University of Toronto
Major Modification – Type B:
(Proposal for a new graduate field within an existing graduate program)

Section 1

| What is being proposed:                                      | 1. Renaming the M.A. and Ph.D “Counselling Psychology” to “Counselling and Clinical Psychology”.
|                                                              | 2. Renaming the “Psychology Specialist” field within the renamed M.A. and Ph.D. to “Clinical and Counselling Psychology”.
|                                                              | 3. Adding a new field in “Clinical Psychology” to the renamed M.A. and Ph.D. in “Counselling and Clinical Psychology” (Ontario Institute for Studies in Education & University of Toronto Scarborough).

| Graduate Unit (if applicable) where the program will reside: | Graduate Department of Applied Psychology and Human Development (OISE) and UTSC Graduate Department of Psychological Clinical Science (University of Toronto Scarborough) |
| Faculty / Academic Division:                                 | OISE, University of Toronto Scarborough |
| Faculty / Academic Division Contact:                         | Annette Knott, Academic Programs Officer, UTSC (aknott@utsc.utoronto.ca) Susan Hall, Coordinator, Programs OISE (susan.hall@utoronto.ca) |
| Department/Unit Contact:                                    | Professor Marc Fournier, UTSC fournier@utsc.utoronto.ca Professor Lana Stermac, OISE l.stermac@utoronto.ca |
| Anticipated start date of the program:                       | Fall 2013 |
| Version Date:                                                | 9 January 2013 |
Section 2

1. Executive Summary

<table>
<thead>
<tr>
<th>This is a proposal 1) to change the name of the M.A. and Ph.D. Counselling Psychology Programs to <em>Counselling and Clinical Psychology</em> to more accurately reflect the content of the program, 2) to change the existing field name to Clinical and Counselling Psychology which will continue to be administered through the Department of Applied Psychology and Human Development at OISE and 3) to add a new field within both the M.A. and Ph.D. in Clinical Psychology, to be administered by the UTSC Graduate Department of Psychological Clinical Science.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The proposed changes reflect the evolving strengths in these Departments within the area of Clinical Psychology and mental health and the reflection of this within the existing graduate programs.</td>
</tr>
</tbody>
</table>

Introduction

Mental illness is a leading cause of disability in Canada. One in five Canadians will experience a mental illness during his or her lifetime; all Canadians will be indirectly affected through mental illness in a family member, friend, or colleague. The financial costs, both direct (e.g., utilization of social and health care services) and indirect (e.g., loss of personal income), are staggering; the emotional costs, in terms of human misery and suffering, are essentially incalculable.

Clinical psychology is the applied psychological science concerned with the assessment and treatment of individuals’ mental disorders. The University of Toronto, with its leading research and extensive network of partnerships with affiliated hospitals, is arguably in a unique position to help meet the challenges posed by mental illness, both within Canada and around the globe, through the training of world-class clinical researchers and practitioners. Currently, multiple constituencies within the U of T community now seek to provide graduate-level training in clinical psychology. The goal of the proposed program modifications is to coordinate and integrate these pedagogical initiatives.

Clinical Psychology @ OISE

Within the Ontario Institute for Studies in Education (OISE), graduate training (MA, PhD) in counselling psychology is offered through the Department of Applied Psychology and Human Development (APHD). The Counselling Psychology PhD Program is accredited by the Canadian Psychological Association (CPA). The MA and PhD programs each have one field, Psychology Specialist, whose graduates are eligible to become licensed as counselling or clinical psychologists in Ontario by the College of Psychologists of Ontario (CPO). This field is based on a bio-psycho-social model with an emphasis on diversity and shares an emphasis with the new field on assessment and the treatment of psychopathology in adults and adolescents.

The proposed name change to Counselling and Clinical Psychology is a more accurate reflection of the content and curriculum of the current and expanding program. In the most recent
accreditation review of the Counselling Psychology PhD program by the Canadian Psychological Association, the site visitors commented on the program content as reflective of a hybrid of both clinical and counselling psychology.

Clinical Psychology @ UTSC

At the University of Toronto Scarborough (UTSC) the Department of Psychology has also been working to develop strength in the field of mental health. Innovative undergraduate programs in Mental Health Studies were recently introduced and grew quickly in their course enrolments. Complement planning exercises prioritized the hiring of clinical faculty, including two Assistant Professors and one Full Professor; in addition, new job searches are concluding for another Full Professor as well as for a Lecturer in clinical psychology. Currently, in keeping with U of T’s Towards 2030 vision, the Psychology Department at UTSC is proposing to offer graduate training in clinical psychology on the Scarborough Campus. The UTSC field builds on the well-documented research strengths in personality, neuropsychological, and neuroimaging-based approaches to assessment. A unifying theme of the core faculty is its expertise in state-of-the-science methods of assessment, specifically personality assessment and clinical neuropsychological assessment.

Appendix A provides the details of the proposed field including the required courses, course structure for the MA and PhD, course descriptions, and faculty associated with the new field. Appendix B details the correspondence between the existing field and the new field. Appendix C is a list of faculty both internal and external to the University of Toronto who wish to be affiliated to the new program. Appendix D is a copy of the Memorandum of Understanding between OISE and UTSC.

One Degree Two Fields

In order to facilitate the independent and joint aspirations of the Psychology Programs at OISE and UTSC and to respect the University of Toronto’s principle of non-duplication of doctoral stream research graduate programs, it has been agreed that a tri-campus framework for clinical psychology will be established (see Appendix D). The MA and PhD degrees in Counselling and Clinical Psychology will be offered jointly by the Graduate Department of Applied Psychology and Human Development at OISE and the UTSC Graduate Department of Psychological Clinical Science and in a manner commensurate with the affinity and established interconnectedness among the other programs in each Department. The administrative details of this arrangement are included in Appendix D.

To facilitate this initiative, a number of changes will be made. First, the names of the MA and PhD degrees in Counselling Psychology will be changed to Counselling and Clinical Psychology. The proposed name change is based on the rationale that the revised name is a more accurate reflection of the content and curriculum of the current and expanding program in Counselling and Clinical Psychology. In the most recent accreditation review of the Counselling Psychology Ph.D. program by the Canadian Psychological Association, site visitors commented on the program content as reflective of a hybrid of both clinical and counselling psychology.
Second, the name of the existing field within the MA and PhD degrees will change from Counselling Psychology for Psychology Specialists to Clinical and Counselling Psychology and a second new field will be added. This field will be called Clinical Psychology and will be offered primarily by the UTSC Graduate Department of Psychological Clinical Science. This new field, although different in focus and emphasis, shares the same curriculum required for accreditation by the Canadian Psychological Association (CPA). Thus the two fields will require similar course work, although these will be presented in a distinct field dependent manner. Some courses will be common to both fields. These include Ethics, Clinical Research Design, Basic Statistical Techniques, Advanced Statistical Modelling and The History and Practice of Clinical Psychology (see Appendix B).

There will be two main requirements for the proposed new graduate field in clinical psychology, which is congruent with the existing graduate program at OISE. The first will be the execution of an original piece of research involving a rigorous study (or set of studies) conducted under close faculty supervision and presented in thesis form for both the MA and PhD programs. The second will consist of course work, and the third, clinical practicum placements (MA and PhD), and a full-year clinical internship (PhD) at either an APA- or CPA-approved hospital site that will provide students with the training necessary to seek licensure for autonomous practice in clinical psychology.

2. Program Rationale

Statement of Purpose

Although students express more demand for training in clinical psychology than in any other field of psychology, the University of Toronto has been unable to provide prospective students with a coherent set of choices for students seeking instruction in clinical psychology at Canada's top university. The present proposal seeks to coordinate the aspirations of two academic units—the Graduate Department of Applied Psychology and Human Development at OISE, and the UTSC Graduate Department of Psychological Clinical Science—who will provide superlative graduate-level instruction and training in the field of clinical psychology.

The objective of the proposed new graduate field in Clinical Psychology in the MA and PhD in Counselling and Clinical Psychology is to prepare students for careers in research, teaching, and clinical practice in the fields of mental health and clinical neuroscience. Research settings include universities and colleges, government laboratories, and private organizations where mental health research is conducted. The settings for the practice of psychology include mental health institutions, public clinics associated with large organizations, private practice clinics, and correctional centres and prisons where forensic psychologists are part of teams assessing and treating inmates.

Mode of Delivery

The new graduate field at UTSC will be well positioned to contribute to the existing graduate programs in Counselling and Clinical Psychology. The faculty of the Department of Psychology at UTSC are already in a position to mount the core of the proposed field and will also receive,
as the Department continues building relationships, wide-ranging support from experienced clinical psychologists from affiliated hospitals in the GTA (e.g., CAMH, UHN, and Sunnybrook). The required courses for the new field will be offered at UTSC, whereas research supervision and supplemental specialized courses may be obtained anywhere within the tri-campus system and especially OISE. All students with advisors appointed to the graduate field in Clinical Psychology will have access to office space at UTSC. The practical details of running this bi-campus administered program are described in the MOU between OISE and UTSC (Appendix D).

We provide a brief summary of the administrative structure of this bi-faculty offering. A Program Director provides general oversight of the program and reports to both the graduate Chair of APHD and the graduate Chair of the UTSC Graduate Department of Psychological Clinical Science. The two co-Chairs report each to their Faculty Dean. There is a Council of Deans composed of the Deans at OISE and UTSC and includes the two Department graduate Chairs. The Program Director chairs a Program Committee composed of the two Program Coordinators (one for each field) and one graduate faculty member from each of the two departments. The Program Director is appointed by the Council of Deans.

Students will be registered in the department/Faculty for their field. The Chair of the Graduate Department responsible for the field will monitor student progress, ensure adequate supervision, handle grade reporting, and all academic matters related to students’ registration in the program. BIU funding follows the student. The program will have an agreed upon minimum funding package. The composition of the package including relative weighting of various funding components will be determined separately for each field. One the flip side, there will be a common tuition fee (as determined by provincial guidelines and approved by the University of Toronto’s Governing Council). Ancillary fees are determined by the relevant campus.

The Graduate Chair of each Department will nominate the faculty members from their division for Graduate Faculty Membership (GMF). With School of Graduate Studies approval, GFM will be held in the Department in which the faculty member will be teaching/supervising in the field, although cross appointments to the department of the other field will be the norm.

The proposed curriculum for the graduate field in Clinical Psychology can be found in Appendix A. The courses offered in the two fields are presented for comparison purposes in Appendix B. The curriculum is in full compliance with accreditation guidelines of the Canadian Psychological Association (CPA) and the requirements for registration outlined by the College of Psychologists of Ontario (CPO) and are consistent with the existing field. Students in the MA and PhD will be required to execute an original piece of rigorous empirical research. The Program Committee for Counselling and Clinical Psychology will meet regularly to determine and resolve any and all issues related to curriculum development as outlined in the MOU (Appendix D). In keeping with the University’s principle of non-duplication, care has been taken to avoid overlap and unnecessary duplication of courses except where modes of delivery necessitate dual offerings of fundamental material from distinctive perspectives within clinical psychology (see Appendix B).
Context

The proposed new graduate field in Clinical Psychology at UTSC is fully in keeping with the University’s aspiration (as outlined in *Towards 2030*) to enhance graduate-level training on the east and west campuses and with the UTSC Department of Psychology’s academic plan. The proposal has the full support of the Department of Psychology at UTSC, the proposed field being one of the key initiatives put forward by the Department in its academic plan. Given the impressive international reputation that University of Toronto has for research and training of highly qualified personnel in the field of psychology, the proposed field should further serve to enhance the profile of both UTSC and the University of Toronto as a whole.

Distinctiveness

In line with other programs that seek to provide comprehensive, research-focused graduate training in the field of clinical psychology, the proposed new graduate field in Clinical Psychology at UTSC will adhere to the clinician-scientist model and provide students with a proper foundation and breadth of training in various methods of psychological assessment, intervention, and consultation. This approach will be distinct from that of the existing field, which adheres to a scientist-practitioner model of training. However, the programs (MA and PhD) with their existing and proposed fields will also distinguish the University of Toronto’s clinical program from both other clinical programs in the Greater Toronto Area (York, Ryerson) and other practice-relevant psychology programs through its focus on psychological assessment. The curricular requirements of the existing stream and the proposed stream are quite similar in that both must meet the requirements of both the CPA for program accreditation and for licensure of graduates by the CPO. The differences lie in the manner in which the material is delivered, capitalizing on the strengths of the core faculty within each field and in each field’s distinctive areas of expertise (for example, diversity for the OISE field and neuropsychology for the UTSC field).

The core clinical faculty in the UTSC Department of Psychology have well-documented research strengths in personality, neuropsychological, and neuroimaging-based approaches to assessment, with significant records of research excellence. The research interests of the faculty dedicated to the new graduate concentration cut across a wide range of mental disorders and addictions, including schizophrenia (Zakzanis), pathological gambling (Bagby), major depression (Bagby, Fournier, Uliaszek), personality disorders (Bagby, Ruocco, Uliaszek), and malingering (Bagby, Zakzanis). However, a unifying theme of the core faculty is its expertise in state-of-the-science methods of assessment, specifically personality assessment (Bagby, Fournier, Uliaszek) and clinical neuropsychological assessment (Zakzanis, Ruocco). A common goal among members of the proposed field is to advance the discipline of diagnostic clinical science and intervention through the development of cutting-edge assessment technologies and methodologies, including standardized clinical interviewing (Bagby), functional magnetic resonance imaging (or fMRI; Zakzanis), functional near-infrared spectroscopy (or fNIRS; Ruocco), virtual reality simulation (Zakzanis), event-contingent recording procedures (Fournier), and multi-family dialectical behavior therapy (Uliaszek). Our strengths in clinical neuropsychological assessment and the assessment of personality and psychopathology are certain to distinguish both the proposed field and the clinical program as a whole.
Given that neither the proposed graduate field in Clinical Psychology at UTSC, nor the existing field in Clinical and Counselling Psychology at OISE aim to provide training in the specialized field of child clinical psychology, this proposal does not overlap with either the activities or the aspirations of the graduate programs in School and Child Clinical Psychology at OISE. Instead, the existing and proposed fields in the programs (MA and PhD) in Counselling and Clinical Psychology – both of which focus on the treatment of adult disorders and adjustment difficulties, - will complement the programs in School and Child Clinical Psychology, which focus on issues in childhood and adolescence.

### 3. Need and Demand

One in five Canadians will experience a mental illness during his or her lifetime. Many of these individuals have difficulty carrying out their daily activities and are unable to maintain employment. They also often have troubled relationships, marital problems, and difficulties relating to their children. They are dissatisfied with their lives, income, leisure activity and housing. Consequently, the emotional cost in misery and human suffering among both the people who experience psychological problems and those they touch—their family, friends, and even strangers—is incalculable. The financial burden in terms of direct costs (e.g., charges to OHIP) and indirect costs (e.g., loss of personal income) is equally staggering. One study estimates that these costs are at least $33.9 billion each year (Gnam et al., 2006).

The pressing societal need for mental health care is not lost on prospective students who apply to graduate programs in Psychology. There is a strong demand in Ontario for doctoral programs in clinical psychology and the number of applicants seeking admission to these programs continues to grow enormously. Admission statistics for graduate programs in psychology compiled by the American Psychological Association and published in the 2011 *Graduate Study in Psychology* handbook provide a snapshot of student demand for these programs. For the 2009/2010 admission year, adult- and child-focused Clinical Psychology graduate programs in Ontario received nearly 1,200 applications. Of these, 106 students were granted offers of admission (about 9%). Competition for admission to clinical psychology programs in Toronto is even greater, with only a 7.5 FCE% acceptance rate. As a point of comparison, the number of applications received across all non-clinical graduate Psychology specialties (e.g., social, developmental, industrial/organizational) in Ontario combined totals only 900. The existing programs in Counselling Psychology at OISE have a similar record of attracting a large pool of outstanding candidates for a limited number of places, in 2012 there were 5 spots for 333 applicants.

The table reproduced below shows admissions data for Canadian clinical psychology programs with an adult-focus and that provide instruction in English. In the case of large universities with established programs (McGill, UBC, Waterloo, Western Ontario), the number of applicants is invariably more than 100, typically with fewer than 10% of applicants being accepted. These figures, along with many anecdotal reports of student interest in graduate training in clinical psychology, suggest that there is an unrelenting stream of applicants for such programs and that the proportion of qualified applicants is high. The experience at UTSC, now that word of the possible introduction of a new graduate field in clinical psychology has surfaced, is that many of
our top undergraduate students are inquiring about it, and that some graduate students are inquiring about the possibility of transferring to it. We believe that the same interest from top-flight undergraduates from universities in Ontario and across Canada will also manifest quickly when the knowledge that Canada’s top university, at long last, will be offering graduate training in clinical psychology.

<table>
<thead>
<tr>
<th>University</th>
<th>Applications</th>
<th>Accepted</th>
<th>CPA-Accredited?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acadia University</td>
<td>43</td>
<td>5</td>
<td>NO</td>
</tr>
<tr>
<td>British Columbia, University of</td>
<td>110</td>
<td>7</td>
<td>YES</td>
</tr>
<tr>
<td>Calgary, University of</td>
<td>55</td>
<td>7</td>
<td>YES</td>
</tr>
<tr>
<td>Concordia University</td>
<td>178</td>
<td>13</td>
<td>YES</td>
</tr>
<tr>
<td>Dalhousie University</td>
<td>76</td>
<td>5</td>
<td>YES</td>
</tr>
<tr>
<td>Manitoba, University of</td>
<td>56</td>
<td>5</td>
<td>YES</td>
</tr>
<tr>
<td>McGill University</td>
<td>112</td>
<td>8</td>
<td>YES</td>
</tr>
<tr>
<td>New Brunswick, University of</td>
<td>58</td>
<td>4</td>
<td>YES</td>
</tr>
<tr>
<td>Ottawa</td>
<td>165</td>
<td>20</td>
<td>YES</td>
</tr>
<tr>
<td>Queen's University</td>
<td>110</td>
<td>6</td>
<td>YES</td>
</tr>
<tr>
<td>Regina, University of</td>
<td>27</td>
<td>6</td>
<td>YES</td>
</tr>
<tr>
<td>Ryerson University</td>
<td>154</td>
<td>9</td>
<td>NO</td>
</tr>
<tr>
<td>Saskatchewan, University of</td>
<td>54</td>
<td>8</td>
<td>YES</td>
</tr>
<tr>
<td>Simon Fraser University</td>
<td>131</td>
<td>14</td>
<td>YES</td>
</tr>
<tr>
<td>Victoria, University of</td>
<td>84</td>
<td>9</td>
<td>YES</td>
</tr>
<tr>
<td>Waterloo, University of</td>
<td>123</td>
<td>7</td>
<td>YES</td>
</tr>
<tr>
<td>Western Ontario, University of</td>
<td>119</td>
<td>6</td>
<td>YES</td>
</tr>
<tr>
<td>Windsor, University of</td>
<td>159</td>
<td>24</td>
<td>YES</td>
</tr>
<tr>
<td>York University</td>
<td>128</td>
<td>9</td>
<td>YES</td>
</tr>
</tbody>
</table>

Note: Data are for 2009-1010 as presented in APA's 2011 *Graduate Study in Psychology*

With its leading research and extensive network of partnerships with affiliated hospitals, the proposed graduate field in Clinical Psychology at UTSC and the existing field at OISE are in a unique position to meet the challenges posed by mental illness in Canada and around the globe. The vicissitudes of history have resulted in an anomalous, and to the informed outside observer, perplexing situation where Canada's top research university does not offer a comprehensive program in the area of psychology that is of most immediate relevance to human wellbeing. The ever-increasing relevance of highly scientific areas of inquiry, in neuroscience and in genetics, to addressing issues of mental illness compels our involvement and contributions. No other university in Canada is in a better position to contribute to the sophisticated discourse required by this challenge. We anticipate an intake of 4 MA and 4 PhD students per year with a steady state of 8 MA and 20 PhD students.
4. Admission / Eligibility Requirements

Admission Requirements – Graduate Field in Clinical Psychology

The admission requirements will be substantially the same as the existing field, Psychological Specialist, in the Counselling Psychology programs (MA and PhD).

Admission Requirements - Graduate Field in Clinical Psychology:

1. A four-year bachelor's degree (or its equivalent) from a recognized university.

2. At least an A- (or first class standing) in the final two years of undergraduate study.

3. Competitive scores on General and Subject tests of the Graduate Record Examination (GRE).

4. At least six full courses (or 12 semester courses) in psychology, including statistics and some laboratory research experience Note: Students may be admissible with fewer than 12 semester courses in psychology. Students with a strong background in mathematics, computer science, statistics, biological science, or neuroscience are especially encouraged to apply even if they have fewer than the suggested number of psychology courses.

5. Two academic letters of reference.

6. A personal statement.

NOTE: If your primary language is not English and you graduated from a non-Canadian university where the language of instruction is not English, then you must demonstrate your facility in English by completing either the TOEFL (Test of English as a Foreign Language) or its equivalent. This requirement should be met at the time you submit your application.

The coordinated admission process for the two fields of the programs (MA and PhD) are detailed in the MOU (Appendix D). Prospective students apply through the School of Graduate Studies online application system to one program. Applications are vetted initially by the department for each field, then decisions on offers are made jointly by representatives of each department. Offers are issued to the program and to one field or the other with an indication that students will be associated either with the OISE field in Clinical and Counselling Psychology or with the UTSC field in Clinical Psychology. Students are registered in the program and in the field and department registration and campus affiliation will follow the location of the field.

5. Program Requirements

We note that the two fields have slightly different requirements. The Clinical Psychology field requires five FCEs of coursework for the MA whereas the Clinical and Counselling field require four FCEs with a reverse emphasis on coursework for the PhD in these fields but with the same total for both degree programs (MA and PhD).
In the proposed graduate field in Clinical Psychology at UTSC, students will be expected to complete three sets of academic requirements, consistent with the requirements of the existing field. The first will be course work, largely prescribed by the desire to meet the requirements of the CPA and CPO. The second will be the execution of an original piece of research involving a rigorous study (or set of studies) conducted under close faculty supervision and presented in thesis form at the MA and PhD levels. The second will consist of course work, practicum placements, and a full-year clinical internship at either an APA- or CPA-approved hospital site that will provide students with the training necessary to seek licensure for autonomous practice in clinical psychology.

In the Clinical Psychology field of the MA program, students will be required to complete five FCEs of clinical coursework over a two-year period. The course offerings were determined through consultation with CPA accreditation requirements and CPO registration requirements. Students will also complete a half-course in Ethics during MA1 and a research thesis (which they must also orally defend) by the end of MA2. Finally, all students will complete a clinical practicum in a pre-approved placement site in the summer before PhD1.

In the Clinical Psychology field of the PhD program, students will be required to complete four FCEs of coursework. Course offerings were again determined through consultation with CPA accreditation requirements and CPO registration requirements. In regard to research training, students will submit and orally defend a doctoral research thesis. In regard to clinical training, students will complete two separate part-time (1 day/week) clinical placements (in PhD1 and PhD2) before their pre-doctoral clinical internship at a CPA- or APA-approved clinical setting (in PhD4 or PhD5).

An detailed description of the proposed field as it will appear in the calendar, including all program requirements and a complete list of course offerings (with course numbers, titles, descriptions, and prerequisites), can be found in Appendix A.

6. Degree Level Expectations, Program Learning Outcomes and Program Structure

**Master’s DLEs for the proposed field in Clinical Psychology**

<table>
<thead>
<tr>
<th>MASTER’S DEGREE LEVEL EXPECTATIONS (based on the Ontario Council of Academic Vice Presidents (OCAV) DLEs)</th>
<th>MASTER’S PROGRAM LEARNING OBJECTIVES AND OUTCOMES</th>
<th>HOW THE PROGRAM DESIGN AND REQUIREMENT ELEMENTS SUPPORT THE ATTAINMENT OF STUDENT LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXPECTATIONS:</strong> This Master of Arts degree is awarded to students who have demonstrated:</td>
<td><strong>Depth and Breadth of Knowledge</strong> Depth and breadth of knowledge in the field of counselling/clinical psychology is defined as competence in the domains of intervention and consultation, ethics and standards, supervision, interpersonal relationships, assessment and evaluation, and research. This is reflected in students who are able to:</td>
<td>The program design and requirement elements that ensure these student outcomes for depth and breadth of knowledge are: Coursework: Ethics, Clinical Psychopharmacology, Clinical Research Design, Basic Statistical Techniques, Advanced Statistical Modeling, Personality, Psychopathology,</td>
</tr>
</tbody>
</table>

1. Depth and Breadth of Knowledge

A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of the academic discipline, field of study, or area of professional practice.
### MASTER’S DEGREE LEVEL EXPECTATIONS (based on the Ontario Council of Academic Vice Presidents (OCAV) DLEs)

<table>
<thead>
<tr>
<th>MASTER’S PROGRAM LEARNING OBJECTIVES AND OUTCOMES</th>
<th>HOW THE PROGRAM DESIGN AND REQUIREMENT ELEMENTS SUPPORT THE ATTAINMENT OF STUDENT LEARNING OUTCOMES</th>
</tr>
</thead>
</table>
| 1. Establish and maintain professional relationships with clients from all populations served and select appropriate intervention methods.  
2. Employ an ethical decision-making process; proactively identify potential ethical dilemmas; and appropriately resolve ethical dilemmas.  
3. Prepare a coherent evaluation based on precise learning objectives; link learning approaches to specific evaluation criteria; and demonstrate sensitivity to power, cultural, sex, and ethnic issues.  
4. Effectively communicate; establish and maintain rapport; and establish and maintain trust and respect in the professional relationship.  
5. Formulate a referral question; select appropriate methods of information collection and processing; employ psychometric methods; formulate hypotheses and make a diagnosis when appropriate; and prepare written reports. | Psychological Assessment, and Psychotherapy.  
Practical Experience: one full-time summer clinical externship. |

### 2. Research and Scholarship

A conceptual understanding and methodological competence that:

1) Enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline;  
2) Enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and  
3) Enables a treatment of complex issues and judgments based on established principles and techniques; and, on the basis of that competence, has shown at least one of the following:  
   i) The development and support of a sustained argument in written form; or  
   ii) Originality in the application of knowledge.

Research and Scholarship is defined in the field of counselling/clinical psychology as:

1. A basic understanding of and respect for the scientific underpinnings of the discipline.  
2. Knowledge of methods so as to be good consumers of the products of scientific knowledge.  
3. Sufficient skills in the conduct of research to be able to develop and carry out projects in a professional context and, in certain cases, in an academic context with the aid of specialized consultants (e.g. statisticians).

This is reflected in students who are able to:

Demonstrate basic knowledge of research methods and of the applications of scientific research, including: applied statistics and measurement theory; the logic of different models of scientific research (from laboratory experimentation to quasi-experimental and field research); qualitative research methods (including observation and interviewing), particularly with respect to the nature of reliability and validity in the gathering and interpretation of qualitative data.

The program design and requirement elements that ensure these student outcomes for research and scholarship are:

<table>
<thead>
<tr>
<th>MASTER’S DEGREE LEVEL EXPECTATIONS (based on the Ontario Council of Academic Vice Presidents (OCAV) DLEs)</th>
<th>MASTER’S PROGRAM LEARNING OBJECTIVES AND OUTCOMES</th>
<th>HOW THE PROGRAM DESIGN AND REQUIREMENT ELEMENTS SUPPORT THE ATTAINMENT OF STUDENT LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>This includes critical reasoning skills; applications of various research approaches to social systems; and ability to write professional reports.</td>
<td>Application of Knowledge is defined in the field of counselling/clinical psychology as the ability to conceptualize a research design and use appropriate data analytic strategies to address a specific research hypothesis. This is reflected in students who are able to: Systematically review existing scientific literature; formulate a hypothesis or set of hypotheses relevant to the literature review; utilize appropriate methodology to address the hypothesis or hypotheses; apply suitable data analytic techniques; interpret the results; and recognize the limitations of the research methods and assessment techniques employed.</td>
<td>The program design and requirement elements that ensure these student outcomes for level and application of knowledge are: The application of research knowledge is expected to culminate in a written document of high scientific rigour and quality. The milestone for this achievement is reflected in successful defense of the Master’s thesis.</td>
</tr>
<tr>
<td>3. Level of Application of Knowledge Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.</td>
<td>Professional Capacity/Autonomy is defined in the field of counselling/clinical psychology as: A competent professional psychologist who draws on diverse methods of evaluation, determining which methods are best suited to the task at hand, rather than relying solely or primarily on formalized testing as an automatic response to situations requiring assessment. The appropriate subject of evaluation in many instances is not an individual person but a couple, family, organization, or system at some other level of organization. The skills required for assessment can and should be applied to many situations other than initial evaluation, including, for example, treatment outcome, program evaluation, and problems occurring in a broad spectrum of non-clinical settings. The primary purpose of psychological assessment is to provide an understanding that informs a practical plan of action. It may result in a diagnostic classification or in the identification of strengths or competencies. This is reflected in students who are able to: Act as professionals who accept their obligations, are sensitive to others, and</td>
<td>The program design and requirement elements that ensure these student outcomes for professional capacity/autonomy are: Coursework: Ethics, Clinical Research Design, Basic Statistical Techniques, Advanced Statistical Modeling, Psychopathology, Psychological Assessment, and Psychotherapy. Practical Experience: one full-time summer clinical externship.</td>
</tr>
<tr>
<td>4. Professional Capacity/Autonomy a. The qualities and transferable skills necessary for employment requiring i) The exercise of initiative and of personal responsibility and accountability; and ii) Decision-making in complex situations; b. The intellectual independence required for continuing professional development; c. The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and d. The ability to appreciate the broader implications of applying knowledge to particular contexts.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Master's Degree Level

**Expectations**

Based on the Ontario Council of Academic Vice Presidents (OCAV) DLEs

<table>
<thead>
<tr>
<th>Major Modification Proposal - Type B (new concentration within an existing graduate program)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5. Level of Communications Skills</strong></td>
</tr>
<tr>
<td>The ability to communicate ideas, issues and conclusions clearly.</td>
</tr>
<tr>
<td>Conduct themselves in an ethical manner. They establish professional relationships within the applicable constraints and standards.</td>
</tr>
<tr>
<td>Communications Skills is defined in the field of counselling/clinical psychology as:</td>
</tr>
<tr>
<td>In research, the capacity to effectively convey goals of the scientific process and the knowledge derived from empirical research. In clinical work, the ability to communicate a diagnosis and relevant treatment objectives to clients and supervisors.</td>
</tr>
<tr>
<td>This is reflected in students who are able to:</td>
</tr>
<tr>
<td>Demonstrate competency in oral and written communication skills in the dissemination of research and clinically-relevant information. Additionally, for clinical work, the establishment and maintenance of rapport, trust and respect in the professional relationship.</td>
</tr>
<tr>
<td>The program design and requirement elements that ensure these student outcomes for level of communication skills are:</td>
</tr>
<tr>
<td>Practical Experience: one full-time summer clinical externship.</td>
</tr>
<tr>
<td>Preparation and successful defense of the Master’s thesis.</td>
</tr>
</tbody>
</table>

### Doctoral DLEs for proposed field of Clinical Psychology

**Expectations**

This Doctor of Philosophy degree extends the skills associated with the Master of Arts degree and is awarded to students who have demonstrated:

<table>
<thead>
<tr>
<th>Depth and Breadth of Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice.</td>
</tr>
<tr>
<td>Depth and breadth of knowledge is defined in the field of counselling/clinical psychology as intervention and consultation, research, ethics and standards, supervision, interpersonal relationships, and assessment and evaluation.</td>
</tr>
<tr>
<td>This is reflected in students who are able to:</td>
</tr>
<tr>
<td>1. Establish and maintain professional relationships with clients from all populations served and select appropriate intervention methods.</td>
</tr>
<tr>
<td>2. Employ an ethical decision-making process; proactively identify potential ethical dilemmas; and appropriately resolve ethical dilemmas.</td>
</tr>
<tr>
<td>3. Prepare a coherent evaluation based on research.</td>
</tr>
<tr>
<td>The program design and requirement elements that ensure these student outcomes for depth and breadth of knowledge are:</td>
</tr>
<tr>
<td>Practical experience: two part-time one-year clinical externships (all students will have accumulated more than 1,000 hours of clinical experience) and a full-time one-year Canadian- or American Psychological Association-accredited pre-doctoral internship.</td>
</tr>
<tr>
<td>DOCTORAL DEGREE LEVEL EXPECTATIONS (based on the Ontario Council of Academic Vice Presidents (OCAV) DLEs)</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>2. Research and Scholarship</td>
</tr>
<tr>
<td>3. Level of Application of Knowledge</td>
</tr>
<tr>
<td><strong>DOCTORAL DEGREE LEVEL EXPECTATIONS</strong> (based on the Ontario Council of Academic Vice Presidents (OCAV) DLEs)</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>techniques, tools, practices, ideas, theories, approaches, and/or materials.</td>
</tr>
</tbody>
</table>
| 4. **Professional Capacity/Autonomy**  
a. The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations;  
b. The intellectual independence to be academically and professionally engaged and current;  
c. The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and  
d. The ability to evaluate the broader implications of applying knowledge to particular contexts. | Professional Capacity/Autonomy is defined in the field of counselling/clinical psychology as:  
A competent professional psychologist who draws on diverse methods of evaluation, determining which methods are best suited to the task at hand, rather than relying solely or primarily on formalized testing as an automatic response to situations requiring assessment. The appropriate subject of evaluation in many instances is not an individual person but a couple, family, organization, or system at some other level of organization. The skills required for assessment can and should be applied to many situations other than initial evaluation, including, for example, treatment outcome, program evaluation, and problems occurring in a broad spectrum of non-clinical settings. The primary purpose of psychological assessment is to provide an understanding that informs a practical plan of action. It may result in a diagnostic classification or in the identification of strengths or competencies. | The program design and requirement elements that ensure these student outcomes for professional capacity/autonomy are:  
Coursework: The History and Practice of Clinical Psychology.  
Practical Experience: two part-time one-year clinical externships (all students will have accumulated more than 1,000 hours of clinical experience) and a full-time one-year Canadian- or American Psychological Association-accredited pre-doctoral internship. |
| 5. **Level of Communication Skills**  
The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively. | Communications Skills is defined in the field of counselling/clinical psychology as:  
In research, the capacity to effectively | The program design and requirement elements that ensure these student outcomes for level of communication skills are: |
### DOCTORAL DEGREE LEVEL EXPECTATIONS (based on the Ontario Council of Academic Vice Presidents (OCAV) DLEs)

<table>
<thead>
<tr>
<th>DOCTORAL PROGRAM LEARNING OBJECTIVES AND OUTCOMES</th>
<th>HOW THE PROGRAM DESIGN AND REQUIREMENT ELEMENTS SUPPORT THE ATTAINMENT OF STUDENT LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Convey goals of the scientific process and the knowledge derived from empirical research. In clinical work, the ability to communicate a diagnosis and relevant treatment objectives to clients and supervisors. This is reflected in students who are able to: Demonstrate competency in oral and written communication skills in the dissemination of research and clinically-relevant information. Additionally, for clinical work, the establishment and maintenance of rapport, trust and respect in the professional relationship.</td>
<td>Coursework: The History and Practice of Clinical Psychology and Social and Interpersonal Bases of Behavior. Practical Experience: two part-time one-year clinical externships (all students will have accumulated more than 1,000 hours of clinical experience) and a full-time one-year Canadian- or American Psychological Association-accredited pre-doctoral internship. Preparation and successful defense of the doctoral dissertation.</td>
</tr>
</tbody>
</table>

### 6. Awareness of Limits of Knowledge

An appreciation of the limitations of one’s own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines. Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.

| Level of Awareness of Limits of Knowledge is defined in the field of counselling/clinical psychology as recognizing the shortcomings of the methods, assessments and intervention techniques used in research and clinical work. This is reflected in students who are able to: Understanding the limits of the research design, methodology, statistical applications, and interpretations of results derived from an empirical study. In clinical work, practice within one’s demonstrated competencies and acknowledge the limitations of the assessments and interventions employed with specific populations and to answer referral questions. | The program design and requirement elements that ensure these student outcomes for awareness of limits of knowledge are: Coursework: The History and Practice of Clinical Psychology. Practical Experience: two part-time one-year clinical externships (all students will have accumulated more than 1,000 hours of clinical experience) and a full-time one-year Canadian- or American Psychological Association-accredited pre-doctoral internship. Preparation and successful defense of the doctoral dissertation. |

### 7. Assessment of Teaching and Learning

All MA students in the proposed field will be required to complete a total of five FCEs, including eight half-courses at UTSC (4 in MA1, 4 in MA2), an Ethics course in MA1, and a clinical practicum in the summer before PhD1. In addition, all MA students will be required to submit a Research Thesis by the end of MA2 (students will also be required to orally defend their thesis in front of a two-person committee). Students will be evaluated individually within the context of each course (by the course instructor) and clinical placement (by the clinical supervisor). The progress of each student through the proposed field will also be reviewed annually at the end-of-year meeting of the core clinical faculty.
All PhD students in the proposed field will be required to complete a total of four FCEs, including four half-courses at UTSC, two part-time clinical placements (in PhD1 and PhD2), and a pre-doctoral clinical internship at a CPA- or APA-accredited facility. In addition, all PhD students will be required to propose and conduct an original piece of research, the dissertation from which they must orally defend in front of a thesis committee. Students will be evaluated individually within the context of each clinical course (by the instructor) and clinical placement (by the supervisor). The progress of each student through the proposed Graduate Field in Clinical Psychology will also be reviewed annually at the end-of-year meeting of the core clinical faculty.

This assessment, with minor variations in the required number of courses, is consistent with the existing field.

8. Consultation

The clinical faculty members at the University of Toronto Scarborough currently hold appointments to the UTSC Department of Psychology and to the tri-campus Graduate Department of Psychology. Consideration must thus be given to the potential impact of the proposed graduate field in Clinical Psychology on the program offerings of these departments.

The core clinical faculty are all appointed to the UTSC Department of Psychology and teach courses within the undergraduate programs in Psychology and Mental Health Studies. In light of the current proposal, it is reasonable to ask how the graduate teaching commitments of the core clinical faculty will affect the operation of these undergraduate programs. However, the UTSC Department of Psychology is now in the midst of a search for a Lecturer in clinical psychology. The addition of a Lecturer will enable the core clinical faculty to fulfill their graduate teaching commitments without negatively affecting the operation of their undergraduate programs, as the Lecturer will relieve the clinical faculty of some of their undergraduate courses as they take on more graduate teaching.

The core clinical faculty currently hold their primary graduate appointments in the tri-campus Graduate Department of Psychology. To ensure that students in the existing Graduate Program in Psychology have an adequate number of course offerings each year, all faculty are expected to teach one graduate half-course every four years; in exchange for their graduate teaching, faculty are relieved of one undergraduate half-course on the same four-year rotation. It is expected that all of the core clinical faculty will retain their current graduate appointments, and will continue to teach courses in the existing Graduate Program once every four years. As such, the existing Graduate Program should not be negatively affected by the teaching commitments of the core clinical faculty to the proposed field in Clinical Psychology.
9. Resources:

a. Faculty requirements

The organization of the clinical curriculum is predicated on two principles. First, only a limited number of the courses proposed actually need to be scheduled sequentially. Consequently, all UTSC clinical students could conceivably take all of the same courses, just not necessarily in the same sequence. Second, each incoming cohort is invariably constrained by the number of faculty members prepared to take on new students. Accordingly, cohorts could conceivably be combined across years and still fit into small, seminar-style classes with fewer than 20 students. The core clinical faculty therefore decided to organize the proposed clinical curriculum into “bundles” (see Appendix A) so that all courses need not be offered in all years. As such, the first class of MA students will complete “Course Bundle A” in their first year and “Course Bundle B” the following year; the next class of MA students will complete “Course Bundle B” in their first year (where they will be joined by the class that preceded them) and “Course Bundle A” the following year (where they will be joined by the class that succeeded them). This curricular structure helps to ensure that graduate course offerings are scheduled in an efficient and economically sensible manner.

Consequently, the successful operation of the proposed field will depend on the capacity of the core clinical faculty and relevant cross-appointees to mount 8 graduate half-courses each year. In addition to the five core clinical faculty (one Full Professor, two Associate Professors, and two Assistant Professors), the UTSC Department of Psychology is currently in the process of searching for a Full Professor and a Lecturer in clinical psychology. With the addition of another Full Professor, the core clinical faculty will grow in number to six. It is expected that, with the addition of a Lecturer in Clinical Psychology, the core clinical faculty will each be permitted to teach the equivalent of 1.33 graduate half-courses each year (or 8 half-courses in all), thereby enabling the core clinical faculty to cover all of the required course offerings each year. Some synergies will be achieved by joint OISE/UTSC offering of some courses (for example, Ethics, Clinical Research Design, Basic Statistical Techniques, Advanced Statistical Modelling and The History and Practice of Clinical Psychology) – when feasible utilizing existing technologies.

Additional graduate instruction will come from the impressive roster of clinical scientists who are seeking to become cross-appointed. As can be seen in Appendix C, the UTSC Graduate Department of Psychological Clinical Science has over twenty clinical scientists in the Greater Toronto Area who are interested in becoming cross-appointed, with the understanding that they will be expected to teach in exchange for their appointment. Were each cross-appointee to teach a graduate half-course once every five years, then there should be enough supplementary instruction from cross-appointed faculty to cover the clinical faculty during leaves of absence (e.g., sabbaticals). In addition to serving as graduate course instructors, cross-appointed faculty will make important contributions to the proposed field by providing UTSC graduate students with much-needed experiential learning opportunities in the form of internship placements and clinical supervision.
Table 1: Detailed listing of committed faculty

<table>
<thead>
<tr>
<th>Faculty name and rank</th>
<th>Home unit</th>
<th>Area(s) of Specialization</th>
</tr>
</thead>
<tbody>
<tr>
<td><em><strong>PLEASE SEE APPENDIX C</strong></em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b. Space/Infrastructure

The UTSC Department of Psychology will provide space for the proposed graduate classes (e.g., SW316, the Psychology Teaching Lab; SY121, the Psychology Meeting Room) and from the general room inventory. UTSC graduate students will have access to research space and infrastructure through their faculty supervisor. For the current core clinical faculty, these resources can be specified as follows:

Personality, Psychopathology, and Psychodiagnostics Laboratory (SY122; Bagby). Equipment: Testing rooms and test library with full complement of test material.

Clinical Psychology Laboratory (SY143; Zakzanis). Equipment: Virtual reality systems and neuropsychological/psychological equipment and test supplies.

Social Ecology Laboratory (SW418; Fournier). Equipment: Personal digital assistants for event-contingent recording; audiovisual equipment to digitally record small group interaction.

Clinical Neurosciences Laboratory (SW132E/SW513; Ruocco). Equipment: optical brain imaging system and neuropsychological test supplies.

Personality, Psychopathology, and Psychotherapy Laboratory (SW550; Uliaszek). Equipment: Audiovisual equipment to digitally recording therapy sessions and diagnostic interviews; psychodiagnostic and personality assessment measures.
## 10. Governance Process:

<table>
<thead>
<tr>
<th>Levels of Approval Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decanal Sign Off</td>
</tr>
<tr>
<td>Provost’s Office Sign-Off – including SGS Sign-Off</td>
</tr>
<tr>
<td>UTSC Academic Committee (for information)</td>
</tr>
<tr>
<td>UTSC Graduate Curriculum Group (for approval)</td>
</tr>
<tr>
<td>UTSC Academic Committee (for approval)</td>
</tr>
<tr>
<td>Submission to Provost’s Office</td>
</tr>
<tr>
<td>Report to AP&amp;P</td>
</tr>
<tr>
<td>Report to Ontario Quality Council</td>
</tr>
</tbody>
</table>

*Developed by the Office of the Vice-Provost, Academic Programs: July 16, 2012*
Appendix A

U of T Graduate Program in Counselling and Clinical Psychology:
UTSC Field in Clinical Psychology

Faculty Affiliation

Ontario Institute for Studies in Education
University of Toronto Scarborough

Degree Programs Offered

Counselling and Clinical Psychology MA, PhD

Overview

Clinical psychology is the applied psychological science concerned with the assessment and treatment of individuals’ mental disorders. The University of Toronto, with its leading research and extensive network of partnerships with affiliated hospitals, is in a unique position to help meet the challenges posed by mental illness, both within Canada and around the globe, through the training of world-class clinical researchers and practitioners.

In order to promote the congruent aspirations of the Psychology Departments at OISE and UTSC, we are establishing a tri-campus framework for clinical psychology. Graduate Programs in Counselling and Clinical Psychology (M.A. and Ph.D.) will be offered jointly by the Graduate Departments of Applied Psychology and Human Development at OISE and Psychological Clinical Science at UTSC, in a manner commensurate with the affinity and established interconnectedness among the other programs in each Department. The programs will have two distinct fields, Clinical and Counseling Psychology based at OISE and Clinical Psychology at UTSC.

The OISE field is already established (currently called “Psychologist Specialist”) and the UTSC field is detailed below. A comparison of the two fields is provided in Appendix B.

Contact and Address

UTSC Field:
Email: pesgrad@utsc.utoronto.ca
Web: www.utsc.utoronto.ca/~psych/
Graduate Department of Psychological Clinical Science
University of Toronto Scarborough
1265 Military Trail
Toronto, Ontario
M1C 1A4
Canada
Degree Programs – Master of Arts

Minimum Admission Requirements

Appropriate bachelor's degree from a recognized university with a minimum A-average (or first-class standing) in the last two undergraduate years, and the equivalent of 6.0 full-course equivalents (FCEs) in psychology including statistics and some laboratory experience.

It is assumed that all students entering the Master's program intend to continue in the PhD program.

The admission procedures are provided in the Memorandum of Understanding (Appendix D).

Program Requirements

Students must complete 5.0 FCEs of clinical coursework, which are organized each year into bundles. Students complete Course Bundle A or B in their first year, and the other Course Bundle the following year. In addition, all students must complete an ethics course in their first year and a summer practicum before progressing to the Ph.D.

<table>
<thead>
<tr>
<th>M.A. “BUNDLE A”</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL</td>
</tr>
<tr>
<td>Personality</td>
</tr>
<tr>
<td>Psychopathology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>M.A. “BUNDLE B”</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL</td>
</tr>
<tr>
<td>Basic Statistical Techniques</td>
</tr>
<tr>
<td>Clinical Research Design</td>
</tr>
</tbody>
</table>

PCS 1901H – Ethics
PCS 2999H – Summer Practicum

Normal Program Length: 6 sessions full-time

Time Limit: 3 years full-time

Degree Programs – Doctor of Philosophy

Minimum Admission Requirements

Appropriate University of Toronto Master's degree (or its equivalent) from a recognized university, with a minimum A- average and an excellent research performance.
Program Requirements

Students must complete the following 4.0 FCEs of clinical coursework:

- PCS 1201H – Neurobiological Bases of Behavior
- PCS 1301H – Cognitive-Affective Bases of Behavior
- PCS 1401H – Social and Interpersonal Bases of Behavior
- PCS 3901H – The History and Practice of Clinical Psychology
- PCS 3999H – Clinical Placement I
- PCS 4999H – Clinical Placement II
- PCS 5999Y – Internship

Normal Program Length: 4 years full-time

Time Limit: 6 years full-time

Course List

- PCS 1101H – Clinical Research Design
- PCS 1102H – Basic Statistical Techniques
- PCS 1103H – Advanced Statistical Modeling
- PCS 1201H – Neurobiological Bases of Behavior
- PCS 1301H – Cognitive-Affective Bases of Behavior
- PCS 1401H – Social and Interpersonal Bases of Behavior
- PCS 1501H – Personality
- PCS 1601H – Psychopathology
- PCS 1701H – Psychological Assessment
- PCS 1801H – Psychotherapy
- PCS 1809H – Clinical Psychopharmacology
- PCS 1901H – Ethics
- PCS 2999H – Summer Practicum
- PCS 3901H – The History and Practice of Clinical Psychology
- PCS 3999H – Clinical Placement I
- PCS 4999H – Clinical Placement II
- PCS 5999Y – Internship

Graduate Members

Full Members

- Bagby, Michael – PhD
- Fournier, Marc – PhD
- Ruocco, Anthony – PhD
- Uliaszek, Amanda – PhD
- Zakzanis, Konstantine – PhD
[New hire (November 2012) – PhD]

Charles Chen, PhD
Joseph Roy Gillis, PhD
Abby Goldstein, PhD
Roy Moodley, PhD
Niva Piran, PhD
Margaret Schneider, PhD
Judy Silver, PhD
Lana Stermac, PhD
Suzanne Stewart, PhD
Jeanne Watson, PhD

**Associate Members**

See Appendix C
## Graduate Course Designations and Descriptions

<table>
<thead>
<tr>
<th>Series</th>
<th>Designation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>“0”</td>
<td>“0” series</td>
<td>thesis coursework</td>
</tr>
<tr>
<td>100</td>
<td>100 series</td>
<td>research design and statistics</td>
</tr>
<tr>
<td>200</td>
<td>200 series</td>
<td>neurobiological bases of behavior</td>
</tr>
<tr>
<td>300</td>
<td>300 series</td>
<td>cognitive-affective bases of behavior</td>
</tr>
<tr>
<td>400</td>
<td>400 series</td>
<td>social and interpersonal bases of behavior</td>
</tr>
<tr>
<td>500</td>
<td>500 series</td>
<td>individual behavior (part 1 of 4) – personality</td>
</tr>
<tr>
<td>600</td>
<td>600 series</td>
<td>individual behavior (part 2 of 4) – psychopathology</td>
</tr>
<tr>
<td>700</td>
<td>700 series</td>
<td>individual behavior (part 3 of 4) – psychodiagnostics</td>
</tr>
<tr>
<td>800</td>
<td>800 series</td>
<td>individual behavior (part 4 of 4) – psychotherapy</td>
</tr>
<tr>
<td>900</td>
<td>900 series</td>
<td>history, ethics, and clinical practice</td>
</tr>
</tbody>
</table>

### PCS 1101H – Clinical Research Design

This course is intended to help students develop a creative and methodologically sophisticated research program in the field of clinical psychology. Topics to be covered include philosophy of science, consistencies and inconsistencies in behavior, methods of assessment, selection of participants, tasks and control groups in clinical research studies, external validity, the determination of clinical significance, taxometric methods, the analysis of mediational hypotheses, and the analysis of change.

Equivalent course: APH1263H Seminar in Research Methods for M.A. Students
Exclusion: APH1263H

### PCS 1102H – Basic Statistical Techniques

This course will cover the data analytic tools in univariate and multivariate statistics. Students will learn correlation and regression, as well as obtain instruction on general linear modeling, multilevel modeling, and factor analysis. Students will be expected to complete an independent statistical project using SPSS.

Equivalent course: APH1287H Introduction to Applied Statistics
Exclusion: APH1287H

### PCS 1103H – Advanced Statistical Modeling

This course will cover the fundamental concepts of latent variable modeling in order to make students better consumers and producers of such models in their research. Students will learn how to evaluate the quality of such models when applied to real data by understanding the various fit indices.

Equivalent course: APH1288H Intermediate Statistics and Research Design
Exclusion: APH1288H
PCS 1201H – Neurobiological Bases of Behavior

This course will provide students with a broad overview of brain-behavior relationships extending from basic sensation and perception to higher-level cognitive functions, emotions, and social behaviors. A variety of techniques for studying neurobiological processes will be reviewed, including single-cell recordings, lesion-based studies, structural and functional brain imaging, and transcranial magnetic stimulation.

PCS 1301H – Cognitive-Affective Bases of Behavior

This course will provide students with a broad overview of the relationships between cognition, affect, and behavior. Topics to be covered include the role of insight in psychotherapeutic change and the role of mindfulness in relapse prevention.

PCS 1401H – Social and Interpersonal Bases of Behavior

This course will provide students with a broad overview of interpersonal psychology, from the early writings of Sullivan and Leary to the later writings of Keisler and Wiggins. Topics to be covered include the structure of interpersonal characteristics, the principles of interpersonal complementarity, and the role of interpersonal processes in psychopathological disturbance and psychotherapeutic change.

PCS 1501H – Personality

This course is intended to introduce students to core concepts in the field of personality psychology and to the questions and controversies that currently surround them. Topics for discussion will include personality architecture (structures/processes), personality development (stability/change), and the power of personality to predict a range of consequential life outcomes (e.g., health, longevity, happiness).

Exclusion: APH1201H Personality Theories

PCS 1601H – Psychopathology

This course is intended to introduce students to the signs, symptoms, and syndromes of psychopathology and to the DSM-V diagnostic criteria for psychiatric disorders. The goal of the course is to provide students with the capacity to think critically about how various psychiatric disorders are conceptualized and to competently make differential diagnoses in both clinical and research settings.

Exclusion: APH3260H Psychopathology and Diagnosis

PCS 1701H – Psychological Assessment

This course is intended to introduce students to the adult assessment of personality and psychopathology. Topics to be covered include structured clinical interviewing, multi-scale self-
report inventories, and performance-based (i.e., projective) measures. Students will become familiar with the administration, scoring, and interpretation of the measures that are commonly used in these domains and will practice integrating test results and writing assessment reports.

Exclusion: APH3224H Individual Cognitive and Personality Assessment

**PCS 1801H – Psychotherapy**

This course is intended to introduce students to the prominent theories of psychological change (i.e., psychodynamic, cognitive/behavioural, humanist/existential) as well as to the empirical evidence of their efficacy. The role of the therapist, the patient, and the therapeutic alliance in producing positive outcomes will be examined.

Exclusion: APH1202H Theories and Techniques of Counselling

**PCS 1809H – Clinical Psychopharmacology**

This course will provide students with a broad overview of psychopharmacology and the effects that various psychotropic drugs have on sensation, cognition, affect, and behavior. Following an introduction to the principles of neuropsychopharmacology, the course will focus on the effects of specific drugs and their uses in clinical psychiatry. This course is designed to introduce students to the pharmacological treatment of psychiatric disorders and also to provide part of the requisite training for prescribing privileges that are currently awarded to clinical psychologists in some jurisdictions.

**PCS 1901H – Ethics**

This course is intended to acquaint students with the ethics and standards of professional conduct, including the Canadian Psychological Association’s Canadian Code of Ethics for Psychologists and Practice Guidelines for Providers of Psychological Services as well as the relevant provincial and territorial codes of ethics and professional standards.

Equivalent course: APH1219H Ethical Issues in Professional Practice in Psychology

Exclusion: APH1219H

**PCS 2999H – Summer Practicum**

Students must complete a full-time clinical practicum (i.e., 500 hours) in the summer between MA2 and PhD1. The practicum site must receive the approval of the clinical faculty committee.

**PCS 3901H – The History and Practice of Clinical Psychology**

The course will provide students with an introduction both to the historical foundations of clinical psychology and the professional issues that surround present clinical practices, including program development, program evaluation, consultation, and supervision.
Equivalent course: APH3204H Contemporary History and Systems in Human Development in Applied Psychology
Exclusion: APH3204H

PCS 3999H – Clinical Placement I

Students must complete a part-time clinical placement (i.e., 250 hours) at a site approved by the clinical faculty committee in their first year of the Ph.D. program.

PCS 4999H – Clinical Placement II

Students must complete a part-time clinical placement (i.e., 250 hours) at a site approved by the clinical faculty committee in their second year of the Ph.D. program.

PCS 5999Y – Internship

Students must complete a one-year, full-time pre-doctoral internship (i.e., 2000 hours) at a CPA- or APA-accredited clinical internship site.

Exclusion: APH 3268Y PhD Internship

Notes:

1. “Equivalent course” designates courses that can be taught as the same course.
2. “Exclusion” indicates courses that have sufficient overlap that they cannot be taken for credit
Appendix B Course Equivalencies and Exclusions for the Programs in Counselling and Clinical Psychology (M.A. and Ph.D.)

A series of tables are presented illustrating the relationship between course offerings within the Counseling and Clinical programs (M.A. and Ph.D.). Since the two fields (Clinical and Counseling Psychology, Clinical Psychology) have slightly different course loads for the M.A. and Ph.D., we are considering the totality of the course offerings. Table 1 lists the existing offerings at OISE (noting that we have updated course codes to “APD” labels from “AEC” and “HDP” labels which are vestigial labeling from an earlier OISE departmental structure). Table 2 lists the proposed offerings resulting from the new field of Clinical Psychology. In Table 3 we list course equivalencies. These are courses that deliver essential the same material and could be offered simultaneously as one combined delivery or as two sections, one on each campus, or offered in alternative years on each campus. This is functionally equivalent to double labeling of courses that is done elsewhere in the university. This labeling will enable considerable and synergistic flexibility in joint course offerings for the two fields. Table 4 is a list of courses that are mutually exclusive but differ sufficiently in perspective, mode of delivery, and content, that they cannot be offered jointly as equivalent courses but could under mutually agreed upon circumstances be used as substitutions.

Table 1 Course Offerings in Counselling and Clinical Psychology at OISE.

Required Courses for the M.A. and Ph.D.

Note equivalent courses (Table 3) are highlighted in red and courses with exclusions (Table 4) in blue.

- APH 1201H  Personality Theories
- APH 1202H  Theories and Techniques of Counselling
- APH 1219H  Ethical Issues in Professional Practice in Psychology
- APH 1263H  Seminar in Research Methods for MA Students
- APH 3215H  Seminar in Counselling Psychology: Part I
- APH 1203Y  Practicum I: Interventions in Counselling Psychology
- APH 3217Y  Practicum II: Interventions in Counselling Psychology
- APH 3218H  Research Seminar in Counselling
- APH 3224H  Individual Cognitive and Personality Assessment
- APH 3225H  Assessment and Diagnosis of Personality and Psychopathology
- APH 3260H  Psychopathology and Diagnosis
- APH 3268Y  PhD Internship
- APH 1287H  Introduction to Applied Statistics
- APH 1288H  Intermediate Statistics and Research Design
- APH 3204H  Contemporary History and Systems in Human Development and Applied Psychology
Note: There are additional offerings that are used as electives and other departmental programs (http://www.oise.utoronto.ca/aphd/Prospective_Students/Programs/Counselling_Psychology/Courses.html)

Table 2 Course Offerings at UTSC in Counselling and Clinical Psychology

Required courses for the M.A. and Ph.D.

Note equivalent courses (Table 3) are highlighted in red and courses with exclusions (Table 4) in blue.

PCS 1101H – Clinical Research Design
PCS 1102H – Basic Statistical Techniques
PCS 1103H – Advanced Statistical Modeling
PCS 1201H – Neurobiological Bases of Behavior
PCS 1301H – Cognitive-Affective Bases of Behavior
PCS 1401H – Social and Interpersonal Bases of Behavior
PCS 1501H – Personality
PCS 1601H – Psychopathology
PCS 1701H – Psychological Assessment
PCS 1801H – Psychotherapy
PCS 1809H – Clinical Psychopharmacology
PCS 1901H – Ethics
PCS 2999H – Summer Practicum
PCS 3901H – The History and Practice of Clinical Psychology
PCS 3999H – Clinical Placement I
PCS 4999H – Clinical Placement II
PCS 5999Y – Internship

Table 3 Equivalent Courses

<table>
<thead>
<tr>
<th>OISE</th>
<th>UTSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>APH 1219H Ethical Issues in Professional Practice in Psychology</td>
<td>PCS 1901H – Ethics</td>
</tr>
<tr>
<td>APH 1263H Seminar in Research Methods for MA Students</td>
<td>PCS 1101H – Clinical Research Design</td>
</tr>
<tr>
<td>APH 1287H Introduction to Applied Statistics</td>
<td>PCS 1102H – Basic Statistical Techniques</td>
</tr>
<tr>
<td>APH 1288H Intermediate Statistics and Research Design</td>
<td>PCS 1103H – Advanced Statistical Modeling</td>
</tr>
<tr>
<td>APH 3204H Contemporary History and Systems in Human Development and Applied Psychology</td>
<td>PCS 3901H – The History and Practice of Clinical Psychology</td>
</tr>
</tbody>
</table>
Table 4 **Course exclusions** (not including courses in Table 3 which are also exclusions)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>APH 1201H</td>
<td>Personality Theories</td>
<td>PCS 1501H</td>
<td>Personality</td>
</tr>
<tr>
<td>APH 3224H</td>
<td>Individual Cognitive and Personality Assessment</td>
<td>PCS 1701H</td>
<td>Psychological Assessment</td>
</tr>
<tr>
<td>APH 1202H</td>
<td>Theories and Techniques of Counselling</td>
<td>PCS 1801H</td>
<td>Psychotherapy</td>
</tr>
<tr>
<td>APH 3260H</td>
<td>Psychopathology and Diagnosis</td>
<td>PCS 1601H</td>
<td>Psychopathology</td>
</tr>
<tr>
<td>APH 3268Y</td>
<td>PhD Internship</td>
<td>PCS 5999Y</td>
<td>Internship</td>
</tr>
<tr>
<td>Last Name</td>
<td>First Name</td>
<td>Degrees/Title</td>
<td>Affiliation</td>
</tr>
<tr>
<td>-----------</td>
<td>------------</td>
<td>---------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Bagby</td>
<td>R. Michael</td>
<td>Ph.D., Professor</td>
<td>Psychology (UTSC)/Psychiatry</td>
</tr>
<tr>
<td>Fournier</td>
<td>Marc</td>
<td>Ph.D., Associate Professor</td>
<td>Psychology (UTSC)</td>
</tr>
<tr>
<td>Ruocco</td>
<td>Anthony</td>
<td>Ph.D., Assistant Professor</td>
<td>Psychology (UTSC)</td>
</tr>
<tr>
<td>Uliaszek</td>
<td>Amanda</td>
<td>Ph.D., Assistant Professor</td>
<td>Psychology (UTSC)</td>
</tr>
<tr>
<td>Zakzanis</td>
<td>Konstantine</td>
<td>Ph.D., Associate Professor</td>
<td>Psychology (UTSC)</td>
</tr>
<tr>
<td>TBA</td>
<td>TBA</td>
<td>Ph.D., Professor (Pending approval)</td>
<td>Psychology (UTSC)</td>
</tr>
<tr>
<td>TBA</td>
<td>TBA</td>
<td>Ph.D., Lecturer (Pending Approval)</td>
<td>Psychology (UTSC)</td>
</tr>
<tr>
<td>Chen</td>
<td>Charles</td>
<td>Ph.D., Professor</td>
<td>APHD (OISE)</td>
</tr>
<tr>
<td>Gillis</td>
<td>Joseph Roy</td>
<td>Ph.D., Associate Professor</td>
<td>APHD (OISE)</td>
</tr>
<tr>
<td>Goldstein</td>
<td>Abby</td>
<td>Ph.D., Assistant Professor</td>
<td>APHD (OISE)</td>
</tr>
<tr>
<td>Moodley</td>
<td>Roy</td>
<td>Ph.D., Associate Professor</td>
<td>APHD (OISE)</td>
</tr>
<tr>
<td>Piran</td>
<td>Niva</td>
<td>Ph.D., Professor</td>
<td>APHD (OISE)</td>
</tr>
<tr>
<td>Schneider</td>
<td>Margaret</td>
<td>Ph.D., Associate Professor</td>
<td>APHD (OISE)</td>
</tr>
<tr>
<td>Silver</td>
<td>Judy</td>
<td>Ph.D., Senior Lecturer</td>
<td>APHD (OISE)</td>
</tr>
<tr>
<td>Stemac</td>
<td>Lana</td>
<td>Ph.D., Professor</td>
<td>APHD (OISE)</td>
</tr>
<tr>
<td>Stewart</td>
<td>Suzanne</td>
<td>Ph.D., Assistant Professor</td>
<td>APHD (OISE)</td>
</tr>
<tr>
<td>Watson</td>
<td>Jeanne</td>
<td>Ph.D., Professor</td>
<td>APHD (OISE)</td>
</tr>
<tr>
<td>Cantor</td>
<td>James</td>
<td>Ph.D., Assistant Professor</td>
<td>Psychology (CAMH)</td>
</tr>
<tr>
<td>Christensen</td>
<td>Bruce</td>
<td>Ph.D., Associate Professor</td>
<td>Psychiatry (McMaster)</td>
</tr>
<tr>
<td>Daskalakis</td>
<td>Jeff</td>
<td>M.D., Ph.D., Associate Professor</td>
<td>Psychiatry (CAMH)</td>
</tr>
<tr>
<td>Ferguson</td>
<td>Donna</td>
<td>Psy.D. Staff Psychologist</td>
<td>Psychology (CAMH)</td>
</tr>
</tbody>
</table>
Appendix D

Memorandum of Understanding

between

The Ontario Institute for Studies in Education (OISE)

and

The University of Toronto Scarborough (UTSC)

For a Framework for Clinical Psychology at the University of Toronto

This Memorandum of Understanding (MOU) provides a framework for the current and future development of Clinical Psychology as a tri-campus program at the University of Toronto. This MOU is in keeping with the principles and objectives of the University of Toronto’s Towards 2030 long-range planning document including:

(i) The development of graduate programs on all three campuses: St. George, UTSC, and UTM; and
(ii) Non-duplication of doctoral stream graduate programs across the three campuses.

Currently the tri-campus Graduate Department of Psychology at the University of Toronto, based at the St. George Campus, offers a graduate program in Psychology; and the Department of Applied Psychology and Human Development at OISE offer M.A. and Ph.D. degrees in School and Child Clinical Psychology (SCCP) and Counselling Psychology (CP). These latter graduate programs are accredited by the Canadian Psychological Association (in the case of SCCP, in the provision of training in Clinical Psychology and School Psychology and in the case of CP, in the provision of training in Counselling Psychology for Psychology Specialists) and lead to registration as either school, clinical, and/or counselling psychologists with the College of Psychologists of Ontario (CPO).

It is proposed that the M.A. and Ph.D. in Counselling Psychology change its name to Counselling and Clinical Psychology in order to more accurately reflect the content of its M.A. and Ph.D. degree programs. In addition, the name of the existing field in these two degree programs will be changed from Counselling Psychology for Psychology Specialists to Clinical and Counselling Psychology.

In keeping with the University of Toronto’s Towards 2030 vision, the Psychology Department at UTSC has made a proposal to become a graduate department based on the Scarborough Campus (UTSC) and to offer a M.A. degree in Brain Imaging as well as an M.A. and Ph.D. in Clinical Psychology.
In order to facilitate the independent and joint aspirations of the Psychology Programs at UTSC and OISE and to respect the University of Toronto’s principle of non-duplication of doctoral stream research graduate programs, it has been agreed that a tri-campus framework for Clinical Psychology will be established. An M.A. and Ph.D. in Counselling and Clinical Psychology will be offered jointly by the Department of Applied Psychology and Human Development at OISE and the Department of Psychology at UTSC and in a manner that is commensurate with the affinity and established interconnectedness among the other programs in each Department. The UTSC Psychology department will establish a graduate unit called the “UTSC Graduate Department of Psychological Clinical Science”.

To facilitate this initiative, three changes will be made. First, the name of the M.A. and Ph.D. degrees in Counselling Psychology will be changed to Counselling and Clinical Psychology. Second, the name of the existing field for Psychology Specialists will be changed to Clinical and Counselling Psychology. This field, housed in APHD, is based on a bio-psycho-social model, has an emphasis on diversity and a focus on adults, and follows a scientist-practitioner model of pedagogy and training. Third, the introduction of a new field, Clinical Psychology, which will be housed in the UTSC Graduate Department of Psychological Clinical Science (UTSC-CP), builds on the research strengths in personality, neuropsychological, and neuroimaging-based approaches to assessment and follows a clinician-scientist model of pedagogy and training. These modifications are undergoing the approval of the Faculty Councils of each division.

1. Governance of the program

1.1. Administrative Structure for programs collaborating from different Departments and Graduate Units

The M.A. and Ph.D. in Counselling and Clinical Psychology will be administered and delivered jointly by the Psychology Departments at OISE and UTSC in a manner that respects the interconnectedness among programs in APHD and UTSC-CP and the affinity between the two fields. This complex structure differs from the majority of graduate programs at the University of Toronto that are offered by a single department or graduate unit.

1.2. Graduate Units and Reporting Structures

A Program Director reports to both the graduate Chair of APHD and the graduate Chair of the Department of Psychological Clinical Science at UTSC. The two co-Chairs report each to their Faculty Dean. There is a Council of Deans composed of the Deans at OISE and UTSC and includes the two Department graduate Chairs. The Program Director chairs a Program Committee composed of the two Program Coordinators (one for each field) and one graduate faculty member from each of the two departments. The Program Director is appointed by the Council of Deans.

The two fields in the M.A. and Ph.D. in Counselling and Clinical Psychology will each appoint a Program Coordinator from the faculty involved in each field. It is expected that the two Coordinators will work together on matters of mutual concern.
The Program Committee will address matters that are of joint concern (e.g., course content, admissions, course offerings) and make recommendations to the participating Departments. Disagreements will be resolved, in the first instance, by the Department graduate Chairs that oversee the respective fields, and if that fails, the Council of Deans.

1.3. Admissions

The Counselling and Clinical Psychology M.A. and Ph.D. Programs will adhere to the admission requirements for M.A. and Ph.D. students as specified by the School of Graduate Studies at the University of Toronto.

Students apply through the SGS online application system to the one program, Counselling and Clinical Psychology; applications are vetted initially by the department for each field, then decisions on offers are made jointly by representatives of each department; offers are issued to the program and to one field or the other with an indication that students in field 1 will be associated with APHD and those in field 2 will be associated with UTSC-CP. Students are registered in the program and in the field; department registration and enrolment will follow the location of the field.

At the time of application students will be required to identify a preference for a specific field as well as for a potential supervisor with whom they would work if admitted to the program.

2. Curriculum

The Program Committee for Counselling and Clinical Psychology M.A. and Ph.D. will determine and agree on issues related to curriculum development. There will be a concerted effort to share courses and resources. To this end, where relevant, issues related to curriculum development will be determined as well in relation to other sister graduate programs in APHD and UTSC-CP.

New courses and course changes will be developed by the Program Committee in Counselling and Clinical Psychology and approved by the requisite governance bodies as determined by the UTQAP process.

Major and minor program modifications, courses offered collaboratively by each collaborating unit in Counselling and Clinical Psychology, as well the implications of such program modifications for courses offered collaboratively with other programs in APHD and UTSC-CP, will require approval by the requisite governance bodies as determined by the UTQAP process.

The Counselling and Clinical Psychology Program Committee will work collaboratively on promotion of the program, and the program website. However, collaborating Graduate Departments from the specific fields will be free to develop pages within their departmental websites to provide information on the programs and their fields, and affinity (where relevant) with other programs in APHD and UTSC-CP, after review by the Program Committee.
3. Resources

3.1. Revenue Sources, Tuition Fees and Program Expenses

The revenue sources for graduate education derive largely from tuition and Ontario government funding in the form of Basic Income Units (BIUs). BIU income for the university is a set quota from the provincial government and applies only to domestic students. The University allocates this quota to its various academic divisions. Accordingly, the Graduate Departments participating in the Counselling and Clinical Psychology Program will have separate quotas.

Tuition fees for M.A. and Ph.D. research programs are determined both by provincial guidelines and approved by the University of Toronto’s Governing Council. There is a common program tuition fee for both fields. Ancillary student fees are determined on a campus basis.

BIUs and tuition funding will follow students based on the field selected.

Each participating Graduate Department will handle their finances separately. Costs related to stipends and other course-related expenses for courses in the Counselling and Clinical Psychology programs will be apportioned to the field that identifies the need for the courses.

Program expenses are to be met from BIU and tuition income. These include student funding packages, administrative support, and technical support. Student funding packages derive from the University’s funding commitment to graduate students in research stream programs. It is expected that funding will come from a variety of sources including program income, teaching assistantships, graduate assistantships, and support from student’s supervisors as a stipend or research assistantship.

The minimum graduate funding package level will be decided for the program overall. The composition of the package including relative weighting of various funding components will be determined separately for each field.

Instructional activities, clinical placement services, and the provision of testing materials requiring additional expenditures beyond the normal amounts budgeted will be covered by the field identifying the need for additional resources.

3.2. Faculty

The Graduate Chair of each Department nominates the faculty members from their division for Graduate Faculty Membership (GMF). With SGS approval, GFMs are held in the Department where the faculty member will be teaching/supervising in the field. In some cases, further cross-appointments for GFMs to the other department may be made.
It is anticipated that faculty members associated with each field will be cross-appointed to the graduate unit of the other field.

3.3. Graduate Teaching and Supervision

The level of graduate teaching for each field in the Counselling and Clinical Psychology Programs will depend on the respective departmental workload policy of each Graduate Department and other teaching obligations of each collaborating unit and will be assigned by the Department Chairs of each collaborating unit. For academic units in which the departmental chair is distinct from the graduate chair, the policy on workload policy indicates the two chairs must be in agreement on teaching load for graduate courses. For participating UTSC faculty members who primary graduate appointment is not in UTSC Clinical Psychology, consultation and agreement with the primary graduate chair will also be required.

The level of graduate student supervision will be decided within each Graduate Department, and will depend on mutual interest of faculty and students across fields and programs, departmental policies, and resources as they relate to research funding. Faculty members are expected to participate in the graduate supervisory committees both within a field and on occasion, as research area indicates, between fields and programs in an area of specialization.

4. Program Delivery

4.1. Program Requirements

Program requirements are structured according to the accreditation requirements of the Canadian Psychological Association (CPA) and will lead to registration by the College of Psychologists of Ontario (CPO). Given the distinct character of each field, variations in course availability and requirements are to be expected within the constraints of accreditation, and registration requirements. To ensure a smooth transition, the Counselling and Clinical Psychology programs will seek the guidance of the accrediting body (i.e. Canadian Psychological Association) as the program develops. Accreditation in Clinical Psychology will be sought jointly for both fields as soon as feasible.

4.2. Supervisory Committees and Department Oversight

Supervisors will be drawn from the specific fields in the Counselling and Clinical Psychology Program within which the student is working as well as faculty in interconnected programs. Supervisory committees may include faculty members from across fields, as appropriate.

Students will be registered in the department/Faculty for their field. The Chair of the Graduate Department responsible for the field will monitor student progress, ensure adequate supervision, handle grade reporting, and all academic matters related to students’ registration in the program.

5. MOU Review and Amendment
Consistent with the requirements of CPA accreditation, this agreement will be reviewed each year coincidental with the Annual Report to CPA about the program to determine whether any changes are necessary. The MOU shall be in effect from the date of signing until such time as the program is re-evaluated for accreditation.

Amendments can be made at any time by mutual agreement of the participating faculties.

_______________________________________
Chair, OISE Applied Psychology and Human Development

________________________________________
OISE Dean

______________________________
Chair, UTSC Psychology

_______________________________
UTSC Dean