

Graduate Program Manual

2015 – 2016

for

M.Sc. Psychological Science

M.A. Clinical Psychology

Ph.D. Clinical Psychology

Ph.D. Psychological Science

Department of Psychology

Lakehead University

PREFACE

The Graduate Program Manual (GPM) is a policy and procedure document for the MSc Psychological Science, Ph.D. Psychological Science, MA Clinical Psychology, and CPA*-accredited Ph.D. Clinical Psychology programs at Lakehead University. The information is based on departmental documents and current practices and on university policies and procedures. The current GPM applies to all students regardless of year of entry into the program, unless otherwise indicated. The most recent version includes the most relevant and recent advice and suggestions. If there is a discrepancy between the GPM and the university calendar at year of entry to the program, the latter prevails. However, students should be aware that the GPM provides details beyond what the calendar provides.

Copies of the GPM are made available to all Psychology graduate students, Psychology faculty and Psychology Adjunct faculty members either in hard format or in electronic copies. Departmental and university guidelines, policies and procedures might change over time. The GPM will be revised accordingly.

Students in the Clinical Psychology MA and PhD programs must also familiarize themselves with the Clinical Program Manual (CPM).

Information on all Psychology graduate programs can be found on the departmental website <https://www.lakeheadu.ca/academics/departments/psychology/>

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I. OVERVIEW

Philosophy

The *Department of Psychology* seeks to offer a stimulating environment of academic inquiry in psychology across *four* graduate programs. These programs are united in their emphasis on research and critical reflection and the creation of a scholarly environment that maximizes the success of our students. Students include those receiving in-depth training in research toward various academic and applied careers and those receiving training toward a professional career in clinical psychology that is founded in a scientist-practitioner model.

The mission of the graduate programs in Psychology at Lakehead University is to pursue excellence in psychological research. We are committed to fostering a community of intellectual excellence that promotes an evolving understanding of psychological science and the provision of high-quality graduate education. The program strives to develop and nurture skills within our students that are grounded in science, critical thinking, and ethics, so that they may serve as competent researchers, educators, and/or scientist-practitioners. We are dedicated to increasing the scientific understanding of the behaviour of individuals, groups and social systems, and to the application of this understanding to enhance the functioning and well-being of individuals, groups, and societies.

Objectives

Masters of Science (M.Sc.): The M.Sc. in Psychological Science is a research-intensive program in all areas of psychology including biological, cognitive, individual and social bases of behaviour. The Psychological Science graduate curriculum is based on an apprenticeship model with flexible core courses that are appropriate to a student's research area of focus. The purpose of the MSc program is to provide students with in-depth training in research skills as well as opportunities to experience an advanced level of scholarly reflection, critical thinking, and communication of research results with the intent of preparing the students for further doctoral work in a scientific, research-based program. Students are provided with opportunities to develop research skills both in their particular area of specialization and in the broader application of research skills through various research-related opportunities.

Master of Arts Clinical (M.A.): The purpose of the Clinical M.A. program is to train students in clinical theory and practice to prepare them for work toward a Ph.D. in clinical psychology and to provide students with in-depth training in research skills. The Program provides students with: (a) training in psychological assessment, interviewing skills, professional issues and intervention skills, (b) clinical experience in the form of a 400-hour practicum under the supervision of a registered psychologist, (c) specialized skills courses best suited to their career requirements, and (d) research experience in the form of a MA thesis.

Ph.D. Psychological Science Field: The Ph.D. in Psychological Science is a research-intensive program in all areas of psychology including biological, cognitive, individual and social bases of behaviour. The Psychological Science graduate curriculum is based on an apprenticeship model with flexible core courses that are appropriate to a student's research area of focus. The purpose of the PhD is to provide students with an in-depth preparation that advances the student's scholarly skills beyond that achieved through their Masters training. The doctoral student will be expected to develop research independence, not only through their dissertation efforts, but through those established from a year-long research practicum. PhD candidates are expected to achieve advanced levels of scholarly reflection, critical thinking, and communication both in their research and in other academic activities with the intent of landing a post-doctorate, academic or industrial/health research position.

PhD Clinical Psychology Field: The Clinical Ph.D. field is based on the Scientist/Practitioner model to prepare candidates for a career in Clinical Practice, teaching, and/or research. Graduates are expected to have acquired autonomy in conducting research, preparing scholarly publications, and conducting professional practice. The Ph.D. Program (in the Clinical Psychology field) is also designed to help prepare future clinical psychologists for practice in Ontario and the rural communities in the Region. This focus is reflected in the selection of course content, research topics and in clinical experience. As well, the Program will offer maximum exposure to a breadth of clinical areas in recognition that small communities require Psychologists who are generalists and who must be able to competently handle a wide range of problems on their own. The Program is guided by the belief that doctoral students will: (a) provide mental health services to the community as part of their practica and internship; (b) be likely to remain in the North and provide such services in the future; and (c) be uniquely trained for providing mental health services in smaller communities. Some general objectives are to provide our students with knowledge in the following areas, some of which are more relevant to our applied fields of study:

1. The five core content areas in psychology, namely biological, social, cognitive-affective, individual bases of behaviour, and history and systems of psychology.
2. Scientific and professional ethics and standards in accordance with the Canadian Psychological Association Code of Ethics for Psychologists, Practice Guidelines for Providers of Psychological Services, and the College of Psychologists of Ontario Standards of Professional Conduct.
3. Psychological assessment.
4. Intervention.
5. Interpersonal relationships.
6. Research methods and advanced statistics
7. Test construction and measurement
8. Program development and evaluation
9. Diversity issues in psychology
10. Information to launch careers in research and/or professional practice

Values

- *Learning.* We view learning as a continuous lifelong process. It embraces the principles of intellectual freedom and academic inquiry.
- *Ethical and responsible practice.* The program strives to prepare students who are ethical and professional in their research, teaching, and clinical activities. The ethical principles of the field are emphasized so that students come to value the dignity of the individual, the importance of the promotion of human welfare, and the maintenance of scientific, academic, and professional integrity.
- *Diversity.* Training is grounded in an appreciation of cultural diversity and the unique needs of Aboriginal persons and rural, remote and underserved populations. Training is provided in courses and/or clinical practica in the adaptation of approaches to assessment, treatment, and the interpretation of data that are sensitive to individual differences. Moreover, the program attempts to provide a “generalist” approach to training that is responsive to the varied interests, needs, and goals of its learners.
- *Interdisciplinarity.* Our commitment to learning transcends specific programs, with collaboration between psychology and other academic units within the university, including Women’s Studies, and Gerontology.

Professional and Research Interests

The professional and research interests of the Faculty span a broad range, and their research expertise include both quantitative and qualitative strategies of analyses. All students are encouraged to work with Faculty to broaden their scope of research training and become familiar with other areas of Psychology. The research interests and clinical interests (where applicable) of Psychology faculty members are detailed in Appendix 1.

Department of Psychology Faculty Members* and Administrative Staff

Clinical Faculty

Dr. Ron Davis
 Dr. Amanda Maranzan
 Dr. Dwight Mazmanian
 Dr. Christopher Mushquash
 Dr. Kirsten Oinonen
 Dr. Edward Rawana
 Dr. Josephine Tan

Psychological Science Faculty

Dr. Gordon Hayman
 Dr. Rupert Klein
 Dr. Michael Stones
 Dr. Mirella Stroink
 Dr. Michael Wesner

Adjunct Faculty

Dr. Michel Bedard
 Dr. Mary Donaghy
 Dr. Steve Donaghy
 Dr. Jack Haggarty
 Dr. Paul Johnston
 Dr. Martin Katzman
 Dr. Mary Ann Mountain
 Dr. Fred Schmidt
 Dr. Scott Sellick
 Dr. Edouard St-Pierre
 Dr. Carol-Anne Sullivan
 Dr. Peter Voros

Orillia Campus Faculty

Dr. Larry Fiddick (Psychology/Interdisciplinary Studies)

Administrative Assistant

Ms. Mary Lysenchuk (Departmental)
 Ms. Sheila Delin (Graduate)

The research interests and clinical interests (where applicable) of Psychology faculty and Adjunct members are detailed in Appendix 1.

*Please consult the calendar regarding whether or not individual faculty members are members of the Faculty of Graduate Studies (FGS) and their level of FGS membership (i.e., Non-Core member, Core Master's member, Core Doctoral member).

II. ADMINISTRATIVE STRUCTURE

The Graduate Studies Committee in Psychology

The Department of Psychology has an advisory body, the Graduate Studies Committee (GSC) which is responsible for the development and implementation of general policies and procedures that affect the M.A. Clinical, M.Sc. Psychological Science, and Ph.D. (Clinical and Psychological Science) programs. It is also responsible for liaising between the Department and the Faculty of Graduate Studies on matters relating to graduate education.

The GSC membership consists of the GSC Chair, the Director of Clinical Psychology Programs (DCP), the Psychological Science Director (PSD) one Ph.D. (clinical) student representative, one Ph.D. (psychological science) student representative, one M.A. student representative, and one M.Sc. student representative. Student representatives are elected by their student peers.

The duties of the two directors and the GSC are related but still distinct in the following way:

1. The GSC serves in an advisory capacity to the Department. It advises the Department on matters pertaining to the development and implementation of general policies and procedures relating to the clinical and psychological science fields. Any changes to the existing policies and procedures, including entries in the university calendar, are motioned by the GSC for approval at the Department-wide meeting of faculty.
2. It is the responsibility of field Directors and their respective committees to carry the approved policies and procedures documented herein. Any individual or collective issues related to graduate students within their respective fields should be directed to the relevant Director.
3. Specific activities of the GSC include, though are not limited to, the following matters:
 - a. advising the Department on standard criteria for minimal entry qualifications for both graduate programs,
 - b. advising the Department, in concert with the Scholarships and Awards Committee (S.A.C.) on standard criteria for selecting students for internal and external awards of both a monetary and non-monetary nature, and for distributing Graduate Assistantships,
 - c. advising the Department on policies and procedures that affect both fields on matters related to program development, student evaluation and progress, thesis/dissertation requirements,
 - d. liaising between the Department and the university-wide Graduate Studies Council,
 - e. keeping current with the status and developments within the clinical and psychological science fields to ensure open communication and smooth implementation of the psychology graduate study policies and procedures detailed herein.
 - f. developing and carrying out academic remediation plans for graduate students.

Governance of the Graduate Programs

1. The Graduate Studies Committee Chair (GSC chair) and the Graduate Studies Committee (GSC) advise the department regarding matters pertaining to graduate education.
2. The Director of Clinical Psychology Programs (DCP) and the Clinical Area (all core clinical faculty) assume all responsibility and authority for the operation of the clinical program, including admissions to the program.
3. The Psychological Science Director (PSD) and the Psychological Science Area (all core psychological science faculty) assume all responsibility and authority for the operation of the psychological science program, including admissions to the program.
4. All decisions relating to issues about the M.A. Clinical and Ph.D. Clinical Psychology programs are made by the Clinical Area in consultation with the clinical graduate students via their student

- representatives. However, changes in program requirements have to be approved by the GSC and the Department of Psychology.
5. All decisions relating to issues about the M.Sc. and Ph.D. Psychological Science programs are made by the Psychological Science Director (PSD) and the Psychological Science core faculty in consultation with the Psychological Science graduate students via their student representatives. However, changes in program requirements have to be approved by the GSC and the Department of Psychology.
 6. The Director of Clinical Psychology Programs (DCP) is responsible for the administration of the M.A. and Ph.D. Clinical Psychology programs, in consultation with the core clinical faculty. The DCP abides by the standards as set out in the document *Accreditation Standards and Procedures for Doctoral Programs and Internships in Professional Psychology 5th Revision* (Canadian Psychological Association, 2011), and strives to align the policies and procedures described herein regarding the M.A. and Ph.D. program in clinical psychology with those standards.

Graduate Studies Committee Chair (G.S.C. Chair.)

The GSC Chair is elected by a departmental vote during the September departmental meeting. The term of the GSC Chair is for a period of 3 years and is renewable. The duties of the GSC Chair include but are not limited to:

- a. program planning and development
- b. overseeing and delegating the professional and administrative tasks, which are necessary to the operation of the graduate programs, and
- c. liaising with Graduate Studies on general matters affecting both areas such as Graduate Assistantships, Scholarships, and certain policies, as well as ensuring timely submission of annual reports, and program reviews.

The G.S.C. Chair represents the graduate programs at the Faculty of Graduate Studies (FGS) as it pertains to general matters affecting both programs. S/he informs FGS of the general status and progress of the programs and communicates information back to the G.S.C. The department field directors (i.e., DCP and PSD) represent their areas at the Faculty of Graduate Studies as it pertains to matters affecting individual students and field-specific matters reflecting decisions made in their respective areas. All three members of the GSC thus share the role of Graduate Coordinator as described by FGS. The GSC Chair reports to the GSC and to the Department for the purpose of transparency, accountability, and consultation.

Director of Clinical Psychology Programs (DCP)

The DCP is elected by the Clinical Area and the decision is ratified by a departmental vote during the September departmental meeting. The term of the DCP is for a period of 3 years and is renewable. As outlined in the document *Accreditation Standards and Procedures for Doctoral Programs and Internships in Professional Psychology 5th Revision* (Canadian Psychological Association, 2011), the duties of the DCP include but are not limited to:

- a. program planning and development requisite to the annual reporting and self-study process,
- b. overseeing and delegating the professional and administrative tasks, which are necessary to the operation of the program, and
- c. liaising with FGS, the Registrar and Accreditation Office staff and ensuring timely submission of annual reports and annual fees, selecting site visit teams and scheduling site visits, and responding to inquiries and requests for information from the Accreditation Office,
- d. Addressing and tracking student concerns and issues such as leaves, extensions, and the satisfactory completion of program requirements.

The DCP works closely with the Clinical Placement Coordinator, Clinical Practice Comprehensive Examination Coordinator, and the Test Library Coordinator for the smooth operation of all aspects of the clinical programs. The DCP conducts regular Clinical Area meetings in which clinical core faculty and student representatives meet to discuss and decide on matters relevant to the clinical graduate programs, and signs off on relevant forms and documents (e.g., signs off on all APPIC internship forms and on internship placements).

The DCP represents the clinical programs at the GSC level. S/he informs the GSC of the status and progress of the programs. The DCP reports to the Clinical Area and to the Department for the purpose of transparency, accountability, and consultation.

Psychological Science Director (P.S.D.)

The PSD is elected by the Psychological Science Area and the decision is ratified by a departmental vote during the September departmental meeting. The term of the PSD is for a period of 3 years and is renewable. The duties of the PSD include but are not limited to:

- a. program planning and development requisite to the annual reporting and self-study process,
- b. overseeing and delegating the professional and administrative tasks, which are necessary to the operation of the program, including the oversight appraisals of all Psych Science comprehensive exams and research practicum efforts..
- c. liaising with FGS, the Registrar and other administrative bodies.
- d. Addressing and tracking student concerns and issues such as leaves, extensions, and the satisfactory completion of program requirements.

The PSD represents the Psychological Science programs at the GSC level. S/he informs the GSC of the status and progress of the programs. The PSD reports to the Psychological Science Area and to the Department for the purpose of transparency, accountability, and consultation.

Graduate Studies Committee Meetings

On average, the GSC meets every four weeks to review the status of the programs, address any issues or difficulties that might arise, identify short-term and long-term objectives, and plan for the accomplishment of the objectives. The DCP and PSD. also report the activities of their area at these meetings. Ad hoc meetings also occur whenever an issue relevant to graduate training arises. GSC meetings are attended by the GSC Chair, the DCP, the PSD, and student representatives. Student representatives participate fully in the meetings. In cases where a GSC vote occurs, two student representative votes will be counted, one from each field (Clinical and Psychological Science). Thus the Masters and PhD level representatives from each field share one vote. Student representatives are excluded from discussion and voting on confidential matters involving specific students and faculty members.

III. GRADUATE PROGRAMS IN PSYCHOLOGY

The Department of Psychology at Lakehead University offers an M.A. in Clinical Psychology, a M.Sc. in Psychological Science, a Ph.D. in Clinical Psychology, and a Ph.D. in Psychological Science. Details about all four programs can be found in the Lakehead University Calendar at <http://navigator.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&loaduseredits=False/> or on the departmental website at <https://www.lakeheadu.ca/academics/departments/psychology/>. Additional details about the Clinical Programs can be found in the Clinical Program Manual.

Students must familiarize themselves with all regulations relating to graduate study at Lakehead University.

The Master's level regulations can be found at:

<http://navigator.lakeheadu.ca/~Catalog/ViewCatalog.aspx?htmlink=true&pageid=viewcatalog&catalogid=19&topicgroupid=8562>

The Doctoral level regulations can be found at:

<http://navigator.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=19&chapterid=2936&loaduseredits=False>

M.Sc. in Psychological Science

Program requirements can be found in the Lakehead University Calendar at:

<http://navigator.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=19&chapterid=3016&loaduseredits=False> and by following the links to "Master of Science in Psychological Science, "Master of Science (Specialization in Gerontology)", and "Master of Science (Specialization in Women's Studies)".

Additional psychological science program information can be found in this GPM.

M.A. in Clinical Psychology

Program requirements can be found in the Lakehead University Calendar at

<http://navigator.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=19&chapterid=3016&loaduseredits=False> and by following the links to "Master of Arts in Clinical Psychology", "Master of Arts (Specialization in Gerontology)", and "Master of Arts ("Specialization in Women's Studies).

Additional information can found in this GPM and in the Clinical Program Manual.

Ph.D. in Clinical Psychology

Program requirements can be found in the Lakehead University Calendar at

<http://navigator.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=19&chapterid=3016&topicgroupid=9152&loaduseredits=False> and by following the links to "Doctor of Philosophy in Psychology, Clinical Psychology".

Additional clinical program information can found in this GPM and in the Clinical Program Manual.

Ph.D. in Psychological Science

Program requirements can be found in the Lakehead University Calendar at

<http://navigator.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=19&chapterid=3016&topicgroupid=9152&loaduseredits=False> by following the links to "Doctor of Philosophy in Psychology, Psychological Science"

Additional psychological science program information can be found in this GPM.

The programs are designed to maximize a student's exposure to both research and opportunities to develop their critical thinking skills. Thus, all students are required to enroll in a non-credit research seminar during each year in the program and are expected to attend all research-related presentations in the Department. Details are found below:

Research Seminar (Psychology 5600/9600 for M.A./M.Sc., Psychology 6660/9660 for Ph.D.)

The Research Seminar consists of one- to one-and-a-half- hour talks offered by visiting speakers, faculty members, and students. The seminars are typically held twice a month on a Friday afternoon during the fall and winter terms. Notice of upcoming talks are e-mailed to students and faculty one week in advance and posted in the Department. Students are required to hold either their thesis or dissertation proposal defense or a subsequent presentation of their thesis/dissertation during the Research Seminar, as this allows them to share information about their projects and receive questions and feedback from the audience. All M.A., M.Sc. and Ph.D. students are required to attend the Research Seminar.

Psychology 5600/6660 will show as "in progress" on the students' transcripts because they will be required to enroll in it every year during their M.A., M.Sc. or Psychological Science Ph.D. terms. For students in the clinical Ph.D., enrolment for 6660 will be required during the first three years prior to internship. When the student has completed the program, Psychology 5600/6660 will show up as a "credit" on the transcript, provided that the student demonstrates 80% attendance in each year of the program, with the exception of periods when it was not feasible for him/her to attend the seminars due to distance.

Students will prepare a list of the research seminars they have attended (title, speaker, date) in a Scientific Research Presentation Attendance Log that will be submitted with their annual report each year. The purpose of this log is to demonstrate breadth of exposure to scientific research and contribution to the scientific culture of the department. Attendance at 80% of the research seminars will be demonstrated through the annual submission of this Scientific Research Presentation Attendance Log with the annual report.

Thesis and Dissertation Defense Presentations

It is expected that all students will attend as many thesis/dissertation defenses as possible during their graduate training. Exposure to the defense process prepares a student for their own thesis defense and adds breadth to research training.

Graduate Program Schedules

Please see Appendix 2 for the Graduate Schedules that summarize the deadlines for the M.A./Ph.D. Clinical fields and the M.Sc./Ph.D. Psychological Science fields.

IV. MASTERS THESIS & PH.D. DISSERTATION POLICY AND PROCEDURE

The Masters thesis and Ph.D. Dissertation process may appear perplexing to someone who is not familiar with it. In reality, it is logical in progression and involves several stages of research activities and formal approval before culminating in an examination of the student’s work. Along the way, various forms have to be signed to keep track of the process and the progress of the student. This will help to avoid confusion and problems for the student. The student is encouraged to consult the thesis/dissertation supervisor, the GSC, the GSC chair, and especially the Graduate Administrative Assistant (Ms. Sheila Delin) in the event s/he has a question. Ms. Delin will provide the necessary forms to the student or supervisor and is extremely helpful in facilitating the process.

According to the regulations of the Faculty of Graduate Studies, individuals who are involved in thesis/dissertation supervision and examination have to be a member of the Faculty of Graduate Studies. For more information, please see the department’s GSC chair.

IMPORTANT: ALTHOUGH THIS MANUAL PROVIDES COPIES OF THE FORMS INVOLVED IN THE THESIS AND DISSERTATION PROCESS, THESE FORMS MAY BE REVISED FROM TIME TO TIME. TO ENSURE THAT THE MOST CURRENT VERSIONS OF THE FORMS ARE USED, PLEASE CONTACT MS. DELIN.

Masters Thesis and Ph.D. Dissertation Supervisor Selection

Students may select either a clinical or psychological science faculty member from the Department of Psychology to be their thesis or dissertation supervisor. This selection is based on mutual agreement between the student and the faculty member. Adjunct faculty can serve as co-supervisors with a full-time Psychology faculty member. The thesis or dissertation supervisor chairs the Thesis or Dissertation Supervisory Committee. In the case of a co-supervisory arrangement, it is a full-time Psychology Department faculty member who chairs the supervisory committee.

Deadlines

Deadlines for selection of a supervisor are listed below and in the *Graduate Program Deadlines* (Appendix 2). Relevant forms must be completed by the deadline and forwarded to Ms. Delin. The Ph.D. dissertation supervisor or co-supervisors would usually have been selected prior to the student entering the doctoral program.

<i>Program</i>	<i>Deadline</i>	<i>Form</i>
M.A. Clinical	October 31 Year 1	Agreement of a Thesis Supervisor (Appendix 3)
M.Sc. Psychological Science	October 31 Year 1	Agreement of a Thesis Supervisor (Appendix 3)
Ph.D. Clinical	Prior to entry into the program	N/A
Ph.D. Psychological Science	Prior to entry into the program	N/A

Masters Thesis Supervisory Committee

Each Masters student shall have the guidance of a Thesis Supervisory Committee. A Masters Thesis Supervisory Committee consists of the student's primary Thesis Supervisor or Co-Supervisors and one additional committee member from within the Department of Psychology (full-time or adjunct). In cases where additional expertise is required, a student in consultation with his or her supervisor(s) may choose to add additional faculty members to the supervisory committee. These qualified persons may be from inside or outside the university.

In cases where the individual is from outside the Department of Psychology, the supervisor must submit the potential committee member's curriculum vita to the GSC for consideration. Factors that are considered in the approval of a committee member from outside the Department include the requirement that s/he possesses a Doctorate degree, has research expertise especially as it relates to the area of the thesis, and maintains research activities as evidenced by recent scholarly and scientific publications and presentations.

Deadlines

Deadlines for selection of the Supervisory Committee are listed below and in the *Graduate Program Deadlines* (Appendix 2). Relevant forms must be completed by the deadline and forwarded to Ms. Delin.

Assembling the committee earlier in the first year of study would be to the benefit of the student and committee.

<i>Program</i>	<i>Deadline</i>	<i>Form</i>
M.A. Clinical	August 31 Year 1	Masters Thesis Supervisory Committee Form (Appendix 4)
M.Sc. Psychological Science	January 1st Year 1	Masters Thesis Supervisory Committee Form (Appendix 4)

Ph.D. Dissertation Supervisory Committee

Each Ph.D. student shall have the guidance of a Ph.D. Dissertation Supervisory Committee. The Ph.D. Dissertation Supervisory Committee consists of the student's Dissertation Supervisor or Co-Supervisors and one additional committee member. The supervisor (a full-time faculty member when there are co-supervisors) chairs the committee. The additional member of the committee is jointly chosen by the student and the Supervisor. This member may be either a clinical or psychological science faculty member from within the Department of Psychology, or from outside of the department, depending upon the expertise needed for the particular project. In cases where additional expertise is required, a student in consultation with his or her supervisor(s) may choose to add additional faculty members to the supervisory committee.

In cases where the second and/or additional members of the supervisory committee are from outside of the department, the GSC must approve that appointment following the procedure described in the paragraph above for Masters thesis committee members from outside the department. The development of the dissertation is guided primarily by the Dissertation Supervisor or Co-Supervisors, though the whole committee should be considered a resource to the student.

Deadlines

Deadlines for selection of the Supervisory Committee are listed below and in the *Graduate Program Deadlines* (Appendix 2). Relevant forms must be completed by the deadline and forwarded to Ms. Delin.

<i>Program</i>	<i>Deadline</i>	<i>Form</i>
Ph.D. Clinical	January 1 Year 1	Ph.D. Dissertation Supervisory Committee Form (Appendix 5)
Ph.D. Psychological Science	January 1 Year 1	Ph.D. Dissertation Supervisory Committee Form (Appendix 5)

Summary Process for the Masters Thesis and Ph.D. Dissertation

- Completion of a Masters thesis and Ph.D. dissertation normally requires the following process:
1. The student and the Supervisor/Co-Supervisors agree on a topic and research question to be addressed in the student research.
 2. The student comprehensively and critically examines the relevant and current research literature in the area.
 3. The student develops the research project under the guidance of the Supervisor/Co-Supervisors and supervisory committee where appropriate, including the research objectives, research hypotheses, and research methodology.
 4. The student then writes a thesis or dissertation proposal following the American Psychological Association Publication Manual format, 6th Edition (2009).
 5. The proposal has to undergo an approval process (see section below *Preparation and Approval of the Thesis/Dissertation Proposal*).
 6. The student has to seek ethics approval prior to data collection (see section below *Seeking Ethics Approval Prior to Data Collection*).
 7. Once the appropriate ethics approval has been obtained, data collection begins under the guidance and full knowledge of the Supervisor/Co-Supervisors and supervisory committee.
 8. After the data has been collected, it is analyzed and interpreted under the guidance of the Supervisor/Co-Supervisors and supervisory committee as appropriate.
 9. The student writes up the full thesis or dissertation. The document should have a face sheet, an acknowledgement page (optional), an abstract, a table of contents, an introduction section, a method section, a results section, a discussion section, a list of references, tables, figures, and appendices. Writing of the full thesis or dissertation has to follow the American Psychological Association Publication Manual format, 6th Edition (2009).
 10. The thesis or dissertation undergoes the examination process (see section below *Final Thesis/Dissertation Process*).
 11. Students are reminded that ethics guides the undertaking of all research activities.
 12. Research costs associated with the Masters thesis or Ph.D. dissertation, including binding of the final document, is borne by the student. However in some cases, the Supervisor/Co-Supervisors might be able to cover part or all of the research expenses from a research grant. This decision lies with the Supervisor/Co-Supervisors.

Preparation and Approval of the Masters Thesis/Ph.D. Dissertation Proposal

Prior to data collection, the student has to prepare a Masters thesis/Ph.D. dissertation proposal under the guidance of the Supervisor/Co-Supervisors and supervisory committee as appropriate. The proposal has to contain sufficient information to permit an external observer to evaluate the research with respect to its scientific rigor and sophistication that is commensurate with a thesis or dissertation. It must also have an abstract and a cover page indicating the title of the thesis/dissertation, student name, and the names of the Thesis/Dissertation Supervisory Committee.

The proposal document very probably will have to undergo several rounds of revision before it is considered to be of satisfactory quality.

The student has to submit a written thesis proposal of acceptable quality, and has to defend the thesis/dissertation proposal in order for the thesis/dissertation proposal to be approved. This is normally carried out during a Psyc 5600/6660 seminar, except in extenuating circumstances.

Deadlines

Deadlines for approval of the thesis/dissertation document are listed below and in the *Graduate Program Deadlines* (Appendix 2). Relevant forms must be completed by the deadline and forwarded to Ms. Delin.

<i>Program</i>	<i>Deadline</i>	<i>Form</i>
M.A. Clinical	September 30 Year 2	Masters' Thesis Proposal Approval Form (Appendix 6)
M.Sc. Psychological Science	May 31 Year 1	Masters' Thesis Proposal Approval Form (Appendix 6)
Ph.D. Clinical	September 30 Year 2	Ph.D. Dissertation Proposal Approval Form (Appendix 7)
Ph.D. Psychological Science	March 31 Year 2	Ph.D. Dissertation Proposal Approval Form (Appendix 7)

Defense of the Masters Thesis/Ph.D. Dissertation Proposal

When Ms. Delin receives the *Masters Thesis Proposal Approval Form* or the *Ph.D. Dissertation Proposal Approval Form*, the student may schedule his/her proposal defense. The Supervisory Committee must be available to attend and the defense should not be booked until their availability has been confirmed. Defenses cannot proceed without the full Supervisory Committee present.

The proposal defense presents an opportunity for the Thesis/Dissertation *Supervisory Committee* to assess the student's knowledge of his/her proposal and research area. The defense is typically booked during 5600/6600 and is open to faculty and students from the Department, to any individual from the general Lakehead University community, and to anyone who has a professional association with the Department of Psychology.

The Chair of the Proposal Defense is a faculty member who is not on the Supervisory Committee, normally a GSC faculty member or the Department Chair. When necessary, the chair of the defense may be any other full-time member of the Department of Psychology who is not on the Supervisory Committee. The Chair ensures that the defense is conducted fairly, in accordance with approved guidelines and procedures, ensures that the defense adheres to the time limits indicated in the guidelines, and participates in evaluation of the oral defense.

In the proposal defense, the student gives a 15 to 20 minute presentation of the thesis/dissertation proposal. The Chair of the defense invites members of the Supervisory Committee to ask questions. There are two rounds of questioning by the Supervisory Committee before questioning is open to the floor. Normally, the total time for questions will not exceed 60 minutes. The Chair of the defense then invites questions from the wider audience and may pose questions him/herself.

The Supervisory Committee typically asks questions across the following domains: factual, methodological, statistical, theoretical/application, and critical thinking. The supervisory committee member (not the supervisor) and Chair independently complete the "*Oral Defense Evaluation Form*" (see Appendix 8).

After the questioning period is over, the Chair will ask the student and the audience to leave the room. The Chair then moderates an in-camera session where the Supervisory Committee members decide the

outcome of the proposal defense. A successful defense is one in which the overall average score on the “*Oral Defense Evaluation Form*” is “0” or greater; an unsuccessful defense is one in which the overall average score is less than “0”. The Chair summarizes the feedback in written format, including scores on the “*Oral Defense Evaluation Form*” and additional feedback given by the committee.

The student is then brought back for the Supervisory Committee decision. Following discussion the student is provided with the written feedback sheet. A successful proposal defense terminates with the signing of the “*Thesis/Dissertation Proposal Defense Form*” (see Appendix 9).

If the proposal defense is considered unacceptable the student is required to undertake a second proposal defense. The Chair of the proposal defense shall inform the candidate in writing of the deficiencies in the proposal defense and the date of the second defense (normally held within 6 months). The second defense is held in-camera with only the members of the Supervisory Committee and same Defense Chair. The same process and evaluation procedure is followed as in the initial defense, and the student must receive a “pass” as defined above; otherwise, the student will not be permitted to continue in the program.

Deadlines

Deadlines for oral defense of the thesis/dissertation are listed below and in the *Graduate Program Deadlines* (Appendix 2). Relevant forms must be completed by the deadline and forwarded to Ms. Delin.

<i>Program</i>	<i>Deadline</i>	<i>Form</i>
M.A. Clinical	November 30 Year 2	Thesis/Dissertation Proposal Defense Form (Appendix 9)
M.Sc. Psychological Science	September 15 Year 2	Thesis/Dissertation Proposal Defense Form (Appendix 9)
Ph.D. Clinical	October 31 Year 2	Thesis/Dissertation Proposal Defense Form (Appendix 9)
Ph.D. Psychological Science	April 30 Year 2	Thesis/Dissertation Proposal Defense Form (Appendix 9)

Seeking Ethics Approval Prior to Data Collection

All research projects involving humans have to comply with the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS-2). Before data collection can begin, the student has to apply for ethics approval of the thesis/dissertation project from the Lakehead University Senate Research Ethics Board (REB). Applications, renewals, amendments, and final reports are submitted to the REB electronically by logging into the Romeo Research

Portal: <http://romeo.lakeheadu.ca/Romeo.Researcher/login.aspx>. Paper copies of the forms can also be accessed through the Research Office website.

The student must familiarize himself or herself with the *TCPS-2* (http://research.lakeheadu.ca/ethics_resources.html) and complete the online *TCPS-2 tutorial* (<http://tcps2core.ca/welcome>).

For more information and clarification, the student is directed to consult with the REB and to read all information on the Office of Research website: <https://www.lakeheadu.ca/research-and-innovation/ethics>. The Research Ethics and Administration Officer is Ms. Susan Wright, 343-8283, susan.wright@lakeheadu.ca.

Students who need to recruit from institutions outside of the university such as hospitals, clinics, and schools/colleges, are required to also obtain ethics clearance from these sites prior to data collection. This is in addition to ethics clearance from the Lakehead University REB. Recruitment of participants cannot proceed until ethics approval has been obtained from all institutions involved.

Deadlines

The M.Sc. Psychological Science program has a deadline for submission of the M.Sc. project for ethics approval, listed below.

<i>Program</i>	<i>Deadline</i>
M.Sc. Psychological Science	May 31 Year 1

Accessing the Introductory Psychology Participant Pool

Students who need to recruit from the Introductory Psychology classes also have to obtain ethics clearance from the Psychology Research Ethics Committee. To do so, the thesis proposal should be submitted to the departmental secretary, Ms. Lysenchuk, after approval by the thesis/dissertation supervisory committee. Ms. Lysenchuk will assign the review of the proposal to a subcommittee made up of three members of this departmental committee (one member is the committee member for the thesis). The ethics review is complete once all members of the subcommittee have signed off on the *Confirmation of Psychology Ethics Review* form (see Appendix 10).

Once approved, the form should be submitted to Ms. Delin who will assign a code number to the project. The graduate student, as experimenter, is responsible for properly filling out the Introductory Psychology Research Participation Receipt (Appendix 11) which includes identifying project number, student name and ID number, Psychology course instructor, time and date of research participation, whether the project is a lab study (allowing for an additional 0.5 credit), and pre-approved participation credits linked to the project code. This is to be done for each and every Introductory Psychology subject who participates in his/her thesis/dissertation project. The information should be given to Ms. Delin immediately after the student participates in the study so that the online database can be kept up to date.

The information regarding Introductory Psychology participants should be provided to Ms. Delin before the end of November and again before the end of March each academic year to ensure that the research participants are appropriately credited for their research involvement. For more information, please contact Ms. Delin or Ms. Lysenchuk.

Annual and Final Report to the Lakehead University Senate Research Ethics Board

The student has to make an annual report to the REB about the progress of the thesis/dissertation once ethics approval has been obtained; a final report is also due to the Research Office once the thesis/dissertation is completed. An on-line renewal, amendment, or final report can be submitted by logging into the Romeo Research Portal: <http://romeo.lakeheadu.ca/Romeo.Researcher/login.aspx>

After the Data Collection

The student analyzes the data under the guidance of the Supervisor/Co-Supervisors and Supervisory Committee members where appropriate, interprets the results, and writes up the full thesis/dissertation document. This document will require revisions, as requested by the Supervisor/Co-Supervisors and Supervisory Committee, until it has attained the desired quality. As previously mentioned, the document should have a face sheet, an acknowledgement page (optional), an abstract, a table of contents, an introduction section, a method section, a results section, a discussion section, a list of references, tables, figures, and appendices. Writing of the full thesis or dissertation has to follow the American Psychological Association Publication Manual format, 6th Edition (2009). The document must be approved by the full Thesis / Dissertation Supervisory Committee before it is considered ready for review by the examination committee and oral defense as described below.

Final Masters Thesis Process

Once the thesis has received approval from the Thesis Supervisory Committee it is ready for examination. The supervisor submits a “*Thesis Ready for Review by Examiner*” form (see Appendix 12 for links to Faculty of Graduate Studies forms).

The Masters Thesis Examination Committee consists of the Supervisory Committee and one External Examiner.

The Internal Examiner is a Thesis Supervisory Committee Member who is not the Supervisor. He/she completes the “*Examiner’s Report on Thesis/Dissertation Form*” (see Appendix 12).

The External Examiner must be external to the student’s field of study (clinical or psychological science) and is normally a Lakehead University faculty member from another academic unit or a faculty or researcher from an external institution. The External Examiner is recommended by the Thesis Supervisory Committee following discussion with the student, and is approved by the Department of Psychology. The approval process consists of submission of the Proposed Examiner’s form (see Appendix 12) and, when the examiner is from outside of the Psychology Department, his/her curriculum vita by the Supervisor to the GSC. Factors that are considered in the approval of an external examiner from outside the Department of Psychology include the requirement that s/he possesses a Doctoral degree, has research expertise especially as it relates to the area of the thesis, and maintains research activities as evidenced by recent scholarly and scientific publications and presentations. If the proposed External Examiner is from outside of Lakehead University, the criteria and process for appointment is covered in the section below, **Appointment of An External Examiner From Outside the University**.

All correspondence with the External Examiner is conducted by the Chair of the GSC. The GSC Chair ensures that the examiner receives a copy of the thesis and the external examiner’s form (see Appendix 12), and presents options for participating in the oral defense. Both the Internal and External Examiners submit the examiner’s forms to the Department of Psychology (Ms. Delin) who will send copies to the Faculty of Graduate Studies. Examiner Report forms from both the Internal Examiner and the External Examiner must be submitted and indicate that the thesis requires no more than minor modifications BEFORE the student can go to the examination phase (i.e., oral defense). The examination will be held during an oral defense (see below).

Summary of Masters thesis examination forms:

1. *Thesis Ready for Review by Examiner Form* (see Appendix 12) completed by Supervisor
2. *Proposed Examiner Form* (see Appendix 12) completed by Supervisor
3. Two *Examiner’s Report on Thesis/Dissertation Forms* (see Appendix 12) completed by (1) Internal Examiner and (2) External Examiner

Final Dissertation Process

Once the dissertation has met the approval of the Dissertation Supervisory Committee, it is submitted to the Internal Examiner.

The Internal Examiner is any full-time faculty member in the Department of Psychology who is not on the Supervisory Committee. The Dissertation Supervisor(s) in consultation with the student selects the Internal Examiner and informs the GSC Chair and Ms. Delin of this choice. Ms. Delin will ensure that the Internal Examiner receives a copy of the Dissertation and an Internal Examiner's report (see Appendix 13) with instructions to return the completed report to her within 3 weeks. The completed report will then be submitted to the Office of Graduate Studies and the Supervisor. The dissertation may be submitted for external review only if the Internal Examiner has required no more than minor modifications or corrections to the dissertation.

Once the Internal Examiner's report is received with no more than minor modifications, the Dissertation is ready for External Review. The External Examiner is a noted researcher in the relevant area of specialization from outside of Lakehead University. FGS requires that this step occur at least 3 months before expected graduation. See the following section for more information on the process of appointing an External Examiner and the criteria of approval.

External Examination: Appointment of the External Examiner and the External Examination Process

The External Examiner from outside of the university is selected jointly by the Supervisor/ Co-Supervisors and the student on the basis of the following criteria:

1. The individual holds a doctoral-level degree
2. S/he has expertise in the area of the student's research and is in a position to examine the student's work objectively without prejudice or favour
3. S/he has demonstrated research excellence in the form of active and recent or current research activities and peer-reviewed publications
4. S/he typically holds an academic position although a noted researcher in a research setting is acceptable as well
5. S/he has experience in evaluating graduate work
6. S/he has no conflict of interest and is not in a position of a dual relationship by serving as the External Examiner. This means s/he does not have a relationship with either the Supervisor/Co-Supervisors or the student in the following manner: a close friend, a regular and current collaborator, a recent supervisor/supervisee, a recent instructor, or a former colleague.

To appoint the External Examiner from outside of the university, the following steps must be taken:

1. The Supervisor/Co-Supervisors contacts the intended External Examiner to determine if s/he would be willing to serve as an examiner for the student's thesis or dissertation.
2. The intended External Examiner forwards a current curriculum vita to the Supervisor/Co-Supervisors.
3. The supervisor submits the curriculum vita to Ms. Delin who circulates it among the GSC faculty members for approval. The GSC faculty members indicate their approval by initialing off on a cover sheet.
4. The curriculum vita is then posted in the Department for 3 working days for departmental approval. Any objection from the Department is forwarded to the GSC in writing so that the Supervisor/Co-Supervisors has/have the opportunity to respond. Resolution is undertaken at the GSC level. Should the GSC decision prove to be unsatisfactory to the Supervisor/Co-Supervisors or to the

faculty member who made the formal objection, the matter will be forwarded to the Department for a resolution.

5. After departmental approval has been obtained, Ms. Delin forwards the departmental recommendation of the External Examiner to the Office of Graduate Studies for approval by the Dean of Graduate Studies. The *Proposed External Examiner* form (see Appendix 13) has to be completed and accompany the curriculum vita.

External Examination Process:

1. Following the approval of the External Examiner, the *Confirmation for External Review* form (see Appendix 13), signed by the Supervisor and GSC Chair, and the final copy of the dissertation, incorporating all revisions from the Internal Examiner, are submitted by the GSC Chair to FGS.
2. The student should ensure that each Supervisory Committee Member and the Internal Examiner also receive this final copy of the dissertation. The intent at this stage is for everyone on the Examination Committee to have a copy of the dissertation that has been sent out for external review to the External Examiner.
3. All further correspondence with the External Examiner is conducted by the Office of Graduate Studies. Failure to do so could jeopardize the student's completion of the program.
4. The External Examiner has 1 month to review the dissertation and report back to FGS using the External Examiner's Report form (see Appendix 13).
5. Once the External Examiner's report is received by FGS, it is forwarded to the GSC Chair and the supervisor who will make it available to the student as soon as possible.
6. A candidate may proceed to oral defense only if the External Examiner has required no more than minor modifications or corrections to the dissertation. If the Examiner marks off "Appreciable Revisions Required", the dissertation has to be revised and returned back to him/her for a re-evaluation and a second report. The second report from the External Examiner has to require no more than minor modifications or corrections before an oral defense can take place.

Summary of Doctoral dissertation examination forms:

1. *Thesis Ready for Review by Examiner Form* (see Appendix 13) completed by Supervisor
2. *Proposed External Examiner Form* (see Appendix 13) completed by Supervisor
3. *Two Examiner's Report on Thesis/Dissertation Forms* (see Appendix 13) completed by (1) Internal Examiner and (2) External Examiner

Final Oral Defense

The oral defense presents an opportunity for the Thesis/Dissertation *Examination* Committee, which includes the Thesis/Dissertation Supervisory Committee and the external examiner for a Masters thesis and both internal and external examiners for a Dissertation, to assess the student's research knowledge. The defense is open to anybody in the university community. The Chair of the Oral Defense is normally the GSC Chair, one of the program directors, or the Department Chair. The Chair may not be on the Examination Committee. When necessary, the Defense Chair may be any other full-time member of the Department of Psychology who is not on the Examination Committee. The GSC Chair, one of the program directors, or the Department Chair must also be present at the oral defense in any capacity. The Defense Chair ensures that the defense is conducted fairly, in accordance with approved guidelines and procedures and ensures that the defense adheres to the time limits indicated in the guidelines; he/she also completes the "Oral Defense Evaluation Form" (Appendix 8). For Master's thesis defenses, the Thesis Supervisory Committee and External Examiner must be present at the defense. In cases where the External Examiner is from outside of Lakehead University, he/she may attend by teleconference, videoconference, or by written submission. For PhD Dissertation defenses, the Dissertation Supervisory Committee, the Internal Examiner, and External Examiner (in person, by video-conference, teleconference, or written submission) must be present at the defense.

In the oral defense, the student gives a 15 to 20 minute presentation of the thesis/dissertation. The Defense Chair invites members of the Examination Committee to ask questions. The Examination Committee typically asks questions across the following domains: factual, methodological, statistical, theoretical/application, and critical thinking. There are two rounds of questioning by the Examination Committee before questioning is open to the floor. The order of questioning within each round for an MA thesis oral defense is the External Examiner, the Supervisory Committee member(s) and finally the Supervisor/Co-Supervisors. The order of questioning within each round for a PhD dissertation oral defense is the External Examiner, Internal Examiner, the Supervisory Committee member(s), and finally the Supervisor/Co-Supervisors. Normally, the total time for questions will not exceed 90 minutes. The Defense Chair then invites questions from the wider audience and may pose questions him/herself. The External Examiner, Internal Examiner, and Defense Chair independently complete the "Oral Defense Evaluation Form" (Appendix 8). If the External Examiner does not attend the defense, a committee member (not the supervisor) will complete the "Oral Defense Evaluation Form" instead.

After the questioning period is over, the Defense Chair will ask the student and the audience to leave the room. The Defense Chair then moderates an in-camera session where the Examination Committee members decide the outcome of the thesis/dissertation and the defense. This meeting shall take no more than 60 minutes. The Examination Committee will attempt to arrive at a decision by consensus, but if consensus is not possible, a vote of a majority of members is required. In the event of a tie, the Chair shall cast the deciding vote. The Defense Chair summarizes the feedback in written format, including scores on the "Oral Defense Evaluation Form" and additional feedback given by the committee.

Outcomes of the Oral Defense:

The Examination Committee shall consider both the oral defense and the dissertation when deciding between the following possible outcomes:

1. Dissertation and Oral Defense Accepted.

The average score on the "Oral Defense Evaluation Form" is 0 or higher. No changes to the thesis/dissertation document are required beyond the correction of typographical errors and other minor corrections of wording. The candidate's Supervisor shall review and approve the corrections before the final copies of the thesis/dissertation are submitted to the Office of Graduate Studies.

2. Dissertation and Oral Defense Accepted with Minor Revisions

The average score on the "Oral Defense Evaluation Form" is 0 or higher. Minor revisions to the thesis/dissertation document are required beyond typographical errors and minor corrections of wording. The candidate's Supervisor shall review and approve the corrections before the final copies of the thesis/dissertation are submitted to the Office of Graduate Studies.

3. Dissertation Accepted and Oral Defense Unacceptable

The average score on the "Oral Defense Evaluation Form" is less than 0. The candidate will be required to undertake a second oral defense. The Defense Chair shall inform the candidate in writing of the deficiencies in the oral defense and the date of the second oral defense (normally no more than six months). The second defense is held in-camera with only the members of the Supervisory Committee and same Defense Chair. The same process and evaluation procedure is followed as in the initial defense, and the student must receive a "pass" as defined above; otherwise, the student will be deemed to have failed the thesis/dissertation and will not be permitted to continue in the program.

The student is then brought back for the Examination Committee decision. Following discussion the student is provided with a written summary of his/her ratings on the "Oral Defense Evaluation Form" and other relevant feedback. Members of the Examination Committee who feel that revisions are required share their

comments with the Supervisor/Co-Supervisors and student. The External Examiner's report is also shared with the student to allow him/her to address the feedback from that examiner.

A successful oral defense terminates with the signing of the following forms:

1. *Recommendation of Thesis/Dissertation Form* (see Appendix 12 for Masters; see Appendix 13 for Doctoral) signed by the Supervisor/Co-supervisors and the G.S.C. member.
2. *Masters Thesis Top Sheet* (see Appendix 12) or *Doctoral Dissertation Top Sheet* (see Appendix 13) signed by the Supervisor/Co-Supervisors and
3. *Binding of Thesis/Dissertation Form* (see Appendix 12 for Masters and Appendix 13 for Doctoral) signed by the Supervisor/Co-Supervisors and the G.S.C. member.

In the event that extensive revisions to the thesis/dissertation are needed, the signature of the GSC member who chaired or attended the oral defense will be withheld from the face sheet and binding of thesis/dissertation sheet until adequate revisions have been made to the satisfaction of the Thesis/Dissertation Examination Committee.

The Final Step

As indicated in the documents about the *Final Thesis Processes for Masters theses* (<https://www.lakeheadu.ca/academics/graduate/academic-information/degree-completion/thesis>) and Ph.D. dissertations (<https://www.lakeheadu.ca/academics/graduate/academic-information/degree-completion/dissertation>) from the Office of Graduate Studies, the student makes any required revisions under the guidance of the Supervisor/Co-Supervisors and submits the following to the Office of Graduate Studies:

1. Three copies of the final version of the thesis/dissertation document
2. The forms signed at the oral defense:
Recommendation of Thesis/Dissertation
Masters Thesis Top Sheet or *Doctoral Dissertation Top Sheet*
Binding of Thesis/Dissertation Form
3. License to the University form (available from the Faculty of Graduate Studies website)
4. Theses Non-Exclusive License form (available from the Faculty of Graduate Studies website)
5. Graduate Studies – Exit Survey (available from the Faculty of Graduate Studies website)

Appendices 12 (Masters) and 13 (Doctoral) provide links to each of these forms on the Faculty of Graduate Studies website.

IMPORTANT: The student must also submit an *Application to Graduate* form to the **Office of the Registrar!** The form is an online form that can be accessed online through myInfo using each students own account. This can be done before the thesis/dissertation goes out for external review.

Note that the student may choose to make additional copies of the thesis/dissertation to give away to friends and family members. The copies would be bound at the student's expense. To do that, the student simply submits more than the 3 required copies to the Office of Graduate Studies and will be billed accordingly.

Failed Thesis/Dissertation

Should a thesis or dissertation be failed by the External Examiner who ticks off the category “Thesis Rejected”, the thesis or dissertation has to be reworked and improvements made, based on the comments from the External Examiner and then resubmitted for review by a new External Examiner, with the understanding that if this process resulted in another “Thesis Rejected”, the student must withdraw from the program. The GSC will consult with the Office of Graduate Studies in cases of failed theses or dissertations.

Summary of Supervisory and Examination Committee Structure

See paragraphs above for more information

MASTERS LEVEL	
Supervisory Committee Members	Details
Supervisor	Full-time Psychology faculty member; chair of committee
Co-Supervisor (<i>optional</i>)	Full-time Psychology faculty member OR Adjunct faculty member
Member	Full-time or Adjunct Psychology faculty member, or qualified individual approved by GSC if from outside the Psychology Department.
Additional Members (<i>optional</i>)	Additional qualified individual(s), approved by GSC if from outside the Psychology Department.
Examination Committee Members	Details
Supervisory Committee as above	A committee member other than the supervisor completes the Internal Examiner’s form. Thesis goes to External Examiner only when approved by full Supervisory Committee.
External Examiner	Full-time Psychology faculty member who is external to the student’s field of study (clinical or psychological science), OR a Lakehead University faculty member from another academic unit, OR a researcher from an external institution. External examiners from outside the Department of Psychology must be approved by GSC.
PHD LEVEL	
Supervisory Committee Members	Details
Supervisor	Full-time Psychology faculty member; chair of committee
Co-Supervisor (<i>optional</i>)	Full-time Psychology faculty member OR Adjunct faculty member
Member	Full-time Psychology faculty member OR a Lakehead University faculty member from another academic unit, OR a researcher from an external institution. Committee members from outside the Psychology Department must be approved by GSC.
Additional Members (<i>optional</i>)	Additional qualified individual(s), approved by GSC if from outside the Psychology Department.
Examination Committee Members	Details
Supervisory Committee as above	Dissertation goes to Internal Examiner only when approved by full Supervisory Committee
Internal Examiner	Full-time Psychology faculty member. Dissertation goes to External Examiner only when approved by Internal Examiner.
External Examiner	A noted researcher in a relevant area of specialization from outside of

	Lakehead University. Process coordinated by FGS.
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V. MONITORING OF STUDENT PROGRESS AND ANNUAL REPORT

Student progress is tracked through satisfactory completion of program requirements and an annual review. All graduate Psychology students are required to submit an annual report by May 30th of each year to Ms. Delin (Graduate Administrative Assistant) who will forward it to the relevant director (i.e., the DCP or the PSD) for evaluation by the area.

In the annual report, the students are expected to provide evidence of satisfactory progress and the likelihood of continuation. Upcoming plans for the summer are also reviewed. The relevant Area will review the reports. Students are evaluated on the following criteria (additional criteria for the evaluation of Clinical students can be found in the Clinical Program Manual):

1. Academic Work – evaluated on the basis of (a) course grades (each student is required to maintain a minimum 70% average with at least B work in each course), (b) expected completion of program requirements, and (c) the comprehensive examinations.
2. Research – evaluated on the basis of progress of the thesis/dissertation. Research activities unrelated to the thesis/dissertation are encouraged insofar as they do not impede the progress of the thesis/dissertation.
3. Professional Development Activities and accomplishments are noted.

Students who are having academic difficulties may be required to develop an Academic Remediation Plan with the GSC chair and their area director. Details can be found in the Policy on Program Deadlines and Academic Remediation (see Appendix 14).

Students who are having or demonstrating difficulties that are related to professional practice may be required to develop a Professional Training Remediation Plan with the DCP and Clinical Area. Further details can be found in the Clinical Program Manual.

In situations involving extenuating external circumstances, the program attempts to work with the student to arrive at a solution. Depending on the situation, the student might be given extensions to deadlines for course completion in consultation with the course instructor and/or research supervisor, or advised to take a leave of absence with the support of the program. Students are always encouraged to work with the GSC chair, DCP, or PSD in order to arrive at a solution that best fits their circumstance.

VI. RESOLUTION OF STUDENT DIFFICULTIES

Difficulties Identified by Faculty, Instructors, Supervisors

Course instructors, research and clinical supervisors, or other individuals who interact with students might identify difficulties. If the difficulty is minor, it is recommended that the matter be resolved informally with the student, and in consultation with the program director (DCP or PSD or GSC chair where appropriate). When difficulties are more serious, one should contact the program director and/or the GSC chair where appropriate. An academic remediation plan or a professional training remediation plan may be necessary for major difficulties.

Leaves of Absence

Students requiring a leave of absence or a time extension should consult the graduate studies regulations at: <https://www.lakeheadu.ca/academics/graduate/resources/leave> (please note that there are separate Masters regulations and Doctoral regulations). In addition, note that students returning from a medical leave will require a letter from an appropriate regulated health professional indicating that the student is ready to return to the program. This letter must be provided to the program director prior to return and must specify that the student is ready to return to full time graduate studies. If the student is in one of the clinical programs, the letter must also specify that the student is ready to return to training in clinical psychological practice.

Difficulties Identified by Students

Students who have complaints are encouraged to first seek informal resolution with the individual concerned, and seek consultation if they so wish. If necessary, they can make a formal written complaint that consists of the reason(s) for the complaint, details and dates, and the desired change. Students can lodge a complaint, make a grievance or appeal at various levels that include the instructor/supervisor, the program director (i.e., DCP or PSD) the GSC, the Departmental Chair, the Dean of Graduate Studies, and the Senate Academic Appeal Committee. It is expected that students will seek informal resolution prior to pursuing formal means.

As per university regulations

(<http://navigator.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=19&chapterid=3078&loaduserredits=False>), students have the right to appeal final course marks and academic decisions, in accordance with the reappraisal and appeal procedures by the Senate Academic Appeal Committee.

Students may also enlist the assistance of the Ombuds office (343-8061) that offers confidential, impartial and independent support service.

Information about leaves of absence or time extensions is detailed above.

FINANCIAL ASSISTANCE AND EMPLOYMENT

Financial Assistance

All students who are enrolled in the graduate Psychology program are considered for graduate assistantships. While attempts are always made to fund all students, the limited pool of graduate assistantships available often makes this impossible. In such instances, Ph.D. students are typically considered first for funding, then the continuing Masters students, and finally the new Masters students. Masters and Ph.D. graduate assistantships are awarded for the months of September through to April, inclusive. Only Masters Year 1 and Masters Year 2 students are eligible for Masters graduate assistantships. Only Ph.D. Year 1, Ph.D. Year 2, and Ph.D. Year 3 students are eligible for Ph.D. graduate assistantships.

Students who receive a graduate assistantship are normally assigned to a Psychology faculty member to undertake graduate assistantship duties for 10 hours per week between the months of September through to April, inclusive. In some instances, the student's hours may be divided between two Psychology faculty members. Students who receive a graduate assistantship are required to contact the faculty member(s) to whom they have been assigned *before the beginning of classes* to introduce themselves and to find out their graduate assistantship duties. Students are reminded that graduate assistantships are a form of employment for which they are paid and are not scholarships. Hence they are expected to perform their duties as any paid employees would. In the event that they are unable to fulfill their duties, they are encouraged to speak to the faculty members to whom they have been assigned to arrive at a solution. As per the collective agreement between the students' union (CUPE) and the university administration, the job performance of the graduate assistants will be evaluated twice a year by the faculty members to whom they are assigned. The *CUPE Performance Appraisal Form* (available from <http://hr.lakeheadu.ca/wp/?pg=114>) will be completed and signed by both the faculty member and the graduate assistant and given to the Graduate Administrative Assistant. The original is forwarded to the Office of Graduate Studies, a copy is kept on the graduate assistant student's file, a copy is given to the Faculty Dean and a copy is kept by the graduate assistant.

Students are very strongly encouraged to apply for scholarships. These include, but are not limited to, the Ontario Graduate Scholarships, the SSHRC Canada Graduate Scholarships – Master's, the SSHRC Doctoral Fellowships, the NSERC Postgraduate Scholarships, and the CIHR Master's and Doctoral Awards. Beyond their financial value, scholarships are a testament to the academic caliber of the student. Most scholarship applications are due in the fall. More information about funding for Psychology graduate students can be found in Appendix 15.

For more information about graduate assistantships within the program, please contact Ms. Sheila Delin, the Psychology Graduate Administrative Assistant. For more general information about graduate assistantships and information about scholarships, please contact Ms. Trish Sokoloski at the Office of Graduate Studies, 766-7257.

Employment

The University recommends that a full-time graduate student will normally not be employed for more than an average of ten hours per week for any term. Graduate students in the Ph.D. Clinical program cannot work on average more than 20 paid hours per week in a capacity unrelated to their academic requirements. This is to assist them in completing their program in a timely fashion and is in compliance with CPA accreditation standards.

APPENDIX 1

Research/Clinical Interests of Psychology Full-time and Adjunct Faculty Members, and Clinical Supervisors

PSYCHOLOGY FULL-TIME FACULTY

Ron Davis, M.A. (Queen's University at Kingston), Ph.D. (Simon Fraser University) C. Psych. (Ontario)

E-mail: ron.davis@lakeheadu.ca

Dr. Davis is a Clinical Psychologist who considers himself a scientist-practitioner with a cognitive-behavioural orientation. Broad research and clinical interests are in the assessment and treatment of adult psychological disorders. Specific interests include body image, eating behaviour, positive emotionality, and the biopsychology of self-regulation in these areas with regard to electrophysiological activity of the heart and brain. Teaching includes 2101 undergraduate statistics, and graduate courses 5551 Clinical Interviewing and 5311 Cognitive-Behaviour Therapy.

C. A. Gordon Hayman, Ph.D. (McMaster University)

E-mail: gordon.hayman@lakeheadu.ca

Dr. Hayman's research interests concern cognitive processes, including problem solving, memory, and unconscious influences on thought and action. Recent research in his laboratory has focused on the study of basic processing mechanisms in semantic and episodic memory. He teaches Introduction to Cognitive Psychology (Psychology 2003), Problem Solving, Thinking, and Cognition (Psychology 3611), Human Learning and Memory (Psychology 4511), and Cognitive Neuropsychology (Psychology 5111).

Rupert Klein, Ph.D. (McGill University)

E-mail: rgklein@lakeheadu.ca

Dr. Klein is a personality and health psychologist whose research focuses generally on how individuals cope with anxiety. He presently teaches Personality Psychology, The Psychology of Human Sexuality and Industrial / Organizational Psychology. For more detailed information on his research and publications please visit his website at: <http://flash.lakeheadu.ca/~rklein/>

Dwight Mazmanian, M.A., Ph.D. (U. of Western Ontario) C. Psych. (Ontario)

E-mail: dwight.mazmanian@lakeheadu.ca

I am a clinical psychologist with interests in adult assessment and psychopathology, and a scientist-practitioner with a cognitive-behavioural/biological orientation. My research interests include the psychometric evaluation or modification of existing scales and the development of new scales or novel assessment methodologies. Biological, cognitive, and interpersonal aspects of mood disorders are also a primary interest (biological aspects include sex hormones, pregnancy and the postpartum period, menopause, and psychopharmacology). Additional interests include problem gambling, anxiety disorders, chronic pain, evolutionary psychology, mindfulness, stress, and professional burnout. I teach Psychology 3201 (Introduction to Psychometric Theory), Psychology 4531 (Motivation), Psychology 5075 (Mood Disorders), Psychology 6251 (Advanced Assessment Techniques), and Psychology 5491 (Clinical Psychopharmacology).

Amanda Maranzan, M.A., Ph.D. (Lakehead University) C.Psych. (Ontario)

E-mail: amaranzan@lakeheadu.ca

Dr. Maranzan is a clinical psychologist and Assistant Professor in the Department of Psychology. She obtained her Ph.D. at Lakehead University and completed her residency in professional psychology at Memorial University in Newfoundland. Her research interests are in Aboriginal mental health, mood and anxiety disorders, social determinants of health, and mental health outcome research. She teaches Psych 2004 (Abnormal Psychology), Psych 5271 (Ethical and Professional Issues), and Psych 6531 (Community and Rural Psychology). Dr. Maranzan is also the Research Director for the Northern Ontario Psychology Internship Consortium. She engages in part-time clinical practice at the Mental Health Outpatient Programs, St. Joseph's Care Group, primarily conducting diagnostic assessments with adult outpatients. Dr. Maranzan is a scientist-practitioner and practices from a cognitive-behavioural orientation. More information can be found on her website: <http://flash.lakeheadu.ca/~amaranzan/>

Christopher Mushquash, M.A. (Lakehead University), Ph.D. (Dalhousie University)

E-mail: chris.mushquash@lakeheadu.ca

Christopher Mushquash, Ph.D., is an Assistant Professor in the Department of Psychology at Lakehead University, and the Division of Human Sciences at the Northern Ontario School of Medicine. He completed an Honours Bachelor of Science (Psychology), and Master of Arts (Experimental Psychology) at Lakehead University, and his Ph.D. in Clinical Psychology at Dalhousie University. He completed the northern Pre-Doctoral Residency in the Department of Clinical Health Psychology, in the Faculty of Medicine at the University of Manitoba. His clinical training emphasized the importance of understanding unique contexts and issues in service delivery to individuals living in rural and northern communities. Dr. Mushquash's research and clinical work focuses on culturally appropriate addiction and mental health assessment and intervention for First Nations people through partnership with First Nation communities and organizations. He teaches Psychology 2011 (Child Development), Psychology 2012 (Childhood Disorders), Psychology 4811 (Addictive Disorders), Psychology 5711 (Research Methods and Program Evaluation) and Psychology 6231 (Psychopathology of Childhood and Adolescence). For more information, please visit his website: <http://mushquash.lakeheadu.ca>

Kirsten Oinonen, M.A., Ph.D. (Lakehead University) C. Psych. (Ontario)

E-mail: kirsten.oinonen@lakeheadu.ca

Dr. Oinonen is a researcher and a clinical psychologist. The overall aims of her research are to better understand: (a) the effects of hormones and drugs on human health and behaviour (e.g., mood, cognition, and sexual behavior) and (b) human mating strategies. Current research interests include: the effects of hormones on behaviour (e.g., effects of hormonal contraceptives, testosterone, the menstrual cycle, and hormonal genes on mood and cognition), evolutionary psychology (e.g., factors affecting mating strategies and sociosexuality), drugs and cognition, neuropsychology, and hormonal effects on women's health (e.g., puberty, menopause, pregnancy). Her clinical interests are primarily in clinical neuropsychology and the assessment of fetal alcohol spectrum disorders (FASDs). Recent courses taught include: Psychology 3401 (Behaviour and Drugs), Psychology 4431 (Biopsychology II: Neuropsychological Dysfunctions), Psychology 5475 (Behavioural Endocrinology), Psychology 5731 (Neuropsychological Interventions), and Psychology 5731 (Neuropsychology and Neuropathology). More information can be found on her LinkedIn profile: <http://ca.linkedin.com/pub/kirsten-oinonen/51/b21/67> or her ResearchGate profile: http://www.researchgate.net/profile/Kirsten_Oinonen/.

Edward P. Rawana, M.A., Ph.D. (University of Waterloo); C.Psych. (Ontario).

Email: edward.rawana@lakeheadu.ca

Dr. Rawana is a Child and Adolescent Clinical Psychologist, and is also the Director of the Centre of Excellence for Children and Adolescents with Special Needs. Dr. Rawana's broad research and clinical interests are in the study of strengths and high risk behaviors in children, adolescents and their families. He has a particular interest in the assessment of Psychological Strengths; and, has been involved in the development of psychological assessment tools that measure Psychological Strengths in preschoolers, adolescents, and adults. He teaches the graduate course in Clinical Assessment. Dr. Rawana's theoretical orientation is cognitive-behavioral, systemic, and focused on positive psychology.

Michael Stones, B. Tech. (Brunel), Ph.D. (Sheffield)

E-mail: michael.stones@lakeheadu.ca

Dr. Stones has a broad program of research that includes aging, quality of life, and assessment and intervention within health and social care. His current projects related to individual differences in aging, the modeling of psychological well-being, the abuse of older people, physical activity effects on cognition, and the design and evaluation of health assessment systems. Much of this work includes collaboration with community groups and agencies. He teaches Psychology 3151 (aging and Cognition), Psychology 4131 (Psychology and Aging), Psychology 5211 Psychogerontology).

Mirella L. Stroink, M.A., Ph.D. (York University)

E-mail: mirella.stroink@lakeheadu.ca

Dr. Stroink conducts research that weaves together elements of social, cultural, community, and environmental psychology. Current research includes both basic and applied studies on topics such as (a) the implicit cognitive assumptions that influence environmentally relevant behavior and their cultural and experiential roots, (b) food security and resilience in Northern communities, (c) bicultural identity and acculturation processes, and (d) cognitive styles and learning systems that foster community adaptiveness and resilience. The overall aim of her research is to better understand the factors underlying individual and community well-being through a perspective informed by complex adaptive systems theory. Courses taught include Social Psychology (2801), Cross-Cultural Psychology (3210), Environmental Psychology, Community Psychology (4215), and Social Cognition (5130). More information can be found on her website: <http://mstroink.lakeheadu.ca>.

Josephine Tan, M.A., Ph.D. (U. of New Brunswick), C. Psych. (Ontario)

E-mail: josephine.tan@lakeheadu.ca

Dr. Tan is a clinical psychologist with research interests in health issues from a cultural, gender, and systemic perspective. She is also a supervisor for the Collaborative Graduate Program with Specialization in Women's Studies. Current projects are on depression, self-harm behaviours, and northern health issues. Her clinical practice includes adults, child and family, and with First Nations individuals. Her theoretical orientations are cognitive-behavioural, interpersonal, and systemic.

Michael F. Wesner, M.Sc., Ph.D. (Washington State University), Postdoctorate (University of Chicago)E-mail: michael.wesner@lakeheadu.ca

Dr. Wesner is a behavioral neuroscientist and psychophysicist whose interests are in vision physiology, plasticity, bimodal attention, time perception and the biorhythmic properties of perception. He is currently researching the visual processes of seasonal and non-seasonal depression; the sensory and perceptual properties of cognitive avoidance; endocrine influences on visual processing including studying the female reproductive cycle and its effects on visual hierarchical operations; sensory dysregulation in ADHD-type adults; visual cortical and subcortical human plasticity; nontraditional visual pathways involving melatonin and intrinsic photosensitive ganglion cells; intermodal influences on language processing; and the effects of age, sex and culture on attention and on time perception. Dr. Wesner teaches Psychology 3161 (Sensation & Perception), Psychology 2401 (Foundations of Biopsychology), Psychology 4411 (Biopsychology 1), Psychology 3811 (Special Topics-Psychophysics of Color), Psychology 4811 (Human Factors), Psychology 5751 (Topics in Biological Psychology - Immunoassay Principles and Techniques), and Psychology 5471 (Psychopharmacology).

PSYCHOLOGY ADJUNCT FACULTY**Michel Bédard, MSc (McMaster), PhD (U of Waterloo)**Email: mbedard@lakeheadu.ca

Dr. Michel Bédard's primary appointment is to the Department of Health Sciences. He is also appointed to the Human Sciences Division of the Northern Ontario School of Medicine and to the Department of Psychology. Michel is also Director of the Centre for Research on Safe Driving (CRSD) where the focus of his research program is on the identification of the determinants of safe and unsafe driving (e.g., cognition, self-beliefs, health status, medication use), the development of approaches to assess fitness-to-drive, and the development of programs to enhance safe driving. More information can be found on the CRSD website (<http://crsd.lakeheadu.ca/>).

Mary Donaghy, M.A., Ph.D., (University of Windsor), C. Psych. (Ontario)Email: donaghym@tbh.net

Dr. Donaghy is a clinical psychologist currently working at St. Joseph's Care Group in the Outpatient Neurology Day and Pain Management Programs. She provides assessment and treatment to clients from an experiential/cognitive behavioural orientation. A student participating in a practicum placement could anticipate working with clients who have sustained a neurological insult (e.g., CVA, Acquired Brain Injury, Multiple Sclerosis, or Parkinson's Disease) or have chronic pain. Dr. Donaghy's clinical and research interests focus on adjustment processes and coping strategies utilized by these two broad populations.

Steven Donaghy, PhD. (University of Windsor), C. Psych. (Ontario)Email: donaghys@tbh.net

Dr. Donaghy is a Clinical Neuropsychologist, primarily providing outpatient assessment services at St. Joseph's Hospital. Client population seen is quite varied, frequently including individuals with traumatic brain injuries, stroke, multiple sclerosis, and chronic pain. Referrals often request opinions regarding diagnosis of such conditions as adult ADHD, learning disability, and dementia. Dr. Donaghy offers a practicum placement that includes training in the administration of neuropsychological tests, conducting intake interviews, formulating cases, writing neuropsychological reports, and providing feedback to clients. Dr. Donaghy's research interests include evaluation of Symptom Validity Measures and the interaction between various Wechsler Scales and their sensitivity in detecting impairment.

Jack Haggarty, M.D. (McMaster University)Email: haggartyj@tbh.net

Dr. Haggarty is a psychiatrist and former family physician. A graduate of McMaster Medical School, he completed his residency at the University of Ottawa (Family Medicine), and the University of Western Ontario (Psychiatry). He is the Medical Director of Mental Health Out-patients and Clinical Director of Shared Mental Health Services. As an Associate Professor (Northern Ontario Medical School) and Adjunct Professor (Lakehead University), he has presented internationally on collaborative mental health, health outcomes, as well as publishing scientific papers on trans-cultural epidemiological research of Canada's Inuit and First Nations people. He is actively engaged with delivering mental health to First Nations people. He is a fellow of the Royal College of Physicians of Canada, and a Diplomat of the Board of Neurology and Psychiatry.

Paul Johnston, M.A. (Lakehead University), Ph.D. (Pacifica G. I.), C. Psych. (Ontario).Email: johnstop@tbh.net

Dr. Johnston is a clinical psychologist at the Thunder Bay Regional Health Sciences Centre working on the Forensics unit; he also maintains a private practice. Previously Dr. Johnston has worked on the Adult Mental Health inpatient unit and also as a consultant with St. Joseph's Care Group Behavioural Science Centre. His particular interests include Posttraumatic Stress Disorder, the Personality Disorders and Gender Identity Disorders.

Martin Katzman, MD, FRCP(C) (University of Toronto) (Ontario)Email: mkatzman@startclinic.ca

Dr. Katzman is a Psychiatrist, primarily providing outpatient assessment and treatment (Cognitive Behavioural Therapy & Psychotherapy) services at the Stress, Trauma, Anxiety, Rehabilitation, Treatment (S.T.A.R.T.) Clinic for Mood & Anxiety Disorders. He specializes in working with patients suffering from Trauma/Abuse, Mood and Anxiety Disorders. The client population seen is adults and they often present with co-morbid diagnoses and require multifaceted treatment approaches (marriage/family counseling, chronic pain management, cognitive behavioural therapy, vocational counseling, self esteem/assertiveness coaching, etc.). Dr. Katzman offers a practicum placement that includes training in the administration of psychological, vocational, forensic assessments where one would learn to administer psychometric tests, conduct intake interviews, formulate cases, write assessment reports, and provide feedback to clients. Students also have the opportunity to observe Cognitive Behavioural Therapy Groups and Mindfulness Based Stress Reduction/Mindfulness Based Cognitive Therapy treatment groups. Students are often encouraged and given varied opportunities to participate in working on research projects and presenting data at professional conferences or at educational clinic meetings. Many students who work on research projects often obtain credit for their contribution by being a part of our journal publications. As well, there is opportunity for students to engage in initiating research interests and be a part of clinic program development, workshops and co-facilitating treatment sessions/activities.

Mary Ann Mountain, M.A. (Lakehead University), Ph.D. (Victoria University), C. Psych. (Ontario), ABPP/CNEmail: mountainm@tbh.net

Dr. Mountain is a Clinical Neuropsychologist in private practice, where she provides disability assessment and treatment services to adults and children who have suffered some type of neurological illness or injury. She is also the manager of Community Mental Health Services (CMHS), a large interdisciplinary outpatient program for clients with a serious and persistent mental illness operated by St. Joseph's Care Group. The CMHS staff of 38 health care professionals includes 4 psychologists and 1 Psychological Associate. Practica and internship placements provide students with an opportunity to develop skills in interdisciplinary team work with disciplines including psychiatry, nursing, social work, occupational therapy, recreation therapists, vocational rehab and spiritual care staff. Assessment, including formulating and communicating a diagnosis as well as individual and group intervention form the basis of the experience. As well, there is opportunity for students to engage in program development and evaluation activities.

Aislin R. Mushquash, Ph.D. (Dalhousie University); C. Psych. (Ontario).

E-mail MushquaA@tbh.net

Dr. Aislin Mushquash is a Clinical Psychologist currently working at St. Joseph's Care Group, Mental Health Outpatient Programs. She is a scientist-practitioner and strives to use evidence-based practice in all of her clinical work (e.g., cognitive behaviour therapy, dialectical behaviour therapy). Depending on their stage of training, students working with Dr. Mushquash could be involved in conducting psychological assessments (personality, cognitive, mental health), individual therapy, and group therapy. Dr. Mushquash also maintains an active program of research and welcomes opportunities to work with students on various research projects. She has conducted research on the role of individual factors (e.g., personality, motivation) and relationship factors in mental health symptoms (e.g., anxiety, depression) and health-compromising behaviours (e.g., binge eating, substance use). She also has interests in evaluating novel methods of health and mental health intervention, obesity and weight management interventions, and health and well-being of Indigenous peoples.

Fred Schmidt, M.A. (University of Guelph), Ph.D. (University of Windsor), C. Psych. (Ontario)Email: fschmidt@chidrenscentre.ca

Dr. Schmidt is a clinical psychologist with a sub-specialty in child-clinical and forensic psychology, practicing at the Children's Centre Thunder Bay where he provides clinical services within the children's mental health, youth justice, and child welfare systems. In addition, Dr. Schmidt teaches a variety of courses at Lakehead University and holds an adjunct position in the Psychology Department. He supervises graduate students during clinical placements at the Children's Centre Thunder Bay and carries on an active program of research with graduate and undergraduate students.

Scott M. Sellick, M.A. (Lakehead University), Ph.D. (University of Alberta), C. Psych. (Ontario)Email: sellicks@tbh.net

Dr. Sellick is an Associate Research Scientist in Psychosocial Oncology and Director of Supportive & Palliative Care, and of Telemedicine Services, at the Thunder Bay Regional Health Sciences Centre and is the Professional Practice Lead for Psychology and Head for Psychology, Social Work, and Spiritual Care. Dr. Sellick is a founding member of ICR Discoveries and co-founder of the Northwestern Ontario Centre for Behavioural Medicine and Psychosocial Research. He holds adjunct appointments in the Departments of Psychology and Social Work at Lakehead University and is an Associate Professor of Psychosocial Health in the Division of Human Sciences at the Northern Ontario School of Medicine. Dr. Sellick's research position with Thunder Bay Regional Health Sciences Centre provides opportunities for students to become involved in the application of socio-behavioural principles to the delivery of cancer care. Clinical work involves working with patients who have been diagnosed with cancer, and their families, dealing with all aspects of care throughout the illness trajectory, including issues pertaining to the anticipation of death and bereavement. Research includes investigations of the impact of illness and treatment and the assessment of distress in new cancer patients, coping styles and strategies, the use of psychological techniques for the alleviation of chronic and procedural pain related to cancer and cancer treatment, and the screening of those most likely to need psychosocial support. Dr. Sellick was recently awarded the Lifetime Achievement Award by the Canadian Association of Psychosocial Oncology (CAPO) at the Association's Annual Meeting In Ottawa (April 2013).

Edouard St-Pierre, Ph.D. (Lakehead), C.Psych. (Ontario)Email: stpierre@tbh.net

Dr. St-Pierre is a Clinical Psychologist working in private practice and for the St. Joseph's Care Group. He is a scientist-practitioner with experience in forensic and correctional settings as well as long-term psychiatric rehabilitation. Presently, Dr. St-Pierre is a Psychologist for St. Joseph's inpatient and outpatient psychiatric geriatric units. His role involves the cognitive, personality, and mental health assessment of older adults as well as individual and group therapy with older adults. Dr. St-Pierre offers a practicum placement that exposes the student to empirically validated assessment and therapy of older adults. While the student is likely to encounter the full spectrum of mental disorders, specific skill attainment will include the ability to differentially diagnosis depression, anxiety, dementia, and delirium as they present in older adults. Dr. St-Pierre has taught courses for the Psychology department at Lakehead University and has conducted research in the areas of evolutionary psychology, personality, interpersonal communication, and gerontology.

C. A. SullivanEmail: carol-anne@anac.ca

Dr. Sullivan is President of the Acoustic Neuroma Association of Canada located in Oshawa, Ontario. She is an accomplished and passionate health professional with a background in health promotion and program management. Her research interests include cognitive neuropsychology and rehabilitation, brain health, and neurotrauma and injury prevention. She is actively engaged in conducting community-based participatory research within the Greater Toronto Area.

Peter Voros, M.A. (Lakehead University), Ed.D. (University of Toronto), C. Psych. (Ontario)Email: vorosp@tbh.net

Dr. Voros is a clinical psychologist currently practicing at Thunder Bay Regional Health Sciences Centre (TBRHSC). He is the Director of Adult & Forensic Mental Health and Health Professions. Dr. Voros has administrative responsibility for all inpatient Adult and Forensic Mental Health Services, the Mental Health Assessment Team that provides care in the Emergency Department, and for all Community Treatment Orders. In addition, Dr. Voros has administrative responsibility for the professional practice of all Allied Health practitioners at TBRHSC. Dr. Voros' clinical and research interests include group and individual psychotherapy, individuals with serious mental illness, and Dialectical Behaviour Therapy.

APPENDIX 2

CLINICAL PSYCHOLOGY GRADUATE DEADLINES (updated May 2013)

Month	MASTER'S LEVEL			PH.D. LEVEL		
	Year 1	Year 2	Year 1	Year 2	Year 3	
Sept.	Program Registration Required to attend orientation meeting 1 st week of Sept. G.A. students to contact faculty 1 st week of Sept.	Program Registration M.A. thesis proposal approved by Thesis Supervisory Committee* ⁴ by Sept. 30.	Program Registration All M.A. requirements must be completed by Aug. 31 to be admitted into the Ph.D. program* ² .	Program Registration Must register, select committee members and topic for Clinical Science Comp. by September 30 of Year 2. Dissertation proposal approved by Dissertation Advisory Committee ⁴ by Sept. 30 th .	Program Registration	
Oct.	Selection of M.A. thesis Supervisor by October 31.	M.A. Thesis proposal defense must be scheduled by Oct 15. Ph.D. application due – Oct.31 ^{*1}		Dissertation proposal defense must be completed by Oct. 31 st .		
Nov.		M.A. thesis proposal defense must be completed by Nov. 30.				
Dec.						
Jan.			Ph.D. Dissertation Supervisory Committee must be chosen by Jan. 1 st .			
Feb.						
Mar.						
April		Must register for MA Practicum if not done previously.	Must register for PhD Clinical Practicum if not done previously.	Must register for Clinical Comp.		
May	Annual Report Due – May 31 ^{*3} .	Annual Report Due – May 31.	Annual Report Due – May 31.	Annual Report Due – May 31.	Annual Report Due – May 31.	
June				Clinical Comp – need 100% of required course work.		
July						
Aug	MA Thesis Supervisory Committee must be assembled by Aug 31.	Completed M.A. thesis in Grad. Studies by Aug. 31.			Science Comps must be completed by Aug. 31.	

*1 Only for internal applicants. Application = Letter of agreement to supervise Ph.D. dissertation from proposed Ph.D. supervisor, application form and fee.

*2 Completed thesis in Graduate Studies ready for binding by August 31st. (All course work complete, oral defense and corrections)

*3 Annual Reports are due May 30th of each continuing year until the program is completed.

*4 M.A. Thesis and Ph.D. dissertation approval by Committee = proposal and proposal oral defense passed by Committee, as indicated by submission of the appropriate form.

REGISTRATION MUST BE KEPT UP EVERY YEAR UNTIL GRADUATION

PSYCHOLOGICAL SCIENCE GRADUATE DEADLINES (updated July 2013)

Month	MASTER'S LEVEL		PH.D. LEVEL		
	Year 1	Year 2	Year 1	Year 2	Year 3
Sept.	<p>Program Registration (including registering for Psyc 5901, MSc. Thesis)</p> <p>Required to attend orientation meeting 1st week of Sept. G.A. students to contact faculty 1st week of Sept..</p>	<p>Program Registration</p> <p>M.Sc. thesis proposal defense must be completed by Sept. 15</p> <p>The M.Sc. written proposal and proposal oral defense must be passed by the supervisory committee, as indicated by submission of the approval form, by Sept. 30.</p>	<p>Program Registration (including registering for Psyc 6901, PhD Dissertation)</p> <p>All MSc.. requirements must be completed by Aug. 31 to be admitted into the Ph.D. program².</p>	<p>Program Registration</p> <p>Must register for PhD Research Practicum (Psyc 6091).</p>	<p>Program Registration</p>
Oct.	Finalization of MSc Thesis Supervisor by October 31.				
Nov.					
Dec.					
Jan.	M.Sc. Thesis Supervisory Committee must be chosen by Jan. 1 st (Supervisor + 1 member)		Ph.D. Dissertation Supervisory Committee must be chosen by Jan. 1 st .		
Feb.					
Mar.				Dissertation proposal approved by Dissertation Supervisory Committee ^{*4} and posted in the Dept. by March 31 st .	
April			Must register, select topics and committee members for Psychological Science Preliminaries (Psyc 6813) to be taken beginning of PhD year 2.	Dissertation proposal defense must be completed by April. 30.	PhD Research Practicum (Psyc 6901 must be completed by May 1; See Appendix 25 for evaluation form).
May	<p>M.Sc. Thesis proposal approved by Supervisory Committee and submitted for ethics approval by May 31.</p> <p>Annual Report Due – May 31^{*3}.</p>	Annual Report Due – May 31.	<p>Must have topic areas and readings list approved for Psychological Science Preliminaries (Psyc 6813) for beginning of PhD year 2; See Appendices 22 to 24 for necessary forms.)</p> <p>Annual Report Due – May 31.</p>	Annual Report Due – May 31.	Annual Report Due – May 31.
June					

July					
Aug	M.Sc. thesis proposal defense must be scheduled by August 31.	Completed MSc Thesis with all corrections must be submitted to Grad Studies, ready for binding by Aug. 31.			

*1 Completed thesis in Graduate Studies ready for binding by August 31st. (All course work complete, oral defense and corrections)

*2 Annual Reports are due May 30th of each continuing year until the program is completed.

*3 MSc. Thesis and Ph.D. dissertation approval by Committee = proposal and proposal oral defense passed by Committee, as indicated by submission of the appropriate form.

REGISTRATION MUST BE KEPT UP EVERY YEAR UNTIL GRADUATION

APPENDIX 3

Agreement of a Masters Thesis Supervisor

**LAKEHEAD UNIVERSITY DEPARTMENT OF PSYCHOLOGY
MASTERS PSYCHOLOGY PROGRAMS**

Agreement of A Thesis Supervisor

According to the graduate program deadlines in the Graduate Program Manual, Masters students must have selected a thesis supervisor no later than October 31st of Masters Year 1. By signing below, the faculty member agrees to supervise the student's Masters thesis. Please forward this form to Ms. Sheila Delin by October 31st of Masters Year 1.

Student Name: _____

Student Signature: _____

Date: _____

Supervisor Name: _____

Supervisor Signature: _____

Date: _____

APPENDIX 4**Masters Thesis Supervisory Committee Form****LAKEHEAD UNIVERSITY DEPARTMENT OF PSYCHOLOGY
MASTERS PSYCHOLOGY PROGRAMS**

(revised Aug 2013)

Masters Thesis Supervisory Committee Form

Please write down the names of the committee members below and submit this form to Ms. Sheila Delin no later than January 1st of Masters Year 1 (Psychological Science) or August 31st of Masters Year 1 (Clinical).

Student: _____

Thesis Supervisor: _____

Second Member of the Supervisory Committee: _____

Student's signature: _____ **Date:** _____

Supervisor's signature: _____ **Date:** _____

2nd Committee Member's signature: _____ **Date:** _____

APPENDIX 5**Ph.D. Dissertation Supervisory Committee Form****LAKEHEAD UNIVERSITY DEPARTMENT OF PSYCHOLOGY
DOCTORAL PSYCHOLOGY PROGRAMS**

(revised Aug 2013)

PhD Dissertation Supervisory Committee Form

Please write down the names of the committee members below and submit this form to Ms. Sheila Delin no later than January 1st of PhD Year 1.

Student: _____

Dissertation Supervisor: _____

Committee Member #2: _____

Committee Member #3: _____

Student's signature: _____ **Date:** _____

Supervisor's signature: _____ **Date:** _____

APPENDIX 6

Masters Thesis Proposal Approval Form

**LAKEHEAD UNIVERSITY DEPARTMENT OF PSYCHOLOGY
MASTERS PSYCHOLOGY PROGRAMS**

(revised Aug 2013)

Masters Thesis Proposal Approval Form

Name of student: _____

Thesis Title: _____

The Masters Thesis Supervisory Committee affirms that

1. the submitted thesis proposal is of satisfactory quality and meets the approval of the Committee, and that
2. the student is ready to defend their thesis proposal.

Supervisor Name

Supervisor Signature

Date

Supervisory Committee Member Name

Supervisory Committee Member Signature

Date

Note: This form has to be signed and submitted to the Graduate Administrative Assistant before the proposal defense is booked. Deadline for submission is May 31st of MA Year 1 (Psychological Science) or September 30th of MA Year 2 (Clinical).

APPENDIX 7**Ph.D. Dissertation Proposal Approval Form****LAKEHEAD UNIVERSITY DEPARTMENT OF PSYCHOLOGY
DOCTORAL PSYCHOLOGY PROGRAMS**

(revised Aug 2013)

PhD Dissertation Proposal Approval Form

Name of student: _____

Dissertation Title: _____

The Ph.D. Dissertation Supervisory Committee affirms that

1. submitted dissertation proposal is of satisfactory quality and meets the approval of the Committee and that
2. the student is ready to defend their dissertation proposal.

Supervisor Name_____
Signature_____
Date_____
Supervisory Committee Member #2 Name_____
Signature_____
Date

Note: This form has to be signed and submitted to the Graduate Administrative Assistant before the proposal defense is booked. Deadline for submission is September 30th of PhD Year 2 (Clinical) or March 31st of PhD Year 2 (Psychological Science).

APPENDIX 8

**Lakehead University Thesis/Dissertation
Oral Defense Evaluation Form**

(revised April 22, 2013)

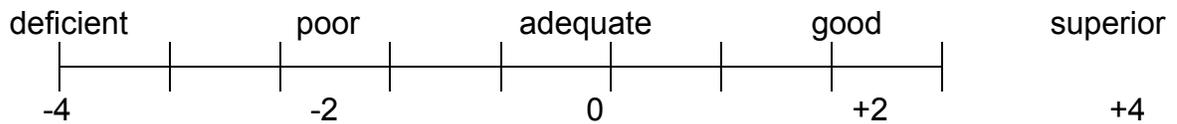
A successful defense is one in which the overall average score on the “Oral Defense Evaluation Form” is “0” or greater; an unsuccessful defense is one in which the overall average score is less than “0”.

Date:

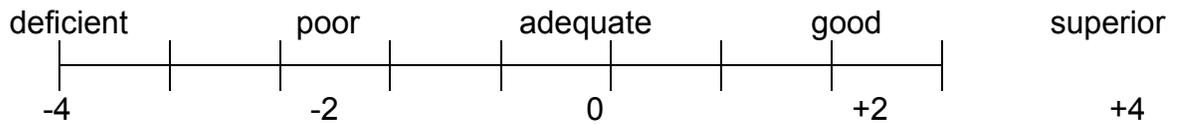
Student:

Thesis/Dissertation title:

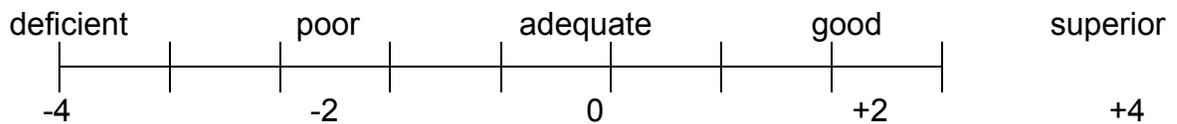
1. Were knowledge-based, factual questions answered adequately?



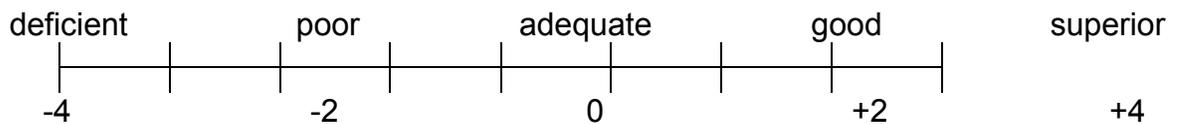
2. Were critical thinking, theoretical/applied questions answered adequately?



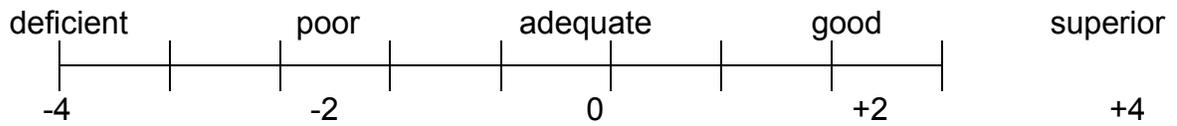
3. Were research design questions answered adequately?



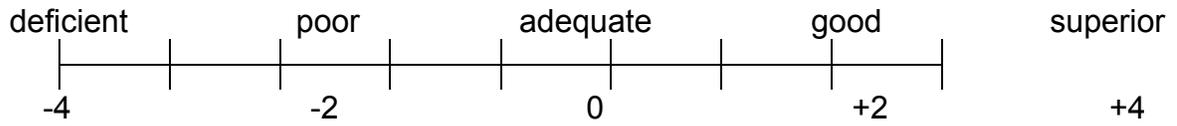
4. Were methodological/statistical questions answered adequately?



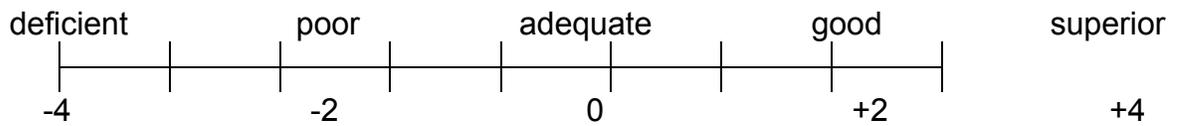
5. How thorough and understandable was the presentation?



6. How professional was the presentation?



7. In general, did the student demonstrate adequate knowledge of the project?



NOTE: The student will be provided with an anonymous summary of his/her ratings and comments.

Other comments:

APPENDIX 9

**Completion of Thesis/Dissertation Proposal Defense Form
LAKEHEAD UNIVERSITY DEPARTMENT OF PSYCHOLOGY
GRADUATE PSYCHOLOGY PROGRAMS**

(revised February 11, 2013)

Thesis/Dissertation Proposal Defense Form

Name of student: _____

Thesis/Dissertation Title: _____

The Supervisor and Defense Chair affirm that the student has successfully defended his/her thesis/dissertation proposal.

Supervisor Name

Supervisor Signature

Date

Defense Chair Name

Defense Chair Signature

Date

APPENDIX 10

(Ms. Lysenchuk will prepare form)

CONFIRMATION OF PSYCHOLOGY ETHICS REVIEWNAME OF
STUDENT:NAME OF
SUPERVISOR:THESIS : HBA HBSc MA MSc DISSERTATION: PhD

TITLE OF THESIS/DISSERTATION:

This is to confirm that I have read the thesis/dissertation
proposal by the above Psychology student
and recommend it be approved to continue.

Supervisory Committee Member

Date

Psychology Ethics Committee Member #1

Date

Psychology Ethics Committee Member #2

Date

Note: Students must submit a copy of this form, an electronic copy of their thesis/dissertation proposal and a copy of the Tricouncil's 'Certificate of Completion' to the Psychology Administrative Assistant <mlysench@lakeheadu.ca> before the proposal can be considered by the Psychology Ethics Committee.

APPENDIX 11

Introductory Psychology Research Participation Receipt
(1 bonus mark per hour's worth of participation)

Project #: _____

Name of researcher: _____

Date of participation: _____

Time in: ____am ____ pm

Time out: ____am ____pm

Participant name: _____

Student ID: _____

Course instructor: _____

Please check the following:

On-campus lab study? Yes (add 0.5 to credit hours) No

Participation credits approved for this study: _____

NOTE: Participants should keep a copy of this receipt for their own records.

APPENDIX 12

Links to Forms for the Final Masters Thesis Process

(Ms. Delin will prepare forms)

A list and description of all of the final forms for the Masters Thesis process can be found on the Faculty of Graduate Studies website, below. Please note that Ms. Delin typically prepares these forms in advance of the final thesis defense.

<https://www.lakeheadu.ca/academics/graduate/academic-information/degree-completion/thesis>

APPENDIX 13

Links to Forms for the Final Doctoral Dissertation Process

(Ms. Delin will prepare forms)

A list and description of all of the final forms for the Doctoral Dissertation process can be found on the Faculty of Graduate Studies website, below. Please note that Ms. Delin typically prepares these forms in advance of the final dissertation defense.

<https://www.lakeheadu.ca/academics/graduate/academic-information/degree-completion/dissertation>

APPENDIX 14**Policy on Program Deadlines and Academic Remediation****Preamble:**

The deadlines for all program requirements are as listed in the program manuals. All deadlines are firm and students who miss deadlines for program requirements may be required to undergo remediation. Deadlines for graduate course work are as outlined in the course outline and are at the discretion of the course instructor. Course instructors are encouraged to contact the Graduate Studies Committee to discuss cases where students are consistently or egregiously missing deadlines in their courses.

Remediation Policy for Thesis and Dissertation Proposals and Science Comprehensive Exams:

Students who miss the thesis/dissertation proposal or science comprehensive exam deadline will receive a letter from the Graduate Studies Committee (GSC). The letter will remind them of the missed deadline and state that a formal remediation will be required if the thesis/dissertation proposal or science comprehensive exam is not approved by the supervisory committee within six weeks of the original deadline. The letter will be copied to the thesis/dissertation supervisor(s) and a copy stored in the student's file.

Students who have not completed their proposal or exam within six weeks of the original deadline will be contacted by the GSC and required to complete a formal remediation plan. Such a student will receive a letter from the GSC chair and their area chair (Clinical or Psychological Science) informing them that remediation will be required. This letter will be placed in the student's file and copied to the supervisor(s). The student and their thesis/dissertation supervisor (and other committee members if necessary) will then be required to attend a meeting with the Graduate Studies Committee (GSC) to discuss the missed deadline and to develop the remediation plan. The plan will be signed by the student, the supervisor and the GSC chair and copies provided to each and stored in the student's file. Typically, the first remediation plan will provide the student with three additional months to complete their thesis/dissertation proposal or science comprehensive exam.

If the student's proposal or exam has not been approved by the supervisory committee within this timeframe, he or she will only be granted one additional remediation plan. The student, the supervisor, and GSC will meet again to develop this second three-month remediation plan. Failure to complete a second remediation plan will lead to consultation with the Chair of the Department and/or the Dean of Graduate Studies. In the absence of mitigating circumstances, students may be terminated from the program.

Initial Approval by GSC: October 19, 2009
Approval by Clinical Area: October 20, 2009
Re-approval by GSC: October 20, 2009 (by email)
Approval by department: October 23, 2009

Amended November 11, 2009
Re-approved informally by Department Nov 27/09

APPENDIX 15

GRADUATE FUNDING FOR PSYCHOLOGY STUDENTS (DRAFT)

INTERNAL FUNDING

Entrance Scholarships and Graduate Funding Packages for New Students

The Psychology Graduate Studies Committee usually receives funding from Graduate Studies to award internal scholarships to new graduate students each September. These scholarships will be awarded based on merit and information included in application materials. Incoming students to the M.A., M.Sc., and Ph.D. programs are automatically considered for these entrance scholarships. In situations where students are streamlined from our Master's into year one of our Ph.D. program, we will request up-to-date information at the time of the funding decisions.

Graduate Funding Packages for Returning Students

The Psychology Graduate Studies Committee usually receives funding from Graduate Studies to award internal scholarships to returning students each September. These scholarships will be awarded based on merit (which includes timely progress in the program). Students who are currently in the 1st year of the M.A./M.Sc. programs or the 1st and 2nd year of the Ph.D. program are eligible for these awards and are invited to submit an application if they can provide evidence of at least one external scholarship application or receipt of such funding in the past year (e.g., OGS, SSHRC, NSERC, CIHR). Information about applications for this funding is circulated to students each spring, and the application generally consists of the following (this information will be used in the selection process):

- (1) A cover letter. Information that the student believes is relevant to their application, in addition to their marks and research activity, can be described in the cover letter.
- (2) A copy of one's graduate transcript(s).
- (3) A list of research activity to date (including publications, funding, and research experiences). The listing must be in APA format and must differentiate between: (a) peer-reviewed and non-peer-reviewed output, (b) submitted, in press/accepted, or published/completed output, and (c) conference presentations, abstracts, papers, book chapters, etc.
- (4) Contributions to the profession and the field of Psychology and/or evidence of exceptional performance in clinical training or practica.
- (5) A copy of the completed thesis/dissertation progress checklist. Students can obtain this from Sheila Delin if they have not saved a copy of it. Missed program deadlines will be counted against the application.
- (6) Evidence of at least one external scholarship application or receipt of funding within the previous school year (i.e., since September) (e.g., OGS, SSHRC, NSERC, CIHR). This requirement ensures that students continue to apply for external funding given that this is the main source of graduate student funding.

EXTERNAL FUNDING

The Faculty of Graduate Studies website contains information regarding external funding opportunities for graduate students and instructions for applicants:

<https://www.lakeheadu.ca/academics/graduate/graduate-funding>

APPENDIX 16

Roles and Responsibilities of the Student Representatives

The primary role of the student representative is to liaise between the graduate student body and the faculty committees in the Department. This means facilitating the exchange of relevant information as well as soliciting and expressing consensus opinions during the committee meetings. While the student representative has a role in ensuring the needs and concerns of the students are heard, the first avenue for conflict resolution should always be the appropriate faculty member or supervisor. Student representatives will be selected at the beginning of each year on a volunteer basis. A vote will be held if multiple students are interested in attaining the same position.

1) Each program in the Department should have a senior student representative and an incoming student representative:

- Ph.D., Clinical Psychology
- Ph.D., Psychological Science
- M.A., Clinical Psychology
- M.Sc., Psychological Science

2) Student representatives sit on 3 committees that usually meet between once a week to once a month for 1 to 3 hours:

- Department of Psychology Committee
- Clinical Area Committee or Psychological Science Area Committee
- Graduate Studies Committee

3) Serving as a student representative is a 2 year commitment. One begins as an incoming representative and transitions to senior representative. This ensures that there is an experienced representative to mentor new students. Typically, the senior representative attends the bulk of the meetings, with the incoming representative filling in when necessary. This is a flexible process that is to be determined between the current representatives as per their availability.

4) One clinical or psychological science student representative from each level (i.e., M.A., M.Sc., and Ph.D.) is expected to attend the meetings of the Department of Psychology Committee and the Graduate Studies Committee. Clinical student representatives sit on the Clinical Area Committee, while psychological science student representatives sit on the Psychological Science Area Committee.

5) Student representatives are expected to advocate student issues and concerns during the Student Report section of each committee meeting. They are to send post-meeting summary reports to all graduate students via email after receiving a copy of the minutes from Sheila Delin or Mary Lysenchuk. A draft of this report must be sent to the chair of the committee in question and must receive approval prior to distribution in order to avoid miscommunication.

6) Student representatives recognize and acknowledge the sensitive and developmental nature of items discussed during clinical meetings and will use professional judgment when disseminating relevant information to the students and the program. An important goal of the student representatives is to encourage a positive and professional graduate department climate.

7) Student representatives are also responsible for scheduling two annual student meetings, to encourage discussion (such as what new courses might be desired) and promote a forum for student concerns. Faculty members are encouraged to provide student representatives with topics for which they would like feedback.

8) For voting purposes at Departmental and Graduate Studies Committee Meetings, the student representatives have 2 votes, split according to program streams. The attending Ph.D. clinical representative and M.A. clinical representative will jointly decide one vote, and the attending Ph.D. psychological science representative and M.Sc. psychological science representative will jointly decide the other vote. As a matter of convenience, the most senior student representative attending will cast the vote.

APPENDIX 17

Policy on Research Dissemination and Publication

The University has an important duty, grounded in the principles of science and in the public interest, to seek, preserve and most importantly to disseminate knowledge. As soon as possible, authors should seek an opportunity and appropriate outlet for dissemination of their work. All researchers (students and faculty) are expected to behave in an ethically appropriate manner beyond their immediate graduate student/supervisory relationship, with respect to intellectual property rights, dissemination of research data, and in making decisions on authorship and publication of joint research. For graduate theses and dissertations, the student and the supervisor(s) are typically considered collaborators on the research project. All collaborators share responsibility for the content and ideas expressed in a publication and should agree to the time and place of presentation or publication, and on matters of authorship. Unless there is an explicit agreement to the contrary, the supervisor(s) and/or collaborator(s) must be directly involved in any decision to disseminate or publish data and under what authorship. Note that individual(s) listed as Principal Investigator(s) on Research Ethics Board or funding proposals are ultimately responsible for the project. No party should unreasonably suppress or delay presentation or publication of completed work. All reasonable efforts should be made to contact all collaborators; however, the inability to contact a student collaborator to obtain agreement should not prevent dissemination of work in a timely manner.

Dissemination of research findings that are deemed to be complete by the faculty member should occur immediately, unless in circumstances where data must be kept confidential, and should generally not exceed **12 months*** post-graduation. Individual supervisors should set appropriate timelines for publication of work in consultation with the student and other collaborators. If a student, after reasonable attempts to contact have been made, does not indicate intent or show evidence of significant effort to effectively proceed with the publication of the research findings from their thesis or research project, the supervisor along with, if applicable, other collaborators may independently proceed to submit the findings for dissemination (e.g., conference proceedings, publication). Decisions such as: (a) whether or not the student should be included as an author, (b) order of authorship, and (c) acknowledgement of student contributions will ultimately be at the discretion of the supervisor in accordance with APA regulations. Faculty must appropriately acknowledge the student's effort and contribution.

If problems associated with authorship or research dissemination arise, the parties should attempt first to resolve any difficulties informally amongst themselves. If informal discussion does not lead to a resolution then other members of the department should become involved in seeking an acceptable resolution. If a satisfactory solution is not reached, then formal procedures should be followed. In resolving a conflict that involves a student, parties must in all cases be mindful of the power differential in the student/supervisor or student/faculty member relationship.

*Note. This excludes parental and medical leaves

** Note. See the following websites for comparable policies at other Canadian Universities

o <http://www.queensu.ca/sgs/academicsupport/graduatesupervisionguide.html>
<http://www.yorku.ca/grads/policies/fgsintellectualpropertypolicy1996.pdf>

APPENDIX 18

Psychology Graduate Student Code of Behaviour

It is the responsibility of the Lakehead University psychology graduate student to become familiar with the code of behavior outlined below and to behave accordingly. Failure to comply may result in an on-file reprimand and/or removal from the program.

1. Conform to University, Faculty and Program requirements and procedures for completion of the master's or doctoral degree with regards to such matters as research ethics, registration and graduation requirements, and quality standards of thesis or dissertation style.
2. Establish a timetable with the supervisor for all stages of thesis or dissertation development, and attempt to meet appropriate deadlines. This includes meeting regularly with the supervisor to review research progress.
3. Students are to give serious consideration to and to respond to advice and criticism received from their supervisor and other members of their research committee.
4. Students are to recognize that the supervisor and committee members may have other teaching, research, administrative, and service obligations, which may preclude their immediate response. Students need to develop their schedules accordingly.
5. All students are required to prepare an annual progress report and to submit it by the deadline.
6. Students are expected to attend and actively participate in departmental presentations both to enhance the breadth of their research exposure and to contribute to the scholarly culture of the department.
7. Students are to keep the supervisor and graduate program office informed of their contact information, and should respond appropriately to all communications received.
8. Students are to realize that their research is a component of the supervisor's research program, and joint publication is envisaged. Both the supervisor and student are jointly responsible for use of data and for the dissemination of research findings. In such cases, the thesis or dissertation, or draft papers, together with a copy of the raw data, must be made available to the supervisor prior to submission for publication. If a student decides not to advance his/her findings within one year (or earlier in some circumstances), the supervisor and relevant collaborators are free to pursue publication of such findings as per the department's Policy on Research Dissemination and Publication.
9. Students are to conform to basic principles of academic integrity and professionalism. This includes their relations with academic and administrative committees, all other scholars, and any interactions with the broader community. The entire program of graduate studies shall be conducted under the strictest rules of ethics and academic honesty. Consult the Lakehead University Code of Student Behaviour and Disciplinary Procedures and the Faculty of Graduate Studies Supervisory Policy for further policies, regulations, and information.

APPENDIX 19

Clinical Science Comprehensive Examination (Psychology 6812)

Preamble

Comprehensive examinations assess the student's general preparation for the Ph.D. degree and assess specific areas of study in which the student may require further work (content, methodology, and/or theory). The examinations assess the student's ability to integrate material from divergent areas, to reconcile theoretical, methodological, clinical or empirical issues, and to think creatively. There are two such examinations: Clinical Practice Comprehensive Examination (Psychology 6811) and the Science Comprehensive Examination (Psyc 6812). Continued registration in the Ph.D. Clinical Psychology program rests upon successful completion of both Comprehensive Examinations. This document provides information on the Science Comprehensive Examination.

The purpose of Science Comprehensive Examination is to assess the student's ability to integrate and critically evaluate an area of psychology from a scientific perspective. It can take one of two forms – a written comprehensive paper or an original research project that results in a research paper. The student works independently on the examination. The paper or research project should be outside the student's area of dissertation research or a research project.

The student has to register for the Science Comprehensive Examination by September 30th of Ph.D. Year 2. S/he provides a formal written document informing the program director of the intended format of the Examination (paper or research topic) and the membership of the Science Comprehensive Examination Committee. This committee, which consists of three Psychology faculty members, evaluates the Science Comprehensive Examination. In certain instances, one of the committee members may be an Adjunct Faculty, a faculty member from another department, or an individual external to the university who has expertise in the area under examination. Proposed committee members from outside of the department or university must be approved by the GSC and then by the department through a 3-working-day departmental posting of the individual's CV. Note that all committee members must have a Ph.D degree. The Chair of the Science Comprehensive Examination Committee is a full-time Psychology faculty who is responsible for organizing the committee during evaluation time and for ensuring that the student receives credit on the transcript upon successful completion of the Science Comprehensive Examination.

Written Essay Topic

This format of the Science Comprehensive Examination consists of a written comprehensive paper that has to be submitted for evaluation to the Science Comprehensive Examination Committee. The topic is selected by the Science Comprehensive Examination Committee with input from the student. However, the final decision rests with the Committee. The topic has to be unrelated to the student's dissertation. The student enters into an initial consultation with the Committee in which the following expectations are outlined:

- the subject area
- goals and objective of the paper (e.g., questions to be addressed in the essay), its evaluation criteria, specifications on how the comprehensive paper differs from a typical graduate term paper, and deadline for submission of the paper
- evaluation criteria
- deadline for submitting the comprehensive paper

Based on the initial consultation, the student develops a Science Comprehensive Examination proposal. The proposal should indicate the goals and objective of the paper and a preliminary list of references. The proposal is forwarded to the Committee for approval.

After the proposal has been approved, the student works on the paper independently. The student has to submit the paper, written in APA format, by the deadline set by the Committee. It should have a cover page with the

title of comprehensive paper, the name of the student, date of submission, indication that it is a Science Comprehensive paper, and the names of the Committee members.

Research Topic

This examination involves the student undertaking a research project and producing a subsequent research paper. The topic is selected by the student but subjected to the approval of the Science Comprehensive Examination Committee. The topic has to be unrelated to the student's dissertation. The student enters into an initial consultation with the Committee in which the following expectations are outlined:

- the subject area
- goals and objective of the research project (e.g., questions to be addressed in the project)
- the evaluation criteria
- deadline for submission of the paper

Based on the initial consultation, the student develops a research proposal for the Science Comprehensive. The research proposal should consist of a short literature review followed by the types of information required by the Lakehead University Research Ethics Board (REB) for ethics submission. It is preferable that the proposal be in a state ready for ethics submission to the REB. The research project must meet the Tri-Council ethics guidelines.

Once the research proposal has been accepted by the Committee, it is submitted to the REB for ethics clearance. Following ethics clearance, the student implements the project, analyses the data and writes up a research report following APA format. After the research report has been completed, it is submitted to the Committee for evaluation.

Completion of the Clinical Science Comprehensive Examination

A "pass" on the examination is confirmed by completion of the "*Clinical Science Comprehensive Examination Completion Form*" (Appendix 20). *Once this form is signed by all committee members, the Chair of the examination ensures that the student receives credit on his/her transcript for completion of the examination.*

APPENDIX 20**LAKEHEAD UNIVERSITY DEPARTMENT OF PSYCHOLOGY****Ph.D. Clinical Science Comprehensive Examination (PSYCH 6812) Completion Form****Name of Student:****Science Comprehensive Title:**

The Science Comprehensive Committee affirms that the Science Comprehensive paper is of satisfactory quality and meets the approval of the Committee

Committee Chair_____
Date_____
Name_____
Date_____
Name_____
Date

Note: This form has to be signed and submitted to the Graduate Administrative Assistant before a Mark Change form can be submitted.

MSc Psychological Science
Graduate Student Annual Report
Supplemental Feedback Form

(revised 29 June, 2009)

Students whose progress is below/behind expected progress in any of the categories shown on the feedback form must provide a written plan indicating when they will address their outstanding requirements. The plan must be handed in to the Director of Experimental Training within two weeks of receiving this feedback form, and must include a timeline of progress with specific dates to achieve each goal, and must be signed by the thesis supervisor. In 6 months' time, such students must also submit a brief report on their progress in addressing the outstanding requirements.

Further Comments:

APPENDIX 22

LAKEHEAD UNIVERSITY DEPARTMENT OF PSYCHOLOGY

Ph.D. Psychological Science Preliminary Exams (PSYC 6813) Approval Form

Name of Student: _____

Proposed Science Comprehensive Areas:

EXAM 1 (brief title or heading of area) _____

EXAM 2 (brief title or heading of area) _____

Please attach the readings lists for both exam areas for committee and PSD approval.

The Science Comprehensive Committee affirms that the Science Comprehensive exam areas and associated student-generated readings lists are of satisfactory quality and meet the approval of the committee members and Psychological Science Director.

Committee Member (Exam 1) _____ **Date** _____

Committee Member (Exam 2) _____ **Date** _____

Psychological Science Director (PSD) _____ **Date** _____

Note: This form needs to be signed and submitted to the Graduate Administrative Assistant by Year 2 prior to scheduling dates to take the two exams.

APPENDIX 23

LAKEHEAD UNIVERSITY DEPARTMENT OF PSYCHOLOGY

Ph.D. Psychological Science Preliminary Exams (Psyc 6813) Scheduling Form

Name of Student: _____

Science Comprehensive Exam 1

Date:

Time:

Location:

Science Comprehensive Exam 2

Date:

Time:

Location:

The Science Comprehensive Committee affirms that the Science Comprehensive exams will be scheduled for four hours each at the designated times and locations.

Committee Member (Exam 1) _____ **Date** _____

Committee Member (Exam 2) _____ **Date** _____

NOTE 1: The Science Comprehensives must be approved and submitted to the Graduate Administrative Assistant prior to scheduling.

NOTE 2: The two exams must be taken within 2 weeks of each other.

NOTE 3: This form must be submitted to the Graduate Administrative Assistant prior to taking the exams. Failure to do so will result in automatic disapproval and failure by the Psychological Science Director and the GSC.

APPENDIX 24

LAKEHEAD UNIVERSITY DEPARTMENT OF PSYCHOLOGY

Ph.D. Psychological Science Preliminary Exams (Psyc 6813) Completion Form

Name of Student:

Science Comprehensive Exam Areas:

Exam 1 Area: _____

Exam 2 Area: _____

The Science Comprehensive Committee and the Psychological Science Director affirm that the Science Comprehensive Exams have been satisfactorily completed and passed.

Committee Member (Exam 1)

Date

Committee Member (Exam 2)

Date

Psychological Science Director

Date

Note: This form has to be signed and submitted to the Graduate Administrative Assistant before a Mark Change form can be submitted.

APPENDIX 25

**Lakehead University Psychological Science Research Practicum
(Psyc 6091) Evaluation Form**

(This form must be completed by each supervisor at the end of the course practicum. The original should be sent to the Psychological Science Director, PSD.)

Student: _____
PSYC 6091 Enrolment Dates: from: _____ **to:** _____
Supervisor(s): _____

A) KNOWLEDGE AND SKILLS

1. General knowledge of psychological theory relevant to research questions:

- Not observed/not applicable. Shows inadequate knowledge and little effort to acquire that knowledge.
- Shows less than minimal amount of knowledge related to research problems. Shows adequate comprehension and relates theory to research questions. Shows above average knowledge and displays insight in relating this knowledge to research questions. Demonstrates superior comprehension of theory and integrates these into research work.

Strengths: _____

Areas for Improvement: _____

2. Skills in developing appropriate research methodologies such as recognizing potential research confounds and addressing such confounds with adequate design:

- Not observed/not applicable. Unable to implement basic methodological skills without assistance.
- Demonstrates basic methodological skills; needs frequent assistance. Demonstrates basic methodological skills; occasionally requires assistance. Demonstrates a variety of methodological skills; requires minimal assistance. Demonstrates a variety of high-level methodological skills with minimal assistance.

Strengths: _____

Areas for Improvement: _____

3. Effectiveness at implementing research design:

- Not observed/not applicable. Unable to implement basic methodological procedures without assistance. Demonstrates basic procedural skills; needs frequent assistance. Demonstrates basic procedural skills; occasionally requires assistance. Demonstrates a variety of procedural skills; requires minimal assistance. Demonstrates a variety of high-level procedural skills with minimal assistance.

Strengths: _____

Areas for Improvement: _____

4. Skills with data management and analysis:

- Not observed/not applicable. Unable to implement basic management and statistical skills without assistance. Demonstrates basic management and statistical skills; needs frequent assistance. Demonstrates basic management and statistical skills; occasionally requires assistance. Demonstrates a variety of management and statistical skills; requires minimal assistance. Demonstrates a variety of high-level management and statistical skills with minimal assistance.

Strengths: _____

Areas for Improvement: _____

5. Interpretation and presentation of findings:

Not observed/not applicable. Interpretations and presentations are inadequate or reflect inadequate understanding/poorly organized. Interpretations and presentations are complete but poorly organized; requires frequent assistance. Interpretations and presentations reflect adequate understanding; occasionally requires assistance. Interpretations and presentations are timely, concise, and reflect good understanding; requires minimal assistance. Interpretations and presentations are of outstanding quality and reflect excellent understanding.
Strengths: _____

Areas for Improvement: _____

6. Dissemination of findings including writing skills and ability to submit final document ready for publication:

Not observed/not applicable. Consistently inadequate and/or tardy in the development and return of drafts; requires frequent and major revisions. Written drafts are complete but require major revisions. Written drafts are prompt and capably completed; requires some revisions. Written drafts are concise, timely, and reflect good understanding; requires minor editorial revisions. Reports are of outstanding quality and reflect excellent understanding; requires minimal, if any, revisions.
Strengths: _____

Areas for Improvement: _____

B) LEVELS OF PROFESSIONALISM

7. Ethics:

Not observed/not applicable. Always fails to consider potential ethical concerns. Often fails to consider potential ethical concerns. Occasionally fails to consider potential ethical concerns. Reliably considers potential ethical concerns. Consistently arrives at good ethical decisions even on highly complex matters.
Strengths: _____

Areas for Improvement: _____

8. Professional presentation (include such points as experiment preparedness and conduct with research participants):

Not observed/not applicable. Always fails to consider professional demeanor. Often fails to consider professional demeanor. Occasionally fails to consider professional demeanor. Reliably considers professional demeanor. Consistently presents a high-level of professionalism.
Strengths: _____

Areas for Improvement: _____

9. Knowledge of limits of competence:

Not observed/not applicable. Regularly fails to consider own limits of competence in work with participants, colleagues or other professionals. Often fails to consider own limits of competence in work with participants, colleagues or other professionals. Occasionally fails to consider own limits of competence in work with participants, colleagues or other professionals. Reliably considers own limits of competence in work with participants, colleagues or other professionals. Demonstrates an excellent understanding of limits of competence, consults with colleagues or other professionals when necessary and appropriate.
Strengths: _____

Areas for Improvement: _____

General Comments: *(Supervisor(s), please comment on any additional skills and abilities you feel important to this evaluation)*

Supervisor(s) Signature: _____ Date: _____

_____ Date: _____

Practicum Student Signature: _____ Date: _____

PSD Signature: _____ Date: _____