>

**Required Courses in Specific Areas**

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

**Psychosocial Interventions (select one)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>vHDP3224H</td>
<td>Advanced Proactive Behavioural and Cognitive-Behavioural Interventions</td>
</tr>
<tr>
<td>HDP3255H</td>
<td>Systemic Family Therapy</td>
</tr>
<tr>
<td>HDP3231H</td>
<td>Psychodynamic Bases of Therapy</td>
</tr>
</tbody>
</table>

**Instructional Interventions**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>vHDP5284Y</td>
<td>Assessment and Intervention in Multicultural/Bilingual Contexts</td>
</tr>
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**Social Bases of Behaviour (select one)**

Note: Students who have one full course or two half courses in Social Bases of Behaviour at the undergraduate level approved by the program may substitute an elective course for this requirement.
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)**
Note: Students who have one full course or two half courses in Biological Bases of Behaviour at the undergraduate level approved by the program may substitute an elective course for this requirement.
HDP3286H  Developmental Neurobiology
HDP3297H  Biological and Psychological Foundations of Low Incidence Disorders

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

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

Students admitted at the PhD level who are required to complete 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 day spent in their placement.

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

**Course Grading**

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

HDP3241 is classified as an “extended course.” As such, it begins in September and ends at the end of August. Grades do not appear on ROSI until the end of September.

**Finding a PhD Practicum Placement**

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

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

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

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

Once a placement has been found
Once the student is informed of acceptance by the placement, the student and supervisor complete a Placement Confirmation Form – (Clinic), and submit it to the Clinical Director. This form constitutes the formal agreement between the student and the supervisor. Permission to take HDP3241 is given once this form is received.

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

Additional clinical experience (working with different populations and using different intervention approaches) increases breadth of skills and improves the likelihood that students will be selected for accredited internship placements. Students are encouraged to plan the augmentation of their clinical experience in discussion with the Clinical Director. Additional clinical skills may be gathered either through the collection of program sanctioned hours or through taking an additional practicum.

Collection of program sanctioned hours
Clinical experiences are considered “program sanctioned” – meaning that they count as clinical hours for the purpose of applying for internship – if the following conditions are met:

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

Additional practicum
Students undertake and additional practicum experiences through enrolling in course HDP3243. The advantage of collecting clinical experience through the ‘Additional practicum’ procedure over the “Collection of program sanctioned hours” procedure is that the former provides accident/incident and liability coverage to the student while in placement. Senior students should not undertake an additional
practicum if they are taking a practicum placement away from a more junior SCCP student. PhD students may register in this course anytime that they commence a field placement experience under the supervision of a registered psychologist, providing that the placement is unpaid. Students may register for this course only with the permission of the course instructor, the SCCP Clinical Director.

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

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

Once enrolled in HDP3243, students may undertake more than one practicum experience. At the beginning of each new experience they submit a Placement Confirmation Form - Clinic and at the end they should submit either a Clinical Progress Form or a Practicum and Internship Evaluation Form. A credit grade for HDP3243 is submitted by the Clinical Director, at the student’s request, typically when the student begins internship.

**Accident and liability insurance coverage**
The University provides some coverage should an accident or incident occur while students are in practicum placements. This coverage is exclusive to the practica associated with HDP1218, HDP3241 and HDP3243. This accident/incident insurance is referred to as Workplace Safety & Insurance Board (WSIB) benefits. A copy of this policy is found with the WSIB information in the Student Forms and Resources section of the department website.

The University maintains liability insurance against claims, in an amount of not less than one million dollars per occurrence; this insurance proves coverage for students against lawsuit claims for events occurring while they were engaged in activities in their placements. This coverage is exclusive to the practica associated with HDP1218, HDP3241 and HDP3243. This coverage is not available for students collecting program sanctioned hours.

### 4.16 PhD Comprehensive Examination

The purpose of the comprehensive examination is twofold:

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

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

The comprehensive examination is offered annually in May. Notification of the exact dates will be posted at least two months in advance, and students must register for the examination with the SCCP Program 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 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.

### 4.17 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 Monitoring Committee meets with SCCP faculty once per year to review the progress of every PhD student in the SCCP program. This review occurs in late April or early May. Each student’s progress is
considered and any concerns are noted. Each student is then given written feedback. The original SCCP Annual Monitoring Form and a copy of the feedback letter are retained in the student’s department file in the office of the Programs and Admissions Coordinator, Lisa Chinchamie. A photocopy of the feedback letter is given to the Clinical Director for filing in the student’s clinic file.

If minor problems are noted, a faculty member (one who is familiar with the student) contacts the student, informs him/her of the area(s) of concern, and discusses possible ways to rectify the problem(s). If the difficulty is a significant one, a faculty member (often the thesis supervisor) is assigned the task of monitoring the student’s progress. In cases where attempts to rectify the problem are unsuccessful, the student may be asked to leave the program.

Students must achieve a Credit Grade in 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.

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

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

### 4.19 PHD ETHICAL REVIEW

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

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

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

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

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

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

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

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

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

4.21 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 initiates the process of enrollment 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 Clinical Director meets with students who are planning to search for internship in June to provide an overview of the APPIC match process. The APPIC application process starts at:  www.appic.org

In March to May of the year prior to your anticipated internship year
- Review the CCPPP website http://www.ccppp.ca and the APPIC directories of internship placements at http://www.appic.org
- Create a list of internship sites that interest you
- Talk with interns and faculty about sites
- Request letters of recommendation from faculty and clinical supervisors

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

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

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

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

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

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

4.22 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) cpo@cpo.on.ca