

Graduate Program Policies and Procedures Manual for Faculty and Students in Psychology

CONCORDIA UNIVERSITY (Revised November 2023)

This document contains policy statements, guidelines, and operational procedures for the two graduate programs in Psychology. All students and faculty members are encouraged to review the current Graduate Calendar for information about University regulations that govern graduate programs. Consultation with the appropriate Graduate Program Director or Graduate Program Assistant should be sought when additional clarification is needed.

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SECTION 1: Graduate Program Administration

ADMINISTRATIVE STRUCTURE (06/98)

The Graduate Committee establishes and administers departmental policy concerning graduate students and graduate program operation. Specific responsibilities of the Committee include but are not limited to admission of new students, program appraisals, and approval of program regulations or modifications. Much of the work of the Graduate Committee is implemented by three Program Directors: The PhD Program Director, the MA Program Director, and the Director of Clinical Training, who together comprise the Graduate Program Executive Committee. The PhD Program Director chairs meetings of the Graduate Committee and of the Executive Committee.

MEMBERSHIP ON THE GRADUATE COMMITTEE (06/98)

All full-time, permanent faculty in the Department of Psychology automatically become Graduate Committee members during academic years when they serve as a thesis supervisor or co supervisor and/or are the instructor for a course in the graduate program. Full-time, permanent faculty who don't meet these conditions can become Graduate Committee members by permission of the Graduate Program Executive Committee.

Cross-appointed faculty only become Graduate Committee members during the academic years when they serve as a thesis supervisor; this status is automatic under such conditions.

Information on student membership is provided in Section 10, "Graduate Student Representatives."

SECTION 2: Academic Regulations

A. TIME LIMITS AND LEAVE OF ABSENCE (06/98)

The MA Program in Psychology requires students to complete all degree requirements within four years after program entry (five years for part-time students). The minimum residence period in the MA Program is one year. The PhD Program in Psychology requires students to complete all degree requirements within six years after program entry (eight years for part-time students). The minimum residence period in the PhD Program is two years (all students).

Students are very strongly encouraged to complete their programs and to graduate in a timely fashion. This is beneficial for them from the perspective of their careers, and is helpful to the department since government allocations to the University for graduate students is linked to timely graduation. Students should note that the University requires payment of a time limit extension fee for those who do not graduate in a timely fashion.

Students on temporary leave of absence from the graduate program must confirm their intentions to re-enter the program in writing to the thesis supervisor and graduate program director by January 31 of the year in which they are on leave of absence. A failure to do so will cause the student's good standing in the program to lapse.

B. GRADING SYSTEM (11/98)

Performance in graduate courses is graded as A+, A, A-, B+, B, B-, C, Pass, Fail, Fail/Absent, Audit, In Progress. The PhD comprehensive examination, practica, and internships are graded as either PASS or FAIL, and theses, as either ACCEPTED or REJECTED. See [Grading System](#) in the Graduate Calendar for full details.

The C-Rule. The C grade indicates a marginal pass. The C-rule specifies the number of Cs a student may receive and still meet degree requirements. In our programs, a student is allowed no more than one C grade while registered in the program. In other words, upon receiving a second C grade, irrespective of the level of the courses for which the C grades were received, a student will have his/her status reviewed by the Graduate Committee. Normally a C in two courses is grounds for withdrawal. In cases of extenuating circumstances probationary continuation in the program will be considered. It should be pointed out that any C grade received prior to a student's entry into the program is not considered in the application of the C-rule. That is, since both MA programs also allow only one C grade, a graduate student who enters our graduate program at the MA level can obtain one C grade in the MA program and one C grade in the PhD program and still complete degree requirements for the PhD program.

Additional information is provided in Point 1 of Section 4, "Progression from the Masters to the Doctoral Program."

SECTION 3: Experimental and Teaching Practica

A. PRACTICA IN EXPERIMENTAL TECHNIQUES AND TEACHING: PSYC8503/6 and PSCY 851 (02/87, 11/17, 11/23)

The PSYC8503 and PSYC8506 Practicum in Experimental Techniques (3 or 6 credits) is designed to give students the opportunity to develop their research skills through learning new experimental skills and techniques, developing instruments or computer programs to support research, developing expertise in advanced statistical methods, or other equivalent activities. PSYC8503/6 can also include internships involving partnership with community organizations, industry, other universities or government agencies. Prior to beginning the work, students submit a detailed outline of the planned practicum to be approved by the program director. Credits are awarded when the supervising faculty member indicates that an appropriate workload has been completed. Students may complete one 6-credit practicum, or may complete up to two 3-credit practica.

The PSYC851 Teaching of Laboratory Techniques practicum is designed to train students in the teaching of laboratory techniques. Under supervision, the student is responsible for training an apprentice in specialized experimental skills or research techniques that may include advanced statistical methods, or other equivalent activities. In addition, students may wish to use this practicum to develop their research teaching skills more broadly or in other contexts. This could include research curriculum development, course preparation and gaining classroom teaching experience. Prior to beginning the work, students submit a detailed outline of the planned teaching activities to be approved by the program director. Credits are awarded when the supervising faculty member indicates that an appropriate workload has been completed.

There is substantial flexibility in the content that students can design for themselves when completing both PSYC8503/PSYC8506 Practicum in Research Techniques (3 or 6 credits) and PSYC851 Teaching of Research Techniques. For these two practica, students must submit a 2-3 page description of what they intend to do before they begin the course. This description must be endorsed by the supervisor and the Program Director before the student will be allowed to begin work that will count for credit. Please note that graduate students may not claim credit for PSYC8503/6 for the supervision of undergraduate student projects such as honors theses (in fact, honors students are supposed to be supervised principally by faculty members). In certain cases only, students may include the teaching of special techniques to undergraduates as part of the work performed for PSYC8503/6. As with any work done for these courses, however, permission has to be obtained in advance of doing the work, not after the fact.

B. STUDENT DATA COLLECTION IN OTHER RESEARCH SETTINGS (03/00)

When students are collecting thesis data off campus (research/service settings), it is important for the Concordia Research Supervisor to consult with the student and the supervisor in the external setting with respect to data access, data ownership, etc., because this data forms part of the student's thesis. It was suggested that an Aide-Memoire be drafted, discussed with Supervisor(s), signed by both parties and filed with the Department.

SECTION 4: Progression from the Masters to the Doctoral Program

The deadline for MA thesis submission is six weeks prior to registration in the PhD program. Approximate dates are July 15 for fall registration and November 15 for winter registration. Internal students who anticipate September entry into the PhD program should complete an online application to the PhD program including three letters of reference by the preceding December 1 in order to allow sufficient time for processing. Internal students are not required to submit an official transcript.

Students in our Department are normally expected to complete both the MA and PhD degrees, and to conduct both their MA and PhD research with the same supervisor. Continuity of graduate supervision is a major contributor to graduate student success, and a change in supervisor should be made only for strong and compelling reasons. The Department of Psychology [Guidelines for Supervisory Relationships](#) indicates relevant guidelines and procedures for those considering this change (11/19).

FAST-TRACKING TO THE PHD PROGRAM (Accelerated Admission; 01/12, 11/17)

Upon recommendation of their thesis supervisor, students enrolled in the Master of Arts (Psychology) program at Concordia University who have completed a minimum of 12 credits of graduate level course work and who have shown high academic performance and potential through performance in research may apply for accelerated admission to doctoral studies without submitting a master's thesis. Approval for accelerated admission must be obtained from the student's thesis committee and the graduate admissions subcommittee by August 15 to allow entry into the PhD program in the fall term. Students in the Research and Clinical Training option may not obtain accelerated admission to the PhD program from MA Year I, but may apply for accelerated admission, upon recommendation of their thesis supervisor, from MA Year II.

Students who intend to apply for accelerated admission must

- 1) obtain the approval of their supervisor and initiate the application process with the Graduate Program Assistant around the end of the winter term,
- 2) submit a written Interim Research Report to their thesis committee and to the MA and PhD Graduate Program Directors electronically by August 1, and
- 3) have a meeting of their thesis committee, prior to August 15, in which their progress in research and plans for the PhD degree are discussed.

However, students enrolled in the Research and Clinical Training Option may only gain Accelerated Admission after two years of study at the MA level; they must complete the above process prior to August 15 of MA year II, and their transition to the PhD program must also be approved by the Director of Clinical Training at a time after the annual evaluation meeting for clinical students in May. Students who obtain accelerated admission may use data obtained during the MA program towards their PhD thesis.

The Interim Research Report should provide background information that places the research question in context, a precise description of the research question that is being addressed, provide a record of the progress in research that has been made since entry into the program, and should also indicate the nature of the research that is planned for the near future. The structure of the report is usually similar in form to a manuscript or thesis, but the structure can be altered as suggested by the supervisor or thesis committee, or as appropriate to meet the above goals. The report should generally not be longer than 30 pages of double-spaced text, but it may exceed this limit if deemed appropriate by the supervisor.

The meeting of the thesis committee should begin with a 20-25 min presentation by the student to review the content of the Interim Research Report. The meeting is typically not attended by other students. After the presentation, and a discussion of research progress and plans for future research, the committee will meet privately to determine the appropriateness of accelerated admission by a majority vote. For students following the Research and Clinical Training Option, the committee will consider the student's progress in practica. Thesis supervisors who disagree with a majority vote may appeal the decision to the graduate admissions subcommittee.

The completed [Accelerated Admission Assessment Form](#) must be returned to the Graduate Program Assistant by August 15. At the same time, the student must also submit a [Withdrawal from Program Request](#) in order to terminate their enrollment in the MA program.

Students who completed more than 12 credits by taking an elective such as a Special Topic Seminar during the MA program (typically Research Option students) must initiate a student request with the Graduate Program Assistant within the first term of their PhD degree in order to have the elective credits counted towards their PhD degree requirements.

ASSESSMENT OF SATISFACTORY PROGRESS

Our departmental policy is to admit students to the MA program only if we anticipate them to be suited for continuation to the PhD. As long as progress at the Masters level is adequate, and as long as they have a suitable thesis advisor, internal students are to be promoted automatically to the PhD program. The following are suggested guidelines for the assessment of progress.

Inasmuch as "satisfactory progress" must be determined largely by the various thesis advisors, the following guidelines are established as standards against which individual cases can be judged.

1. Coursework is automatically considered adequate when A and B grades are earned. Grades of C are considered substandard, and a student may receive only one such grade in each program and still graduate. Two grades of C within a program represent inadequate progress and result in review by the Graduate Committee and potential dismissal from the program. Because of the severe consequences of two C grades in a program, all C grades are given in consultation with the relevant program director. In cases where one C grade has already been assigned, an instructor may allow remedial work by the student so as to make up the grade to a B level. Such a decision, of course, remains the responsibility of the instructor. In such cases as require such remedial work in order to meet the minimal requirements for graduation, the student's progress is not considered to be adequate for promotion to doctoral study, and the Masters' degree is considered by the Department to be a terminal degree.
2. Students who complete their degree requirements within one year after the minimum resident period (normal residence) should be considered to have made satisfactory progress as long as their grades are good and the thesis advisor recommends advancement. In cases where the thesis advisor recommends that the student not go on, the student should have the option of finding another advisor with the Committee's approval. The committee should consider the reservations of the first supervisor and should approve the change of supervisor when the initial supervisor disapproves. In the case of a student who has completed the degree requirements within one year beyond normal residence, the benefit of doubt should be given to the student.

3. Students who complete their degree more than one year beyond normal residence should be considered to have made unsatisfactory progress unless the student or the MA advisor can make a convincing case to the contrary. The decision as to whether progress is adequate should be made by the Graduate Committee in cases where the thesis takes more than one year beyond the normal residence. When the thesis advisor is satisfied with the student's work and agrees to serve as advisor at the PhD level, the committee should generally approve promotion to the PhD program. When the thesis advisor is dissatisfied with the progress of the student and another advisor is willing to serve at the PhD level, the student should be considered for admission but not with the status of an internal student. That is, students who take more than one year beyond normal residence to complete the MA thesis and who do not have the continued support of their MA thesis advisor should not be assumed suitable to advance to the PhD program without competing first with outside applicants to the program.

4. Students who complete their degree requirements more than two years beyond normal residence should be considered to have lost their privileged status as inside students, even in the case where the thesis advisor recommends continuation. These students should be required to apply as outside competitors for positions in the PhD program. Completion of the degree requirements more than two years beyond normal residence should be taken as de facto evidence of unsatisfactory progress at the MA level unless special provisions such as leave of absence or part-time status have been approved in advance by the committee.

5. These guidelines deal with academic progress. Closely related criteria also required for acceptance to study at the doctoral level are ethical and responsible behavior at the Masters level. This will be assumed unless specific questions regarding conduct are raised at a graduate program committee meeting.

Under these guidelines clear expectations for students and faculty are established. Unless a student is more than two years beyond normal residence, the responsibility for decisions about advancement to the PhD program depends primarily on the advisor. Other faculty should reflect in their course grades and in their input to the advisor any reservations that they have about the suitability of a student for doctoral study except in one critical case. This is the case where other members of the thesis committee disagree with the thesis advisor about the quality of the MA thesis. If the committee feels, at the time of the thesis defense, that a thesis is weak and that thesis performance has not been adequate for promotion to the PhD level, the thesis should usually not be accepted. If the committee feels the thesis is marginally acceptable but does not want to endorse the student for the PhD program, then the thesis should be accepted provisionally, the provision being that the thesis, while acceptable as a thesis for a terminal MA, is not acceptable as evidence of adequate progress at the MA level. This consideration should come up only in cases where the thesis is submitted beyond normal residence and usually in cases where it is submitted more than one year beyond. This decision should be taken reluctantly, and all attempts should be made to take this decision only if there is unanimous agreement among the members of the thesis committee. If all members agree, then this decision should be considered final. If there is disagreement, then the graduate committee should review the decision.

These guidelines are established in order to give both students and staff some clear standards against which to assess progress at the MA level. They are also established in order to give a clear but shifting set of responsibilities to the student, the advisor, the thesis committee, and the graduate committee. The student should feel that there is a period in which his or her status in the program is protected, but that this is not an unlimited period. The advisor should feel that the student is his or her responsibility, but a responsibility that becomes shared by the Graduate Committee as normal completion time is exceeded. The student should feel that there are options when the relationship with the advisor is not satisfactory, but that these options too are limited, particularly by time.

SECTION 5: Comprehensive Examinations (PSYC880)

SUMMARY OF COMPREHENSIVE EXAMINATION PROCEDURES (11/20, In revision in 2023)

The course PSYC 801, which is taken in the winter term, prepares students to complete the Comprehensive Examination in the winter and summer terms. Procedures may be revised from year to year, and students are encouraged to consult with the CEC (Comprehensive Examination Coordinator). Comprehensive examinations must be conducted during the first year of the doctoral program. This may be delayed to the second year only in exceptional cases, in combined consultation with the CEC, Graduate Program Director or Director of Clinical Training, and the thesis supervisor.

General format: The examination has two components—ESSAY and ORAL.

Scheduling: One component is normally due May 31, the other August 31. The order of the two components is up to the student. Students with summer internships or other extenuating circumstances may arrange for different due dates. Requests for extensions, whether to accommodate internships or for other reasons, must be made to the CEC at least two weeks prior to the normal due date.

Domains: In consultation with the CEC, the student identifies two different major domains within psychology from the table below, one for each examination component. One domain may be—but need not be—the general area covering the dissertation research. The student and the CEC then determine which will serve for the ORAL component and which for the ESSAY component.

THE MAJOR DOMAINS OF PSYCHOLOGY

(1) Behavioural Neurobiology	(6) Life-Span Development
(2) Cognition	(7) Personality
(3) Evolutionary Foundations of Psychology	(8) Psychopathology
(4) Health Psychology	(9) Sensation and Perception
(5) Learning	(10) Social Psychology

Comprehensive Examination Committees: The CEC, in consultation with the student, designates two faculty members to serve as resource persons and then as evaluators for each component (thus, four people in all). The dissertation supervisor may, if appropriate, be a committee member.

General procedure. In the fall, students meet with the CEC to discuss the two major domains they will choose for the examination. Together they set a *preliminary* title question for the essay component. They also discuss who should be invited to serve on the two committees.

The Essay Component. The goal of the essay component is for students to gain experience writing a *critical* analysis or review of one issue within a selected major domain. The essay can (and often does) serve as a draft for a future publishable paper (e.g., in *Psychological Review*, *Psychological Bulletin*).

The student writes an essay of 6000-7000 words (main text) that would be accessible and of interest to specialists in the field and to psychologists with expertise in other domains. Essays are typically a critical discussion of a controversy, an analysis of a problem that has eluded resolution so far, a meta-analysis of research on a particular issue, a systematic review, etc. The essay title must be in the form of a specific question so that readers have a clear idea of the exact issue addressed. There should be a clear take-home message regarding the issue under discussion. Note: The essay must have minimal overlap with the thesis topic, even if both fall within the same major domain of psychology.

The Oral Component. The goal of the oral component is for the student to demonstrate understanding of a broad range of fundamental issues within the selected major domain. Students may find that preparing for this exam may be useful for opportunities to teach a related course. For this component, students identify 6 *subdomains* broadly covering the major domain as a whole—the sort of breadth one finds in a textbook for the domain. For each of these 6 subdomains, the student identifies 2 empirical papers that may be considered to have been "game changers" at the time they were published. These are papers considered to be *fundamental* because they significantly changed the way researchers thought about a given issue. The student also identifies, for each subdomain, 1 *follow-up* empirical paper that builds on one (or both) of the fundamental papers. Thus, the student has to identify 18 papers in all—2 fundamental papers and 1 follow-up paper for each of 6 subdomains. Committee members must approve the fundamental papers—6 to be approved by one member and the other 6 by the other member. The student chooses the follow-up papers but is encouraged, of course, to consult with the committee members on this. The student submits the final list of 18 approved papers plus electronic copies of the papers by the end of semester in early April (also as part of the requirements for PSYC 801 which is taken in the winter semester prior to doing the comps).

The oral exam lasts about one hour and takes the form of a discussion based on questions posed to the student. These questions will include the following, among others:

- (a) On what basis did you identify the 6 subdomains for this major domain of psychology?
- (b) Question for each of the 12 fundamental empirical papers: In what way was this paper a "game changer" when it was published? What ideas were current at the time of publication and what impact did it have on those ideas? What exactly did the authors do and what did they find?
- (c) Question for each of the 6 follow-up papers: Why is this paper important? How is it related to the fundamental paper for which it is a follow-up? What is or was its impact on how people subsequently thought about the main issue it addresses? What exactly did the authors do and what did they find?
- (d) What are some of the important trends and developments taking place in the major domain now? What are some overarching concepts that link any or all of the subdomains to each other?
- (e) Which fundamental and which follow-up paper did you find the most interesting and why?

Evaluation: The main focus of both the essay and oral component evaluations are students' understanding of the issues and ability to communicate that understanding. Final grades are recorded as PASS/FAIL. However, for feedback purposes, students are given grades on a scale of:

E (Excellent)	Student is performing at the next level (senior PhD student/postdoc level, etc.)
VG (Very Good)	Quality is considerably above basic expectations for a PhD student.
G (Good)	Quality is above basic expectations for a PhD student.
PASS	Acceptable/Satisfactory: Quality meets basic expectations for a PhD student.
W (Weak)	Quality is somewhat below basic expectations for a PhD student. Supplemental work would be appropriate—e.g., major revisions, a short supplementary essay or other work to assure one that the student has a basic level of expertise in the area.
F (Fail)	Quality is clearly below basic expectations. Student must retake the examination.

To receive a PASS grade, both committee members must agree that the evaluation is at least GOOD. Both components of the examination must receive PASS for a final PASS overall. Failed examinations (either component) may be retaken once only. The committee members and the CEC together decide the form of the retake examination. It may, for example, be a short supplementary essay to address some aspect of the original assignment or it may be a full, new essay assignment.

Relationship of PSYC 880 to PSYC 801: Students taking the Comprehensive Examination also take PSYC 801 in the preceding winter semester. Technically, PSYC 801 (Research Seminar I) is separate and unrelated to the comprehensive examination. However, at this time the content of PSYC 801 is the very set of topics that students are working on for their comprehensive examinations. Thus, in PSYC 801 students exchange ideas on their essay and oral exam preparations, including getting to practice the oral exam presentation. All this is designed to help prepare for the comprehensive examination.

SECTION 6: Thesis

A.THESIS COMMITTEES (06/98; 11/23)

Selection of departmental faculty to serve on MA and PhD thesis committees is the joint responsibility of the student and thesis supervisor. Faculty members who are requested to serve as committee members are not obligated to do so, but reasons for not serving should be made clear.

Thesis Supervisory Committee. The Thesis Supervisory Committee provides guidance to the student over the course of the degree. It has a minimum of three members and at least two members, including the supervisor, must be permanent faculty members within the Department or cross-appointed faculty members. To provide appropriate expertise, any faculty member within or outside of the Department can also serve as a member of the committee. Members of the Thesis Supervisory Committee also typically serve on the Thesis Examination Committee.

Thesis Supervisory Committees should be informed about the thesis project at the earliest opportunity that is appropriate for the research in question. Students should discuss with the thesis supervisor the appropriate format for informing the committee. Options include a written proposal, as well as group or individual meetings. The student must submit a completed annual [Thesis Progress Report](#) to the Thesis Supervisory Committee, and meet with the committee no less than every two years.

Students in the Clinical Profile should be aware that admission to the predoctoral internship is contingent upon advanced state of thesis work (see section 16).

MA Thesis Examination Committee. University regulations regarding the composition of the MA thesis examination committee are listed in [Thesis Regulations](#) in the Graduate Calendar. In the Department of Psychology, an oral defense is an MA degree requirement. The Psychology MA Thesis Examination Committee has a minimum of three members including the supervisor. At least two members, including the supervisor, must be regular faculty members within the Department (tenure track or tenured) or cross-appointed faculty members. Faculty members outside the Department can also serve as members of the committee.

PhD Thesis Examination Committee. University regulations regarding the composition of the PhD thesis examination committee are listed in [Thesis Regulations](#) in the Graduate Calendar. In addition to the supervisor(s), at least one of the examiners must be a permanent faculty member within the Department (tenure track or tenured) or a cross-appointed faculty member.

Student Thesis Progress Report to the Thesis Supervisory Committee (11/16) The [Thesis Progress Report](#) is to be completed annually by all graduate students in the Department of Psychology.

The report is given by the student to members of the student's thesis committee one week prior to any meeting of the committee. In years in which the thesis committee does not meet, the student should review the form with each member of the committee, obtain their signatures, keep a copy, and submit the form to the Graduate Program Assistant by August 15.

A thesis committee meeting is to be held in MA I, except for students that apply for Accelerated Admission to the PhD program in that year. The meeting held in MA I may serve as a thesis proposal meeting. A meeting in MA II is only compulsory in the unusual case of a student planning to progress to MA III.

The first thesis committee meeting in the doctoral program can take place in either PhD I or in PhD II, and the subsequent meeting must occur within an interval of two years (PhD III or IV, respectively). A meeting held in PhD I may serve as a thesis proposal meeting. If a meeting is not held in PhD I, it is expected that the student will have completed the Comprehensive Examination in that year. A meeting is not required in the year in which the student defends the PhD thesis. However, meetings must take place annually if a student continues without defending their thesis into PhD V and later years.

Additional thesis committee meetings can be held as needed. In the case that two meetings are held in consecutive years (either in both PhD I and II, or in PhD II and III), the subsequent meeting would be held within a minimal interval of two years (PhD IV or V, respectively).

Thesis committee meetings can occur at any time prior to August 15, but it may be advisable to hold them in the fall or winter term to avoid difficulties in scheduling during the summer months.

Thesis committee meetings should begin with a presentation by the student, generally no more than 30-60 min in total. Faculty members typically meet for a short time in private following the meeting to complete and sign the form. The committee provides a copy of the signed form to both the student and the Graduate Program Assistant.

B. ADDITIONAL MASTERS' THESIS GUIDELINES FOR STUDENTS FOLLOWING CLINICAL PROFILE (Clinical Steering Committee, 01/92)

Additions to the MA thesis guidelines for students following the Research and Clinical Training Option are intended to maximize the probability that a high quality product can be completed within the expected period of time (18 months).

1) Goal: To contribute to the review process for the MA thesis proposal in order to assist students in planning projects of reasonable scope by increasing evaluation of the feasibility of the project. To further encourage supervisors and students to establish a thesis committee early in the first semester:

By January of the first year, students should prepare a thesis definition. This document should not be more than 5 pages in length yet should provide sufficient information upon which to evaluate the study. The definition should include brief rationale for the study but the focus should be upon a description of the methodology (number of subjects, procedure, etc.) and plan of analyses. This definition will be presented to the thesis committee for a discussion of the scope of the project. This will not constitute a defense of proposal nor is acceptance of the thesis definition a guarantee of acceptability of the project when completed. Furthermore, the presentation of a thesis definition to the committee will not negate the current policy of a proposal defense in the winter of the first year but is a minimum guideline that is recommended. Student contact with the proposal committee should be initiated in November of the first semester, with the goal of having fully developed a thesis definition at minimum or a thesis proposal by January. The definition or proposal should be approved by the thesis committee by the end of January.

2) Goal: To clarify thesis submission requirements:

Students are informed that they are able to submit their theses for defense in extended manuscript form. The format can be typical of that of a journal article in the area, in terms of length, level of detail, etc. Advantages of the guidelines are that the student-supervisor team will be assisted in planning MA thesis projects that are reasonable in scope and can be completed within the recommended time period of 18 months.

Students will establish their thesis committee early in the first semester which will facilitate their transition into the program and introduction to research projects.

C.THESIS SUBMISSION AND DEFENSE (01/12)

The Thesis Office of the School of Graduate studies has a [webpage](#) that provides links to the Thesis Preparation Guide (relating to thesis format as well as thesis defenses), information on electronic submission of theses, thesis submission deadlines, and forms related to thesis submission and examination. The Graduate Calendar also indicates [Thesis Regulations](#) that must be followed. Students should also be aware of the following policies and procedures, some of which are specific to the Psychology department.

Students should be sure to apply to graduate at the beginning of any semester during which they anticipate completing all degree requirements (log in to your [Student Hub account](#) and check under Student Services). Students who fail to apply during the semester in which they complete all requirements may have to pay extra fees in order to have the degree awarded the following semester.

After obtaining the permission of their Thesis Committee, the student provides the initial submission of their PhD Thesis to the School of Graduate Studies (not the Graduate Program Assistant) prior to the thesis defense. An initial submission of the MA thesis to the School of Graduate Studies is not required. The final version of the thesis is submitted to the School of Graduate Studies following the defense after any required changes are made.

1. MA and PhD Thesis Expectations (06/98) Students and supervisors sometimes express a concern about what the size and scope of an MA thesis should be in relation to a PhD thesis. There is no simple formula for this and the best guide is past experience. Students are encouraged to look at recent theses to obtain an idea of what may be reasonably expected and discuss with their supervisor. One rule of thumb that some may find useful is this: The MA thesis is intended to demonstrate that the student possesses the critical understanding, methodological skills and communicative abilities necessary for carrying out a piece of research that would be accepted as a contribution to the discipline by the peer community. The PhD thesis is intended to actually be such a contribution.

2. MA Thesis Submission (06/98, 02/17) The student must provide a copy of the thesis to each committee member including the thesis supervisor. The student must also provide the Graduate Program Assistant with an [Internal Thesis Committee Approval Form](#) signed by all thesis committee members indicating that the thesis can be submitted or ensure that each committee member sends an email to the Graduate Program Assistant to grant approval for thesis submission. The student must also send an electronic version of the thesis to the MA Graduate Program Director.

If desired, the supervisor may provide a list of individuals who would be qualified to serve as an external examiner (including current address and e-mail), and the MA Graduate Program Director may then formally invite the examiner.

2.1 MA Thesis Deadlines (02/17) Students wishing to enroll in the PhD program in the fall must have submitted their final thesis by August 31. The MA thesis defense should therefore occur by August 15 or earlier, in order to allow time for any final changes to the written thesis to be made following the defense.

With this in mind, students should work with their supervisor to have an acceptable draft to provide to their Thesis Committee by early July to allow the committee time to provide feedback and to allow the student time to make any requested changes. Students in the Research and Clinical Option should have a draft of their thesis submitted to their committee before beginning their summer practicum. Once the committee has approved the

written thesis, the student may then arrange a date for the defense in conjunction with the Psychology Graduate Program Assistant.

3. PhD Thesis Submission (06/98, 11/23) The thesis must be approved for submission by internal committee members before it is submitted to Graduate Studies. Committee members other than the thesis supervisor are not required to read the final version of the thesis before it is submitted, but the thesis should not be submitted without the knowledge and agreement of each committee member. This agreement must be indicated in an [Internal Thesis Committee Approval Form](#) provided to the Graduate Program Assistant at the time the thesis is submitted. An email to the Graduate Program Assistant from the internal committee members can also suffice for granting approval for thesis submission.

Arrangements for both external-to-program and external examiners must be made before the oral examination can be scheduled. At or before the time of thesis submission, the thesis supervisor must provide the PhD Program Director and Graduate Program Assistant with the name of a consenting external-to-program examiner and the proposed external examiner. The list should provide the e-mail and postal addresses of each nominee, as well as information to make clear the nominee's qualifications. The title and abstract of the thesis should also be provided.

It is often difficult to find a qualified and willing person for the external-to-program position on a thesis committee, and direct discussion with potential examiners is both necessary and appropriate. Thus, the thesis can be discussed at length by the student or the supervisor with a potential external-to-program examiner, as is the case with the department members who serve on the committee. In contrast, neither the supervisor nor the student should discuss the thesis with a potential external examiner. The student and thesis supervisor should notify the Program Director in the event of contact with a potential examiner prior to the oral defense.

The minimum period between submission of the thesis with accompanying information (i.e., the complete list of consenting committee members, and the three complete nominations for external examiner) and the oral examination is six weeks. There will be no exceptions to the requirement; attempts to work within shorter periods have not been successful. Shorter periods are not consistent with the careful and scholarly reading that a doctoral dissertation deserves. Students who have important graduation deadlines to meet are advised to submit the thesis at least eight weeks in advance of the week in which they hope their oral examination can be scheduled; they should also allow time in their plans for revisions that are almost always required before the thesis is officially accepted and the degree requirements are satisfied.

4. Thesis Defense. One or more copies of the signature page should be brought to the defense by the student. One of these will be used by the School of Graduate Studies for archiving the thesis and may be on regular paper. Additional signature pages are used to produce bound hardcopies of the final thesis for the student and supervisor if desired and may be on bond paper.

At the Masters level, it is expected that all members of the student's supervisory committee will attend the oral defense. The Masters defense begins with a summary of the research by the student of approximately 20 minutes in duration. At the PhD level, all departmental members of the thesis committee, the external-to-program and the external examiner are expected to attend the oral defense. In the event that one member of the committee cannot attend, a formally designated proxy will replace the absent member and present their questions. Usually, no more than one absence is permitted. It is the responsibility of the internal members of the thesis committee to designate the proxy, with the approval of the Program Director and the School of Graduate Studies. The PhD defense begins with a summary of the research by the student of 25-30 minutes in duration.

SECTION 7: Ethical Issues

A. ETHICAL AND PROFESSIONAL CONDUCT (05/84)

The Department of Psychology has the responsibility to ensure, to the best of its ability, that graduate students act in accordance with the ethical standards of their intended profession, namely the codes of conduct adopted by the Canadian and American Psychological Associations. Should a student seriously and/or repeatedly violate these standards, and a less formal solution cannot be found, the following procedures will be followed.

A program director who considers that a graduate student has seriously and/or repeatedly violated the codes of conduct of the Canadian and/or American Psychological Associations will bring the matter before a special meeting of the Graduate Committee. The student will be invited to attend and may be accompanied by an advisor, who may address the committee. At the student's request the meeting may be closed (to the graduate student representatives). The committee may decide to take no action, call for remedial action, advise the student to withdraw from the program, or recommend that the student's enrolment in the program be terminated. Decisions will be by majority vote. The committee will inform the student in writing of its findings.

A recommendation that the student's enrolment be terminated will be forwarded to the Dean of Graduate Studies. If the Dean of Graduate Studies concurs, the Dean will send a notice of termination to the student.

The student can appeal the termination of enrolment to the Board of Governors. The appeal must be sent in writing to the Secretary of the Board within twenty-one days of the issue of the notice of termination. The Board will name a special committee to hear the appeal. Its decision will be final.

B. PLAGIARISM: HOW TO RECOGNIZE IT, HOW TO AVOID IT, AND ITS CONSEQUENCES

(03/05, 11/23) This document is intended to sensitize faculty and students in the Psychology Department to issues regarding plagiarism. In particular, it aims to make people aware of some of the more common ways plagiarism may be committed inadvertently and of the impact it can have on the discipline. (Suggestions for additions and modifications to this document are welcome; please write to the PhD Program Director).

Introduction: At advanced levels, work in psychology involves integrating the ideas of many others and incorporating them into our writing. In doing this, it is important to give credit where credit is due. Plagiarism is presenting another's words or ideas as one's own without proper citation.

The Concordia [Academic Code of Conduct](#) outlines these specific criteria for plagiarism and related academic offenses:

18. Any form of cheating, or plagiarism, as well as any other form of dishonest behaviour, intentional or not, related to the obtention of gain, academic or otherwise, or the interference in evaluative exercises committed by a student is an offence under this Code. Any attempt at or participation related in any way to an offence by a student is also an offence.

19. Without limiting, or restricting, the generality of Article 18 above and with the understanding that Articles 19 a) to l) are to be considered examples only, academic offences include, the carrying out, or attempting to carry out or participating in:

- a. plagiarism - the presentation of the work of another person, in whatever form, as one's own or without proper acknowledgement;*
- b. the contribution by one student to another student of work with the knowledge that the latter may submit the work in part or in whole as his or her own;*
- c. unauthorized collaboration between students;*

- d. tearing or mutilating an examination booklet or an examination paper, including, but not limited to, inserting pages into a booklet or taking a booklet or a portion of the booklet or examination paper from the examination room;*
- e. multiple submission - the submission of a piece of work for evaluative purposes when that work has been or is currently being submitted for evaluative purposes in another course at the University or in another teaching institution without the knowledge and permission of the instructor or instructors involved;*
- f. the obtention by theft or any other means or use of the questions and/or answers of an examination or of any other resource that one is not authorized to possess;*
- g. the possession or use during an examination of any non-authorized documents or materials or resource or possessing a device allowing access to or use of any nonauthorized documents or materials;*
- h. the use of another person's examination during an examination;*
- i. communication with anyone other than an invigilator during an examination or the obtention of any non-authorized assistance during an examination;*
- j. impersonation - assuming the identity of another person or having another person assume one's own identity;*
- k. the falsification of a document, in particular a document transmitted to the University or a document of the University, whether transmitted or not to a third party, whatever the circumstances;*
- l. the falsification or fabrication of a fact or data or a reference to a source in a work;*

Consequences of Plagiarism: In addition to the academic sanctions outlined in the [Academic Code of Conduct](#), several other consequences may result from plagiarism:

- Plagiarism devalues the academic integrity/credibility of the University and the scientific community as a whole;
- Plagiarism devalues the original work, and takes unfair advantage of other students, professors, authors, or researchers who have done their own work;
- Plagiarism devalues the professor-student relationship insofar as the goal of teaching is to assist the student to develop his/her own original work.

Other Issues: Specific cases that constitute plagiarism and strategies for avoiding it are outlined in the document entitled "Avoiding Plagiarism" produced by the Purdue University [Online Writing Lab](#). However, the following specific issues may be particularly pertinent to individuals in the field of Psychology:

Paraphrasing (rewriting another person's ideas in your own words): In academic writing in psychology, the conventional way to cite another's work is to paraphrase the original idea, finding, or interpretation. As such, students and researchers must be particularly vigilant about issues of plagiarism in this context.

a) The easiest way to avoid plagiarism when paraphrasing is to put away the original source before beginning to write. This ensures that you engage your own "syntax generator" and thereby express the ideas in your own words. Related to this point, when taking notes from a text, be sure to indicate in your notes which statements are direct quotations and which are paraphrases.

b) Note that, in addition to more obvious forms of plagiarism, care needs to be exercised in paraphrasing your own work or the work of your peers, colleagues, or lab mates. For example, copying a method section verbatim from your own previously published work or from a lab mate's particularly eloquent dissertation may constitute plagiarism. To be safe, in such cases it is wise to include a phrase such as "as done previously" along with a citation of the original.

c) There are acceptable and unacceptable ways of paraphrasing. Consider the following quote:

“Children muster their most sophisticated linguistic skills when they report on events involving fear, anger or distress.” (Hughes & Dunn, 2002, *British Journal of Developmental Psychology*, 20, p. 516)

An example of acceptable paraphrasing is as follows: *When recalling events involving negative emotions (i.e., fear, anger, distress), children tend to use more sophisticated language skills than in other contexts* (Hughes & Dunn, 2002).

An example of unacceptable paraphrasing is as follows: *Children use their more sophisticated language skills when they report on events involving negative emotions* (Hughes & Dunn, 2002). (Note that the syntax in this sentence is exactly the same; the author has simply replaced a few key words with synonyms.)

Sometimes, an author says something much better than you feel that you can. In these cases, it is best to simply quote the author by putting the author’s words in quotes and including the reference and page number. However, this option should be used judiciously, as too many quotes can reduce the credibility of the writing.

Primary vs. Secondary Sources: In general, it is preferable to cite a primary source (e.g., journal articles) as opposed to a secondary source (textbooks). As such, it goes without saying that it is important that one actually *read* the primary source. However, there is one important exception to this rule. Often secondary sources will provide alternate interpretations of the data that were not proposed by the original author. To cite these interpretations, the secondary source is the correct citation. In contrast, to cite the original data, the primary source should be cited. In either case, it is a good idea to read the original work.

Web Resources: Although the internet is often a powerful way of accessing knowledge, not all information on the web is equally credible. In general, peer reviewed sources are always preferable to other sources. If it is difficult to ascertain the original source of the information on a website (e.g., a blog, newsgroup, popular/nonacademic site), it is important to confirm its veracity using a more credible source. Since information on the web is constantly changing/disappearing, it is not only important to provide a [proper citation for the information](#), but also to provide the date accessed.

Challenges for Nonnative Speakers: Often, emulating the style of native speakers of English is an excellent way to learn the intricacies of a second language. Although this option can be used in taking notes, the words of others cannot be incorporated into academic/published work. In these cases, a useful alternative is to write things in your own words, and then ask colleagues, advisors, and/or lab mates to provide feedback on the writing. Not only will this strategy prevent you from plagiarizing others’ work, it will also help you to improve your own writing over time. For more information, please see the following additional references: Sternberg, R.J. (Ed.) (2000). *Guide to publishing in psychology journals*. Cambridge, UK: Cambridge University Press. Sternberg, R.J. (2003). *The psychologist's companion: A guide to scientific writing for students and researchers*, 4th Edition. Cambridge, UK: Cambridge University Press.

SECTION 8: Teaching Assistantships

A limited number of opportunities are available for graduate students to be hired part time as principal instructors for certain courses. Assignment of these courses is negotiated with the Department Chair's office.

A. GUIDELINES FOR ASSIGNING TEACHING ASSISTANTSHIPS (06/85; revised 08/98; edited 09/00, base support value revised as needed)

Each year students will be asked if they wish to apply for teaching assistantships and to give details of any scholarships or fellowships held or pending. At the same time that students are asked to apply for teaching assistantships, supervisors will be sent a list of students currently under their supervision together with the student's year of residence in the program. Supervisors will be asked to indicate whether students will be supported at least to the level of base (\$17,500 in 2020) and whether by scholarships, or research funds, and whether they wish the student to have a T.A., and if so, for one semester or two.

"Eligible students", as defined by the funding policy passed by the Graduate Program Committee in February, 1985 (see below) will be given priority for teaching assistantships (List A). **An "eligible student" is within normal residence, has been offered support for less than a total of five years in the graduate program, is enrolled on a full-time basis, and does not hold a scholarship equal or greater in value to two teaching assistantships.** A student who holds a part-time teaching contract from the Department is ineligible, for the duration of the contract, for a teaching assistantship.

T.A.'s will be assigned to "eligible students" according to the order of priorities in List A (see below). No T.A.s will be given to students having full scholarship support or beyond normal residence (List B) until all the "eligible students" have received the T.A.s that they requested.

List A "Eligible Students" (see above)

1. Emergencies - eligible ongoing students whose supervisors' grants did not get funded and thus there is no possibility of the student receiving an R.A. up to base level of support. (See Section 2 of 9C Selection procedures for New Graduate Students)
2. New incoming students (MA or PhD) for whom the teaching assistantship forms a necessary component of the student financial support package. The supervisor must declare this necessity to the grad committee for approval at the time of the student's acceptance for admission. (See Section 2.2 of 9A Policies for Graduate Admissions)
3. Students beyond MA I with no previous teaching experience, with priority given to the most senior students.
4. Students beyond MA I with satisfactory performance on previous T.A.s who had not taught in the previous academic year.
5. Students beyond MA I with satisfactory performance on previous T.A.s.
6. Other students in MA I.

List B Scholarship students and students beyond Normal Residence

1. Scholarship students beyond MA I with no previous teaching experience. Within this category priority should be given to more senior students.
2. Students without scholarships, beyond normal residence whose teaching performance has been satisfactory.
3. Scholarship students with satisfactory performance on previous T.A.s.
4. Scholarship students in MA I.

NOTES:

1. The Dean of Arts requires that teaching assistantship support be matched by student scholarship or faculty research assistantship support.
2. The above procedure raises the possibility that, should there be a shortfall of teaching assistantships for a number of years, a PhD student who has held a scholarship throughout all/her years of graduate study might not get any teaching experience. It is therefore proposed that any PhD student in this position should notify the Chairman and/or G.P.D. of this fact approximately 18 months before the expected date of completion of the doctoral program. With this much lead time it should be possible to ensure that every doctoral student does receive some form of teaching experience during their graduate studies.
3. The definition of "satisfactory previous experience" has yet to be approved by the department as a whole.
4. MA I students are normally given a low priority because of their heavy course load in the first year (especially those students in the Clinical profile) and because some instructors have felt that their T.A.s were not adequately prepared for the undergraduate statistics courses. If the majority of T.A.s go to upper level students then they will have taken the graduate level statistics course.
5. If a student is not receiving the base level of support but does not want a T.A., then they should indicate this in writing to the Department Chair and Graduate Program Director.

B. POLICY CONCERNING WORK OUTSIDE PROGRAM-SANCTIONED ACTIVITIES FOR CLINICAL STUDENTS, AND THE HOLDING OF TEACHING ASSISTANCESHIPS, BY MA CLINICAL STUDENTS (10/02, 11/19)

Because of their heavy course load and need to complete the MA thesis research in order to proceed to the PhD in a timely fashion, it is preferable that MA students following the clinical profile in normal residence not be required to perform TAships as part of their financial support package. The following are specific guidelines to be followed in the case of exceptions to this recommendation:

MA I: While the clinical program actively discourages a clinical student from taking a TAship in the first year, in exceptional circumstances, if a necessary part of the financial support package, an MA I (Clinical profile) student may undertake a one-semester TAship. The prospective supervisor must state this financial need to the program directors as part of the entering clinical student's proposed financial support package at the spring graduate admission time.

MA II: An MA II (Clinical Profile) student in good standing may carry a one-semester TAship. In exceptional circumstances, if a necessary part of the financial support package, an MA II (clinical profile) student may carry a second TAship, if they and their supervisor provide evidence that the student will complete the MA thesis by end of second summer, with a draft of the thesis completed by May 31 of that year. In order for a second TAship to be undertaken, written permission must be given both by the thesis supervisor and by the Director of Clinical Training or their delegate, who should be provided with a copy of the student's transcript and annual progress report.

In addition, consistent with CPA Guidelines, clinical students in the MA and PhD programs should not work more than 10 hours per week outside of program-sanctioned activities (11/19).

SECTION 9: Policies for Graduate Admission and Thesis Supervision

A: SUPERVISORY RELATIONSHIPS. An effective working relationship between graduate student and supervisor is an important contributor to thesis supervision and graduate student success. Information contained in the [Guidelines for Supervisory Relationships](#) refers to ways in which this relationship can be promoted, and describes information and resources available for addressing challenges or difficulties that may arise (11/19).

B: LIMITS AND FUNDING

1. Limits on Admission (02/86). All decisions to limit admissions to the programs, profiles or courses for graduate students within our department are to be made in advance of consideration of individual cases for those programs, profiles, or courses. Any such limits are to be made by the faculty who supervise the students and teach the core courses in the programs in question.

2.1 General Funding Policy (adopted 05/87, edited 11/03). The Graduate Committee will be guided in its selection of new graduate students by a Funding Policy which seeks to ensure that (a) all students in normal residence in the program are offered financial support of at least some minimum level, the funds to come from Departmental Teaching Assistantships, Part-Time teaching, Research Assistantships funded by an externally funded grant held by the supervisor, or fellowships held by the student or some combination of these sources; (b) all thesis supervisors provide the funds required to conduct their students' research; and (c) the distribution to students of departmental financial resources such as teaching assistantships is carried out in a fair and equitable manner, taking into account a supervisor's past history in providing financial support for students. To achieve these goals, the Graduate Committee shall: a) establish, each year and before the selection process of new graduate students begins, a minimum level of financial support that must be offered to all students within normal residence (defined as 2 years for MA, 3 years for the PhD Program, or 5 years for the MA and PhD programs combined); (see Graduate Program Web site for current amount). b) require each potential supervisor to ensure sufficient funds to cover the costs of the student's research and to contribute when necessary to the student's financial support.

2.2. Exceptions to the Funding Policy (adopted 04/98; amended 10/02, 11/03). The Graduate Committee continues to recognize the importance of requiring a financial support package for all of its graduate students who are within normal residence. The main objective of all our graduate policies is to help us recruit, train and maintain outstanding graduate students. The policy of guaranteed funding can help us achieve this aim in four specific ways:

1. allows worthy students who do not have independent means to enter graduate school
2. reduces financial hardship for students and allows them to concentrate their time and efforts on their studies
3. allows us to be more competitive in recruiting students
4. indicates that the supervisors will cover the costs of research expenses for any student they accept to supervise.

It is recognized that special circumstances may present themselves where flexibility in the application of the funding policy would be desirable. For example, there may be candidates who receive special leave, with salary, from other institutions specifically for the purpose of upgrading their qualifications by studying for a graduate degree. Candidates of exceptional merit may have independent sources of funding other than scholarships available specifically for graduate study support. Also, given the current economic situation, faculty members with good research and funding track records may temporarily fail to have grants renewed and this may compromise their ability to accept new graduate students in order to maintain the continuity of their research. For these and similar reasons, the Graduate Committee is willing to modify the requirements on mandatory financial support for incoming graduate students as follows:

2.2.1. The Graduate Committee continues its present policy whereby a faculty supervisor is required to provide a support package for each of his or her graduate students within normal residence (minimum residence plus one year). The minimum amount of this support package is determined by the Graduate Committee, and is made up of some combination of funds from scholarships, research assistantships, and teaching assistantships.

2.2.2. A faculty member may, under exceptional circumstances, present a written, reasoned request to the Graduate Committee for permission to be exempted from the support package requirement. The faculty member may make such a request with reference to one, and only one, specific, named applicant in a given year, and may receive a student under this exemption only once in three years. A supervisor may supervise only one unfunded student at a time.

To grant this permission, the Graduate Committee must be assured that:

1. the student concerned, in addition to meeting all the normal academic requirements for admission, has sufficient resources for a full time commitment to graduate work;
2. the supervisor has sufficient funds to cover the operating costs of the student's research;
3. the student concerned has not been selected over another more qualified and available applicant to work with the same professor but without independent means;
4. the supervisor continues to meet all financial support obligations to other students;
5. the supervisor is currently funding all other students in normal residence or the supervisor's students have fellowships.

In the case where the request arises from concern for maintaining the continuity of research, in addition to 1. 2. and 4 of the previous paragraph, 3. the incoming student will be the faculty member's only student within normal residence. In this case, the faculty member must provide information about his/her recent record as an active scholar, including publishing and research funding over the past 5 years, and how the requested exemption is crucial to maintaining scholarly activity.

C. MA AND PHD STUDENTS WITH BACKGROUNDS OTHER THAN PSYCHOLOGY

The Department recognizes the interdisciplinary nature of Psychology and welcomes applications to the MA and PhD programs from students holding degrees in closely related disciplines. To ensure that such applicants have a background in psychology appropriate for successful completion of their graduate studies, the following conditions for eligibility have been established (11/17).

Students applying to the MA or PhD program under the Research and Clinical Training Option must have an Honours undergraduate degree in Psychology or its equivalent, and meet the specific requirements for undergraduate courses in Psychology as specified by the Ordre des psychologues du Québec (OPQ) and Canadian Psychological Association.

Applicants to the MA Program, Research Option. Applications from students with non-Psychology degrees will be evaluated to assess whether they are sufficiently prepared for graduate studies in Psychology. To be admissible, applicants must have an undergraduate research experience such as a thesis, and also have taken at least two undergraduate courses on statistical analysis and/or research methods. The application will also be considered in terms of the breadth of background displayed across biological, cognitive, individual (e.g., developmental, personality, psychopathology), and social determinants of behaviour. Candidates are expected to have taken at least four 3-credit courses in these areas.

Applicants to the PhD Program. To be admissible, applicants must have completed an MA thesis in another discipline that involved empirical research of scope and complexity similar to that of the MA thesis in our program.

If applicants have not taken courses that have provided similar background relevant to psychology at the graduate level, students must take the MA-level courses Central Topics in Psychology, and Statistical Analysis and Experimental Design, during their PhD program.

Applicants to the PhD Program, Research and Clinical Training Program, must have 6 credits of graduate statistics training upon entry into the program, or take the relevant courses as part of the PhD degree.

D. PROCEDURES FOR SELECTION OF NEW GRADUATE STUDENTS

1. General Procedures. The admission procedure involves the establishment of an Admissions Subcommittee composed of the three Graduate Program Directors and two members elected by the Graduate Committee, one with a major affiliation in the Clinical Profile and the other with a major affiliation in the General Profile. It will be chaired by the PhD Program Director.

The subcommittee will review the admission recommendations made by faculty members, taking into account the additional requirements of each graduate program. It will then prepare a report for the Graduate Committee presenting its decisions and highlighting any difficulties that were encountered during the review. Supervisors may appeal decisions of the subcommittee to the full Graduate Committee. Specifically, the following steps will occur:

Step 1. A meeting of the Graduate Committee will be held prior to the commencement of the admissions exercise to establish any necessary quotas, to fix the minimal level of financial support, to approve any requests by cross-appointed faculty members to supervise students and to elect the two members to the Admissions Subcommittee.

Step 2. Faculty members who are interested in accepting a new student for the subsequent year may view a list of students who have indicated an interest in being supervised by them, and the application materials submitted by the students, via the online Student Information Management System (SIS) (3/16).

Step 3. After consulting the individual applicant files, faculty members will submit their preferred first choice student(s) and waiting list alternate(s) to the subcommittee along with a brief statement indicating the basis for their choice(s).

Step 4. The subcommittee will consider the selections of each faculty member, taking into account the particular requirements of the respective graduate programs. It will attempt to resolve any difficulties that arise with regard to faculty supervisors or prospective students before the meeting of the Graduate Committee. When necessary, faculty may be invited or may request to meet with the subcommittee. The names of “special-case” applicants to the MA programs (that is, applicants with undergraduate degrees from Concordia and applicants who do not meet minimum GPA requirements), as well as the names of the nominating faculty members and their rationale for nominating the student, will be circulated to faculty members on the Graduate Committee at least one week prior to the Graduate Committee Meeting to provide adequate time to consider the cases and to consult with nominating faculty members (11/12).

Step 5. A meeting of the Graduate Committee will be held to receive the report of the subcommittee and to consider any appeals by individual faculty members. It will also review the admissions procedure and, as necessary, recommend changes for the following year.

In considering applicants to the Research and Clinical Option entering directly from Concordia University, and applicants who do not meet minimum GPA requirements, after the supporting faculty member makes the case for the acceptability of the applicant (in indicating why the applicant was placed on the list above other

applicants, and why attending Concordia would be in the interests of the student), and after any discussion, the nominating faculty member will leave the room to allow for further discussion. If new issues arise that could be addressed by the nominating faculty member, he or she will be asked to return to address those issues. A vote is conducted by secret ballot for each special case applicant (11/17). In the unusual case that a faculty member nominating a special case applicant is unable to attend the meeting, it is recommended that in addition to providing a full written rationale, that they ensure that an alternate faculty member is able to answer any questions that may arise (11/12).

2. General Wait List (05/87) As part of the selection of new students for our graduate programs, a General Wait List of acceptable candidates will be created consisting of (a) applicants chosen as alternates by potential supervisors; (b) applicants awaiting confirmation of a scholarship (when that scholarship is a necessary component of the student's financial support package) or whose potential supervisor is awaiting confirmation of a new grant (automatic annual renewals of a grant and applications for a new period of funding from the same agency for on-going projects shall be considered as grants in hand); (c) "outstanding" candidates for whom potential supervisors have not been identified before April 15.

3. Concordia Undergraduates and Graduate Student Selection (05/87) The Graduate Committee recognizes that it is generally preferable for students with an undergraduate degree in Psychology from Concordia to pursue graduate training at other institutions in order to broaden their exposure to the knowledge, perspectives and techniques of psychologists. Similarly, it is recognized that it is generally enriching for our programs to receive students with different backgrounds and perspectives. Therefore, the Graduate Committee will endeavour, as far as is possible, to attract applicants to our programs from other universities and to encourage our own undergraduate students to pursue graduate studies elsewhere. In an effort to attain these goals, the Graduate Committee will accept a maximum of 3 new clinical students with an undergraduate degree in Psychology from Concordia in each academic year. However, Concordia undergraduates having completed a graduate-level degree elsewhere are excluded from this count.

4. Responsibilities of Thesis Supervisors (05/87) The Graduate Committee recognizes that when faculty members accept to supervise a graduate student they thereby assume a number of responsibilities, many of which are at present not formally identified in the designation of workload. With regard to one's own thesis students, there is the expectation that the faculty member will provide an appropriate research environment into which the student will enter, one that is suitably funded and in which there is ongoing sustained work, and that the faculty member's research is receiving recognition by the peer community at large. The faculty member also has the responsibility of attracting the resources necessary to contribute to the students' financial support package. With regard to other students in the graduate programs, the faculty member undertakes to be available as a resource person for students interested in his or her areas of expertise, to serve on thesis and comprehensives examination committees as the occasions arise, and to attend seminars, area tutorials, colloquia and other similar departmental activities, beyond those for which formal teaching credit is given. The thesis supervisor, as an active member of a research community within the department and beyond, necessarily serves as a role model for all students, and must be prepared to devote the time required to share his or her knowledge and skills with students and other colleagues.

5. External Applicants who Fail to Enter in September as Specified in the Conditions for Admission (02/89). External applicants who are accepted for program entry in the fall academic term may request a delay to the winter academic term (i.e., January) if they are unable to enter as planned in September. This request is to be presented to the appropriate program director. It must be in writing, accompanied by an explanation of the circumstances leading to delay, and include written support from the prospective research supervisor. If entry is delayed beyond January of the academic year in question, reapplication for admission will be required.

E. SUPERVISION PRIVILEGES AND PROCEDURES FOR NON-PSYCHOLOGY FACULTY (12/16)

1. Adjunct appointments are granted to individuals from outside the university who are teaching a reserve or part-time course (e.g., clinical supervisors). The definition of this appointment is governed by the Part-time Faculty collective agreement. Adjunct faculty may contribute to supervision, but may not take on graduate students independently. They are not entitled to research space.

2. Affiliate appointments are granted to individuals who do not have regular faculty appointments at the university who wish to have a departmental affiliation in order to apply for funds or to have a more official role in co-supervising students or conducting research with full-time member of the department. Those who might apply for an affiliate appointment are: Research Associates or Post-doctoral fellows at the university; faculty with appointments at other universities, or researchers or clinicians at external institutions or hospitals. This appointment can also allow them to apply for certain external grants, if it meets the agency's criteria.

To apply for an Affiliate appointment, the candidate must be nominated by a full-time member of the department. In addition, the candidate must submit a letter stating the reason for the request and a cv. Nominations are reviewed by the DPC, and if approved forwarded to the Dean and Provost. These appointments may be for 1-3 years at the discretion of the DPC. This appointment does not carry any salary, entitle the person to space, or allow them to take on graduate students independently.

For full details governing the appointment of Affiliate members, see the [Provost's policy document](#).

3. Cross-appointments are granted by the DPC to individuals who currently have a full-time position in another department at Concordia. By permission of both the home and the host department this position allows the person to supervise or co-supervise students in the host department. The appointment is typically granted for 3 years (at the discretion of the DPC). This appointment is governed by the CUFA agreement.

When a cross-appointment is made, the DPC will typically grant co-supervisory privileges for the term of the appointment. *Cross-appointed faculty will be required to have a departmental co-supervisor for each student, until they have demonstrated successful completion of at least one MA or PhD thesis, or a successful fast-track project in Psychology. Any student admitted under co-supervision with a cross-appointed faculty member would count toward the department member's workload (.5) and would count toward their ranking for accepting a student to the Clinical Program.*

After successfully supervising a successful thesis or fast-track project, a cross-appointed member could request to admit MA or PhD students in Psychology independently. This request should include a brief letter detailing the history of graduate supervision in Psychology and a CV. This request should be made to the MA Program Director prior to the November Graduate Committee meeting, thus prior to considering possible admission of a student to the program. The GPD shall present the Cross-appointed Faculty member's dossier at the November meeting, and the Committee will determine whether s/he is able to fulfill the normal obligations of thesis supervisors. Permission to independently admit a student must be sought each time the Cross-appointed faculty member wishes to supervise a student, including students within the program transferring from one supervisor to another. *Cross-appointed faculty members shall typically be limited to supervising or co-supervising a maximum of two graduate students in Psychology at any one time, unless an exception is approved by the Graduate Committee prior to the admissions exercise.*

Cross-appointed faculty members will be encouraged to contribute to the department by participating on thesis and comprehensive exam committees when appropriate, or serving as Chair's of PhD examination committees.

4. Joint appointments: are typically decided at the time of hire. They are full-time faculty who are paid by and teach in more than one department. This appointment is governed by the CUFA agreement. As full-time faculty, they are entitled to admit and supervise students in the department.

SECTION 10: Graduate Student Representatives

The Psychology Graduates Students Association conducts elections each year for representatives that attend the following meetings:

Departmental Meetings: Two graduate students (one MA and one PhD) may attend and have full voting power. Meetings are normally scheduled on Thursday afternoons from 2:45 p.m. to 4:00 p.m., roughly two to four times per academic year. The issues that are addressed at the departmental meetings include a broad range of areas that involve departmental business in general, not necessarily issues that affect the graduate students, although issues that do affect graduate students either directly or indirectly are discussed.

Graduate Programs Committee: Three graduate students (one MA Clinical Profile; one MA General Profile and one PhD) may attend and vote with the exception of occasions when new graduate students are being selected by the faculty. (Even when present, graduate student representatives are not included in the total membership or count used to determine quorum for this committee.) Meetings are usually scheduled during the same time period as are departmental meetings (i.e., Thursday afternoons from 2:45 to 4:00), but the two meetings are never held on the same date. Accordingly, students who serve on the Graduate Committee are also eligible to serve as representatives to the departmental meeting. The Graduate Committee is comprised of faculty who serve as thesis supervisors or who teach in the graduate program, and most of the issues that are addressed in Committee meetings directly affect graduate students. For example, comprehensive examination rules, and rules concerning thesis committees would probably first be addressed in this committee.

Clinical Steering Committee: Three graduate students (one MA Clinical Profile and two PhD Clinical Profile, preferably from different years) may attend and vote during Committee meetings, with the exception of occasions where individual graduate students are discussed. Student representatives to the Clinical Steering Committee must be carrying a normal course load in the Clinical Profile and be enrolled in the clinical courses appropriate to the representative position. Meetings are usually scheduled Thursday afternoons. Meetings usually occur 6 to 8 times a year. Training issues of concern primarily to the students following the Clinical Profile are addressed by the Committee, including curriculum evaluation and modification, practicum training, clinic operation, internships, and accreditation.

SECTION 11: Student Office Space

Many Psychology faculty members provide their graduate students with desk space within their laboratories, and the various research centres are able to provide a limited number of graduate students with desk space in an office or common area.

Psychology MA and PhD students who are within normal residence may request desk space in one of the graduate student offices in the SP building. Each office has three or four desks, but often there are more graduate students who require desk space than there are desks. In such instances, more than one student may be assigned to a particular desk. Priority for a desk in one of the graduate student offices will be given to students in the following order: PhD III students have first priority, followed by students in PhD II, then PhD I, MA II and MA I. Desk space in a graduate student office is not normally assigned to graduate students beyond normal residence.

Requests for a desk in one of the graduate student offices, should be directed to the person who chairs the Psychology space committee. (15/08/95, edited 05/17)

SECTION 12: Support for Attendance at Clinical Workshops, Conferences, Seminars, and Interviews

The Concordia Graduate Students' Association provides limited funding for presenting papers at professional conferences. Information can be obtained from the GSA office. There is also some funding from the Faculty of Arts and Science and the School of Graduate Studies to assist students in conference travel.

Each year, the Applied Psychology Clinic (APC) generates funds from client fees, a portion of which is available to support professional activities of graduate students following the Clinical Profile. At present, Clinical Training Option students can request funds to defray the cost of participating in clinical training activities that are external to our program. Such activities include attendance at clinical workshops or seminars.

APC funds may be requested to defray registration fees and/or travel costs only, and only one request for support will be accepted from any student during a particular academic year. A maximum level of funding for individual requests is set each year, and the availability of funding always depends upon the remaining portion of the Clinic budget allocated for this purpose. That is, funds are awarded on a first-come basis, with no guarantee that each request can be honored. When necessary, priority for funding is given to students who are currently enrolled in one of the Therapy Practica. Recipients of support should be prepared to share information about their activities by way of an informal workshop or formal presentation (e.g., case conference) to interested students and faculty. Requests for funding and related questions should be addressed to the Director of the Applied Psychology Centre. (revised 05/89)

SECTION 13: Clinical Program Administration

The primary responsibility for policy formulation and administration of the clinical training program (profile) rests with the Clinical Steering Committee. This committee is a standing committee of the Psychology Department that is advisory to the Director of Clinical Training, who is appointed for a 2 year term by the Chairman of Psychology. The Clinical Steering Committee is made up of the Director of Clinical Training as chair, the Director of Practica and CUPIP, the Director of the Applied Psychology Centre (i.e., the departmental training clinic), all other full-time faculty members affiliated with the clinical program, three students enrolled in that program, other faculty designated by the Director of Clinical Training, and the department chair (ex-officio). This committee oversees the operations of the clinical program and, as necessary, makes recommendations on matters of policy, content and procedures of the program. Policy matters of concern only to the clinical program are referred directly to the full membership of the Department for ratification. Matters of concern to the Department's general graduate training policies are initially recommended to the Graduate Programs Committee. Upon acceptance by the Graduate Committee, these proposals also go to the full Department for ratification. If proposals require formal changes in the statement of Psychology programs in the [Graduate Calendar](#), they must also be ratified by various university bodies.

The individual with the greatest responsibility for the clinical program is the Director of Clinical Training (DCT). Generally speaking, the DCT has primary responsibility for all academic aspects of the clinical program, including ensuring that it meets the standards and expectations of accrediting bodies (OPQ, CPA, APA). Duties also include responsibility for seeing that students are placed in appropriate (non-CUPIP) internship settings, and for monitoring their progress in the settings. The Director of Practica and CUPIP (DPaC) oversees extramural practica and CUPIP (Concordia University Psychology Internship Program). The DPaC has responsibility for ensuring that students are placed in appropriate extramural practicum and CUPIP internship settings, and for monitoring their progress in the settings. Duties also include coordinating the bi-weekly student case conferences. The Director of the Applied Psychology Centre (DAPC) has general responsibility for the operations of this intramural clinic, including responsibility for ensuring that this treatment facility serves the pedagogical needs of the clinical program. These program administrators are assisted pertaining to academic matters by the Graduate Program Assistant and pertaining to clinic, practicum and internship matters by the APC Assistant.

SECTION 14: Annual Summary of Student Progress, Clinical Program

Progress and performance in all activities related to program requirements is monitored on an annual basis for students in the Clinical Profile. At the beginning of each academic year, the Graduate Program Assistant solicits initially from students information concerning their progress during the previous year. Grade information and other evaluations for courses and practica, as well as written evaluations from research and clinical supervisors, (see [Supervisor Evaluation Form](#)) are appended. Clinical supervisors for internal practica submit reports to the DAPC, clinical supervisors for extramural practica and CUPIP internships submit reports to the DPaC, and clinical supervisors for non-CUPIP internships submit reports to the DCT. This material is placed in the student's clinical program file. (In keeping with Québec Bill 65, students may request access to specific material in their files.) Shortly after the end of the academic year, faculty who are members of the Clinical Steering Committee meet to review student progress. All research and clinical supervisors have input into the review of their student supervisee(s), but Supervisors of students who have experienced academic difficulty are specifically consulted. The meeting is chaired by the Director of Clinical Training, who presents information pertinent to the review and reports on it to each student on their progress form. The DCT may be assisted in any aspect of the annual review process by the DPaC, the DAPC and/or the MA and PhD Program Directors. (07/83; revised 06/89,07/98,08/00)

SECTION 15: Student Grievances, Clinical Program

Information regarding grievances, academic re-evaluation, and misconduct can be found in the [Academic Code of Conduct](#). See also the information about the [Ombuds Office](#).

Student problems and complaints are to be directed first to the administrator in whose jurisdiction the problem lies. This may be the Director of Clinical Training (e.g., for courses and non-CUPIP internships), the Director of Practica and CUIP (e.g, for extramural practica) or the Director of the Applied Psychology Centre (e.g., for internal practica). The administrator then attempts to resolve the issue in consultation with those concerned. If a satisfactory solution is not reached, the problem can be brought by the student or administrator to the Clinical Steering Committee. Problems requiring greater consideration or confidentiality are referred to the Liaison Subcommittee, a group of 3 faculty and 3 students elected by the students and mandated to deal with grievances. The Liaison Subcommittee makes recommendations as necessary to the Clinical Steering Committee. Any further appeal would be to the Graduate Committee, to the Chairman, and ultimately to the Dean of The School of Graduate Studies. (09/83; amended 06/88).

SECTION 16: Requirements and Objectives for Extramural Practicum I (PSYC711, 712 or 713)

Please see [this page](#) for important forms and documents relating to the Extramural Practicum.

The Extramural Practicum is a requirement for completion of the PhD Clinical Profile, typically completed during the summer after the second academic year in the MA program. Before applying the previous December to settings for placement, the student, research supervisor and Director of Practica and CUPIP should ascertain that the student is likely to submit a draft of the MA thesis to the committee by May 1 of the following year; otherwise students are advised to delay their summer practicum to complete their MA thesis. It is formally a 4 month (16 week) placement in a mental health setting approved by the Practicum and Internship Committee (usually the Director of Clinical Training and the Director of Practica and CUPIP). Our program requires only 4 days/week of practicum activity so that 1 day/week can be available for research activities. Often external settings are not able to accommodate to this arrangements, however. Compromise arrangements include 5 days/week for 13 weeks, or explicit understanding that students are on-site 5 days/week but may use periods of inactivity amounting to 1 day per week for research. Although most settings are able to accommodate to either formal or compromise arrangements, some may not be able to do so. In this circumstance, the decision about selection of the setting rests with the student and his/her research supervisor. For example, the supervisor may approve of the full 5 days/week commitment or, if not, another setting should be selected. The activities which are suitable for the summer practicum are not exclusively specified. Settings vary widely in the nature of contact (e.g., assessment, individual therapy, group therapy, etc.), the amount and form of supervision, and the availability of extra-therapeutic activities (e.g., case conferences or treatment team meetings). Approved settings offer experience which is generally appropriate for the goals of this practicum within our training sequence. A statement of the practicum objectives is as follows:

The setting should provide a coherent experience (whether in the form of assessment and/or therapy) which meets professional standards in terms of ethics, quality, and content. Supervision should be provided in an amount and form which recognizes the learning needs of the student, as well as the clinical needs of the patient.

Students are strongly encouraged to inquire about the time requirements for any setting to which they apply and to inform themselves as much as possible about the likely activities they can expect to encounter as part of their practicum experience. Discussions with more advanced students who have experience with the setting are encouraged, as is consultation with the Director of Practica and CUPIP about past evaluations (by students) of any setting(s) under consideration. Students are not expected to negotiate for a 4-day work week or for compromise arrangements to allow research activities to continue through the summer unless some unique individual arrangement is being sought. They are, however, expected to discuss their need for research time with the appropriate setting representative before the Director of Practica and CUPIP intervenes to negotiate or clarify the arrangements. Settings are informed yearly of the terms of our summer practicum. The advice and guidance of the Director should be sought immediately if any difficulties over arrangements arise.

At the end of the Practicum, the program director or supervisor in the external setting is requested to provide a written evaluation of the student's performance. A standardized [Supervisor Evaluation Form](#) which we provide is completed by most settings, but some prefer to submit a letter or form of their own. This evaluation is the basis for a Pass/Fail decision concerning assignment of course credit. The form or letter is placed in the student's file as part of their permanent record. Students are also required to complete a parallel evaluation of the practicum setting. Again, a standardized form is provided by the Director of Practica and CUPIP for this purpose. The completed form is maintained in a restricted file by the Director. Any student wishing information about past student ratings can request a summary of the evaluation reports from the Director. In this way the identity of individual student respondents is somewhat protected. Finally, a few comments on the role of the

Director of Practica and CUPIP may help clarify expectations about relative responsibilities. The Director is the liaison between our program and external settings in which students gain professional experience for course credit.

With respect to the settings, the Director of Practica and CUPIP:

- a) provides them updated information about our program, the practicum, and the level of preparation of our students,
- b) sends a yearly listing of students eligible for practicum positions,
- c) arranges for evaluation of students being trained in external settings,
- d) consults and negotiates with settings concerning procedural matters, and
- e) generally works to maintain and improve the informal ties between our program and external settings.

With respect to students, the Director of Practica and CUPIP:

- a) maintains current files (available from the APC Assistant) on local, national, and international settings and their application procedures,
- b) evaluates setting suitability (with the Director of Clinical Training),
- c) advises students about when and how to make application to settings, and
- d) mediates in situations when students are unable to resolve difficulties within the practicum experience (e.g., lack of contracted supervision).

The Director of Practica and CUPIP is available for many types of assistance and should be consulted whenever questions or difficulties arise. Nonetheless, the practicum is intended as one of the introductory experiences with the professional role. Students are expected to show initiative, good judgment, and professional responsibility throughout the process of application, interview, position acceptance (and refusal), as well as during the practicum period itself.

SECTION 17: Therapy Practicum III (PSYC823, 824 or 825) Enrolment

Staffing the requisite number of sections of therapy practica in the Applied Psychology Centre is costly in terms of faculty teaching assignments. Therefore, space is reserved in Therapy Practicum III (typically taken by students in PhD I) only for those students who have submitted a complete draft of their MA thesis to their MA research supervisor by the preceding May 31. Such students demonstrate clear evidence that they will successfully complete the MA degree requirements in time to enroll in this PhD course.

SECTION 18: Extramural Practicum II

Guidelines for Optional External Practicum II

Preamble: The external optional senior practicum (hereafter called **Extramural Practicum II**) offers graduate students the opportunity to obtain greater experience in therapy and assessment by volunteering at a hospital or other setting, aiding them in competing for senior doctoral internship positions. By adopting the external option, graduate students' experience can be officially recognized on their transcript. Furthermore, as a student in a Concordia course, graduate students engaged in practica are covered by insurance.

Permission

1. To register in **Extramural Practicum II**, a graduate student needs the permission of their research supervisor and of the Director of Practica and CUPIP, in consultation with the Director of Clinical Training. The student must obtain this permission prior to beginning the practicum.
2. Start and finish dates for **Extramural Practicum II** are flexible. However, it must be completed after Therapy Practicum III.
3. For **Extramural Practicum II**, once a setting has agreed to take a graduate student for this practicum, the setting is required to send a letter to the student and the Director of Practica and CUPIP, outlining the terms of the practicum.

Settings for Extramural Practicum II

1. Possible settings include, but are not limited to, hospitals that are part of the Concordia University Psychology Internship Program (CUPIP).
2. One possibility is to do **Extramural Practicum II** at the setting where the graduate student completed their Summer Practicum. In this case, the student might contact the psychologist who supervised them in the past to see if they could do **Extramural Practicum II** under their supervision. When contacting other settings, however, a good place to start is to contact the person in charge of training/practica.

Content of Extramural Practicum II

Tasks: This is not an entry-level practicum. Therefore, tasks should be more challenging than those of earlier practica (e.g. a practicum consisting of straightforward assessments might not be considered advanced enough).

Amount of Experience: The minimum amount of experience obtained during the practicum is the equivalent of a practicum completed at the A.P.C. (i.e., the equivalent of one hour of direct contact with a client per week for 8 months, plus supervision). It is suggested that no more than one half day be spent in client contact, as considerable time is also required to prepare for client appointments, write session notes, etc.

Supervision: The ratio of supervision to client hours should meet CPA accreditation guidelines for supervision in senior internships.

A brief note on compensation of supervisors for the Extramural Practicum II

Supervisors are not paid for supervising graduate students for this practicum. This is also the case for the External Practicum I. Training is typically part of a hospital's mission statement. The fact that this is a new practicum might require a bit of explanation by the graduate student to the setting. Important facts that you might wish to consider are the following: a) Graduate students enrolled in **Extramural Practicum II** are highly trained, at the level of a beginning Pre doctoral intern, b) A student in **Extramural Practicum II** could provide a valuable contribution by increasing the number of clients seen at a setting. This could, for example, decrease the length of the waiting list. Students are also highly skilled as clinician researchers.

SECTION 19: Predoctoral Internship (PSYC885)

1. All internship settings not accredited by the CPA or the APA must be approved in advance by the Internship Committee (i.e., the Director of Practica and CUPIP, the Director of Clinical Training, and one other clinical faculty member). No credits or formal recognition will be granted unless approval and registration are completed prior to beginning the internship duties. See [Practicum Letter](#).
2. Before students apply for internship positions, they must have completed PSYC 880 (PhD Comprehensives). Applicants to full-time internships must have their thesis proposal completed (if applicable); in addition, they and their thesis supervisor must have demonstrated to the Director of Clinical Training that the student will have submitted a complete draft of the thesis to their committee before beginning the internship.