

The logo for Toronto Metropolitan University features a large blue rectangle containing the university's name in white, bold, sans-serif font. To the right of this rectangle is a yellow L-shaped graphic element.

Toronto Metropolitan University

Clinical Psychology Graduate Handbook 2026-2027

(Updated August 2026)

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University Renaming

In May 2022, Ryerson University was renamed Toronto Metropolitan University (TMU). For more information about the university renaming, see the [Next Chapter](#) website.

Access to Psychology Forms

All Graduate Program Forms are stored in Toronto Metropolitan University's Graduate Psychology Google Drive. To request Drive access, contact the Graduate Program Administrator (psychgrad@torontomu.ca). You will receive an email within 24 hours (usually earlier). Click the link in this email and login with your my.torontomu.ca credentials. Do not login using your personal Gmail account.

The Drive will always have the most up-to-date versions of these forms. Please discard any older versions you may have saved previously. If you need further assistance, please contact the Graduate Program Administrator.

Information Accuracy

Although every effort has been made to ensure the accuracy of the information in this Handbook, there may be errors, in part because Toronto Metropolitan University is a dynamic institution where things are constantly changing. Please confirm any important details. Please send any comments or corrections to the Director of Clinical Training (psychdct@torontomu.ca).

SECTION 1: INTRODUCTION AND PROGRAM OVERVIEW

Acknowledgements

In 2011, the Department of Psychology formed a Graduate Handbook Committee to develop the second edition of this handbook. Through this process, the handbook received significant updates and additions. This included clarifying information relevant to students interested/enrolled in each of the graduate psychology streams. As a result, there are now two versions of the graduate handbook available, specific to either the Psychological Science or the Clinical Psychology field of study. The graduate handbook committees have included faculty members, staff, and graduate students. Thanks to all who have contributed to various editions of the handbook over the years!

Organization of the Department

Chair of the Department	Dr. Martin Antony
Undergraduate Program Director	Dr. Kristin Vickers
Graduate Program Director	Dr. Alexandra Fiocco
Director of Clinical Training	Dr. Karen Milligan (Jan 1 – June 30 2027) Dr. Stephanie Cassin (Sept 1 – Dec 31 2026; July 1 – Aug 31 2027)
Director of Psychological Science Training	Dr. Karl Szpunar
Director of Psychology Training Clinic	Dr. Michael K. Cheng

Psychology Graduate Students Association (PGSA)

The PGSA is your Association! We encourage you to get involved. The executive council works hard all year to bring you social as well as academic events and workshops. We encourage you to get involved with the association, either as a member of the executive council or as a participant in the events!

PGSA Executive Council

President: Negar Salehi

Vice President: Max Marshall

Secretary/Treasurer: Mille Bhaskara

Communications Representative: Jennifer Lohin

PhD Clinical Psychology Representative: Anurada Amarasekera

PhD Psych Science Representative: Sarah Martin

MA Clinical Psychology Representative: Yusuf Ghauri

MA Psych Science Representative: Barbara Ledezma

Mental Health and Well-Being Group (MHWBG)

The Mental Health and Well-Being Group is organized by Clinical and Psychological Science graduate students in the Psychology Department. The purpose of the group is to improve the graduate student experience, specifically with regards to students' quality of life and well-being. The MHWBG has put on several events over the years to promote mental health awareness and well-being among students, including presentations on various topics relevant to the well-being of students, a panel discussion on the winding path to becoming a working professional in psychology, and free students' activities such as mindfulness meditation. The MHWBG surveys graduate students regarding their graduate school experience to examine students' needs and identify areas of strength and improvement in Toronto Metropolitan University's graduate psychology program. Membership to this student-run group is open to all Toronto Metropolitan University psychology graduate students.

Student Representatives for Committees

Clinical Program Committee Student Member	Eliscia Sinclair
Graduate Program Council, Student Members	Shreeyaa Ramana (Clinical MA) Charlie Gryspeerdt (Clinical PhD) Grace Yee (PS MA) Negar Salehi (PS PhD)
Clinical Equity Diversity Inclusion and Justice Committee	Ahmad Alftieh Nekeisha Jean-Baptiste

Our Clinical Students

Our Clinical Psychology Program was launched in 2007 and first became accredited by the Canadian Psychological Association in 2012. Our most recent CPA Accreditation Site Visit occurred in 2022, and our next one will occur in 2026-2027. In recent years, we have received over 400 applications for the program each year, and we generally accept 8 students. This information is located on the [Clinical Psychology](#) website in the section on Program Statistics. Our students hail from some of the top universities and bring with them a diversity of research and clinical backgrounds.

Clinical Program Philosophy and Mission Statement

Mission Statement of Toronto Metropolitan University:

The special mission of Toronto Metropolitan University is the advancement of applied knowledge and research to address societal need, and the provision of programs of study that provide a balance between theory and application and that prepare students for careers in professional and quasi-professional fields. As a leading centre for applied education, the

University is recognized for the excellence of its teaching, the relevance of its curriculum, the success of its students in achieving their academic and career objectives, the quality of its scholarship, research and creative activity, and its commitment to accessibility, lifelong learning, and involvement in the broader community.

Mission Statement of the Department of Psychology's Clinical Psychology Program:

The Department of Psychology's Clinical Psychology Program is rooted in a scientist-practitioner training model. As such, training is firmly grounded in evidence-based practice and clinically-relevant research. We emphasize the training of clinical scientists who think like scientists in the clinic and bring their clinical observations to the lab. The Clinical Psychology Program is also committed to providing experiences that are developmentally sequenced and tailored to individual student training needs so they are prepared for advanced professional training upon graduation and registration with the College of Psychologists and Behaviour Analysts of Ontario or other similar regulatory bodies.

The mission of our graduate program in Clinical Psychology is consistent with the mission of Toronto Metropolitan University in its emphasis on:

- (1) the integration of basic and applied knowledge
- (2) the use of science to advance practice, and
- (3) knowledge translation and dissemination, striking a balance between theory and application.

Our commitment to putting our training mission into practice is captured in the following:

Students in our program become scientist-practitioners through our training by completing a curriculum that emphasizes the reciprocal associations among theory, scientific findings and clinical practice, attending evidence-based clinical rounds and delivering case conferences, actively contributing to and consuming the scientific literature, training at practicum sites that also promote evidence-based psychological practices, and promoting professional psychology in a range of settings.

Clinical Program Goals and Objectives

Consistent with this mission, our goals for students in our program are as follows:

1. To acquire a breadth of knowledge in the theory, science, and equitable and accessible practice relevant to clinical psychology, with a lifelong commitment to pursuing this knowledge

Objectives:

- Identify with and appreciate psychology as a discipline and the continuing advancements in the field

- Acquire knowledge of a broad domain of psychological theories and research
- Acquire an advanced understanding of the symptoms and theories accounting for various forms of psychopathology and other clinical problems
- Acquire knowledge in the theory, science, and practice of clinical assessment
- Develop knowledge in the theory, science, and practice of psychotherapeutic interventions, with an emphasis on evidence-based interventions
- Critically evaluate theory, science and practice as it relates to equity, diversity, inclusion and justice and develop knowledge and skill to promote these principles

2. To develop skills in the design, implementation, and critique of empirical research

Objectives:

- Develop knowledge of research methods and statistics
- Develop ability to objectively evaluate clinical research
- Demonstrate competence in preparing research protocols
- Demonstrate competence in implementing independent research relevant to clinical psychology
- Develop knowledge and skill to critically assess and promote equity, diversity, inclusion, and justice in research activities from development to dissemination

3. To demonstrate competence in evidence-based psychological assessment and intervention, including attention to issues of diversity and potential interprofessional collaboration

Objectives:

- Demonstrate ability to use the evidence base in assessment and treatment
- Demonstrate knowledge and use of ethical and professional standards in academic and clinical settings
- Demonstrate knowledge of equity, diversity, and inclusion as it applies to clinical practice
- Demonstrate ability to collaborate in interprofessional environments

Areas of Research Focus within the Department

The faculty in the Psychology graduate program at Toronto Metropolitan University come from leading institutions from across North America, Europe, and Asia. They are experts in many research areas, including anxiety disorders, trauma, depression, sleep disorders, addictions, eating disorders, body image, obesity, HIV prevention, chronic illness, psychosocial medicine, cognitive and behavioural therapies, motivational interviewing, culturally-responsive interventions, cognition, aging, attachment, infant development, and parenting intervention. The department is committed to an integrated model of training that ensures cross-connections between subfields of Psychology. As a result, our faculty members are leaders in

the pursuit of knowledge and student advancement. The research interests of our faculty overlap, and there is much collaboration among faculty members and students.

The Psychology graduate program has five main research clusters:

1. Clinical Psychology (accredited by the Canadian Psychological Association)
2. Psychological Science with four core research areas:
 - a. Applied Cognitive Neuroscience
 - b. Community and Health Psychology
 - c. Lifespan Development
 - d. Social Psychology

Equity, Diversity, Inclusion, and Justice Education and Communications Committee

The Psychology Department Equity, Diversity, Inclusion, and Justice (EDIJ) Education and Communications standing committee comprises undergraduate and graduate students, staff, and faculty. The goal of this committee is to promote education and awareness surrounding equity, diversity, inclusion, and justice in the Psychology department and programs. The EDIJ Clinical Committee aims to increase cultural humility in clinical training through coursework, clinical practica, clinical area rounds, and professional development.

Please visit the [Diversity and Inclusion](#) site for more information on related events, resources, scholarships and awards, departmental research, and members of the EDIJ committee and the EDIJ Clinical committee. There are other initiatives that the EDIJ pursues in collaboration with others in the department. For instance, the EDIJ I hosts the annual Diversifying Psychology Recruitment Event.

SECTION 2: ORIENTATION TO THE UNIVERSITY AND THE PSYCHOLOGY DEPARTMENT

Things to Do in Your First Week on Campus

- 1. Set up your my.torontomu account:** Before you can set up your email, you need to create your my.torontomu account by visiting this [page](#). To activate this account, you will need to fill in your name, student ID number, and date of birth. You will be notified when this account has been activated. Once your account is activated, you can visit my.torontomu.ca to access your D2L Brightspace and MyServiceHub accounts. D2L gives you online access to your courses, grades, and other important administrative information. MyServiceHub is a collection of online service functions, which allow you to view aspects of your academic, financial, and personal information. You can use MyServiceHub to update your contact information, manage your courses, order a transcript, apply for graduation, etc. You also apply for research ethics through your my.torontomu account.
- 2. Set up your email:** Students have a TMU Google account and e-mail address (in the format username@torontomu.ca) which gives you access to several Google services (Gmail, Drive, Calendar, Contacts) – more information is available here: <http://www.torontomu.ca/google/>. Students are asked to solely use their TMU Google accounts.
- 3. Get your OneCard:** Your [OneCard](#) is your official identification card bearing your photograph, signature, student number, library bar code, and status at the University (i.e., graduate student). Your first card is issued to you free of charge. You should always carry your ID card with you as you will need it to enter all buildings and you are required to present it on request by university personnel. The University Photo ID is used for identification purposes within the University including:
 - Evidence of registration
 - Participation in student activities (e.g., voting)
 - Athletic privileges at the MAC (Mattamy Athletic Centre) and RAC (Recreation & Athletics Centre)
 - Identification for tests and examinations
 - Access to buildings on campus after hours or if asked by TMU Security
 - Library privileges
 - You can also use the magnetic stripe on your OneCard card to pay for meals, photocopying, laser printing, and vending machines on campus. You can add money to your OneCard by visiting the OneCard office.

Normally, to receive your OneCard, you are required to bring your official University validated fee statement/fees payment receipt and/or official timetable and/or Offer of Admission as well as two to three pieces of identification, one of which must be government-issued photo identification (e.g., Driver's License, Passport, Citizenship card, or photo OHIP card). No OneCard will be released without this information. For

more information on the OneCard or where you can go to receive it, visit <http://www.torontomu.ca/onecard>.

If you wish to enter the Psychology Research and Training Centre (PRTC) located in the South Bond Building before or after hours (i.e., before 8:00 or after 17:00) and the Atrium on Bay (AOB) 12th floor, you can reach out to Carson Pun (carson.pun@torontomu.ca) to provide you access by activating your OneCard. A separate building access card is also needed for after-hours access to AOB 12th floor.

- 4. Course Registration:** To register for courses, you will need to complete a Course Selection Form, which will be provided to you by the Graduate Program Administrator or Graduate Program Director, or can be downloaded from our Graduate Psychology Google Drive folder. Course selection should be completed in consultation with your supervisor and the Director of Clinical Training. Once you have selected your courses, you will need to have this form signed by yourself, your supervisor, and the Director of Clinical Training. The form should then be submitted to the Graduate Program Administrator (psychgrad@torontomu.ca). Once you have been successfully registered, your courses will appear in D2L.

Selection of electives will generally be influenced by your clinical/research interests and areas in which you wish to receive more training. Selection of electives should also take into account the CPA core area requirements (i.e., biological, cognitive/affective, social, individual, history) and the requirements for registration by the College of Psychologists and Behaviour Analysts of Ontario (CPBAO) (or regulatory bodies in other jurisdictions where you may want to practice).

The College of Psychologists and Behaviour Analysts of Ontario (and other regulatory bodies) evaluates each application on an individual basis and looks for a combination of didactic training (e.g., coursework) and practical training (e.g., practica, internship). It is never too early to begin thinking about the areas of practice (e.g., clinical, health) and client populations (e.g., adolescents, adults) you would like to declare competence in when you submit your application to become a Registered Psychologist because that will influence your selection of elective courses and practicum placements. No single graduate program can provide the preparation for all areas of practice. Most applicants declare 1-2 areas of competence when they submit their application following graduation (e.g., Clinical Psychology with Adults; Clinical Psychology with Adolescents/Adults; Clinical and Health Psychology with Adults). It is advisable to take electives that will help build your case to declare competence in your areas of interest. This may require taking more elective courses than the number required to graduate from our program.

Information about [declaring competence](#) and the different [areas of practice](#) is available on the CPBAO website. You can also learn about the requirements for registration, the registration process, and the application procedure on the [CPBAO website](#). Please reach

out to the Director of Clinical Training if you have any questions about the requirements for registration.

For more information about courses and requirements, refer to the [graduate calendar](#).

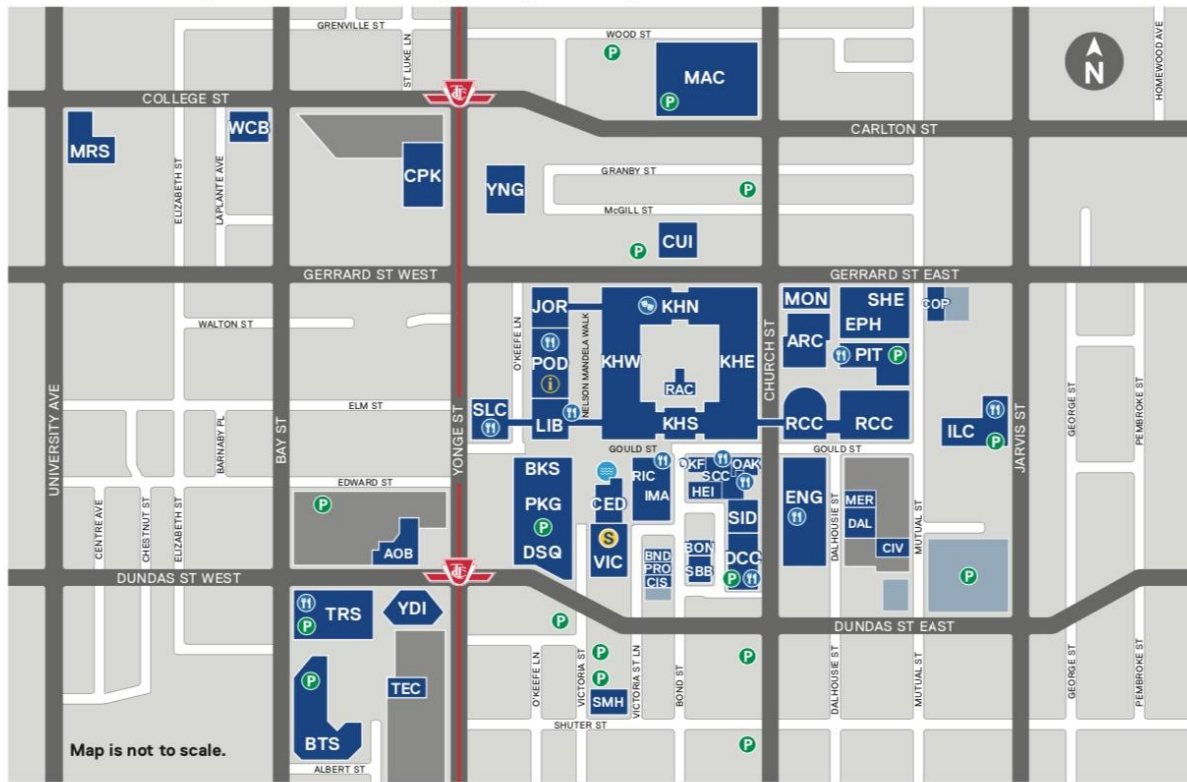
5. Get Acquainted with the Campus!

Buildings you should pay particular attention to:

- The Bookstore at 17 Gould Street (BKS)
- Jorgenson Hall at 380 Victoria Street (JOR): The Department of Psychology is located on the 9th floor.
- Library Building at 350 Victoria Street (LIB)
- 80 Bond St.: The Psychology Training Clinic (PTC) is located in the basement.
- South Bond Building at 105 Bond Street (SBB): The Psychology Research and Training Centre (PRTC) is located on the 1st and 2nd floor.
- Atrium on Bay (AOB) at 20 Dundas St. West: Psychology Research Labs and meeting rooms are located on the 12th floor.
- Student Campus Centre at 55 Gould Street (SCC): This is where you can purchase your Metro Pass.
- Student Learning Centre (SLC): Graduate student study space and bookable rooms are on the 7th floor.
- School of Graduate Studies office at 1 Dundas Street West (YDI): Located on 11th floor.

Toronto Metropolitan University Campus Map

Version: April 2022



AOB Atrium on Bay
20 Dundas Street West

ARC Architecture Building
325 Church Street

BKS Campus Store
17 Gould Street

BND 114 Bond Street

BON 111 Bond Street

BTS Bell Trinity Square
483 Bay Street

CED The Chang School of Continuing Education (Heaslip House)
297 Victoria Street

CIS Creative Innovation Studio
110 Bond Street

CIV Civil Engineering Storage
106 Mutual Street

COP 101 Gerrard Street East

CPK Real Institute (College Park)
424 Yonge Street

CUI Centre for Urban Innovation
44 Gerrard Street East

DAL 147 Dalhousie Street

DCC Daphne Cockwell Health Sciences Complex
288 Church Street

DSQ Yonge-Dundas Square
10 Dundas Street East

ENG George Vari Engineering and Computing Centre
245 Church Street

EPH Eric Palin Hall
87 Gerrard Street East

HEI School of Graphic Communications Management (Heidelberg Centre)
125 Bond Street

ILC International Living / Learning Centre
133 Mutual Street and 240 Jarvis Street

IMA School of Image Arts
122 Bond Street

JOR Jorgenson Hall
380 Victoria Street

KHE Kerr Hall East
340 Church Street

KHN Kerr Hall North
31 / 43 Gerrard Street East

KHS Kerr Hall South
40 / 50 / 60 Gould Street

KHW Kerr Hall West
379 Victoria Street

LIB Library Building
350 Victoria Street

MAC Mattamy Athletic Centre
50 Carlton Street

MER Merchandise Building
159 Dalhousie Street

MON Civil Engineering Building (Monetary Times)
341 Church Street

MRS MaRS Building
661 University Avenue

OAK Oakham House
63 Gould Street

OKF O'Keefe House
137 Bond Street

PIT Pitman Hall
160 Mutual Street

PKG Parking Garage
300 Victoria Street

POD Podium
350 Victoria Street

PRO 112 Bond Street

RAC Recreation and Athletics Centre
40 / 50 Gould Street
Accessible entrance:
31 Gerrard Street East

RCC Rogers Communications Centre
80 Gould Street

RIC Ryerson Image Centre
33 Gould Street

SBB South Bond Building
105 Bond Street

SCC Student Campus Centre
55 Gould Street

SHE Sally Horsfall Eaton Centre for Studies in Community Health
99 Gerrard Street East

SID School of Interior Design
302 Church Street

SLC Sheldon & Tracy Levy Student Learning Centre
341 Yonge Street

SMH St. Michael's Hospital
209 Victoria Street

TEC Toronto Eaton Centre
220 Yonge Street

TRS Ted Rogers School of Management
55 Dundas Street West

VIC Victoria Building
285 Victoria Street

WCB Women's College Bay
790 Bay Street

YDI Yonge-Dundas Intersection
1 Dundas St West

YNG 415 Yonge Street

	ServiceHub
	Security
	Café / Eatery
	Ryerson Theatre
	Lake Devo
	Parking
	TTC Subway Stop



- 6. Purchase Your Books:** Your course instructors will notify you regarding which textbooks you will need for your first semester. You can purchase these books at the bookstore located at 17 Gould Street or order your books online (<https://campusstore.torontomu.ca/>) and have them shipped to you. For further information, contact the store administrator: [\(416\) 979-5116](tel:4169795116).

To save some money, it is usually worthwhile for students to check to see if the books can be purchased for a cheaper price directly from the publisher or through popular online websites, such as Amazon (<http://www.amazon.ca> or <http://www.amazon.com>). Some publishers (e.g., Guilford Publications) have special offers for students to receive up to 50% off their books if purchased at the beginning of the semester. Check with the respective publisher to see if such a deal applies to any of the books you are purchasing. Some publishers also offer e-books online via sites such as Redshelf and VitalSource. It is also worth looking into buying used books through online textbook exchange websites.

- 7. Obtaining an Academic Assistantship (AA):** Note that TMU refers to undergraduate students working as teaching assistants as TAs and graduate-level teaching assistants as AAs (formerly referred to as Graduate Assistants or GAs). Some of you may have been offered a guaranteed AA placement as part of your funding package. AA placements are assigned shortly before the start of the semester. In the Department of Psychology, priority for assigning AA positions is given to students without external funding.

For those who are interested in receiving an AA placement as 'extra' hours beyond your funding package, the Graduate Program Director (Dr. Alexandra Fiocco) will send an email with information on what courses are available to AA. In addition, those of you who do not have a psychology AA placement in a particular semester can apply for AA positions in other departments to earn extra money. For departments in the Faculty of Arts, all AA placements are advertised and applied for through the online eHR.

Once AA assignments are made, you will be contacted by the Graduate Program Director and Francesca Grillo (the Department Administrator) via email. She will let you know the details of your contract, such as who your supervisor will be, which course you have been assigned to by the department, how many AA hours have been allotted to you, and where you can go to officially apply for your assigned position. She will provide you with a website in which you can create an employee account with the University. Francesca will then attach your AA contracts to your account for you to sign online. Francesca may also ask for additional information such as your Social Insurance Number, or for your bank information/void cheque. Once you have signed your contract, you can login to eHR, accessed through your my.torontomu account to update your information (e.g., address, bank information, emergency contact). Francesca will submit timesheets on your behalf every Tuesday, and payday is every second Friday. If you have any problems with your payments, you should visit the Human Resources Department (located at 1 Dundas Street West, 16th Floor).

Finally, as an AA, you become a member of the Canadian Union of Public Employees (CUPE), Local 3904, Unit 3 and your employment with the University is thus governed by a collective agreement; you should become familiar with your rights and responsibilities as outlined in this collective agreement. The first pay period tends to occur three weeks after your first week of work.

- 8. Get Your Keys:** All necessary keys can be obtained through Carson Pun, Lead Research Operations and Technical Officer. Keys to your own lab space will be provided during orientation, however, you will need the CFB65 key to access the common spaces in the PRTC at 105 Bond Street, and the XA2K22 key to access the common spaces on the 12th floor AOB space. This will give you access to the graduate seminar room, computer lab, graduate student lounge, kitchen, multipurpose room, and research bookable rooms. Additional keys for testing or interview rooms are also obtained through Carson Pun. You may also require a key for the exterior doors on the 9th floor of Jorgenson, as these doors are typically locked in the evenings for security reasons. The same key gives you access to the printing and photocopying room at Jorgenson. If you happen to accidentally lock yourself out of your lab or the PRTC at 105 Bond Street, you can contact security to let you back in (416-979-5040 or by dialing 5040 from any University telephone). Please note that security will ask you if you have contacted the Chair of the department to grant you access before coming to let you in. It is always suggested to have a piece of identification (student card preferable) when contacting Campus Security. It is also recommended that you exchange contact numbers with your labmates, as they can be helpful in letting you in when locked out. Your University OneCard can be used to access the South Bond Building after hours and on weekends. If you require after hours or weekend/holiday access to the 12th floor AOB space, you will need a separate building access card. Contact Carson Pun (carson.pun@torontomu.ca) to set up OneCard access and/or to obtain a AOB building access card.
- 9. Booking Space:** To book the shared spaces in SBB (interview and testing rooms, conference rooms and psych lounge) we use an online booking system: <https://psychlabs.skedda.com/> You can login using your TMU username and password. Please email Carson (carson.pun@torontomu.ca) if your account does not have booking permissions.

The Psychology Lounge SBB237 and Grad Hub AOB1230 are available for you to use and hold meetings. It has a wall mounted TV for presentations. We also block off Open/Drop-In times between 12pm-1pm and 4pm-5pm in these rooms so students have dedicated access.

10. Attend all Relevant Orientations and Training Sessions:

Department of Psychology Orientation for New Graduate Students (mandatory)

This orientation, organized by the Graduate Program Director, provides information about a wide range of topics and is required for all incoming students in the Department.

Clinical Psychology Orientation for New Graduate Students (mandatory)

This orientation, organized by the Director of Clinical Training, provides information about topics specific to the Clinical Psychology Program, and is required for all incoming Clinical Psychology students in the Department.

School of Graduate Studies Orientation for New Graduate Students (highly recommended)

This orientation is for all new graduate students at Toronto Metropolitan University.

Faculty of Arts TA/AA Orientation and training (required for new GAs)

The Faculty of Arts hosts a TA/GA Training workshop for TA/AAs working in the Faculty of Arts. The latest CUPE 3 collective agreement (2024-2027) requires that this orientation is mandatory for new TA/AAs. New TA/AAs will be paid for their time at this orientation. The Department of Psychology strongly encourages ALL students who have GA positions to attend the orientation, especially if not in the past.

Centre for Excellence in Learning and Teaching TA/AA Orientation (highly recommended)

The CELT hosts TA/AA an online Orientation and Training that is not mandatory but highly recommended (see [here](#) for more information). Estimated completion time is 90 minutes.

Online TA/AA training modules (required for new TA/AAs)

New TA/AAs are required to undertake mandatory online training that includes: Accessibility for Ontarians with Disabilities Act (AODA), Workplace Violence Prevention and Response, Access to Information and Protection of Privacy, Environmental Health and Safety, and Workplace Hazardous Materials Information System (WHMIS). New TA/AAs will be paid for 4h of work to complete these modules. You may need to send a copy of your certificates of completion to Francesca to track.

Training Sessions for Funding Applications (highly recommended)

Each September the School of Graduate and Postdoctoral Studies offers training sessions on applying for external funding. Our department also holds funding sessions for CGS-Doctoral Awards. Plan to attend one or more of these sessions.

Support in Psychology**Alicia Van De Weghe**

Alicia Van De Weghe is the Graduate Program Administrator for Psychology. In this role, she coordinates admissions, registers students for each term, and manages other administrative processes such as progress reports and programs of study. Alicia also provides support for funding applications and helps with the promotion and marketing of the psychology department. Within this context, Alicia is the main contact for graduate students in the program.

416-979-5000 ext. 552178; psychgrad@torontomu.ca

Francesca Grillo

Francesca Grillo is the Department Administrator. She provides support to the Chair and to the Department in many important areas, including coordinating GA assignments, managing financial accounts, and hiring.

416-979-5000 ext. 557047; fgrillo@torontomu.ca

Diana Katgara, Natasha Chawdhry, and Neha Thakordas

Diana Katgara, Natasha Chawdhry, and Neha Thakordas are the Undergraduate Program Administrators for Psychology. They provide support for the undergraduate psychology program.

416-979-5000 ext. 556193; psychundergrad@torontomu.ca

Carson Pun

Carson Pun is the Lead Research Operations and Technical Officer. He provides support for Psychology labs, encodes OneCards as access cards, and issues keys for labs and the TA/GA room.

SBB205, 416-979-5000 ext. 552367; carson.pun@torontomu.ca

Psychology Department Information Technology Support

Carson Pun and Jussica Ranhotra provide in-house IT support for the psychology labs. They set up the computers and printers in the psychology labs and offices, and answer IT-related questions and concerns. Additionally, they often act as a liaison to the Faculty of Arts IT team. They can be found in SBB205 or reached at carson.pun@torontomu.ca or jranhotra@torontomu.ca. If you have an IT related concern, they are a good first line of response.

Faculty of Arts Information Technology Support

The Faculty of Arts has its own IT support team. They purchase and set up computers for faculty offices and labs within the Faculty of Arts. Questions can be addressed to the Arts IT Helpdesk at help@torontomu.ca or 416-979-5000, ext. 552723, but we generally recommend that your IT requests go through your advisor, another faculty member, or a psychology staff person, depending on the nature of the request.

Computing and Communication Services (CCS)

[Computing and Communication Services \(CCS\)](#) offers support and information regarding the computing and communications needs of the University community. Questions related to wireless internet, Matrix email, lab and MyServiceHub accounts, computer labs, printing and virtual printing, and general technical support may be directed here. Need to borrow media-related equipment? Digital, audio, video, projection, and other sources of media equipment are available through CCS. They also offer various free software packages for your personal computer or laptop. CCS also provides access to licensed software applications via [Virtual Applications](#) (Vapps). To access this information students must log on to the virtual application website using their my.torontomu username and password. The site provides a list of free software provided by Toronto Metropolitan University. 416-416-979-5000, ext. 556840

How to configure your wireless connection: You can connect to the TMU-Secure Wireless Network almost everywhere on campus. You will need your my.torontomu username and password to login. For more information, visit [this page](#).

Psychology Research and Meeting Space

Research Space

The research space for the Department is located at the Psychology Research and Training Centre (PRTC) on the 1st and 2nd floors of the South Bond Building (105 Bond Street), and on the 12th floor of Atrium on Bay (20 Dundas St. West.). The PRTC includes the Institute for Stress and Wellbeing Research, a facility dedicated for researchers to study the psychological and physiological aspects of stress. The Institute is equipped with state-of-the-art research technology including brain imaging technology (EEG and fNIRS), psychophysiology recording equipment, and head mounted virtual reality systems.

Note regarding long distance phone calls: The University charges the Department a very high per-minute rate for long distance phone calls. Therefore, faculty and students are discouraged from calling long distance on University lines, if possible (even for research-related conversations). Instead, many faculty and students use phone cards or the TMU Zoom app for audio/video calls.

TA/AA Meeting Space

TA/AAs may use POD-375 for meetings and holding office hours with undergraduate students. Your OneCard should be programmed to provide access to POD-375. If it isn't, please contact Carson Pun to arrange access. POD-375 can be booked through our online room-booking service. Note that TA/AAs may not meet with undergraduate students in the research spaces at the Psychology Research and Training Centre or Atrium on Bay.

Graduate Student Space

There are graduate student spaces/lounges in SBB and AOB. The fourth floor of the library contains additional graduate student space. This includes LIB490, the graduate reading room (accessed with your activated University ID); LIB498B, a seminar room that may be used for group meetings; and LIB498C, the grad studies lounge. There is also dedicated meeting and study space, including bookable rooms, for graduate students on the seventh floor of the Student Learning Centre.

Student Facilities and Services

Indigenous Support Services

A supportive environment for all Indigenous students where academic excellence is promoted, balanced with traditional teachings and culture. KHW-389, 416-979-5000 ext. 556681 or [here](#).

Bookstore

The [University bookstore](#) carries a wide variety of books, from the latest paperback and hardcover releases to an extensive range of reference and handbooks in psychology and other subjects. The bookstore also carries an extensive range of art, drafting, computer, and stationery supplies. You will also find the latest in university swag (from T-shirts to leather jackets), gifts, school rings, greeting cards, knapsacks, and many other items. The bookstore also has a used book buy-back service.

17 Gould Street, 416-979-5116

Computer Labs

Three general-purpose teaching and drop-in computer labs are located at KHW71C, KHW377, KHW379 and LIB393. Three general-purpose drop-in only labs are found at LIB386L, KHW71F and KHW71. Other general purpose drop-in systems are dispersed throughout the library (near the elevators) on floors 5 to 10. Printing is available at all locations, though fees apply.

Centre for Student Development and Counselling

Personal Counselling

The [Centre for Student Development and Counselling \(CSDC\)](#) provides free individual counselling for a variety of issues (e.g., stress, anxiety, depression), as well as all types of crisis intervention. Note that the CSDC is also a potential practicum site for some of our Clinical Psychology students. Thus, in the interest of privacy and confidentiality, arrangements have been made for psychology graduate students to seek services outside of the central CSDC. When booking an initial appointment for counselling in the CSDC, call 416-979-5195. Please identify yourself as a graduate student from the Psychology Department and ask that your appointment be with a counsellor who is not situated in 'core' (i.e., the central Counselling Centre). Specifically, clarify that you should not be assigned to a practicum student, an intern, a psychologist involved in the practicum/internship training program or Dr. Diana Brecher (adjunct faculty in the Psychology Department). The CSDC has several other counsellors located in various buildings across campus whom you will be able to see instead. Please note, to avoid any potential dual relationships or conflicts of interest, the CSDC recommends that you do not seek services from them if you intend to apply to train as a practicum student at the CSDC in the future.

Please see section below on Mental Health Resources in the Community for more information about counselling options outside of the university.

Keep Me Safe

CSDC partnered with Keep.meSAFE through which students can access video counselling in a brief model. This partnership provides a resource that Psychology graduate students can access right away. Keep.meSAFE is an innovative Student Support Program (SSP) helping students by promoting early intervention and 24/7 access to mental health support. Students are connected to linguistically and culturally matched licensed clinicians for brief therapy. Students can access 24/7 mobile counselling or crisis support with Keep.meSAFE using the My SSP app.

The My SSP app is available at the Apple Store or Google Play. Keep.meSAFE can also be accessed by calling 1-844-451-9700 or at [GuardMe Student Support Program](#).

Discrimination and Harassment Prevention Services

This [office](#) administers TMU's Discrimination and Harassment Prevention Policy and Procedures. The policy is based on the Ontario Human Rights Code, which provides equal treatment without discrimination on the basis of race, ethnic origin, religion, family status, citizenship, disability, sexual orientation, gender identity, and other forms of discrimination. POD-254A, 416-979-5349.

English Language Support

This office provides support for students whose first language of academic study is not English. VIC-B15, 416-979-5000, ext. 4064 or [see their website](#).

Medical Centre

The Medical Centre is a clinic serving the students, staff and faculty of the University, as well as other members of the community who need medical assistance. Most visits are covered by extended health care plans. Appointments are preferred. KHW-181, 416-979-5070 or [visit their website](#).

Health Promotion

The [Health Promotion Unit](#) consists of a Health Promotion Programs Coordinator, peer health promoters, placement students, and volunteers. They are dedicated to promoting the health and well-being of our University students by providing current and relevant health information about topics including sexual health, nutrition, smoking cessation, and drugs and alcohol.

International Services for Students

This Centre provides services, programs, and special events for international students. POD-61, 416-979-5000, ext. 556655 or [here](#).

Laptop Loans

The library has laptops (including PCs and Macs) available for loan from the circulation desk. Laptops may be borrowed for a 4-hour period during the hours that the library is open. All TMU students with a valid library card and a photo ID who are library users in good standing (i.e., no outstanding fines or liabilities over \$20.00) may borrow a laptop. The first time you borrow a laptop, you will need to complete and submit an online Laptop Loan Agreement Form. For more information, check out this [page](#). Laptops can also be borrowed directly from Carson Pun.

Library

The library's entrance is located on the second floor of the library building at 350 Victoria Street. The Ronald D. Besse Information and Learning Commons on the 2nd floor provides access to approximately 140 computer workstations for student use, and also houses the Commons Learning Lab for library instruction, the Geospatial, Map and Data Centre, the Writing Centre, and the Audio-Visual Collections of the Library. For assistance with research or

general information, inquire at the reference desk on the second floor. 416-979-5055 or [visit their website](#).

Photocopying

A photocopier is available in the research lab space at 105 Bond Street and on the 2nd and 5th floor of the Library. To copy, you will need to have funds available on your OneCard. Funds can be loaded onto your card on the 5th floor of the Library at the Card Value Centre (CVC) located near the photocopy machines, as well as on the 2nd floor by the exit and by the photocopier. A number of copiers on the 5th floor also take coins. Copy cards for the use of the copiers are also available; they cost \$5 and are available from the card dispenser on the 2nd and 5th floor, or from the TMU OneCard Office. Printing costs \$0.10 per page. Other facilities are available on or near campus with photocopying services.

Sports and Recreation

The university is home to two athletics centres that all students may join. Access to the fitness centres is free for students. Some fees may apply for other sports or recreational activities.

Recreation and Athletics Centre (RAC)

The university's RAC has 6 gyms, 1 pool, 4 squash courts, a running track and a fully supervised fitness centre. All students may join. Some fees will apply. RAC, 416-979-5096

Mattamy Athletics Centre (MAC)

The MAC has a large fitness centre as well as an NHL sized ice rink, a multi-purpose court, and two fitness studios. MAC, 416-598-5966

Intramurals

Over 2,300 students participate in 11 different intramural leagues. Season begins in September. RAC, 416-979-5000 ext. 7360 or [see their website](#).

Instructional Programs

Classes offered in aerobics, aquatics, squash, dance, fencing, yoga and more. Professional certification courses are also available. RAC, 416-979-5096 or see their [website](#).

Interuniversity Teams

The University competes in 7 sports against all Ontario universities. These include men's and women's badminton, basketball, fencing, hockey, soccer, volleyball, and women's figure skating. There are also several competitive clubs.

KHW-274, 416-979-5000 ext. 555340

For more information about sports and recreation, see this [page](#).

Student Learning Services

Student Learning Centre (SLC)

The SLC's mission is to provide students with dedicated spaces to study, collaborate, share ideas, and learn outside the classroom. The [SLC](#) has bookable space including group study rooms, the Amphitheatre, and seminar rooms. There is dedicated study space and bookable rooms for graduate students on the 7th floor. Student Learning Centre – 341 Yonge St.

Academic Accommodation Support

[Academic Accommodation Support](#) (AAS) provides academic accommodation and related support to students with temporary and/or permanent disabilities. In partnership with students and faculty, AAS implements individualized accommodation plans to reduce disability-related barriers to education. According to their website, 11% of TMU students are registered with AAS, and more than 90% of students registered with AAS are living with invisible disabilities. If there are any accommodations that would help you participate and succeed in the graduate program, please [register with AAS](#) as soon as possible so your accommodations are in place when you need them. You can also schedule a [virtual appointment with AAS](#) if you have general questions about academic accommodations or specific questions about the process of registering with AAS.

Student Learning Support

[Student Life and Learning Support](#) provides workshops and various types of support for students, such as writing support and study skills support. They also offer a range of [Graduate Student Supports](#), such as individual appointments to discuss research papers, comprehensive papers, theses, and dissertations. Graduate students can also join a graduate writing group, meet with a dissertation coach, or attend dissertation retreats.

Location	4th floor of the Student Learning Centre
Academic Accommodation Support	416-979-5290
Student Learning Support Main Reception	416-598-5978
Test/Exam Centre	Victoria Building, 285 Victoria Street, Lower Level (B15), 416-979-5000, x 557932

Writing Centre

[The Writing Centre](#)'s mission is to work with students from all disciplines and all faculties to enhance effective writing skills. Tutors will work with students to develop and strengthen their writing skills by focusing on structural development, grammatical proficiency and academic referencing techniques. Some graduate students also get jobs in the Writing Centre to help mentor undergraduate students. LIB-272B, 416-979-5000 ext. 557192.

Faculty of Arts Academic Support Coaches

The Faculty of Arts launched a new [Academic Support Service](#) that provides one-on-one consultations with students. The Coaches can help students strengthen their academic writing, develop new learning strategies, and navigate various kinds of learning related challenges.

Students can [book an appointment](#) (scroll down on this website to see information on how to book) or find additional information on the website. Some graduate students also get jobs as Academic Support Coaches.

Health Coverage

As a full-time student you are automatically covered by the Graduate Students' Union (TMGSU) Members' Health and Dental Plan (part-time graduate students may opt-in). The plan offers extended health and dental insurance coverage for one year, from September 1 through August 31 of each year. Please check in with the TMGSU and hold onto your receipts for claims until further instruction.

Health coverage in Canada and Ontario

For Canadian citizens and landed immigrants, health care is free in Ontario. Out of country graduate students will need to purchase health care coverage through the University. If you are not currently an Ontario resident, there is a 3-month waiting period before you can apply for your Ontario Health Insurance Program (OHIP) card. Information about where to apply for your OHIP card as well as PDF forms to apply can be obtained [here](#).

What is covered by the TMGSU Health and Dental plan?

For detailed information regarding the TMGSU health plan coverage visit [this page](#). Plan details are subject to change.

Ambulance: Reimbursed at 100% to a maximum of \$100 per occurrence.

Prescription Drugs: Reimbursed at 80%, contraceptive drugs - 100%, HPV vaccine - 65%; to a maximum of \$3,000 per benefit year.
Reimbursement will be made for the cost of the lowest priced equivalent drug.

Dental Coverage: Exams covered at 80% once per benefit year; 75% for extraction of 4 wisdom teeth, 4 dental scaling procedures. Overall plan maximum of \$750 per benefit year.

Therapies: \$300 for massage therapy, \$250 for speech therapist, \$300 for osteopath treatments (\$20 per visit), \$250 for naturopath treatments, \$300 for podiatrist/chiropractors/acupuncturist treatments (\$20 per visit), \$240 for physiotherapy (limited to \$55 per visit), combined vision and eye exam benefit of \$200 every 24-months, and more.

Mental health-related therapy: \$750 per benefit year - psychology, counselling, or social work.

Details about the Health and Dental Carrier

The TMGSU health and dental insurance carrier is Green Shield Canada. You can pick up a Green Shield I.D. Card at the TMGSU's Member Services Office, located in the Student Centre

Lobby (55 Gould Street) or download it from the [TMGSU site](#) starting September. Your Green Shield ID# is: RSU (your TMU Student ID #) --(please refer to the website for more information about this number. Some information was not yet available when this Handbook was updated).

For questions about coverage or claims, you can call the Green Shield Customer Service Centre at 1-888-711-1119.

Details subject to change - please check the [website](#) for up-to-date information before submitting a claim.

How can I make claims?

Coverage begins on September 1. Please hold on to any original receipts for covered health or dental expenses from September 1 onward. For details on making claims, please contact the TMGSU: healthplan@tmgsu.ca

How do I enroll in the Health and Dental Plan cost?

You are automatically enrolled in this plan and the charge is shown on your tuition fee statement.

Can I opt out of my health coverage?

All full-time students with comparable extended health or dental insurance coverage with another plan may opt out of the TMGSU's Member's Health and Dental Plan and receive a full refund. The deadline to opt out is usually early October. In order to do so, you must email info@tmgsu.ca.

More information about the process of opting out and the opt out deadline is available on the [TMGSU website](#).

Adding Coverage for Family Members?

Students who wish to add dependents (spouse, common-law partner, or children) to the Plan should contact the TMGSU at info@tmgsu.ca.

Mental Health Resources in the Community

As noted above, graduate students have access to \$750 of Greenshield insurance for mental health-related therapy. Dr. Martin Antony's website includes a referral list for health care providers in the community that provide treatment for anxiety, depression, and related conditions: <https://www.martinantony.com/anxiety-referrals-list>.

We have also compiled a list of health care providers who have expressed interest in working with students from our program and offer a reduced fee or sliding scale. This list is available on Google Drive (see Mental Health and Self-Care Resources within the DCT-Resources for Students folder).

Ontario Structured Psychotherapy Program

The Ontario Structured Psychotherapy (OSP) Program was designed to increase access to effective, publicly funded treatments for depression and a range of anxiety-related issues. It is based on the successful “Improving Access to Psychological Therapies” (IAPT) program in England. OSP provides access to evidence-based psychotherapy for depression, generalized anxiety and worry, social anxiety, panic attacks and agoraphobia, phobias, health anxiety, post-traumatic stress, and obsessive-compulsive concerns. Clients are matched to the appropriate level of service within a stepped-cared model (e.g., clinician-guided bibliotherapy, internet-delivered, face-to-face group or individual treatment).

Several Network Lead Organizations serve the Greater Toronto Area:

- CAMH (Toronto): <https://www.camh.ca/en/your-care/programs-and-services/ontario-structured-psychotherapy-osp-program>
- Ontario West (St. Joe’s Hamilton, St. Joe’s London): <https://www.ospwest.ca>
- CarePoint (Mississauga, Brampton, Halton): <https://www.carepointhealth.ca/>
- Ontario Shores: <https://www.ontarioshores.ca/services/ontario-structured-psychotherapy-program>
- CMHA York South Simcoe: <https://cmha-yr.on.ca/get-support/osp/>

Additional Mental Health Supports

Information about mental health, wellness, and addiction support can also be found on the [Government of Ontario website](#). This website includes resources for post-secondary students as well as frontline health care workers.

SECTION 3: GRADUATE PROGRAM REQUIREMENTS

As a reminder, you can access all the forms required during your graduate training through your my.torontomu.ca account. To access any of the forms mentioned below (except where noted), sign into <http://my.torontomu.ca> using your login credentials, go to “Apps” and “Google Drive.” You should see a folder called “Psychology Graduate Forms.” If you don’t see this folder, please contact the Graduate Program Administrator (psychgrad@torontomu.ca).

Research Training and Mentorship

Working with Research Mentors

Mentor Model

Students are admitted into the Psychology graduate program under the supervision of a specific faculty member who matches their research interests. This faculty member will serve as your graduate mentor/advisor and will be able to advise you on your thesis/dissertation, your research development, and development of your professional career.

Talking to Your Mentor

As a graduate student, you should discuss expectations for training with your advisor, as well as frequency of supervision meetings and goals for each year. The Student/Supervisor Discussion Checklist should be reviewed and signed by you and your advisor when you first begin the graduate program and revisited periodically throughout the program. Your mentor is not only your thesis mentor, but also a professional mentor. As such, you should talk to your advisor about appropriate courses for your training and other research and professional development opportunities that you can undertake each year.

Switching Mentors

Although every graduate student enters the program under a specific mentor, a student may elect to change advisors later. If you are in a situation in which you want to switch mentors, it is preferable that you first discuss this with your current mentor. If this is not possible, it is recommended that you speak with the Graduate Program Director about how to proceed.

Working with More Than One Mentor

In some cases, it will be possible to work with more than one mentor. Although all students work with multiple faculty members over the course of their training (e.g., thesis supervisors, thesis committee members, comprehensive committee members, practicum supervisors, course instructors), some students may elect to seek mentorship from more than one faculty member for a particular project, particularly if the project depends on expertise from more than one individual. In such cases, one mentor will be assigned the role of primary advisor and the other will serve as a co-supervisor or secondary advisor. It is recommended that you meet with both mentors periodically, and that the role of each mentor be clear.

Clinical Skills Development

If you are a student in Clinical Psychology, you may also discuss your clinical skills development with your mentor. Some examples of topics for clinical skills development include your goals for clinical training, selecting practica, and ensuring that you are prepared for internship training, registration with the College of Psychologists, and eventually to apply for jobs. All Clinical Psychology students whose supervisors are not clinical psychologists should consult with the Director of Clinical Training (or another clinical faculty member) to discuss their clinical skills development.

Overview of Program Requirements

Note that not every course is offered annually. Required courses are typically offered every year, whereas electives vary each year and are offered on a rotating basis. Students are surveyed each year regarding the elective courses they need to take (i.e., to fulfill CPA core area requirements or to declare competence in a particular area of practice) or would like to take out of interest. In addition to considering student rankings of potential courses, the courses ultimately offered in a given year also depend on other factors such as faculty availability to teach the courses (considering required teaching at the undergrad level, sabbaticals, etc.).

Enrolling in Courses

To enroll in courses, a Course Selection Form must be filled out at the beginning of the Fall and Winter terms. Course Selection Forms are distributed to students by the Graduate Program Administrator. Course Selection Forms must be signed by the student, the student's supervisor, and then turned into the Graduate Program Administrator by the indicated deadline. The Graduate Program Administrator will obtain the signature from the Director of Clinical Training.

Choosing Electives

Electives should be chosen in consultation with your advisor, and should consider your clinical and research interests and areas in which you wish to receive additional training. As mentioned previously, choices of electives should also take into account the CPA core area requirements (i.e., biological, cognitive/affective, social, individual, history) and the requirements for registration by the College of Psychologists and Behavioural Analysts of Ontario (CPBAO) (or regulatory bodies in other jurisdictions where you may want to practice). It is never too early to begin thinking about the areas of practice (e.g., clinical, health) and client populations (e.g., adolescents, adults) you would like to declare competence in when you submit your application to become a Registered Psychologist because that will influence your selection of elective courses and practicum placements. As mentioned above, no single graduate program can provide preparation for all areas of practice, and most applicants typically declare competence in 1-2 areas of practice when they submit their application following graduation (e.g., Clinical Psychology with Adults; Clinical Psychology with Adolescents/Adults; Clinical and Health Psychology with Adults). CPBAO notes that "normally applicants should not declare competence in more than 2 areas of practice" when they apply for Supervised Practice.

The required coursework in our program is intended to meet the requirements to declare competence in Clinical Psychology with Adults. If you intend to declare competence in another other area of practice (e.g., health psychology) or with another population (e.g., children), it is important to complete relevant practicum/internship placements and take electives that will help build your case to declare competence in your area of interest when those electives are offered. This may require taking more elective courses than the number required to graduate from our program. Information about [declaring competence](#) and the different [areas of practice](#) is available on the CPBAO website. You can also learn about the requirements for registration, the registration process, and the application procedure on the [CPBAO website](#). Please reach out to the Director of Clinical Training if you have any questions regarding registration.

Grades

At the Master's level, successful completion of courses requires a minimum grade of B-.

At the PhD level, successful completion of courses requires a minimum grade of B.

Master of Arts

To be awarded an MA in Psychology (Clinical Psychology), students must complete the requirements listed below over two years of study. The first year of the MA program has a particularly heavy course load because there is a lot of foundational knowledge and clinical skills that are important to learn prior to beginning the first practicum placement at the Psychology Training Clinic in August of MA Year 1.

Course Code	Course Title	Timeline
PS 8101	Statistics and Research Design I	Fall of MA Year 1
PS 8301	Psychopathology	Fall of MA Year 1
PS 8309	Psychological Assessment I	Winter of MA Year 1 (*typically offered in Fall)
PS 8102	Statistics and Research Design II	Winter of MA Year 1
PS 8310	Psychological Assessment II	Fall of MA Year 1 (*typically offered in Winter)
PS 8312	Culturally-Informed Clinical Practice	Winter of MA Year 1
PS 8306	Practicum in Clinical Psychology I	Summer of MA1 until Spring of MA2
PS 9306	Cognitive Behavioural Therapy	Fall of MA Year 2
PS 8103	Clinical Research Methods	Winter of MA Year 2 *PhD1 students will also be taking this course this year

MA Elective 1	Note breadth requirements	Any time during the MA
MA Elective 2	Note breadth requirements	Any time during the MA
Thesis		Thesis Supervisory Committee: Form by March 1 of MA Year 1 Thesis Proposal Meeting: Complete by May 31 of MA Year 1 Thesis Defense: Complete by end of MA Year 2

*The order of the Psychological Assessment I and II courses are being switched in 2024-2025 only.

Doctor of Philosophy

To be awarded a PhD in Psychology (Clinical Psychology) students must complete the requirements listed below. The PhD is intended to be completed in 4 years; however, some students choose to delay internship until PhD Year 5 in order to make more progress on their dissertation or gain additional clinical experience prior to starting internship.

Course Code	Course Title	Timeline
PS8303	Systems of Psychotherapy	Fall of PhD Year 1
PS 9301	Ethical and Professional Issues in Clinical Psychology	Winter of PhD Year 1
PS 9303	Practicum in Clinical Psychology II	PhD Year 1
PS 9304	Practicum in Clinical Psychology III	PhD Year 2
PS9307	Supervision, Consultation, and Program Evaluation	Fall of PhD Year 2
PhD Elective 1	Note breadth requirements	Complete by end of PhD Year 3
PhD Elective 2	Note breadth requirements	Complete by end of PhD Year 3
PhD Elective 3	Note breadth requirements	Complete by end of PhD Year 3
Comprehensive Requirement		Topic Approval Form: Complete by Dec 1 of PhD Year 1 Comprehensive Outline: Complete by Feb 28 of PhD Year 1

		Comprehensive Paper: Complete by June 30 of PhD Year 1
Dissertation		Dissertation Supervisory Committee: Form by May 1 of PhD Year 2* Dissertation Proposal Meeting: Complete by Aug 31 of PhD Year 2* * Strongly advised to form dissertation supervisory committee and complete dissertation proposal earlier in PhD Year 2 if planning to apply for internship in PhD Year 3 so that REB approval is obtained and data collection is well underway by the time internship applications are submitted. Dissertation Defense: Complete by end of PhD Year 4* * Strongly advised to complete before starting internship
Internship		Typically apply in Fall of PhD Year 3 and complete internship during PhD Year 4. Some students choose to apply in Fall of PhD Year 4 and complete internship during PhD Year 5.

Course Descriptions

For descriptions of all required and elective courses, see the most recent Graduate Calendar [here](#).

Course Requirements

How many electives do students take and how should they choose them?

At the MA level, students are required to take 2 electives, each one fulfilling a different Canadian Psychological Association (CPA) core area requirement. At the PhD level, students are required to take 3 electives, and they must fulfill any remaining core area requirements that were not met at the MA level. If students have met their core area requirements, they are free to take electives based on their clinical, research, and personal interests.

Fulfillment of these core area requirements is necessary for registration with the College of Psychologists and Behaviour Analysts of Ontario. Students must therefore monitor their choice of

elective courses. The College's registration requirements can be found on the [CPBAO website](#). Each student is responsible for making sure that they have met the College's requirements.

Selection of electives should be made in consultation with the student's advisor about the best way in which to meet these requirements, while also developing a training plan that fulfills their specific training needs. The Director of Clinical Training is also available for consultation.

The DCT will indicate which electives offered each year fulfill which core areas.

Breadth Requirements (Core Areas)

The Canadian Psychological Association (CPA) lists 6 core content areas that must be covered by the curriculum of all CPA accredited professional psychology training programs. Coursework in these core areas is also required for registration as a psychologist with the College of Psychologists and Behaviour Analysts of Ontario (see the [College's Registration Requirements](#)).

CPA Core Content Areas include:

1. Biological Bases of Behaviour (e.g., physiological psychology, comparative psychology, neuropsychology, psychopharmacology)
2. Cognitive Affective Bases of Behaviour (e.g., learning, sensation, perception, cognition, thinking, motivation, emotion)
3. Social Bases of Behaviour (e.g., social psychology; cultural, ethnic, and group processes; gender roles; organizational and systems theory)
4. Psychology of the Individual (e.g., personality theory, human development, individual differences, psychopathology)
5. Historical and Scientific Foundations of General Psychology
6. Psychopharmacology

Consistent with CPA accreditation standards, the Program requires that each student has demonstrated an undergraduate or graduate competence in these areas by completion of at least one half-year graduate course, or a two-semester (or two one-semester) senior undergraduate course (or a one-semester senior undergraduate course in the case of history of psychology). Students who have fulfilled the CPA breadth requirements at the undergraduate level can substitute foundational courses with other graduate electives. Two foundation areas must be covered by the end of the MA degree. Because Psychopathology (PS 8301) is a required core clinical course, it cannot count as a CPA core area requirement.

For Psychopharmacology, this core area could be satisfied with either 1 undergraduate course, 1 graduate course, or a combination of presentations and readings, classes, PTC individual/group supervision pertaining to Psychopharmacology, workshops, webinars, and/or directed readings.

Students are required to track how they meet their core area requirements (often using a combination of undergraduate and graduate courses) on the Core Area Review Form available in Google Drive.

Note: Students are strongly encouraged to keep course outlines from undergraduate and graduate courses that are being used for completion of foundational requirements. These may be requested by the Director of Clinical Training to ensure the course content satisfies the core area requirement, and by the College of Psychologists and Behaviour Analysts of Ontario (or other regulating body) for registration purposes.

Clinical Area Rounds

In addition to program requirements described above, students are also expected to attend all Clinical Area Rounds and DCT Meetings which are held periodically on Friday afternoons. Clinical Area Rounds are workshops delivered by guest presenters on a variety of topics relevant to clinical psychology. DCT Meetings provide a forum to exchange important information and discuss issues pertinent to the Clinical Psychology Graduate Program. Students are required to keep Friday afternoons free (i.e., don't schedule practicum placements or clinical/research positions on Friday afternoons) to attend these events.

Student Evaluations

At the beginning of the graduate program, the student and supervisor complete a [Student-Supervisor Checklist](#), which provides a guide for discussing mutual expectations between the graduate student and supervisor.

Each term, students complete an online Plan of Study Form. Plan of Study Forms are normally due in January (covering Fall term), May (covering Winter term), and September (covering Spring/Summer term). Exact deadline dates will be sent out to students by the Graduate Program Administrator. On this form, students summarize their progress during the term, including progress related to course work, research, and professional development. The student and supervisor should schedule a meeting to discuss the progress report and set specific goals for the next term. Students, supervisors, and the Director of Clinical Training can all provide comments and must approve the content of the review.

In addition, students should meet with their Supervisory Committee at least annually once the committee is formed.

Applying to the PhD Program

The application process for the PhD program is streamlined for our own MA students. MA students are required to apply for the PhD program by the standard application deadline (in early December). Students will need to complete the online application form and pay the application fee. Admission to the PhD Program for internal applicants requires (pending formal approval by the Department):

1. Successful completion of all requirements for the MA degree
2. A minimum of an A- average across the MA years
3. Statement of Recommendation Form, completed and signed by the proposed PhD supervisor, indicating approval of the student being accepted into the PhD program

Questions about the application process can be addressed to the Graduate Program Administrator (psychgrad@torontomu.ca).

Thesis Committees

MA Thesis Supervisory Committee

The Supervisory Committee should be formed no later than March 1 of MA Year 1. Relevant forms are the departmental Thesis Supervisory Committee Guidelines, MA Supervisory Committee Approval Request Form, and the Thesis Proposal Approval Form. The thesis proposal and the Thesis Proposal Approval Form must be submitted to the Graduate Program Office by May 31 of MA Year 1.

MA Thesis Examining Committee

In consultation with the student, the Supervisory Committee will recommend to the Program Director the appointment of a Thesis Examining Committee. The MA Thesis Examining Committee will consist of:

1. The student's supervisor.
2. A Psychology faculty member who is a member of YSGPS (typically from the student's Supervisory Committee).
3. A faculty member who is typically not involved in the student's research, but who is a member of YSGPS (either in Psychology or in another department).
4. Upon request from the Program Director, the Dean of Graduate Studies may appoint an expert professional in the field of the thesis, or a Toronto Metropolitan University faculty member who is not a member of the School of Graduate Studies, to serve as fourth member of the Examining Committee. Supervisors should inform the Program Director if such a request is to be made.
5. A Chair of the committee for the defense. The Chair is a nonvoting member of the committee unless their vote is needed to break a tie among other members of the committee. The Program Director or their designate will act as the Chair; typically, it is the latter case and will be arranged by the Graduate Program Administrator.

The Program Director shall forward their recommendation regarding the composition of the Master's Thesis Examining Committee to the Dean for approval and appointment. When the committee is appointed, the supervisor will set the examination date. Policies and procedures for the MA Thesis Examination (defense) are located in the Psychology Graduate Forms folder on Google Drive. The last possible recommended date to defend is August 31 of MA Year 2. The final version of the thesis (with approved revisions) will be due to YSGPS in early September. Failure to meet their submission date will mean that you cannot convocate/graduate in Fall and will prevent enrollment in the PhD program. While the maximum number of years may extend to MA3 in exceptional circumstances, consequences include lack of funding support, delayed progress, and may affect PhD acceptance.

PhD Dissertation Supervisory Committee

The Dissertation Supervisory Committee should be formed no later than May 1 of PhD Year 2. The PhD Supervisory Committee Approval Form and Dissertation Proposal Approval Form are available on the Graduate Psychology Google Drive. You should meet with your committee at least once per year (once formed).

PhD Dissertation Examining Committee

The Doctoral Examining Committee will consist of:

1. A Chair, which is the Dean of YSGPS or a designate. This member is non-voting except in cases of a tie.
2. The student's supervisor.
3. Other member(s) of the supervisory committee.
4. A YSGPS faculty member from within Psychology (typically not on the supervisory committee).
5. A YSGPS faculty member from outside of Psychology (the "internal/external").
6. An External Examiner (outside of the University). The External Examiner must be a recognized expert on the subject of the thesis and is normally a Full or Associate Professor at their home institution. They must also meet criteria of being "arm's length" from the candidate and supervisor, and should have a recognized track record of directly supervising PhD-level students to completion.
7. An optional additional member that is approved by the Dean.

The minimum requirement is that all approvals and distribution must be completed a minimum of 6 weeks before the scheduled date of the examination. More information on the committee and timing of events is found in the "Instructions_PhD_Dissertation_Guidelines_and_Information" PDF doc in the Shared Google Drive "Psychology Graduate Forms" folder, under "Thesis & Dissertation", and "PhD".

Comprehensive Paper Requirement

Please note that there is also a Comps FAQ you can consult. The FAQ will be reviewed by the Directors during the Comps Orientation session.

Purpose

The purpose of the PhD Comprehensive Requirement is to:

- Develop breadth of knowledge by exploring bodies of literature that are outside of the narrow thesis/dissertation topic
- Develop depth of knowledge about the topic of focus
- Develop skills as an independent researcher/scientist, including skills in scientific writing/communication

Paper Options

Students will be required to develop an original research question that they will address via a written paper. Paper options include:

- Systematic review

- Scoping review
- Theoretical paper (e.g., integrating literatures in a novel way or developing a comprehensive model)
- Meta-analysis or meta-synthesis
- Methodological or theoretical critique

Importantly, the paper can be about an applied topic. For example, some students may have plans to develop a treatment manual or an app. These projects first require an in depth review and critical analysis of existing literature. The comprehensive paper could meet that initial need.

Paper Format

The format of the paper should be modeled after review articles published in Psychology journals.

- APA format
- Manuscript-style
- 7,000-9,000 words (approximately 28-36 pages), excluding references, tables and figures. This length was selected because it mirrors the typical length of review papers in Psychology journals
- Double-spaced, 12pt font, 1 inch margins, Times New Roman

Paper Expectations

For specific details of how the Comprehensive Paper Requirement will be evaluated, please consult the Comprehensive Requirement Rubric.

1. The goal to **develop breadth of knowledge** is not included in the rubric as this goal is met in the selection of the topic. Specifically, by selecting a topic that is outside of the narrow thesis or dissertation topic, the goal of breadth is met. To ensure sufficient breadth, the reference list should not contain more than approximately 15% of the same references that were included in the MA thesis or might be included in the PhD dissertation.
2. To evaluate the goal of **developing depth of knowledge about the topic**, papers will be evaluated based on the *Depth and Accuracy of Knowledge* demonstrated and the *Coverage of Relevant Material*.
3. To evaluate the goal of **developing skills as an independent researcher/scientist**, papers will be evaluated based on the *Critical Analysis* demonstrated and the *Quality of Writing*.

Process and Timeline

The Comprehensive Requirement is typically completed in PhD Year 1, acknowledging that the timeline may be modified in exceptional circumstances (e.g., academic accommodations, academic consideration). If the student is registered with the Academic Accommodations Support (AAS) Office, and accommodations have been recommended that may be relevant to the Comprehensive Paper Requirement (e.g., extended deadlines), they should inform the relevant Director as soon as possible.

The tables below describe the timeline for the Comprehensive Requirement. In addition to the meetings outlined below, students are encouraged to consult their Readers anytime there is a real or perceived change in direction of the paper, or with any questions or concerns. Readers are there to provide support and guidance.

Date	Task
First Friday of the Fall term	Orientation meeting with Directors (Clinical & Psych Science)
Last Friday in September	Check-in meeting with Directors
Before October 15	Individual meeting with the relevant Director (Clinical/Psych Science) to discuss Comprehensive Paper topic and potential readers
By October 31	Two Readers selected for Comprehensive Committee
Early November	Meet with Readers to discuss Comprehensive Paper topic
December 1	Topic Approval Form due to Director and Graduate Program Administrator
February 28	Paper outline due to Readers, and cc Director. The outline will typically range from 4 to 6 pages, excluding references, tables and figures.
March 28	Readers provide feedback in a joint letter to student, and cc Director
Early April	Meet with Readers to discuss feedback on the outline
May	Meet with Readers to discuss progress on the paper
June 30	Comprehensive Paper (Paper 1) due to Readers, and cc Director
August 15	Readers provide feedback in a joint letter to student, and cc Director Readers independently read the paper and complete the rubric. The Readers write a joint letter noting their decision with detailed feedback. A joint rubric is also included. The letter is sent to the student and relevant Director (Clinical or Psych Science) by August 15. If there is inconsistency in readers' assessments that cannot be resolved via discussion, the Readers will consult with the relevant Director.

September	Papers that meet expectations indicate the student has passed the Comprehensive Requirement milestone. A “satisfactory” rating will be noted on the student’s Spring/Summer Progress Report, their academic transcript and on MyServiceHub. This is the expected outcome for the majority of students.
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If a Major Revision decision is given for Paper 1:

By early September	Meet with Readers to discuss feedback on the paper
October 15	Revised paper (Paper 2) due to Readers, and cc Director
November 15	Readers provide feedback in a joint letter to student, and cc Director Readers independently read the paper and complete the rubric. The Readers write a joint letter noting their decision with detailed feedback. A joint rubric is also included. The letter is sent to the student and relevant Director (Clinical or Psych Science) by November 15. If there is inconsistency in Readers’ assessments that cannot be resolved via discussion, the Readers will consult with the relevant Director.
January	Papers that meet expectations indicate the student has passed the Comprehensive Requirement milestone. A “satisfactory” rating will be noted for the Comprehensive milestone on the student’s Fall Progress Report, their academic transcript and on MyServiceHub.

If a Major Revision decision is given for Paper 2:

By early December	Meet with Readers to discuss feedback on the paper
January	An “unsatisfactory” (UNS) rating would be noted on the student’s Fall Progress Report for the Comprehensive Requirement. According to YSGPS policy, a UNS on an academic milestone changes the student’s academic standing to “Provisional” for the Fall term of PhD Year 2, and a formal Provisional Plan of Study is required for the Winter term.
January 15	Revised paper (Paper 3) due to Readers, and cc Director

February 15	Readers provide feedback in a joint letter to student, and cc Director Readers independently read the paper and complete the rubric. The Readers write a joint letter noting their decision with detailed feedback. A joint rubric is also included. The letter is sent to the student and relevant Director (Clinical or Psych Science) by February 15. If there is inconsistency in readers' assessments that cannot be resolved via discussion, the Readers will consult with the relevant Director.
May	Papers that meet expectations indicate the student has passed the Comprehensive Requirement milestone. A "satisfactory" rating will be noted for the Comprehensive milestone on the student's Winter Progress Report, their academic transcript and on MyServiceHub.

If the revised paper (Paper 3) does not meet expectations:

May	Papers that still do not meet expectations as outlined in the Rubric indicate that the student has not passed the Comprehensive Requirement milestone. An "unsatisfactory" rating will be noted for the Comprehensive milestone on the student's Winter Progress Report, their academic transcript, and on MyServiceHub. According to YSGPS policy, a second consecutive UNS on an academic milestone changes the student's academic standing at the beginning of the Spring term of PhD Year 2 to "Withdrawn".
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Comprehensive Requirement Deadlines

Students who are registered with the Academic Accommodations Support (AAS) Office and have been recommended accommodations that may be relevant to the Comprehensive Paper Requirement (e.g., extended deadlines) should inform the relevant Director as soon as possible. The timeline presented above may be altered in exceptional circumstances (e.g., academic accommodation, academic consideration) but new deadlines must be discussed and agreed upon in writing by the Director and the student as soon as possible after becoming aware of the need for the delay. The Director will then inform the Comprehensive Requirement Committee.

Please note that if a student does not have academic accommodations or exceptional circumstances, and submits the paper late, a note will be included on the Progress Report indicating that the paper was submitted late. If the paper is not submitted by the end of the reporting period for the Progress Report, an "unsatisfactory" (UNS) rating will be noted on the student's Progress Report for the Comprehensive Requirement milestone. For example, if the paper is due June 30, then a paper submitted between July 1st and August 31st would be noted as being submitted late on the Spring/Summer Progress report, whereas a paper submitted

after September 1st (or not yet submitted by the time of the Progress Report) would result in an UNS rating on the Spring/Summer Progress Report. According to YSGPS policy, a UNS on an academic milestone changes the student's academic standing to "Provisional," and a formal Provisional Plan of Study is required.

Challenging Revision Decisions

If (after meeting with Readers to discuss feedback) a student disagrees with a Major Revision decision the following steps should be taken:

1. The student should outline, in writing, within 2 weeks of receiving feedback, why they disagree with the decision, relying on the rubric as a general reference, and incorporating specific examples from the paper and feedback. The letter should be sent to the Readers and relevant Director (*Note: Directors will typically not act as readers on Comprehensive Requirement Committees. However, if a Director is one of the readers, the other Director will act as the Director. For example, if the DCT is one of the readers, the DPST will serve as the acting Director for that Comprehensive Paper*
2. Readers will consider the points raised, and consult with the paper, each other and the Director, as needed.
3. Student meets with the Readers (and Director) about the disagreement within 2 weeks of receiving the letter from the student.
4. Readers, in consultation with the Director if needed, write a response letter outlining their decision (either the same or changed decision) within 2 weeks. Note it is possible that after further clarification the student could agree with the decision and voice this during the meeting or in a follow-up letter or email, ideally within 3 days of the meeting.
5. If the student still disagrees with the decision, they could then inform the Director ideally within 3 days. The two Directors, and a third Reader should additional expertise be required, would read the paper and note their decision in a letter within 2-3 weeks.
6. If the two Directors and third Reader evaluate the paper as a PASS, then a "satisfactory" rating will be assigned to the student's relevant Progress Report. If the two Directors and third Reader evaluate the paper as a Major Revision, the student would revise the paper, incorporating feedback from the original letter, *unless* the Directors explicitly instruct otherwise. Depending on the time frame, the Director would outline the specific timeline for the revised Paper. The student would submit the revised paper to their original Readers and the Director.

Students are encouraged to reach out to the Directors, Graduate Program Director, and their supervisor or another faculty member of their choosing for any support during the process. Directors will also reach out to students in these instances and offer support.

Please note that if Paper 3 does not meet expectations, and students do not agree with this decision, they would need to appeal through the official channels [here](#).

Faculty Roles

Comprehensive Requirement Coordinators (Directors)

The Directors will serve as Comprehensive Requirement Coordinators for their respective areas (DCT for Clinical students; DPST for Psych Science students). The Coordinator will:

1. Prepare and lead an organizational meeting that will be held the first Friday of the Fall term and attended by students in PhD Year 1. In the meeting, the Coordinator will discuss the objectives of the Comprehensive Requirement and provide an overview of the Comprehensive Requirement guidelines and process.
2. Prepare and lead a check-in meeting with students that will be held the last Friday of September in PhD Year 1 to answer additional questions and offer guidance.
3. Organize individual meetings with students by October 15 of PhD Year 1 to select topic areas and potential readers.
4. Oversee the formation of the Comprehensive Requirement Committee for each student, to ensure that workload is similar across faculty and to ensure that students and Comprehensive Requirement Committees are appropriately matched (e.g., based on the faculty's expertise in the topic area). One of the two readers should have expertise or familiarity with the student's topic area. Note. *Directors will not act as readers except in exceptional cases.*
5. Track submissions and adherence to deadlines and be responsible for written notices of any deviation from dates outlined in this policy.
6. Facilitate discussions between the readers and/or between the readers and the student if disagreement about decisions arise, as well as read papers and identify a third reader in the event of disagreement.
7. Provide support and guidance to students and readers as they navigate the process.

Comprehensive Requirement Committee (Readers)

Each student will have a Comprehensive Requirement Committee that consists of two readers. Readers typically will be members of YSGPS (either full-time faculty or adjunct faculty) but in exceptional circumstances other Readers may be approved by the Comprehensive Requirement Coordinator. At least one member of the committee must be a full-time member of the Psychology Department. In consultation with the Comprehensive Requirement Coordinator, each student will suggest potential readers. The Coordinator may also offer suggestions for readers. The Coordinator will make the final decision in the selection of Comprehensive Requirement Committee members, and will contact potential readers to ask if they would be willing to serve on committees (students may also contact potential readers, if delegated by the Coordinator to do so).

Full-time faculty will typically be expected to serve as readers on a minimum of two Comprehensive Requirement Committees per year. Thesis advisors cannot serve as a reader for their own students. Service will generally be limited to a maximum of three committees per faculty to ensure that readers are not overloaded.

Once the committees are formed, students will meet with their readers to discuss the Comprehensive Requirement topic. Students will meet with their readers as outlined in the timeline presented above and are encouraged to meet with their readers any time they have questions or concerns.

There is a Comprehensive Paper Requirement FAQ document located in the Psychology shared Google Drive that also addresses several questions about the Comprehensive Requirement, including when and how many times students can contact their readers, what to do if the topic changes, who they can talk to about Comps, etc.

Student Appeals and Remediation Training Plans

Student Appeals, Complaints, or Concerns

All students have the right to appeal their final grades, academic standing, or both. Student appeals can be [submitted online](#). Acceptable grounds for appealing a course grade include: (a) prejudice; (2) medical; (3) compassionate; (4) course management; and (5) procedural error. If a student wishes to initiate an appeal based on claims of prejudice, the student must consult the Discrimination and Harassment Prevention Office. The Office will do an assessment and make a recommendation to the Graduate Program Director before the appeal proceeds. The Office will also determine whether there are sufficient grounds for an appeal. If it is determined that there are insufficient grounds, the appeal may go forward on the grounds of Course Management.

Academic Appeals may be made at three levels: the program level, the Yeates School of Graduate and Postdoctoral Studies level, and the Senate level (i.e., to the Senate Appeals Committee). The Policy outlines for students the process for initiating an appeal at each level, directs students to where they will find the forms and instructions for each level, deadlines for making an appeal, and process by which the decision is made and communicated to the student.

If a student wishes to appeal a grade, they should first speak with the instructor informally to attempt to resolve the issue. This should be done as soon as possible after the circumstances arise. However, there may be some situations in which the student is unable to discuss the matter with the instructor, in which case, the student would speak with the Graduate Program Director. If, after speaking with the instructor, the issue is not resolved, the student could bring the matter to the Graduate Program Director for assistance if they wish to pursue the matter further before initiating a formal appeal. The program must respond to the student within 10 working days of receipt of the appeal whether the appeal was granted or denied (in whole or in part). If the issue is not resolved at the program level, the student may file an appeal with the Yeates School of Graduate Studies. This should be done within 10 working days of receiving the decision at the Program level.

The Assistant Registrar, Graduate Studies, will then forward the appeal to the respondent, who has 5 days to respond. A Hearing Panel of the Yeates School of Graduate and Postdoctoral

Studies Appeals Committee will be established to review the material, hear the appeal, make a decision, and communicate the decision to the student in writing, stating clearly the basis on which the decision was reached. At this level, the student may bring one representative or advocate, including legal counsel.

If the student wishes to make an appeal to the Senate level, the student must submit the appeal to the Secretary of Senate within 10 working days of receipt of the Yeates School of Graduate and Postdoctoral Studies-level response. The Secretary of Senate will establish a Panel of the Senate Appeals Committee to hear the appeal and make and communicate the decision in writing to the student. Decisions of Appeals made at this level are considered final.

Remediation Training Plans

Most student difficulties are managed on an informal basis. The Progress Report Form is jointly completed between each graduate student and their primary research advisor three times each year to report on progress in the areas of research, course work, and professional development. In addition, practicum supervisors provide feedback at the midpoint of each practicum placement and complete the Evaluation of Practicum Student Form near the end of each practicum. These forms are signed by the student, the student's research/practicum supervisor, and the Director of Clinical Training, and serve as formal means of feedback to students about any concerns about their performance. These methods include recommendations to address any outstanding issues over the reporting period. For example, a supervising faculty member may request that the student reduce problem behaviours (e.g., not meeting deadlines) or increase desirable behaviours (e.g., scheduling time to write up the thesis), and provide specific remedies or suggestions to correct any issues. A timeline for correcting any problems also is provided. It is expected that any issue raised in a progress report would also have been discussed with the student prior to these formal methods of feedback so that the student is aware of and fully informed of the Program's concerns.

If these formal methods of performance appraisal do not lead to improvements in the given problem area(s), or a problem is of a more acute or serious nature, a more formal procedure is implemented to address the concern. The first step in developing a remediation plan is to identify and define the more serious or ongoing problematic behaviour. These problematic behaviours are ones that interfere with the student's professional functioning and may involve:

- An inability or unwillingness to acquire and integrate professional standards into one's repertoire of academic or professional behaviour
- An inability to acquire academic or professional skills in order to reach an acceptable level of competency
- An inability to manage personal stress, strong emotional reactions, or psychological concerns that interfere with academic or professional functioning

Students may exhibit behaviours, attitudes, or characteristics that, while of concern and require remediation, are not unexpected or excessive for students training toward a profession in clinical psychology. Problems typically become identified when they include one or more of the following characteristics:

- The student does not acknowledge, understand, or address the problem when it is identified
- The problem is not merely a reflection of a skill deficit that can be rectified by academic or didactic training
- The quality of the student's performance is sufficiently negatively affected
- The problem is not restricted to one area of academic or professional functioning
- The problematic behaviour has the potential for ethical or legal consequences if not addressed
- A disproportionate amount of attention by faculty or other training personnel is required
- The student's behaviour does not change as a function of feedback, remediation efforts, or time

The formal process for managing difficulties encountered by students begins with a meeting of all relevant parties (e.g., the student's supervisor, Graduate Program Director) with the Director of Clinical Training to determine whether a more serious student problem exists. Students are informed in writing of the concerns and a plan is put in place to remediate the concerns.

The remediation plan includes:

- An outline of the specific skills or knowledge that are judged to be deficient
- Specific actions to be taken by the student and faculty advisor or supervisor to address the deficiencies
- A process to evaluate the student's progress
- A time frame within which it is expected that the student's performance will reach the expected level of competence

The plan may include a modification of the goals and objectives for various activities, a reduction in the student's involvement in other activities, and/or a change in the frequency or manner in which supervision is provided (e.g., more frequent and direct interactions and observations of the student's activities). The student is provided with a copy of the remediation plan.

At the conclusion of the time period specified in the remediation plan, the Director of Clinical Training, Graduate Program Director, and other relevant parties involved in the evaluation will meet with the student to review their progress and determine if the objectives of the plan have been achieved. The parties may determine that:

- The objectives have been successfully achieved
- Further remediation is required
- The student's registration in the Program should be terminated.

The Director of Clinical Training and the Graduate Program Director will meet with the student to discuss the decision and a written summary of the decision is provided to both the student and the student's supervisor and placed in the student's file. If students have concerns about their evaluation following remediation or disagree with some aspect of it, they are encouraged

to discuss these concerns with the Director of Clinical Training and resolve them informally. In the event that informal efforts to resolve the concerns are unsuccessful, a formal appeal procedure exists (as documented above).

Office of the Ombudsperson

The Office of the Ombudsperson is available to support students if they have a problem or conflict with the university or if they feel they have been treated unfairly and want to know their options. The Office of the Ombudsperson can provide information and advice. Students are encouraged to obtain information about the [Office of the Ombudsperson](#).

SECTION 4: ETHICS AND PROFESSIONAL ISSUES

Academic Integrity

Student Code of Academic Conduct

Below, we reprint several important sections from the University's Student Code of Academic Conduct ([Senate Policy 60](#)). We recommend that you familiarize yourself with it in its entirety.

The University Code of Academic Conduct applies to the academic activities, both on and off campus, of all students (graduate, undergraduate and continuing education) enrolled in courses at the University. Students are responsible for familiarizing themselves with this policy. The University Code of Academic Conduct defines academic misconduct, the processes the University will follow when academic misconduct is suspected, and the consequences that can be imposed if students are found to be guilty of misconduct.

A. ACADEMIC MISCONDUCT

Academic misconduct includes actions that have a negative effect on the integrity of the learning environment. Offences of this nature are unacceptable.

A1. Academic Dishonesty - Academic dishonesty is any deliberate attempt to gain advantage by deceiving faculty, placement managers/coordinators, preceptors or other professionals who are mentoring students, other students or the University administration. Academic dishonesty may involve an individual or a group, and includes but is not limited to the following offences:

A. Plagiarism - Claiming the words, ideas, artistry, drawings, images or data of another person as if they were your own. This includes:

- copying another person's work (including information found on the Internet and unpublished materials) without appropriate referencing;
- presenting someone else's work, opinions or theories as if they are your own;
- presenting another's substantial compositional changes to an assignment as your own;
- working collaboratively without permission of the instructor on an assignment, and then submitting it as if it were created solely by you; or
- self-plagiarism – submitting the same work, in whole or in part, for credit in two or more courses, or in the same course more than once, without the prior written permission of the instructor(s).

B. Cheating – includes but is not limited to:

- having ready access to and/or using aids or devices (including wireless communication devices) not expressly allowed by the instructor during an examination, test, quiz, or other evaluation;

- copying another person's answer(s) on a test, exam, quiz, lab report, or other work to be evaluated; copying another person's answers, with or without their permission, to individually assigned projects;
- consulting with another person or unauthorized materials outside of an examination room during the examination period (e.g. discussing an exam or consulting materials during an emergency evacuation or when permitted to use a washroom);
- improperly submitting an answer to a test or examination question completed, in whole or part, outside the examination room unless specifically permitted by the examination format;
- resubmitting altered test or examination work after it has already been evaluated;
- presenting falsified or fabricated material, including research results; or
- improperly obtaining, through deceit, theft, bribery, collusion or otherwise, access to examination paper(s) or set of questions, or other confidential information.

C. Misrepresentation of personal identity or performance

- submitting stolen or purchased assignments or research;
- impersonating someone or having someone impersonate you in person, in writing or electronically. Both the impersonator and the individual impersonated (if aware of the impersonation) are subject to a penalty;
- falsely identifying oneself or misrepresenting one's personal performance outside of a particular course, in a course in which one is not officially enrolled, or in the admissions process (e.g. submission of portfolios, essays); or
- withholding or altering academic information, transcripts or documents.

D. Submission of false information

- submitting altered, forged or falsified medical or other certificate or document for academic consideration, or making false claims for such consideration;
- submitting false statements, documents or claims in the request for academic consideration, academic appeals or the academic misconduct process;
- submitting false academic credentials to the University; or
- altering, in any way, documents issued by the University.

A2. Contributing to Academic Misconduct - Knowingly assisting someone to commit any form of academic misconduct is itself academic misconduct. This may include, but is not limited to:

- offering, giving or selling essays or other assignments with the knowledge that these works will likely be subsequently submitted for assessment;
- allowing work to be copied during an examination, test or for other assignments;
- offering, giving or selling answers to tests or exams; or
- unauthorized sharing of examination questions and/or answers.

A3. Damaging, Tampering or Interfering with the Scholarly Environment - Obstructing and/or disturbing the academic activities of others. This involves altering the academic work of others in order to gain academic advantage. [Some types of damaging or tampering fall under the Student Code of Non-Academic Conduct ([Policy 61](#))].

Examples of this include:

- tampering with experiments or laboratory assignments;
- altering or destroying artistic or creative works such as drawings or films;
- removing, altering, misusing or destroying University property to obstruct the work of others;
- stealing or tampering with any course-related material; or
- tampering with library materials.

A4. Unauthorized Copying or Use of Copyrighted Materials – Intentionally failing to abide by the Copyright Act and/or the University's license agreement with Access, the Canadian Copyright licensing agency regarding the copying and use of textbooks, software, and other copyrighted materials (see the Library website or the Access website for details).

A5. Violations of Departmental Policies on Professional Behaviour – Exhibiting unprofessional behaviour in field placements and practica as outlined in department/school Student Codes of Professional Conduct.

A6. Violations of Specific Departmental or Course Requirements - In their course outlines, instructors may, in order to ensure Academic Integrity, include additional specific requirements that are consistent with this policy. Any additions must be published in course outlines and/or student handbooks.

B. PENALTIES AND CONSEQUENCES FOR ACADEMIC MISCONDUCT

Possible Penalties - Although students may commit similar infractions, the circumstances surrounding these infractions may vary. The penalty imposed shall take into account the specific circumstances. Once it has been determined that academic misconduct has occurred, a formal charge must be filed and one or more of the following penalties must be imposed or recommended by the instructor or Chair/Director:

- The minimum penalty for academic misconduct on any assignment or other form of evaluation is a mark of zero for the work, and a Disciplinary Notice (DN) will be placed on the student's academic record;
- A grade of "F" in a course;
- Disciplinary Withdrawn (DW);
- Expulsion;
- Rescinding of a degree, diploma or certificate;
- Requirement to replace damaged or destroyed materials;
- A requirement to participate in the Academic Integrity Tutorial in which participants will examine the social and ethical issues associated with academic misconduct in conjunction with another penalty.

Research Ethics

Research Conducted Solely at Toronto Metropolitan University

The University's policies and procedures governing the ethical conduct of research involving humans adhere to the published guidelines of the Canadian Institutes of Health Research (CIHR), Natural Sciences and Engineering Research Council (NSERC), and the Social Sciences and Humanities Research Council (SSHRC), known as the Tri-Council Policy Statement, now in its second edition (TCPS-2) and a revised update was released in 2022. You can view this statement [here](#).

All research involving humans, whether funded or not, conducted within the University or by faculty, staff, or students affiliated with the University must be reviewed and approved to protect research participants, and to ensure that research is conducted in an ethical manner. No research on human participants shall be undertaken without the prior approval of the Research Ethics Board. For more information, see this [website](#). Please note that this may also include secondary data analyses and program evaluations. The website provides some links to help determine what requires review, but it is best to contact the REB if you are unsure if your project requires REB approval.

Guidelines

The following guidelines for the completion of the online application will assist the researcher in the development of appropriate materials for the ethical review of projects that involve humans and have been developed in accordance with [TMU's Policy on Ethics Review of Research Involving Humans](#). New consent form templates and a checklist are also available on the Research Ethics website and their use is encouraged to facilitate a more streamlined review process.

Submission of a Request for Ethical Review

One must complete the online application form required for Ethical Review of your Research Protocol Involving Humans according to the aforementioned guidelines. If you have any questions about these guidelines or suggestions for additional guidelines, please contact rebchair@torontomu.ca

They also hold weekly drop-in office hours. For more information, including common FAQs, see the REB website. You may also directly contact members of the administrative team who are listed on the [REB website](#). In addition, several members of our department are on the board.

Your application should include:

1. A completed online application with all items addressed and the checklist filled out
2. A description of the consent and debriefing processes to be used with human participants, including all forms or scripts
3. A copy of any questionnaires, survey forms, observation protocols, interview and focus group guides, or other tests used in the research

4. A copy of any posters, scripts, announcements, or any information you will use to recruit your human participants

The above information must be submitted electronically. Attachments can be in the format of word processing, spreadsheet, or Adobe Acrobat (PDF) documents. If electronic copies of documents are not available, these can be scanned or sent as hard copies to the Research Ethics office.

Note: Please allow a minimum of 4 weeks for the ethics review process. An initial response is usually made in 4 to 6 weeks from date of submission.

Where to find the Online Application

1. Sign on to my.torontomu.ca
2. On the main page under the “Research Ethics” tab, click on the link called “online ethics submission & review system”
3. Click on the link “complete new protocol application form”
4. Follow the instructions and refer to [this website](#) for more details.

Research Conducted in Conjunction with Another Site/Institution

Under the TCPS2, all human research you are involved in under the auspices of the University should be reviewed by the University Research Ethics Board; i.e., if you will use your university affiliation in relation to the research (e.g., on a publication), then you need approval here, regardless of where the research takes place.

1. If the project has already been approved by a Research Ethics Board at another institution, only the Application Checklist and Study Abstract portion of the application must be submitted to the University Research Ethics Board, providing that the following are included:
 - a. A copy of the complete application submitted to the other institution's Research Ethics Board including all relevant documentation (as indicated above); and
 - b. A copy of the approval document including any conditions or requirements imposed by that institution's Research Ethics Board (if an electronic version is not available, a hard copy must be sent to the Research Ethics office)
 - c. If the study is minimal risk and was approved by another Canadian institution as the board of record, then it will only undergo a quick administrative review to ensure adherence to any relevant TMU policies and practices.
2. If the project has not yet been approved by a Research Ethics Board at another institution and your data collection relies on this other institution, you must submit an application for ethics approval to this other institution and gain approval before submitting your application here in order to prove that your data collection is feasible and permitted.

3. If the project has not yet been approved by a Research Ethics Board at another institution and if your data collection does not rely on another institution (this institution is involved in your project in another way), you may submit your application to our REB first and comment on this institution's involvement in your "comments to the chair" section of your application. You will probably have to gain ethics approval from this other institution as well; however, you should discuss this matter with your supervisor.

Important Reminders

The REB at this university or other institutions will likely require that you revise your application before gaining ethics approval. These revisions may take a few weeks to approve after resubmitting and, therefore, you must complete this process with sufficient time to complete your study.

All graduate students are required to complete the Tri-Council Tutorial Course on Research Ethics (CORE) before they are eligible to apply for REB approval for any research involving human participants. Developed by the Interagency Advisory Panel on Research Ethics (PRE), CORE introduces the federal policies governing research involving human participants as outlined in the Tri-Council Policy Statement 2 (TCPS2). This tutorial was updated in January 2022, so if you completed it prior to then, the REB will request an updated certificate. See this [website](#) for more information.

Ethics of the Supervisory Relationship

We aim for collegial, mutually respectful relationships among faculty and students in the department. Our program strives to foster a non-competitive, mutually supportive environment. Providing a supportive experience requires a high level of professionalism and integrity on the part of everyone. Students should be familiar with the CPA Code of Ethics.

Collaborative Relationships in Research

In collaborative research: (a) faculty and students should discuss ownership of data and authorship on presentations/publications early enough in the process so that each is aware of their roles; and (b) faculty and students should publicly acknowledge one another's contributions at conferences, in written work, etc. The CPA Code of Ethics discusses the importance of giving proper credit to others for their work, and APA's [Ethical Principles of Psychologists and Code of Conduct](#) discusses the issue of authorship.

Dual Relationships

A dual relationship between a faculty member and student exists when the individuals fill roles beyond what is typical in faculty-student relationships and/or the relationship is exclusionary from other faculty-student relationships. Examples of dual relationships include, but are not limited to, romantic/sexual involvements, financial partnerships, personal friendships, family relations, etc. The effects of the dual relationship are not limited to the two individuals involved but potentially can affect many persons in the program. Ideally, dual relationships should be

avoided. If a dual relationship arises, it is important that the dual relationship become known to others in the program rather than be kept a secret. Psychotherapeutic relations between faculty and students must be avoided altogether.

Should a dual relationship exist, the guidelines are as follows: a faculty member involved in a dual relationship should not be: (a) instructing or supervising that student; (b) participating in the research or clinical guidance of the student; or (c) participating in the evaluation process of the student. Depending upon the nature of the dual relationship, these guidelines may also be applied even if the dual relationship is terminated.

Coercion or Discrimination in Supervisory Relationships

There is no place for coercive or exploitative relationships in any professional activities or work in our program. Coercive relationships take different forms. The most clearly defined involves relationships in which there is discrimination or harassment, against which the university has explicit [policies](#). Coercive relationships additionally would be defined as taking advantage of the faculty-student relationship by requesting work unrelated to academic development, inhibiting a student's progress to benefit from the student's proficiencies, or placing demands on the student unrelated to the student's professional development.

It is the responsibility of each faculty member to create an atmosphere conducive to the student's learning and professional development. Faculty should impartially evaluate student's performance, and not discriminate based on the student's race, ethnicity, gender, sex, sexual orientation, gender identity, national origin, age, religion, family status, or disability.

SECTION 5: CLINICAL PRACTICA AND RESIDENCY

Course Descriptions for Clinical Practica and Residency

PS8306 Practicum in Clinical Psychology I (Required practicum during the MA)

Practicum training in psychological assessment and intervention under the close supervision of one or more Registered Psychologists at the Psychology Training Clinic or other community setting. The minimum duration is 300 hours. This course is required of all MA Clinical Psychology students. Prerequisites: Completion of Psychopathology, Psychological Assessment I and II, and Culturally-Informed Clinical Practice. Pass/Fail. 1 Credit

PS9303 Practicum in Clinical Psychology II (Required practicum during the PhD)

Practicum training in psychological assessment and intervention under the close supervision of one or more Registered Psychologists in a community setting. Students are encouraged to apply for practicum placements from an approved list of supervisors and sites. The minimum duration is 350 hours. This course is required of all PhD Clinical Psychology students. Prerequisites: Completion of Practicum in Clinical Psychology I. Pass/Fail. 1 Credit

PS9304 Practicum in Clinical Psychology III (Required practicum during the PhD)

Advanced practicum training in psychological assessment and intervention under the close supervision of one or more Registered Psychologists in a community setting. Students are encouraged to apply for practicum placements from an approved list of supervisors and sites. The minimum duration is 350 hours. This course is required of all PhD Clinical Psychology students. Prerequisites: Completion of Practicum in Clinical Psychology II. Pass/Fail. 1 Credit

PS9305 Practicum in Clinical Psychology IV (Optional practicum during the PhD)

Advanced practicum training in psychological assessment and/or intervention under the close supervision of one or more Registered Psychologists in a community setting. This course is optional for graduate students in the Clinical Psychology PhD program who would benefit from additional clinical experience prior to internship (e.g., comprehensive assessments). Please consult with the Director of Clinical Training prior to applying for an optional practicum placement. The minimum duration is 120 hours. Prerequisites: Completion of Practicum in Clinical Psychology III. Pass/Fail. 1 Credit

Residency in Clinical Psychology

Supervised residency in a community setting approved by the Director of Clinical Training and Clinical Program Committee. This residency is required of all students in the Clinical Psychology PhD program and must be taken over the course of a full year. Prerequisites: Completion of all course requirements in the clinical psychology doctoral program, and approval of your supervisor and the Director of Clinical Training. Pass/Fail.

Psychology Training Clinic

The Psychology Training Clinic (PTC) is the product of a partnership between Unity Health Toronto (St. Michael's Department of Family and Community Medicine) and the University. It is located at 80 Bond Street. Clinical psychology students typically conduct their first practicum (Practicum in Clinical Psychology I) at the PTC. On-site supervision is provided by the Director of the PTC along with other core faculty in the University's Psychology Department. More senior students in the program may also have opportunities for training in, and provision of, peer supervision to more junior students.

Clinical Practica Guidelines

A list of potential practicum sites is distributed to all students each year. In collaboration with other professional psychology graduate programs in the Greater Toronto Area, the program holds a "GTA Practicum Day" each Fall to give students an opportunity to meet with potential supervisors from practicum sites across the Greater Toronto Area. Prior to beginning your first practicum, you may be interested in reviewing the standard internship application that is used across North America (see section below on Preparing for Internship). This application will give you an idea of the types of information you should be tracking in Time2Track during your practicum placements (see section below on Time2Track).

Practicum Duration

Required practica must include a minimum of 300 hours (PS8306) or 350 hours (PS9303; PS9304). Optional practica (PS9305) must include a minimum of 120 hours. Typically, practica will not last more than 500 hours. Practica lasting more than 500 hours require approval from the Director of Clinical Training. The first practica at the Psychology Training Clinic occurs 1 day per week over approximately 10 months (Summer of MA1 to Spring of MA2). External practica in the summer typically occur 4 days per week for 16 weeks (480 hours). External practica during the school year typically occur 2 days per week from September to April (480 hours). No required or elective courses are scheduled on Tuesdays or Thursdays so students can attend their practicum placements those days. Students are strongly discouraged from working more than 2 days per week during the school year because it may impact progress on other program requirements.

Supervision

Although students can and should learn from individuals from a broad range of backgrounds, the practicum supervisor must be a Registered Psychologist or Psychological Associate authorized for Autonomous Practice by the College of Psychologists and Behaviour Analysts of Ontario (or other regulatory body in the jurisdiction where the services are provided). You can find out if a person is a registered member of the College of Psychologists and Behaviour Analysts of Ontario [here](#).

In cases of collaborative or shared supervision, at least one of the supervisors must be a Registered Psychologist and retain responsibility for services provided by the student. If practicum supervision is provided by a psychology resident/intern, the psychology resident providing such supervision must be supervised by a doctoral-level Registered Psychologist specifically for that activity. Practicum evaluation forms should be completed by the supervisor, with input from others involved in the student's training.

CPA accreditation standards (2023) require a minimum of 1 hour of individual supervision for every 4 hours of direct service. A portion of supervision may be provided in group meetings (e.g., with other trainees); however, the amount of time allocated to providing feedback to the student regarding their provision of psychological services to specific clients should meet the requirement of 1 hour for every 4 hours of direct service. Up to 25% of individual supervision can be asynchronous, meaning that the supervisor reviews the student's work and provides detailed and comprehensive feedback that is later reviewed by the student (e.g., providing detailed written feedback on assessment reports or while reviewing session recordings).

Activities

Practicum activities should be relevant to the student's clinical training. Typical activities include observing assessment and treatment, providing assessment and treatment services under supervision, report writing, supervision, reading, watching videos, and participating in rounds, presentations, and team meetings. If time permits, students are encouraged to become involved in clinical research opportunities.

Practicum Agreement Form

Before beginning an external clinical practicum in the community, students and their practicum supervisors should complete a Clinical Psychology Practicum Agreement Form. This form can be found on Graduate Psychology Google Drive.

Supervisor's Evaluation of Clinical Placement Student

At the end of the practicum, the practicum supervisor should complete an evaluation of the practicum student, which is discussed with the student and signed by both the student and supervisor. These evaluations should be submitted to the Director of Clinical Training (psychdct@torontomu.ca) and Graduate Program Administrator (psychgrad@torontomu.ca).

Student's Evaluation of Clinical Placement

At the end of the practicum, the student should complete an evaluation of the practicum placement. This can be found on Graduate Psychology Google Drive.

WSIB Form

At the start of your placement, a WSIB Form should be completed and signed. This form can be found on Graduate Psychology Google Drive.

Professional Liability Insurance

Some practicum training sites and residency/internship programs require trainees to carry their own Professional Liability Insurance. When you apply to become a member of the College of Psychologists and Behaviour Analysts of Ontario (or other provincial regulatory body) following graduation, you are required to carry your own Professional Liability Insurance to renew your CPBAO membership each year. Psychologists and psychology trainees in Canada tend to use [BMS Insurance Liability Program](#). BMS also provides coverage for psychology graduate students. The cost of Professional Liability Insurance is the responsibility of the student.

Police Record Checks

Police Record Checks are not a requirement of our Clinical Psychology Program. However, some practicum training sites and residency/internship programs require prospective trainees to undergo criminal background checks and/or vulnerable sector screening checks. These practicum sites and residency programs have the discretion to refuse prospective trainees on the basis of the information obtained as part of the background checks. The cost of a Police Record Check, if required by a practicum training site or residency program, is the responsibility of the student. More information about Vulnerable Sector Checks and Criminal Record Checks is available on the [Toronto Police Services website](#). Please speak with your practicum or residency site to obtain an application if they require you to undergo a Police Record Check.

Affiliation Agreement

Many practicum sites will require the university and practicum institution to enter into an affiliation agreement, which is primarily for the purpose of spelling out issues related to liability for potential risks to the student or to the institution. The Psychology Graduate Program Administrator can let students know whether we have affiliation agreements with their practicum sites and can facilitate the process of developing such agreements where needed. Typically, these agreements are signed before the student begins their placement.

Tracking Clinical Hours Using Time2Track

Students are advised to carefully track the hours spent on various practicum activities. This information will be required when you apply for internship. For instance, when applying for internship, you will need to provide detailed information about the numbers and types of clients you have seen when applying for internship. Specifically, it is important that you track the number of sessions and demographic information of each client that you see (e.g., age, gender, sexual orientation, race, cultural background, presence of any disabilities). It may also be helpful to track the current diagnoses, theoretical orientation used, and a short summary of what was covered in treatment. This is the time to start tracking those details!

The Psychology Department holds an account with Time2Track, which is an online tracking tool for clinical hours. Students are required to use this system. A Time2Track authorization code will be provided to all students when starting their first practicum placement at the Psychology Training Clinic. Contact the Graduate Program Administrator if you are unsure of the authorization code. In addition to tracking hours in Time2Track, it is recommended that you track the details of each client you see in a separate document as Time2Track does not

incorporate the amount of detail requested for applications. [This guide](#) developed by CCPPP provides recommendations for documenting professional psychology training experiences (see “CCPPP Guidelines for the Documentation of Professional Training Hours”).

For more information on tracking clinical hours, see the DCT-Resources for Students folder in Google Drive.

Program-Sanctioned Clinical Hours Outside of Practicum

Some students have opportunities to accrue clinical hours for their internship application through research or other positions (outside of their required or optional practicum courses). Your research advisor, the Registered Psychologist supervising your Program-Sanctioned Clinical Hours, and the Director of Clinical Training must all sign off on your Program-Sanctioned Hours form BEFORE you begin the clinical experience. If they are not approved by the DCT before you begin, you may not be eligible to count these hours on your internship application. It is necessary to ensure that these hours meet specific requirements (e.g., clinical activity supervised by a Registered Psychologist or Psychological Associate authorized for Autonomous Practice by the College of Psychologists and Behaviour Analysts of Ontario [or other regulatory body in the jurisdiction where the services are provided], you must have specific learning objectives for the additional clinical experience, the supervision [frequency/intensity/type] must be comparable to a practicum placement) and that the hours are tracked in Time2Track similar to a practicum placement. It is strongly recommended that you carry your own Professional Liability Insurance if you engage in any clinical work outside of a practicum placement (see above for more information about Professional Liability Insurance). The Program Sanctioned Hours form is available on the Graduate Psychology Google Drive. Note that you need to submit an evaluation form completed by your clinical supervisor when the hours have been completed.

It is not advisable to complete Program-Sanctioned Hours during the MA Program due to the heavier coursework demands. Students will gain experience needed for PhD1 practicum applications during the MA2 practicum. If you are concerned about having enough/required experience, please consult with the DCT about your personal situation. In addition, Program-Sanctioned Hours should not comprise a large proportion of total supervised clinical hours (i.e., the majority of supervised clinical hours should be obtained through formal practicum placements). As such, Program-Sanctioned Hours should not typically exceed 100 direct hours or extend beyond 1 year in a given placement.

Preparing for Residency

It's never too early to start thinking about residency and how you can prepare in the long-term. Some helpful hints are outlined below:

Selecting Practicum Sites Wisely

Students are not expected to have experience in all, or even most, of the clinical activities listed on the internship application. The list provided is comprehensive and particular training may

not be relevant to your clinical focus or the sites to which you plan to apply. With this in mind, it is important to select practicum placements that will provide you with the training that you desire for your application and the internship sites to which you are applying.

Developing Relationships with Potential Referees

Letters of reference are one element of residency applications. The number of letters required varies across sites. It is important to secure strong letters of recommendation. Students should develop and maintain relationships with potential letter writers (e.g., practicum supervisors) so that these individuals can attest to their clinical competence, accomplishments, and readiness for internship.

Building Up Your Curriculum Vitae

The internship application requires the submission of a CV. One section of the CV will be dedicated to research positions and experiences, including the nature and extent of the research activities. Another section will include publications and presentations. Students should continuously build their research contributions throughout their graduate studies. Another section of your CV will constitute a list of various professional organizations to which you belong, and any committees on which you served or positions you have held. Another section of your CV will constitute a list of additional educational experiences, including attendance at professional conferences and workshops. This list can help portray your clinical and research interests, along with your professional development. Residency sites note not only your clinical experiences, but also your research activities and leadership roles.

Knowing the APPIC Application

APPIC refers to the [Association of Psychology Postdoctoral and Internship Centre](#). It's useful to view the online AAPI ([APPIC Internship Application](#)). Students can create an account at any time; there is no charge. Note that the application changes from year to year, so it is a good idea to view it annually to make sure you are tracking the correct information from your practicum experiences and other clinical activities.

The AAPI requires a specific breakdown of your clinical hours according to activities. Three main categories in which you will record your direct service practicum hours are assessment, intervention, and supervision. An additional category allows you to record indirect/support activities (e.g., chart review, writing progress notes and assessment reports, planning sessions, participating in rounds); these hours are separate from direct service hours. More detailed information can be found by viewing the application. Note that APPIC provides an average number of direct service assessment and intervention hours accrued.

The AAPI also requires that internship applicants complete brief essays that are submitted at the time of application. It is never too early to start thinking about your responses to the questions. It may also be useful to look at the application requirements for a few sites to get a sense of what else you will need to submit.

Applying for Residency

Eligibility Requirements to Apply for Residency

Students should plan to apply for residency in the Fall of PhD Year 3 to complete residency in PhD Year 4. Students wishing to apply for residency must meet the following eligibility requirements:

- All coursework must be completed prior to starting residency. If coursework is not completed by the residency application deadline, students must show evidence that they are registered in their final course and it is scheduled for completion prior to starting internship. (Note: some internship sites require that all foundational and core area courses must be completed before the internship application deadline; thus, it is recommended that students complete these courses before starting PhD Year 3 to be eligible to apply to such sites).
- All required practicum courses must be complete, and students must have a minimum of 1000 hours of practicum experience, comprising at least 300 direct hours.
- The dissertation proposal must be defended prior to August 31st of the residency application year. However, it is **strongly recommended** that students defend their dissertation proposal earlier as some sites will prefer internship applicants who have made greater progress on their dissertation to ensure that they can focus on the internship training experience. Students must submit a timeline for their dissertation progress to demonstrate that completion of their dissertation is feasible by the end of their internship, and their PhD supervisors must attest that the dissertation timeline is feasible and that they believe the student is ready for internship. However, it is **strongly recommended** that students complete data collection and ideally submit a complete draft of their dissertation prior to starting internship.

Students are also encouraged to reach out to the Director of Clinical Training during PhD Year 2 to discuss their readiness to apply for residency. By September 1st, students intending to apply for residency submit materials to the Director of Clinical Training that demonstrate their readiness for residency. The Clinical Program Committee reviews these materials at their September meeting and students are provided with feedback regarding their residency readiness immediately following the meeting.

Selecting Residency Sites

The Clinical Psychology Program is accredited by the Canadian Psychological Association, and thus, requires students to complete their predoctoral residency at accredited internship sites. This requirement is also in place to ensure that the residency students complete meet the requirements for registration with the College of Psychologists and Behaviour Analysts of Ontario (or other regulatory body).

Students should look at the APPIC directory and select sites offering rotations and training experiences that are compatible with their clinical and research interests, as well as their

training goals. APPIC recommends that students apply to 11 to 15 sites (though slightly fewer may be needed for Canadian applicants applying to Canadian sites). Applying to a small number of sites (particularly if those sites are within a geographically restricted area) reduces the likelihood of being successfully matched with a residency site, whereas applying to more than 15 sites does not have added benefit (but does have added cost). Students without U.S. citizenship or Green Card should be aware that if they apply to and are matched to a site in the US, they may be unable to obtain a visa to attend the residency. Those who choose to rank US sites are doing so at their own risk, and they would be required to apply for residency again the following year if unable to obtain the necessary visa.

Students who have been approved to apply for residency submit to the Director of Clinical Training a list of the residency sites to which they intend to apply. As mentioned, students are expected to apply exclusively to accredited residency sites (or those with an accreditation site visit pending) that participate in the APPIC match. If students do not match with an accredited residency placement during Phase I or Phase II of their first APPIC Match, then students might be permitted to also apply to certain unaccredited sites the following year (i.e., those that plan to apply for accreditation in the near future, those that demonstrate equivalency to accredited residencies) in addition to accredited residency sites; however, they are expected to give priority to accredited sites when submitting their APPIC rankings. In such cases, the onus is on the student to demonstrate the equivalency of the unaccredited sites prior to applying to the sites. Please complete the Checklist for Determining Internship Accreditation Equivalency available from the Director of Clinical Training, and Refer to the [CPA Accreditation Standards for Residency Training in Clinical Psychology](#) (pgs. 25-39).

Preparing for Applications and Interviews

Please refer to the section above entitled, “Knowing the APPIC Application”. In addition to submitting detailed information regarding clinical hours, reference letters, a curriculum vitae, and several brief essays, students are also required to submit a cover letter which should be tailored to each residency site. The cover letter should outline your residency training goals, the rotations in which you are interested, your relevant training experiences (i.e., the skills you can offer to the site), and the ways in which the residency site will help you achieve your training goals (i.e., the clinical experiences and mentoring you can gain through the rotations you selected). Note that the cover letter and APPIC essays are also writing samples, so be sure to ask other people (e.g., supervisor, DCT, past applicants) to review and provide feedback on your written materials before submitting your application.

Each Fall, the Director of Clinical Training organizes a meeting with all residency applicants to discuss the residency application process, and then another meeting to discuss the interview process and help students anticipate frequently asked interview questions. Each December, the Director of Clinical Training coordinates mock interviews (i.e., “dress rehearsals”) between residency applicants and core clinical faculty members.

Recommended Websites and Books on Applying for Residencies

- [Association of Psychology Postdoctoral and Internship Centers \(APPIC\)](#)
- [National Matching Service \(NMS\)](#)
- Residency Directories: [Current](#) and [Past](#)
- Listserv: [Match News](#) and [Internships and Intern Applicants](#)
- [Canadian Council of Professional Psychology Programs \(CCPPP\)](#) – this link includes the free guide “Match Made on Earth”, a webinar on applying for internship, and a guide on documenting professional psychology training hours.
- [Canadian Psychological Association](#)
- [American Psychology Association, Association of Psychology Graduate Students \(APAGS\)](#)

For more information on applying for residency, see the DCT-Resources for Students folder in Google Drive.

SECTION 6: PROFESSIONAL DEVELOPMENT

The University's graduate program in psychology seeks to facilitate the professional development of students. In accordance with this goal, students are encouraged to become members of professional organizations, contribute to departmental and university service, attend departmental seminars, workshops, and colloquia, and participate in research collaborations at the local, national, and international level.

Professional Organizations

Students are encouraged to join national and international professional organizations as part of their professional development. Many students maintain student-affiliate memberships with professional organizations such as the Canadian Psychological Association, American Psychological Association, Association for Behavioural and Cognitive Therapies, Canadian Association for Cognitive Behavioural Therapies, and so forth. These organizations allow students to receive newsletters, newspapers, and journals at reduced student rates, which give students the opportunity to remain abreast of current professional issues and research in their respective area or psychology as a whole.

Attending Conferences

Attending professional conferences is a very important part of professional development as a graduate student. Conferences provide students with the opportunity to present their own research, see what research other faculty and graduate students are doing, and network with individuals from around the world. Presenting research allows students to develop skills in communicating scholarly ideas and research findings, giving student research a higher profile and increasing career options and potential funding opportunities. All students are encouraged to attend and present their research at regional, national and international conferences. When attending a conference, take the opportunity to introduce yourself to leading people in your field and attend social events. Presentations at conferences can advance your research career and can also be an excellent source for future job leads.

Travel Grants and Funding

There are several funding options available to help graduate students present at conferences. Note that prior to attending the conference, it is required to complete a Pre-Authorization Form when traveling using department, university, or grant funding. Upon return, original receipts and proof of payment (e.g., transactions on banking/credit card statement) are required for all reimbursements. In addition, reimbursements for flights require original boarding passes, in addition to receipts. Here are some possible funding options. Some Faculty Advisors may have funding to contribute to student travel or may be aware of funding options. Be sure to consult with your supervisor about possible funding and travel grant opportunities that may be available to you for a given year.

University Graduate Student Travel Funding

This Graduate Student Travel Fund is intended to encourage graduate students to present their research at a regional, national or international conference or equivalent academic event. The President's Office, The Office of Vice President Research and Innovation and the Yeates School of Graduate and Postdoctoral Studies fund this initiative. The value of this award is up to \$500 per academic year. To apply, complete a [Graduate Student Travel Funding Application](#) and email a scanned copy of the signed form, along with supporting documentation to: gradtravelfund@torontomu.ca

Graduate Students' Union Graduate Travel Grant

This program helps offset the travel costs incurred by Toronto Metropolitan University graduate students. Students can apply throughout the academic year, after presenting at a conference/event, for a maximum of \$500 per applicant. Each student is only eligible to receive one travel grant per academic year. Please visit [this page](#) for more information.

Note: The GSU also offers a Professional Development Grant (up to \$250) to assist with attendance (i.e., if not presenting as required for the travel grant) at a professional development-related seminar, certificate, conference, or to assist with professional membership fees. Please visit [this page](#) for more information.

Department of Psychology Conference Travel Fund

The department may also be able to provide small amounts of travel funding for students who are presenting at a conference. The maximum departmental funding provided per year to any student is \$300. You should apply by email to the Graduate Program Director, Dr. Alexandra Fiocco (afiocco@torontomu.ca) with a copy of your acceptance to present. Decisions are based on availability of funding. Once your funding is approved and you have returned from your conference, you will need to submit your receipts to the Department Administrator, Francesca Grillo: fgrillo@torontomu.ca. An updated reimbursement form can be found [here](#).

Faculty of Arts Graduate Student Travel Grant

The Arts Graduate Student Travel Grant provides additional support (up to \$200, with matching funds from our program) to encourage graduate students to present their original research at a regional, national, or international conference or equivalent academic event. Applications may be submitted at any time. See [here](#) for more information and a link to the [application form](#).

TMU International's Global Learning Award

Generally speaking, this fund will match departmental contributions (up to a maximum of \$1000) to help students travel to attend an international conference or to take advantage of an international research opportunity. More information is available [online](#). Their site also includes links to other funding sources relevant to international activities.

Important: Students travelling outside Canada are required to follow mandatory predeparture procedures. Please take a moment to review the [current guidelines](#).

Canadian Psychological Association Student Section

The CPA student section also offers awards for students who are the first author on a presentation that has been accepted into the conference in the given year. There are a number of awards in different areas of psychology, such as Clinical, Counselling, Criminal Justice, Environmental, Industrial/Organizational, History and Philosophy of Psychology, Sexual Orientation and Gender Identity Issues, and Women and Psychology. Please visit [this page](#) for eligibility criteria and instructions on how to apply.

Other Associations often offer funding for student travel. Be sure to visit the websites of any associations for which you plan to attend a conference. If the organization has a student section that may be a good place to go for information. Note that deadlines for student travel awards are often early.

Dr. Todd Girard previously compiled [this resource](#) while details travel funding opportunities for student in the department, some of which may overlap from this handbook.

Recording Teaching Accomplishments (Teaching Dossier)

If you expect that your career may involve teaching, you should keep track of all activities related to teaching in preparation for developing a teaching dossier when you apply for jobs down the road. A teaching dossier is a comprehensive record of teaching activities and accomplishments. The Canadian Association of University Teachers (CAUT) suggests that a teaching dossier be a five-to-eight-page document with additional appendices, as appropriate. To access more information about what a teaching dossier is and how to create one, visit [this page](#). The teaching dossier may include sections on approach to teaching, teaching contributions, reflections on and assessment of teaching, and supporting documentation. Supporting documentation should be collected throughout your MA and PhD training and may include student evaluations, colleague and teacher evaluations, evaluations from guest lectures, evaluations from conference presentations and workshops given, and evaluations for teaching assistant positions. In cases where there is no formal evaluation (e.g., a colloquium or workshop presentation), consider distributing your own evaluation form.

Other documentation may include involvement in:

- Committees devoted to improving teaching
- Mentoring and peer consultation programs
- Teaching and presentations outside the department
- Completion of PS 8525 Practicum in Teaching
- Professional development at the Centre for Excellence in Learning and Teaching
- An appendix might also include curriculum materials, exams, class notes, and other classroom materials (e.g., lab manuals) that you have developed

Teaching Development Programs

[Teaching Development](#) offers several workshops, certification programs, and resources for instructors, TAs, and GAs.

Graduate Teaching Development Program

This multi-level certification program is offered to all Toronto Metropolitan University Graduate students who wish to improve their teaching and mentoring skills. Each level of the program consists of a combination of workshops, peer mentoring, teaching apprenticeships, and/or teaching assignments. For more information, visit [this page](#).

Learning and Teaching Workshop Series

Teaching Development offers a series of workshops for TAs and GAs during the Fall and Winter terms. The topics of these workshops include, but are not limited to: how to mark effectively, how to facilitate discussion, academic integrity, and conflict resolution. It is advised that you register for these workshops as space is limited and can fill up quickly. For more information, visit [this page](#).

Service – Department, University, Profession, Community

Service is another important section of your CV, especially if you are considering academic positions following graduate school. There are numerous opportunities for graduate students to get involved in service in the department, university, or profession. Below, please find a list of potential service opportunities. Importantly, this does not represent the full range of service opportunities available in the department, university, or profession. Consult with your supervisor about possible service opportunities, and be on the lookout for emails from the Graduate Program Director and Graduate Program Administrator who forward departmental and university-level service opportunities.

Department

- Student representatives on the Graduate Program Council
- Student representative on the Clinical Program Committee
- Student representative on the Equity, Diversity, Inclusion, Justice (EDIJ) Committee or EDIJ Clinical Committee
- Member/officer of the Psychology Graduate Student Association
- Chair/organizer of various research interest groups (e.g., Stress Research Interest Group)
- Member of the Psychology Graduate Mental Health and Wellbeing Committee
- Peer mentor

University

- Graduate student panel member on the Academic Integrity Council
- Graduate student panel member on the Senate Appeals Committee
- Graduate student panel member on the Research Ethics Board
- Graduate student panel member on the YSGPS Council
- MA/PhD Representative at “Grad Café” (initiative of YSGPS)

- Graduate student member of search committees for Faculty of Arts, YSGPS

Profession

- Ad-hoc reviewer for journal manuscripts (often done in concert with supervisor)
- Ad-hoc reviewer for conference abstracts (often done in concert with supervisor)
- Student representative for CPA, APA, ABCT, CACBT, other professional organizations
- Student mentor for [CPA Mentorship Program](#), [NextGen Psych Scholars Program](#), [Psychin' Out Mentorship Program](#), other organizations

Community

- Student mentor for [She Connects Mentorship Program](#), [Girls SySTEM](#), other organizations

SECTION 7: FINANCIAL SUPPORT AND FUNDING

Introduction

Student funding is derived from several sources including:

- External Scholarships (e.g., OGS, NSERC, SSHRC, CIHR)
- Supervisor Stipends
- Graduate [teaching] assistantships, research assistantships, teaching opportunities
- Funding from YSGPS, Faculty of Arts, Psychology department
- Graduate Student Loans

Sources of Funding

Eligible students are required to apply for external funding through OGS and tri-council agencies (e.g., CIHR, SSHRC or NSERC). Students and supervisors should make every reasonable effort to obtain funding for students from these and other external, peer-reviewed sources, such as private foundations. The Department will make every effort to inform students and supervisors of the availability and application procedures for such awards. Supervisors are requested to be particularly vigilant to ensure that their students apply, and students should notify the Graduate Program Director and Graduate Program Administrator of all awards applied for at the time of application.

External Scholarships and Awards

The following awards usually have Fall application deadlines, so it is recommended that students applying for graduate school submit applications for these awards before completing their graduate applications. Once admitted into the program, eligible students are expected to apply for external funding each year that they are enrolled.

Helpful Hint for External Funding Applications - Start Early! Don't forget that you will need to request separate transcripts (undergraduate and graduate) and letters of recommendation for each of the different agencies you apply to. These need to be received in advance of the deadlines. Each year, problems arise (e.g., referees miss deadlines, transcripts go missing), so the earlier you make the requests, the more time we will have to deal with any possible snags. You also may want to consider asking for your letters a bit earlier than you actually need them.

Ontario Graduate Scholarships (OGS)

The government of the Province of Ontario, through the Ministry of Colleges and Universities (MCU), provides approximately 1,300 graduate scholarships tenable at Ontario Universities. The scholarships are available for graduate study in all disciplines, to applicants with a high level of academic achievement. The OGS scholarship is awarded for one academic year and must be held for a minimum of two consecutive terms. The value of this scholarship is \$15,000 paid over three terms (of which the government contributes \$10,000 and the university contributes

\$5,000). During tenure of the award, the student must be registered full-time in a graduate program leading to a Master's or Doctoral degree. Students apply for OGS through the University. For further information regarding eligibility and the application process, visit the university's [OGS page](#). The department deadline for applications is usually in February; the department will notify all students and supervisors of the deadline as soon as it has been established.

Canada Graduate Scholarships (CGS)

CGS awards represent a harmonization of the Tri-council award applications for the Canadian Institutes of Health Research (CIHR), the Natural Sciences and Engineering Research Council (NSERC) and the Social Sciences and Humanities Research Council (SSHRC). These awards are intended to provide special recognition and support to students pursuing a graduate level degree in their respective domains in Canada. Candidates are expected to have a high potential for future research achievement and productivity. The program is open to Canadian citizens and permanent residents of Canada. Only those students engaged in full-time research training in a Canadian graduate school are eligible for support. Further details pertaining to eligibility criteria, application procedures, and application materials are available on the [CIHR website](#), [SSHRC website](#), and [NSERC website](#). University-specific details are found [here](#) for Master's and [here](#) for Doctoral awards. Applications are first ranked by the Department of Psychology, then by the Yeates School of Graduate and Postdoctoral Studies. The internal application deadline is usually around October 1st for Doctoral applications and December 1st for Master's applications.

Information on additional related awards (e.g., Impact, Industrial, Foreign Study supplement) can be found under the Federal tab [here](#).

Canadian Bureau of International Education (CBIE)

[This link](#) contains a list of scholarships for international students from the CBIE.

Other scholarships and awards to which our students have applied:

- [Canadian Italian Business and Professional Association](#)
- [Helen Marion Walker – Soroptimist Women's Health Research Scholarship](#)
- [OCGS Ontario Women's Health Council](#)
- [Toronto Rehab Scholarship in Rehabilitation-related Research for Students with Disabilities](#)
- [Transdisciplinary Understanding and Training on Research in Primary Health Care \(TUTOR-PHC\)](#)
- MITACS - see information about MITACS and other funding programs listed [here](#)

For a more exhaustive list of external awards, please visit the "Tuition & Funding" section on the Yeates School of Graduate and Postdoctoral Studies [website](#). It may also be worth checking out graduate funding websites from other universities. They may list external scholarship and grant opportunities to which you are eligible to apply.

Finally, many associations have awards to fund student research. Examples include:

- [Canadian Psychological Association](#) (many awards listed here on behalf of various CPA sections)
- [American Psychological Association of Graduate Students \(APAGS\) Scholarships, Grants, and Awards](#)
- [Association for Behavioral and Cognitive Therapies](#)
- [Society for Research in Child Development Dissertation Funding Research Award](#)
- [Society for a Science of Clinical Psychology Grants and Awards](#)

If you are a member of a professional society or association, check to see whether they offer student research grants or awards. Your supervisor may be able to suggest associations that offer such awards as well.

Internal Scholarships, Awards and Funding Sources

More information on these and other awards and bursaries can be found [here](#).

Note that the university and by extension our department guarantee minimum funding for graduate students in MA1-2 and PhD1-4. There are no guaranteed funds for students in MA3 or PhD5+.

TMU Graduate Scholarship

A TMU Graduate Scholarship is a scholarship for academic excellence provided by the University, with a value of \$15,000. These are adjudicated through the OGS application process. Students need not apply separately for TMU Graduate Scholarship funding. Offers are communicated automatically to successful students when decisions are made.

Dennis Mock Graduate Student Scholarship

This is applicable to students who completed their undergraduate degree at the University. For more information, see [this page](#).

Governor-General's Gold Medal

[The Governor-General's Gold Medal](#) is awarded annually to the graduate student who achieves the highest academic standing in a graduate degree program. All Master's and Doctoral program students, who are in their first Master's or Doctoral program, respectively, are eligible for this award. The student must have completed their program within the normal time frame (as deemed by YSGPS).

Graduate Stipend

Refers to funding to support a graduate student while completing a degree. A stipend can be paid from the research funding of the faculty supervisor, as well as Graduate Fellowships, and Faculty of Arts Funds (among others). Stipends are not payment for employment. The awarding of stipends is to be consistent with employment and graduate funding policies of granting agencies whose funds may be used to support graduate students. Information on graduate stipends may be obtained through potential supervisors in the Psychology Department. Note

that if you hold a SSHRC graduate fellowship, you may not receive stipends paid from SSHRC, CIHR, or NSERC research grants or salaries from the Canada Research Chairs program (though you may be paid an hourly wage as an RA on a grant funded by one of these agencies).

Research Assistantship

Refers to employment available to students assisting Principal Investigators in conducting research activities not related to their studies. The minimum recommended rate of pay for graduate level research assistants is the rate at which Graduate Assistants are paid (see below). Terms of employment of graduate students will be consistent with the collective agreements between the University and its employee groups. These positions are posted from time to time on the Human Resources website. Individual faculty often share information about these opportunities with graduate students.

Graduate (Teaching) Assistantship

Refers to an appointment of a Graduate Student, enrolled on a full-time basis, who is employed to assist with teaching or related duties. Such students shall be students enrolled in the University's Master's or PhD programs. Employment opportunities may be offered by departments or schools. Full-time graduate students can be employed as a GA for a maximum of 390 hours in an academic year; this usually breaks down to 10 hours per week (120 hours per term). The rate of pay can be found on the Human Resources website in the CUPE Local 3904 Unit 3 Collective Agreement. Students may be offered GA positions by their program, and/or the positions will be posted on the Human Resources website.

Terms of employment of graduate students will be consistent with the collective agreements between the University and its employee groups. Availability of GA funding is generally communicated to applicants at the time that admission offers are made. The Graduate Program Director will communicate available opportunities for Psychology courses prior to the Fall and Winter terms (there are no Summer GA positions). Priority for full positions is given to those who have GA as part of their funding package, but there are often 'extra' hours/positions. Priority for these extra positions is based on year in program (priority for MA1-2 and PhD1-4) and other sources of funding available (those with minimum funding are prioritized).

Other Sources of Financial Support

Teaching Opportunities

From time to time, opportunities to teach an undergraduate course may arise. Generally, graduate students must have completed their MA in order to be eligible to be hired as a course instructor. Teaching opportunities may include courses in the Continuing Education (CE) Program (typically evening courses during the school year or daytime courses during the Spring and Summer terms) or courses in the University's regular full-time programs (offered during the day in the Fall and Winter terms).

CE teaching opportunities are posted on the Chang School website. In addition, information on available CE courses in psychology can be obtained from Dr. Michelle Dionne, Continuing Education Coordinator for Psychology, mdionne@torontomu.ca.

If positions open up during the Fall and Winter terms, information will be communicated by our Chair, Dr. Martin Antony, when it is available. You can also check postings online. Note that accepting a teaching position during the school year may require a student to turn down other sources of income, particularly teaching assistantships or research assistantships.

Residency

Accredited residency placements pay students a salary or bursary. The payments provided by residencies are generally taxable, but taxability depends on how the specific site structures and funds the position. The Psychology department does not provide additional internal funding during your residency year. However, the Psychology department successfully negotiated a 50% reduction in your tuition during the internship year.

Graduate Student Loans

There are several available sources for graduate student credit lines and loans. The Graduate Program Director or Graduate Program Administrator typically send out a reminder of these each year, but you may contact them for a list.

Working Outside of the University

It is important to keep in mind that graduate studies consume a considerable amount of time and effort. Thus, work opportunities should only be pursued upon careful consideration of how it will benefit or interfere with one's own graduate development. Work that builds upon one's own research or academic development is advisable.

Before committing to any work opportunity, seek advice from your supervisor and the Director of Clinical Training. The Graduate Program Director is also available for consultation.

Finding Jobs in the Psychology Field

Dr. Martin Antony (mantony@torontomu.ca) maintains several psychology job listservs. You can email him directly to request to join the listservs. The Director of Clinical Training also shares information about job opportunities throughout the year.