

Clinical Psychology Handbook
Queen's University

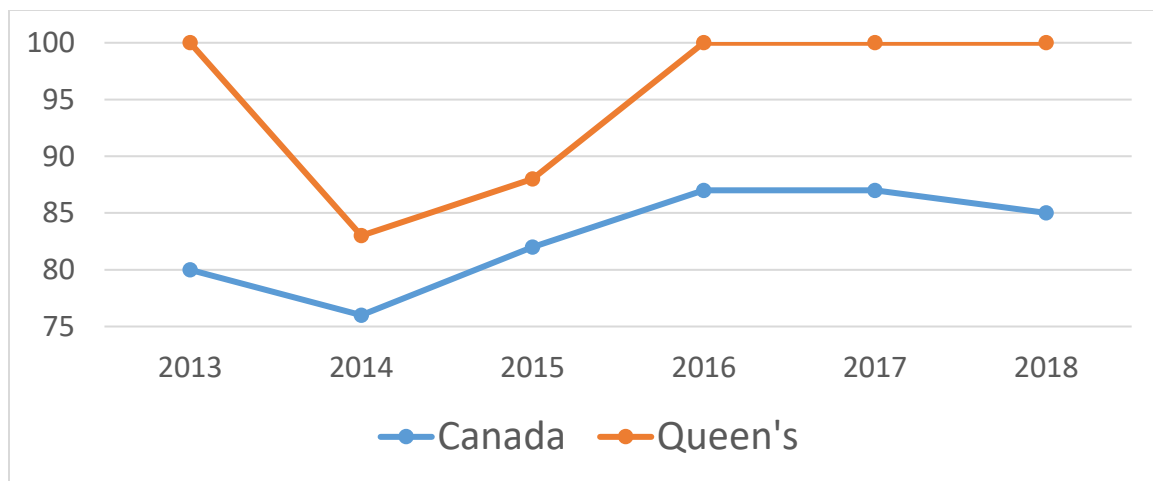
Section 1: Introduction

Welcome to the Clinical Psychology Program at Queen's University! Congratulations on joining one of Canada's oldest and most high achieving programs in training in the science and practice of clinical psychology. The Clinical Program at Queen's has been in existence since 1959 and has been continuously accredited by the Canadian Psychological Association since 1992. This manual will provide you with the foundational information you will need to prepare yourself for successful graduate study.

Our Clinical Students

We have been very successful in meeting our goals. Nearly all of our students in clinical psychology pass their required and elective core courses and their practicum courses. In addition, all students in the past five years have passed their written and oral comprehensive examinations. All students whose Master's theses and doctoral dissertations have come to defense have passed. Finally, all students who have applied for internship over the past five years have been successfully matched, nearly all of them during the first round of matching and over 50% of them at one of their top two ranked choices.

Figure 1: Proportion of students matched during Phase I at Queen's and across Clinical Programs in Canada.



We pride ourselves in accepting the top students in the country to our graduate program. Each year we receive approximately 125 applications to the clinical program, from which we accept 5-6 students, on average. We have a diverse student body. Our current students range in age from 22-31, approximately 88% are female and 12% are male. Approximately 75% are of European ancestry, 12% are of East Asian ancestry, 11% are of South Asian ancestry, and 2% are of South American/hispanic ancestry. These

students hail from the top schools in Canada and abroad, and bring with them a diversity of research and clinical backgrounds.

Students who complete our program will be very well-prepared to pursue careers in a variety of settings. Our graduates are currently working as academic researchers in departments of Psychology and Psychiatry, practicing clinical psychologists in academic medical settings, tertiary psychiatric centres, community mental health centres, and private practice.

Association of Graduate Students in Psychology (AGSIP)

One of the most important support systems you will have in the program is AGSIP. [AGSIP](#) is composed of all psychology graduate students at Queen's University. Here you will find contact information for the executive and area reps, and minutes from exec meetings. You can also view our [constitution](#).

If you need to reach the AGSIP executive, or if you have any comments on this website, please contact the respective member from the list of [Contacts](#).

Our social committee organizes a number of events throughout the year. To stay tuned, [like us on Facebook](#)!

The Clinical Psychology Outreach Program also runs a number of evidence-based mental health events throughout the year, including the [Got Your Back! campaign](#), a week of workshops and talks aimed at promoting peer support. All interested grad students are encouraged to join the team! Find out more at www.gotyourbackqueens.ca.

Student Representatives for Committees and Associations (2018-2019)

PhD3 Mood lab	Chloe Hudson
PhD2 Sexual Health Research Lab	Robyn Jackowich
PhD2 Cognition in Psychological Disorders Lab	Melissa Milanovic
PhD1 Cognition in Psychological Disorders Lab	Tanya Tran

Mission Statements

Mission Statement of Queen's University Psychology:

The mission of the graduate program in psychology is to build on the strength of its students, faculty, and staff in providing an internationally renowned program that is known for: the excellence and integrity of its faculty, students, and training; the innovation and value of its research, scholarship, and skill development; and the

fostering of leadership in the delivery of service to the community, to the field of psychology, and to society.

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

The mission statement of the Doctoral Program in Clinical Psychology at Queen's is as follows: "to educate psychologists who will be proficient in both the scientific and clinical aspects of their profession, and who are capable of working in a variety of settings".

Goals and Objectives

Clinical Program Goals and Objectives

The major Goals of the Doctoral Program in Clinical Psychology are as follows:

1. To transmit a breadth of knowledge of the field of Clinical Psychology
2. To train students in conducting and evaluating empirical research
3. To train students to acquire competence in clinical assessment, interviewing and intervention.

The graduate program will be an integrated, organized structure that: develops scientific, critical thinking, and communication skills; promotes freedom of inquiry and expression; attracts high quality students to Queen's University; trains students in skills relevant for employment in a variety of psychological contexts, such as academic, government, and private sector settings; develops leaders in the discipline of psychology in both scientific and applied contexts; achieves an appropriate balance between research and applied components of psychology; responds flexibly to meet the changing needs of students and the profession; promotes professional and scientific responsibility and integrity; provides an environment that respects the equal dignity of all persons and the right to freedom from harassment, intimidation, and discrimination.

The program adheres to a scientist-practitioner model of training with greater emphasis on scientific training. The major aim is not only to transmit existing knowledge, but to develop constructively critical attitudes and creative skills in psychologists who are dedicated to clinical psychology as a scientific profession, so that they will be able to make useful and novel contributions to the solution of problems arising in clinical settings. All three functions of clinical psychology are stressed: assessment, treatment and research. Objective methods are preferred in assessment, and the major emphasis in treatment is on empirically-based methods. Instruction emphasizes cognitive-behavioural approaches, although reference is also made to other psychotherapeutic approaches as well as physical methods of treatment.

The Clinical Program meets these goals by providing instruction in the five core areas of clinical psychology (biological, cognitive-affective, and social bases of behaviour, individual behaviour, and history and systems of psychology), statistical and research

methods, and methods of assessment and intervention. The Clinical Program meets these goals also by providing in-depth practical experience in assessment and intervention, as well as by requiring directed thesis research, and by providing other collaborative research opportunities.

The Clinical Program has a large variety of training resources at its disposal. We have a very active Psychology Clinic that provides practicum training to all students in the program through supervision by core faculty members. We are also very fortunate to have a large number of diverse practicum settings in the community. Our test library is stocked with the most up-to-date assessment tools relevant to the current practice of Psychology, as well as a large historical collection of tests.

Our research facilities are also superior. We have a fully research-dedicated magnetic resonance imaging scanner housed within the affiliated department of Neuroscience. Within the department, students have access to a wide variety of research tools, including equipment for brain electrophysiology, eye tracking, motion capture, behavioural analysis, structured diagnostic assessment, physiological pain assessment, cognitive assessment, and, through outside collaborations, genetic and neurohormonal assessment. Laboratories in the department have dedicated site licenses for a number of software research tools (e.g., SPSS, SAS, ePrime, MatLab, etc.).

The Clinical Psychology program is accredited by the Canadian Psychological Association. CPA Head Office, 141 Laurier Avenue West, Suite 702, Ottawa, ON K1P 5J3. The Clinical Psychology Program accreditation was renewed for 5 years in the 2014-5 year. Please [click here](#) to see the Public Disclosure Tables (PDF, 12.9 MB) that were submitted to the CPA in September 2017.

Here you will find info about our faculty, their research, our graduate studies program, and the classes we offer to undergraduate students in Psychology and related disciplines.

Contact the Clinical program chair:

Christopher Bowie, Ph.D., C.Psych. Chair

dct@queensu.ca

Links of interest:

- Canadian Psychological Association
- (Please click for the most recent version of the Canadian Code of Ethics for Psychologists)
- College of Psychologists of Ontario
 - The Office of the Privacy Commissioner of Canada

Areas of Research Focus Within the Department:

Research is at present being carried out in the following areas: brain function; neuroplasticity; behavioral neuroscience; psychopharmacology; evolutionary psychology; animal learning and behavior; sleep; psychophysics; motor control and action; visual perception and physiology; auditory perception; tactile and haptic perception; multimodal perception; sensory interfaces for teleoperation and virtual-reality systems; perceptual learning; psychology of music; cognitive neuroscience; cognitive processes; computational modelling of basic cognitive processes; decision and classification; memory; psychology of reading; letter and word identification; language learning; psycholinguistics; cognitive development; infant development; developmental disabilities; early experience; aging; social cognition; attitudes; psychometrics; clinical assessment; behaviour analysis; health psychology; child and adult mental health; intervention; rehabilitation; parenting; addiction; eating disorders; psychology and the law; delinquency; eyewitness psychology.

Work Environment

Graduate students are provided with workspace within their supervisors' research laboratories. The nature of this space varies depending upon the supervisor's lab design. Some supervisors have a room devoted to their graduate students where each student has their own desk and workspace. In other labs students work in common areas of the lab, such as meeting rooms or data rooms. In addition, in 2009, a large classroom in Humphrey Hall was converted into a workspace for graduate students. This room can accommodate up to 10 graduate students in a cubicle-like design and it has a large group area to facilitate interactions among the graduate students. The advantage of this room is that it encourages graduate students to work together even if they are not in the same lab, and it allows graduate students to have access to a comfortable space on campus if their lab environment is not suitable for more focused and sustained tasks, like writing (for example, if the lab is too crowded or noisy at particular times of the semester). In addition, the rooms (six workspaces, three assessment rooms, two treatment rooms, one conference room) in the Psychology Clinic are available for any activity related to the Clinic (e.g., supervision, report-writing, research).

The Psychology graduate program has four main research clusters:

1. Clinical Psychology (accredited by the Canadian Psychological Association)
2. Brain, Behaviour and Cognitive Science (BBCS)
3. Developmental
4. Social-Personality

Organization of the Department

Head of Psychology Department	Dr. Wendy Craig	psychead@queensu.ca
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Director of Clinical Training	Dr. Christopher Bowie	bowiec@queensu.ca
Coordinator of Graduate Studies	Dr. Tara MacDonald	tmacdon@queensu.ca
Director of Psychology Clinic	Dr. Tess Clifford	tess.clifford@queensu.ca

SECTION 2: ORIENTATION TO QUEEN'S AND THE PSYCHOLOGY DEPARTMENT

Map of campus

A general orientation to Queen's University and Living in Kingston can be found here:

<https://www.queensu.ca/orientation/home>

Queen's University's School of Graduate Studies (SGS) has resources for student orientation as well: <https://sgps.ca/>

Resources Within the Department

Graduate Assistant	Amanda Miller	psycgrad@queensu.ca
Director of Clinical Training	Chris Bowie	dct@queensu.ca
Coordinator of Graduate Studies	Tara MacDonald	tmacdon@queensu.ca
Head of Psychology Department	Wendy Craig	psychead@queensu.ca
Director of Psychology Clinic	Tess Clifford	tess.clifford@queensu.ca
Psychology Clinic Secretary	Stacey Burns	psycclin@queensu.ca
Administration (paperwork, general admin, keys)	Amanda Miller	psyc.admin@queensu.ca
Administration (Financial reimbursement)	Janessa Shorrock	janessa.shorrock@queensu.ca
Computer/laptop problems	Justin Siu	siuj@queensu.ca
Computer/laptop problems	Chris Degen	chris.degan@queensu.ca
Web developer and graphic design	Eric Brousseau	eric.brousseau@queensu.ca
Office furniture/carpentry	Rick Eves	rne@queensu.ca

Psychology Research and Meeting Space

Student Facilities and Services

Book Store

The Queen's book store is a not-for-profit corporation established in 1909 by two engineering students who were attempting to offer their peers more reasonably priced supplies than could be found in downtown Kingston. The bookstore has a general discount of about 7% below suggested list price on a wide range of a required course materials. The Bookstore also promotes new and cost-effective methods of information

dissemination such as Custom CourseWare as a means to cut costs and increase efficiency. In addition to course materials, students can purchase apparel and gifts. Located: 5 Field Company Ln, Kingston, ON K7L 3N6

Four Directions Indigenous Student Centre

Four Directions Indigenous Centre strives to be a home away from home for Indigenous students and a site of information and support for the broader Queen's community. It is a hub of activity and we welcome and encourage everyone to drop in and learn about the [supports and services](#) available.

Located in a historic home., we offer many amenities. Come and hang out or study in our lounge with free wifi and cable TV, grab a snack or a meal in our fully equipped kitchen, and do your laundry for free!

Queen's University is situated on traditional [Anishinaabe](#) and [Haudenosaunee Territory](#)

Located: [144 & 146 Barrie St](#)

Computer Labs

Queen's has a number of computer stations available for research with access to specialized software. Designated research stations are available to all members of the Queen's community with an active NetID.

[Stauffer Library Computers](#) – Located on the ground floor, Stauffer Library

[Douglas Library Computers](#) – Located on the 5th level (1st floor), Douglas Library

[Education Library Computers](#) – Located on the ground floor, Education Library

Personal Counselling

Counselling Services supports the personal, academic and social development of students at Queen's University by providing a range of programs and services appropriate to student needs. To make an appointment with an experienced professional counsellor for confidential crisis support or one-to-one counselling students can contact us at 613-533-6000 x78264. You can reach us Monday – Friday, 8:30 am – 5:00 pm.

Located: La Salle building (upstairs) 146 Stuart Street

Students in the Clinical Program in Psychology are in an unusual situation in that accessing services and supports from the Health Counselling and Disability Services can be problematic because they may be working in this setting as a practicum student or one of their courses may be taught by one or more of the clinicians in this setting. We have a special arrangement with the Queen's Employee Assistance Program to permit students in Clinical Psychology to access services under the Queen's EAP. The Queen's EAP employs clinicians at arm's length from Queen's, and thus students would not be at risk of encountering one of their clinical supervisors or instructors when seeking assistance. This arrangement makes it possible to avoid dual relationships and to maintain student confidentiality.

Career and Educational Counselling

If you are a current or recent graduate (within one year) or professional student at Queen's, we can help. Career Services has extensive experience working with graduate and professional students. Whether you're thinking about continuing on in academia or wondering how to make the leap elsewhere, we have strategies and resources for students just like you.

We help graduate students strategize about topics such as:

- Career options with a graduate degree
- Finding a job in academia
- Finding a job outside academia (business, industry, government, etc)
- To PhD or not to PhD
- Leaving a graduate degree before completion
- Academic interviewing
- Fine-tuning a CV or converting CVs to resumes
- Graduating job search strategies
- Maximizing impact at career fairs
- Assessing offers

Located: Gordon Hall, 74 Union St. W

Queen's Crisis Team

English Language Support

The Conversation Group meetings are intended to help degree students, int'l staff and their partners who wish to improve their English language skills. The sessions include group activities and discussions. International students and staff (including spouses) are welcome to visit any group session. Formal registration is not required.

Queen's University offers additional ESL/EAL English as Additional Language support (writing skills, reading, pronunciation, study skills, and more) at [Student Academic Success Services \(SASS\)](#) in Stauffer Library.

Located: 87 Union St (within the JDUC)

Queen's University International Centre (QUIC)

Queen's University International Centre (QUIC) is a support service for all members of the Queen's community and through its activities promotes an internationally informed and cross-culturally sensitive learning environment.

[Click here for QUIC's International Student Guidebook](#)

Chargers, Cables & Technology Borrowing

All of our libraries have a variety of equipment you can borrow on 3-hour loan. They have:

- Mobile phone chargers
- Laptop power adapters
- Laptop computers
- Laptop projectors
- Headphones
- Cables and adapters
- Power bars
- Wireless microphones

- Portable CD/DVD players

Please see the following pages for detailed inventories of the equipment available at each of our locations:

[Stauffer Library](#)

[Douglas Library](#)

[Bracken Health Sciences Library](#)

[Education Library](#)

[Lederman Law Library](#)

Libraries

Bracken Health Sciences Library - The Bracken Health Sciences Library at Queen's University in Kingston, Ontario, Canada, occupies two floors of Botterell Hall. It offers complete library services and its staff are committed to excellent user service. The library is open 100 hours per week, with extended exam-study hours towards end of semester.

Located in Botterell Hall, 18 Stuart St

Douglas Library - The Library provides the information services and resources you need for your learning and research, and space for contemplation and collaboration. Douglas includes the **W.D. Jordan Rare Books & Jordan Special Collections**.

Located at: 93 University Ave

Education Library - The Library provides the information services and resources you need for your learning and research, and space for contemplation and collaboration.

Located: Duncan MacArthur Hall, 511 Union St W

Stauffer Library – The Library provides the information services and resources you need for your learning and research, and space for contemplation and collaboration. Stauffer includes the Queen's Learning Commons (QLC) and the Adaptive Technology Centre.

Located: 101 Union St W, Kingston

Lederman Law Library – The assist with legal research and offer training and research support to law students, faculty, and other members of the Queen's community.

Queen's University Library's legal resources are found online and at the William R. Lederman Law Library, located on the second and third floors of the Faculty of Law in Macdonald Hall.

Located: 128 Union St W, Kingston

Room Bookings Within Libraries

When its time to study or collaborate as a group they have the space you need. Queen's students, staff and faculty can reserve group study rooms.

[Click here to book a room in one of our many libraries](#)

When a group study room is not available we have a selection of general [Study Space](#) available throughout our locations.

Designated [Research Stations](#) are also available for reservation. Please select your location to see a list of available computers.

Student Wellness Services

Queen's Student Health Services offers booked appointments with physicians and nurses as well as walk-in appointments for urgent care during the academic year (September to April). There are also booked appointments on Tuesday and Thursday evenings from September through April and we are open year round for booked appointments. Health Services (HS) is a clinic with [doctors, nurses, psychiatrists and administrative staff](#) and can act as your family physician while you are away from home.

Located: Lasalle Building, 146 Stuart Street

Health Promotion

Health Promotion is a student-focused service that aims to support and improve student health and well-being. Working across the interconnected domains of physical, mental and social health, and following an evidence-based public health framework, we use a diverse range of activities to encourage increased individual and community control over factors that affect health. Health Promotion works to foster knowledge and skills and the policy and environmental supports to help students engage in safer and healthier lifestyles.

Located: Mitchell Hall (first floor), 69 Union Street

The Printing and Copy Centre (P&CC)

The Printing and Copy Centre has been operating as the only student-run business of its kind in Canada for over thirty years. Graduate students often need to print posters for conference presentations and other departmental activities.

Located: 99 University Ave, Kingston, ON (In the JDUC)

Sports and Recreation

Students participate in more than 20 different recreation clubs ranging from archery and climbing, to squash and tennis, along with multiple disciplines of dancing, martial arts, and gymnastics.

Athletics and Recreation Centre ARC

Queen's Athletics & Recreation offers students, staff, faculty and the Kingston community more than 25,000 opportunities for physical activity, health and wellness per year. Almost 80 per cent of Queen's student population is active in sports or recreational activities on our campus, which features the newly revitalized Richardson Stadium, three additional turf fields, running track, the state-of-the-art Athletics and Recreation Centre (which includes a 2700 seat main competition court, 5 gymnasiums, studios, squash and racquet ball courts, a high performance training centre, etc.) Kingston's largest fully accessible pool, and 24,500 square feet of cardio and strength facilities.

More than 1200 student-athletes proudly wear the Tricolour in varsity sports ranging from basketball to water polo, and Gaels are perennial contenders for league and national championships.

Located: 284 Earl St, Kingston

Student Academic Success Services (SASS)

Student Academic Success Services offers academic support to students who wish to develop their skills in critical thinking, reading, learning, studying, writing, and self-management. We welcome Queen's undergraduate and graduate students at all stages of program completion and all levels of ability.

Writing Center goals:

- improve your **time management** and **organization**
- increase your motivation and **reduce procrastination**
- cope with distractions
- develop your **study skills and habits**
- **improve your writing** (e.g., thesis statements, effective paragraph structure, grammar, etc.)
- and more

Health Coverage

Provincial Health Insurance Plans

Students who are permanent residents of Ontario will have provincial health insurance coverage called Ontario Health Insurance Plan (OHIP)

Students from other provinces are usually covered under their own provincial plans but be aware that regulations vary from province to province. If you are an out-of-province student, be sure you are aware of the coverage you will have while in Ontario.

Some provinces require students attending out of province universities to submit a letter of acceptance to the university, as well as proof of registration for the current year, in order to receive continued health insurance coverage. There may also be a difference in terms of the services covered by the various provincial health insurance plans.

[British Columbia Health Insurance](#)
[Alberta Health Insurance](#)
[Saskatchewan Health Insurance](#)
[Manitoba Health Insurance](#)
[Quebec Health Insurance](#)
[Nova Scotia Health Insurance](#)

[New Brunswick Health Insurance](#)
[Newfoundland and Labrador Health Insurance](#)
[PEI Health Insurance](#)
[Yukon Health Insurance](#)
[NWT Health Insurance](#)

Students who are not covered under provincial health insurance plans, including international students, exchange students, and returning Canadians in their three-month waiting period for OHIP, are required to have UHIP (University Health Insurance Plan) coverage.

Supplementary Health Insurance

In addition to provincial health insurance plans and UHIP, Queen's students also have a supplementary health insurance plan that provides at least partial coverage for services such as vision care, dental care and prescription medications that are not covered by OHIP or UHIP. The supplementary health insurance plans are administered by your student associations.

To learn more about your supplementary health coverage please contact: [The Society of Graduate and Professional Students \(S.G.P.S.\)](#)

Living in Kingston as a Graduate Student

Moving can be stressful and logistically challenging. Here you can find information related to housing, managing your finances, transportation, and guidance targeted at international students. Whether you've switched continents, come from a distant part of Canada, or even not so far away, these resources will ease the transition and help you build your life in Kingston.

Queen's Community Housing

Queen's University can help you with your housing needs. Our [Community Housing](#) office offers resources to help make your search easier. These include information on university administered housing as well as an off-campus listing service.

Queen's University housing for graduate students:

The university offers two complexes targeted at graduate students: [John Orr Tower](#) and [An Clachan](#). You must apply for these apartments and they fill up quickly, so be sure to consider your options right away! You can find [applications](#) for these apartments online through the Community Housing webpage.

Off-Campus Housing:

If you wish to live off-campus, consider exploring the [Community Housing Accommodations Listing Service](#), a tool to help you find rental accommodation in the Kingston community. Using this service, you may search for rental accommodations based on specific criteria, such as number of bedrooms, type of unit, and amenities.

Housing Related Resources

Student Community Relations

For resources and support for your off-campus housing needs, consult [Student Community Relations](#). Here, you'll find information about city services, budgeting, safety, insurance, housing agreements, and much more!

Quick References:

[Landlord and Tenant Board](#)

Residential Tenancy Act information,

Rent Legislation

Toll Free: 1-888-332-3234

Property Standards

City Hall – 216 Ontario St., Kingston, Ontario. Phone: 613-546-4291
Office For Inspection: Midland Ave, Kingston, Ontario. 613-546-0000
By-law Enforcement: Phone: 613-546-4291; after 4:30 p.m., 613-541-3355

Utilities Kingston

211 Counter St., Kingston
613-546-1181

Queen's Legal Aid

303 Bagot St., #500
Kingston, ON K7K 5W7
613-533-2102

Transportation

City Map

Queen's University International Student Centre has created a useful [map of Kingston](#) that is marked with locations of interest for Queen's community members, including emergency services, financial institutions, and grocery stores.

City Bus

[Kingston Transit](#) provides bus service to the City of Kingston, including the Queen's University main and west campuses. The AMS Bus-It Program provides full-time students with unlimited access to Kingston Transit bus services for a full twelve months, from September to the following summer. Your student card functions as you bus pass. Be sure you update your sticker each academic year that you are a full-time student to maintain access to this service.

[Transit schedules and maps](#) are available online. To make figuring out how to get from one point to another easier, a [trip planner](#) is available to help!

Car and Truck Rental Services and Care Share

Whether you wish to rent a car for a trip home or a truck for your move, there are a few options in Kingston, including [Enterprise Rent-A-Car](#), [Avis Car](#)

Rental, Discount Car and Truck Rentals, or U-Haul.

If you do not own a vehicle, but wish to have regular access to one, consider the car sharing program offered by [VRTUCAR](#).

Parking and Parking Permits

On-Campus

Please visit [Queen's Parking](#) if you own a vehicle and wish to learn more about campus parking and obtaining a permit. One of Queen's sustainability initiatives is to encourage [carpooling](#). The Queen's Parking office runs a carpooling program that is available to current permit holders.

Off-Campus

If you wish to learn about parking off campus, visit the [City of Kingston Parking](#) website to learn where to park and what you can expect to pay in city lots and garages. If you live in a residential area between King, West, Clergy & William Streets, the City may grant you a [permit to park on the street](#).

Intercity Bus

Queen's University Bus Services

[Queen's Tricolour Outlet](#) offers:

- Tickets for the [Tricolour Express](#) bus to and from Ottawa, Montreal, and Toronto (with extended service on select weekends) to Queen's students.

- Bus tickets for the [airport shuttle](#) to Toronto Pearson International Airport (YYZ), which runs everyday (except December 25th)
- A [bus chartering service](#) for club trips, events, conferences, and other things

Other Bus Services

[Greyhound](#) offers an intercity coach service for parts of Ontario, as well as other areas of Canada.

[Megabus](#) is a low cost coach service for Montreal, Toronto, Brockville, Buffalo Airport, and New York City. Fares start as low as \$1, but increase over time, so book early!

[Coach Canada](#) offers intercity coach service for parts of Ontario and Quebec. Megabus is owned by Coach Canada, so you may be redirected when selecting your city of origin or destination. The central intercity bus station for Greyhound, Megabus, and Coach Canada is located at 1175 John Counter Blvd. and is accessible by Kingston city buses.

Train

Kingston is serviced by [Via Rail Canada](#). Discounts on tickets are available to youths (ages 12-25) and to students 26 and older who possess a valid International Student Identity Card (ISIC) card. You may [apply for an ISIC card online](#) or in person at the [Society of Graduate and Professional Students](#) (SGPS) office.

The Via Rail Station is located at 1800 John Counter Blvd and is accessible by Kingston city buses.

Bike

Financial Planning

Bike Storage: Traditional bike racks are installed throughout campus at convenient locations. The university also offers a [secure bike storage facility](#), located in the courtyard between Mackintosh-Corry and Dunning Halls. The use of this facility requires a small annual fee.

Bikes and Boards: A centre for bike and board safety, maintenance and culture that promoted carbon-free alternative transport and healthy lifestyles

Yellow Bike Action: A volunteer-run bike shop which provides reconditioned bikes for sale and inexpensive bike repairs.

Rack and Roll: Buses in Kingston offer bike racks from spring through fall. For information on cycling within the larger Kingston community, visit the City of Kingston's [cycling website](#).

Taxi

Kingston is serviced by three taxi companies:

[Amey's Greenwood Taxi Ltd](#): 613-546-1111

Kingston & Amherst Taxi Co.: 613-542-3333

[Modern City Taxi](#): 613-546-2222

Air

[Kingston Airport \(YGK\)](#), or the Norman Rogers Airport, offers service between Kingston and Toronto Pearson International Airport (YYZ) with seven flights per day via Air Canada. The airport is located at 1114 Len Birchall Way.

Toronto Pearson can also be reached by the Airport Shuttle. Tickets for the shuttle may be purchased at [Queen's Tricolour Outlet](#).

Estimated Living and Educational Expenses

The costs associated with graduate education can add up. [This resource](#), provided by the Office of the University Registrar, will help you plan your finances as your invest in your future – what annual costs can you expect to

incur and what opportunities for funding exist.

Funding

Visit the [School of Graduate Studies Funding website](#) for detail on funding available to you, including bursaries and emergency funding.

Working as a Clinical Graduate Student

According to the School of Graduate Studies regulations (see: http://www.queensu.ca/calendars/sgrs/Full_Time.html): “A full-time student is expected to engage in his/her studies on a full-time basis. It is expected that a full-time student will limit paid employment unrelated to the student's research to a total of ten hours per week (average); students wishing to exceed this level should consult their supervisor and graduate coordinator. A student who fails to meet program requirements or who fails to maintain progress consistent with full-time status may be required to withdraw from their program. Under no circumstances will a student be permitted to register as a full-time student while maintaining full-time employment (more than 30 hours a week) elsewhere. Full-time students employed as teaching assistants are limited to a maximum of ten hours a week (average) in this capacity. This is the total time spent by the student in this position and includes time spent on preparation, reading assignments, and marking tests and examinations. Full-time students are expected to maintain geographic availability to the university so that regular interaction can take place between the student and supervisor and the student can effectively use the resources available at Queen's. Clearly, implementation of this guideline must be sensitive to the context of electronic communication, but the central notion is that a full-time student is participating effectively in the academic life of the community.”

Kingston Lifestyle, Food and Entertainment

Visit these websites to find more about what Kingston has to offer!

<https://www.visitkingston.ca/travel-trade/unique-experiences/>

<http://whatsonkingston.com/entertain/>

<https://www.visitkingston.ca/events/>

https://www.tripadvisor.ca/Attractions-g154992-Activities-c56-Kingston_Ontario.html

Queen's Discounts

Discounts available with valid student I.D.

Grocery Stores

<i>Metro (Barrie Street)</i>	10% off Tuesdays and Thursdays
<i>Loblaws (Princess Street)</i>	10% off Tuesdays
<i>Food Basics (Barrack St., Princess St.)</i>	10% off Tuesdays
<i>Bulk Barn (Division St., Northwest Road)</i>	10% off Tuesdays
Retailers	

<i>Roots (Princess Street)</i>	15% off, Everyday
<i>Urban Outfitters (Online Only)</i>	10% off code: UniDAYS
<i>Colombia Sportswear Kingston</i>	10% off Everyday
<i>Loblaws Optical (Princess Street)</i>	40% off Everyday
<i>Banana Republic</i>	15% off Everyday
Restaurants	
<i>Darbar (479 Princess St.)</i>	20% off Everyday
<i>Flavours of India (461 Princess St)</i>	10% off Everyday
<i>Taj Curry House (125 Princess St)</i>	13% off Everyday
<i>Curry Original (253 Ontario St)</i>	20% off Weekdays
<i>Dairy Queen (399 Princess St)</i>	10% off Everyday
<i>Score Pizza (91 Princess St)</i>	10% off Sundays
<i>Mucho Burrito (394 Princess St)</i>	10% off Wednesdays
Entertainment	
<i>Screening Room (Princess St)</i>	\$6 tickets Tuesdays and Thursdays
<i>Cineplex (Gardiner's Road)</i>	13% off Tuesdays
<i>Landmark Cinemas (Dalton Avenue)</i>	13% off Tuesdays
Services	
<i>Chic Hair and Esthetics Centre (King St.)</i>	20% off Everyday
<i>Salon 296 (Bagot Street)</i>	20% off Everyday (select stylists)
<i>Total Diva Boutique and Spa (Princess St)</i>	15% off Mondays and Tuesdays
<i>Symphony Spa and Yoga (Brock Street)</i>	20% off Hair and Yoga Everyday
<i>Burham Optical (Bath Road)</i>	15% off prescription packages Everyday
<i>Via Rail (Online Only)</i>	20% off code: 709508

To find more student discounts (including nation-wide discounts) please visit:
<https://oneclass.com/blog/uncategorized/144503-500-student-discounts-the-ultimate-2019-canadian-list.en.html#national>

SECTION 3: GRADUATE PROGRAM REQUIREMENTS

Research Training and Mentorship

Students in the Clinical Program gain research training through their coursework and through conducting their own empirical research in their research supervisor's lab. Courses that are directly pertinent to research training include PSYC 801* Design of Experiments, PSYC 802* Introduction to Multivariate Analysis, and PSYC 878* Research Skills/ Program Evaluation. Students may also take courses in advanced statistical methods as electives (e.g., PSYC 901* Multilevel Modeling, PSYC 940* Structural Equation Modeling). Furthermore, all didactic courses that students take throughout their Master's and doctoral years involve reading and critically evaluating the research

literature relevant to the course content. Through this critical approach, students gain knowledge in, for example, the appropriate research designs to address particular clinical research questions and the appropriate way to design a test to ensure good validity and reliability.

Students are also required to complete a Master's thesis and a PhD thesis. The purpose of the theses is to train students in conducting independent research, and require the student to, among other things, perform a comprehensive literature review, design an ethically appropriate and scientifically valid study using a design appropriate to answering scientific questions (experimental, quasi-experimental, correlational, prospective longitudinal, etc.), collecting, coding, and analyzing data using valid and reliable measures and appropriate statistical techniques, and producing a written product that contains reasonable interpretations of results and directions for future research. Students in the clinical Program are particularly encouraged to include a discussion of the clinical implications of their findings for the etiology, assessment, and/or treatment of the condition or behaviour under study. Student's thesis work is supervised closely by their primary research supervisor, and they are also encouraged to consult with their thesis committee, which includes two other faculty members from the Department. Committee members are chosen to provide the student with broad advice and feedback on their projects. In addition to their theses, students are encouraged to become involved with additional research projects, either through their supervisors' labs or the labs of other members inside or outside of the Department. Many of our students avail themselves of these opportunities, as evidenced by the strong publication record of our students (see Table 6). Students are encouraged to attend their supervisor's lab group meetings, during which research issues are discussed in depth. Students are also strongly encouraged to present their research at national and international conferences, and all of our students have a strong record of poster and paper presentations (e.g., at CPA, APA, APS, ABCT, SRP, SRCD, as well as at smaller, specialized conferences in the student's area of interest). In addition, numerous students have won awards for their research. In the current accreditation period, these awards include Hacking the Knowledge Gap: Trainee Award for Innovative Thinking to Support LGBTQI2S Health and Wellness, the Michael Smith Foreign Travel Award, the NeuroDevNet travel scholarship, the Association for Behavioral and Cognitive Therapy Student Dissertation Award, and the Schizophrenia International Research Society Award. Twelve further awards were given for best student poster at various international conferences, including Society for Sex Therapy and Research, Association for Behavioral and Cognitive Therapy, Society for Physiological Research, and Congress of the World Association for Sexual Health.

All clinical faculty and many faculty members from other Programs in Psychology conduct research relevant to clinical practice (e.g., diagnosis of depression; treatment of

pain; family stress and coping; bullying) and recruit research participants through local hospitals, clinics, and agencies. As such, students are able to see first-hand the integration of clinical work into research. Students in many labs learn to administer clinical interviews and tests to research participants with clinical conditions. Indeed, in some labs the results of research assessments are written up as formal psychological reports to be sent back to the agency that referred the client/participant (e.g., Harkness, Bowie, and Pukall). Students are trained to write these reports, and, thus, gain experience with consultation and inter-disciplinary communication. Research in some labs in the department also includes an explicit treatment component. For example, as described above, Dr. Pukall and Dr. Bowie are currently undertaking treatment development and outcome research in their respective disciplines.

Since our previous accreditation period, our program initiated additional Friday afternoon Clinical Program Proseminar series. These meetings provide an opportunity for students and faculty to present early ideas at the beginning stages of research, perform a mock presentation of completed research, or demonstrate cross-laboratory collaborations that exist or might come to fruition with more students exposed to the diverse research happening in the program. This series also provides opportunity for professional development, with speakers from within and outside of the department giving talks or workshops. In our first year of this Proseminar, we had students present on topics such as “Understanding How School Environments Influence Adolescents from a Social Identity Framework”, “A Preliminary Look Into the Structure of Women’s Sexual Self-Schemas”, and “Updates on CBT for psychosis”. In addition to these research focused talks, professional development topics included: “Pre-Doctoral Visiting Scholar Opportunities as a Means of Expanding your Clinical / Research Skillset”, “Self-care, wellness, mental health”, “What role can social media play in helping us be active citizen scientists and clinicians”, and “What do you want to be when you grow up? Career choices for PhDs in Psychology”

Finally, our department as a whole emphasizes excellence in research through our Proseminar series. This series covers a wide range of research topics and includes research presentations by distinguished visiting speakers, faculty, and sometimes students themselves. The purpose of this course is to expose all students in the Department (including the clinical students) to research in all areas of Psychology. Talks by invited distinguished speakers and by faculty within our department are given that cover all areas of the department

Finally, we have Professional Development Days throughout the Fall and Winter academic terms. These provide an opportunity for faculty, students, and community supervisors to discuss research, ethical, and professional issues.

Overview of Program Requirements

The Clinical Program has set out competencies under three headings: 1) Breadth of knowledge in Clinical Psychology; 2) Ability to conduct and evaluate empirical research; and 3) Demonstrated competence in clinical assessment, interviewing and intervention, ethics and standards.

The areas of competence adopted by the Clinical program are those set out by the College of Psychologists of Ontario. In this way, we are able to ensure that the competencies we expect of our graduates meet the standards of practice required by our provincial registration body. We have been successful in this goal based on the outcomes regarding success in internship matches and success in achieving professional registration by our graduates

1. Breadth of knowledge is evaluated, first, through seminar papers, presentations, and written examinations in the courses offered in the MSc and PhD programs. Students must obtain a minimum grade of 65% in these courses or they will be asked to leave the program. Further, students with grades under 80% are considered ineligible for external funding and would be unlikely to proceed to the PhD level. The curriculum of the core courses in the MSc and PhD program is based on ensuring competence in the five content areas listed above. Adherence to the curriculum is ensured by having the Chair of the Clinical Program review course syllabi for all clinical courses each term they are offered. The objectives of the course are clearly listed, and content with reference to the areas is clearly stipulated. Second, breadth of knowledge is assessed in the oral examination during thesis defenses. The oral examination lasts approximately 1.5 hours for the MSc defense and 2 hours for the PhD defense. Students are questioned by up to four committee members regarding (a) their knowledge of their specific area of clinical psychology, and (b) the implications/relevance of their thesis results in the broader context of clinical psychology. Finally, breadth of knowledge is assessed through the written comprehensive paper and oral comprehensive examination. In the written paper, students must address the five content areas listed above in their review of their chosen paper topic. They must also address the implications of their chosen topic in terms of assessment and intervention. The comprehensive paper is reviewed by three faculty members, and a formal revision process is undertaken.

2. Ability to conduct and evaluate empirical research is evaluated through (a) seminar presentations and papers in the courses offered in the program, (b) the written comprehensive paper, and (b) the written MSc thesis and doctoral dissertation. Again, for courses, grades must be in the 'A' range to ensure fundable status. The purpose of the written comprehensive paper is to critically evaluate a body of empirical research and provide recommendations for the field. The paper must be of publishable quality. In

terms of the MSc and PhD theses, the criteria for successful completion of the thesis is to produce an empirical study of publishable quality. Therefore, it must adhere to the highest standards of peer review in our field of clinical psychology. Indeed, the majority of our students go on to publish their theses in peer-reviewed journals.

3. Competence in clinical assessment, interviewing and intervention is evaluated through (a) videotaped or *in vivo* practical assignments, “pass out” examinations, and written assignments in the assessment, interviewing, and intervention courses offered in the program, and (b) performance at the clinical practicum placements.

Evaluation of skills in the practicum placements is performed using the clinical practicum evaluation form. This form includes at the outset a very detailed set of skills that all students should have mastered by at least the end of the MSc2 year and skills that they should have mastered by the end of the PhD2 year. These skills are based on the core courses that students will have taken during the program. The purpose of this list is to provide practicum supervisors with knowledge of the students’ expected background and competencies at each level. The practicum evaluation form then evaluates the students’ competencies in 8 areas (professional behaviour/interpersonal relationships; core knowledge; assessment and evaluation; intervention and consultation; provision of supervision; research; ethics; and participation in supervision). Each area is further broken down into several specific skills that make up each competency (e.g., for core knowledge “demonstrates familiarity with biological bases of behaviour relevant to the client population”; and for professional behaviour “presents a professional demeanour in appearance and behaviour”). Supervisors are presented with several opportunities to provide narrative feedback regarding the students’ strengths and areas for improvement for each competency, and overall. The supervisor and the student meet to go over the evaluation at the end of each placement, and typically also at a mid-point evaluation. All items within each competency are scored on a present/absent basis.

During the MSc1 and MSc2 years, students take required courses in univariate and multivariate statistics, ethics and professional development, child and adult clinical psychology, assessment, intervention, and program evaluation. In addition, during the MSc2 year students start their practicum placements. At the end of the MSc2 year students defend their Master's thesis.

During the PhD years, students take required courses in advanced assessment and intervention, along with elective courses in their area of interest. At this level, students complete two additional years of practicum placements. At the end of the PhD2 year, students write their comprehensive paper and sit for their oral comprehensive examination. Typically, at the end of PhD3 or PhD4, students defend their doctoral

dissertation. Subsequent to defending their dissertation, students complete a one-year internship placement at a CPA/APA-accredited internship site in North America. Students are required to complete a CPA/APA-accredited internship and our students have been very successful in being matched with top sites across the continent.

MASTER OF SCIENCE

The master's program normally extends over two calendar years. For students with an honours degree in psychology the requirements for the master's program are: PSYC-801*, PSYC-802* and PSYC-899 (thesis to be completed by the end of the second year in the program), plus the following program-specific requirements:

Over two years, students take PSYC-805*, PSYC-806*, PSYC-809*, PSYC-827*, PSYC-829*, PSYC-838*, PSYC-839*, PSYC-847* and in M.Sc.2, one of PSYC-878* or PSYC-910*.

DOCTOR OF PHILOSOPHY

The requirements for the program are: PSYC-999, the Comprehensive Examination required by the specific program, and:

Students take PSYC-989*, PSYC-990*, PSYC-991*, PSYC-992* and PSYC-993; and at least one of PSYC-951*, PSYC-952*, PSYC-974* or PSYC-957*; and one of PSYC-878* or PSYC-910*. Students take three additional half courses from those offered in the Department or, with permission of the Chair of the Clinical program and the Departmental Coordinator of Graduate Studies, from courses offered in other departments

ALL	PSYC 899	MASTER'S THESIS RESEARCH	
ALL	PSYC 999	Doctoral Thesis Research	
ALL	PSYC 801*	Design of Experiments	Topics include: The logic of the test for significance and controversies concerning it; ANOVA and its underlying linear model for between- subject, within-subject and split-plot designs; orthogonal comparisons for trend analysis and for special contrasts; restricted randomization and the randomized-block design; partial confounding in latin-squares; balancing conditions against trend; hierarchical designs; ANOVA and multiple correlation; designs including organismic variables; random- effect models and the fixed-effect fallacy; data transformations and non-parametric tests. Fall; lectures (3 hrs) and tutorials (1½ hrs).

ALL	PSYC 802*	Introduction to Multivariate Analysis	Topics include: History of Multivariate Techniques, Matrix Algebra, Data Assumptions and Preparation, Multiple Regression, Canonical Correlation, Multivariate Analysis of Variance, and Discriminant Function Analysis. Winter; lectures (3 hrs) and tutorials (1½ hrs).
ALL	PSYC 825*	Pro-seminar in Psychology (half-course offered over F/W)	This course runs both fall and winter and includes research reports presented by both faculty and graduate students. The course may be counted toward course requirements when approved by the respective Program Chair. Seminar (2 hrs)
ALL	PSYC 975*	Applied Internship I	Students may arrange for one or two terms of supervised applied training outside of the department. Internships will be individually arranged to further the development of each student's program. Student's will submit a list of objectives before the plan is approved, and a report of progress at the end of the term.
ALL	PSYC 976*	Applied Internship II	See Above
CLIN	PSYC 805*	Introductory Assessment	These courses constitute an introduction to the practical aspects of clinical assessment. In PSYC-805* students are given skills training and practice in the use of tests of adult intelligence, memory and vocational counseling. In PSYC-806* the emphasis is on tests of children's intelligence, learning and affect. Fall and winter (2 hrs)
CLIN	PSYC 806*	Introductory Assessment	See Above
CLIN	PSYC 809*	Child-Adolescent Clinical Psychology	Provides an overview of normal and abnormal development from conception to adolescence. Presentations balance theoretical controversies, basic research, and practical applications surrounding development principles considered in both the promotion of competence and the prevention/treatment of disorder. (2½ hrs)
CLIN	PSYC 827*	Adult Clinical Psychology	In PSYC-827* major areas of adult psychopathology are emphasized including anxiety and mood disorders,

			schizophrenia and personality disorders. Fall or Winter (2½ hrs)
CLIN	PSYC 829*	Ethical & Professional Issues	Designed to raise students' awareness of ethical principles and expose them to issues and perspectives related to their training as professionals. Seminar (2 hrs)
CLIN	PSYC 838*	Introductory Clinical Practica	Students choose two practica from a variety of applied settings. These experiences are designed to introduce students to functioning in a clinical setting. Fall and winter (one day per wk for a total of 120 hrs per course)
CLIN	PSYC 839*	Introductory Clinical Practica	See Above
CLIN	PSYC 847*	Theory, Treatment & Process	Students are given an introduction to the major theories and basic skills involved in interviewing, cognitive-behavioural therapy, and therapeutic processes. Course content balances theoretical controversies, basic research, and practical applications. A blend of classroom instruction, videotaped interviews, observation, modeling, feedback and supervised practice is used. (3 hours)
CLIN	PSYC 858*	Introductory Intervention Skills Practicum	Offered at Health, Counselling and Disability Services. Provides training in interviewing, assessment and intervention skills needed in dealing with the wide range of clinical, learning, and career problems encountered by university students. Spring (35 hrs total). This course is a prerequisite for practica at Health, Counselling and Disability Services.
CLIN	PSYC 878*	Research Skills/Program Evaluation	Students are given the opportunity to broaden research skills through practical tasks such as preparing a grant proposal, designing a program evaluation and critically reviewing research grants and articles. (2½ hrs)
CLIN	PSYC 910*	Advanced Assessment	In PSYC-910* principles of psychological test construction, and procedures underlying psychological assessment, with particular emphasis on personality assessment are given advanced treatment. Fall and winter (2 hrs)
CLIN	PSYC 957*	Advanced Therapy I	Students will learn skills required for conducting therapy using approaches other than Cognitive Behavioural Therapy. (e.g., Interpersonal Psychotherapy for Depression (Klerman model), Systemic Family Therapy). A blend of

			classroom instruction, videotaped therapy sessions, observation, modeling, feedback and supervised practice is used. The approach taught in any given year will depend upon the availability of instructors. (3 hrs)
CLIN	PSYC 968*	Health Psychology I	These courses explore various problems associated with the areas of health psychology and behavioral medicine. The focus will vary depending on the instructor. Topics may include the relationship between stress and disease, health promotion, psychological management of pain, addictive behaviours, sleep disorders, chronic and terminal illness. (2½ hrs)
CLIN	PSYC 974*	Advanced Therapy II	Students will learn skills required for conducting therapy using approaches other than Cognitive Behavioural Therapy. (e.g., Interpersonal Psychotherapy for Depression (Klerman model), Systemic Family Therapy). A blend of classroom instruction, videotaped therapy sessions, observation, modeling, feedback and supervised practice is used. The approach taught in any given year will depend upon the availability of instructors. (3 hrs)
CLIN	PSYC 989*	Advanced Clinical Practice	Give students supervised experience in all aspects of clinical practice, including: interview and assessment, treatment, report writing, interprofessional communication and consultation, and professional development. (8 hrs per wk for a total of 120 hrs per course)
CLIN	PSYC 990*	Advanced Clinical Practice	See Above
CLIN	PSYC 991*	Advanced Clinical Practice	Give students supervised experience in all aspects of clinical practice, including: interview and assessment, treatment, report writing, interprofessional communication and consultation, and professional development. (8 hrs per wk for a total of 120 hrs per course)
CLIN	PSYC 992*	Advanced Clinical Practice	See Above
CLIN	PSYC 993	Clinical Internship	Students in the Clinical Program are required to complete a one-year, full-time internship or its equivalent in an approved setting under the primary supervision of a

registered psychologist. This normally will be taken after all course work, comprehensive examinations and Ph.D. thesis are completed. Students who complete all other degree requirements including submission of the final copy of the thesis for binding before starting or during the internship, may apply to change their study status to part-time for the remaining terms of the internship year

CLIN	PSYC 994*	Special Topics in Clinical Psychology I	Focus on specific issues within the clinical area. May be offered by visiting scholars or current faculty.
CLIN	PSYC 995*	Special Topics in Clinical Psychology II	See Above

Clinical Programme Curriculum

Year	1		2		3		4		5	
Year	M.Sc. 1		M.Sc. 2		Ph.D. 1		Ph.D. 2		Ph.D. 3+	
Term	1	2	1	2	1	2	1	2	1	2
Research Design, Methods, Statistics, Programme Evaluation	801 Design of Experiments	802 Intro to Multivariate Analysis		878 Research Skills/Program Evaluation ²						
Thesis	899 M.Sc. Thesis		899 M. Sc. Thesis		999 Ph.D. Thesis		999 Ph.D. Thesis		999 Ph.D. Thesis	
Assessment	805 Intro Assessment	806 Intro Assessment (12)				910 Advanced Assessment ³				
Intervention			847 Treatment Theory & Process ³				957 Advanced Therapy I or 974 Advanced Therapy II ³			
Practica & Internships			838/839 Introductory Clinical Practica (192)		989/990 Advanced Clinical Practice (192)		991/992 Advanced Clinical Practice (192)		993 Clinical Internship	
Core Clinical	827 Adult Clinical ¹	829 Ethical & Professional Issues		809 Child-Adolescent Clinical ¹						
Electives	Doctoral students take three additional half courses (to be approved with supervisor and Clinical Chair) from those offered in the Clinical Program (968, 969, 984, 994, 995) or in the other areas of the Department or University.									

1 Offered in alternating years for MSc1 and MSc2

2 Offered in alternating years for MSc2 and PhD1

3 Offered in alternating years for PhD1 and PhD2

Practica

The practicum experiences typically occur during the summer between first and second year, and the second, third, and fourth years of the program. Normally, these practicum experiences will take place in at least 4 different settings. Typically, students complete one of their first 2 practica at the Psychology Clinic, while the other practica are completed at other sites including hospitals, schools, community agencies, and private practice. The Introductory Clinical Practica are usually focused on the development of

assessment skills, while intervention skills tend to be incorporated in the Advanced Clinical Practica. While each practicum site and supervisor offers different experiences and approaches to supervision, the overarching goal of practica is to encourage students to apply their theoretical knowledge to clients under the guidance of an experienced clinician. A Developmental Model of supervision is used in many sites as well as across practica, where students are expected to increase their autonomy in application of clinical skills over time. This means that often students in their first year of practicum will complete assessments following a standard battery, but as they progress in their practicum they will be encouraged to develop a case conceptualization that supports the choice of assessment tools. Students develop other clinical skills (therapeutic techniques, report writing, etc.) in the same way.

Awareness of ethical and professional issues, diversity issues, and personal strengths and biases are incorporated in the practicum goals and evaluation of students during their practicum. These issues are also addressed at the monthly Practicum Meetings, which are facilitated by the Director of the Psychology Clinic (who is also the Coordinator of Practica) and the Chair of the Clinical Program. These meetings are attended by all students completing a practicum of any level, as well as all the MSc1 students. Students also often present case conceptualizations at these meeting. The current list of practica placements is available at the Psychology Clinic and available here:

https://www.queensu.ca/psychology/sites/webpublish.queensu.ca.psycwww/files/files/Graduate/Clinical/Clinical_Programme_Practicum_Settings.pdf

Practicum Requirements by Year of Program:

Year	Activities	Total # Hours Required	# Direct Contact Hours	# Supervision Hours
Year 1	N/A	N/A	N/A	N/A
Year 2	PSYC 838*, 839* Introductory Clinical Practicum	240	96	60
Year 3	PSYC 989*, 990* Advanced Clinical Practice	240	96	60
Year 4 +	PSYC 991*, 992* Advanced Clinical Practice	240	96	60

Yearly Breakdown of Goals (* indicates ideal but not required)

Year 1: MSc 1 – Thesis Proposal

August: Register in courses (through Graduate Program Assistant)

September/October: External funding applications

December: *Selection of thesis topic and committee (2 other full-time faculty members; some students wait until proposal is written)

Spring: Meet potential practicum supervisors (at the Wine & Cheese party)

Practicum application matching with Clinic Director

May: *Get MSc proposal approved – thesis committee meeting

*Apply for MSc ethics approval – GREB/HSREB form

Annual Graduate Student report completed by self and supervisor, returned to Graduate Program Assistant

Summer:

- Apply for TA positions for next Fall/Winter terms
- First 120 hour (12 week) practicum completed
-

For holders of renewable external funding – Annual report (according to guidelines found on the agency's website, e.g. SSHRC) due to the School of Graduate Studies

MSc Thesis Proposal Guidelines

See <http://www.queensu.ca/psychology/Graduate/Forms.html>

- Aim for 10-20 pages + references and measures, all in APA format
- Be sure to include Title, Summary, Objectives, Theoretical Context, Data Analysis, Time Line.
- Make sure you discuss your timeline with your supervisor and prepare ahead of time for adjustments to the timeline based on potential obstacles. Be prepared to discuss the timeline and its flexibility during the Proposal Meeting

MSc Thesis Proposal Meeting

- Give members 2 weeks to read proposal
- Prepare brief presentation (10-15 minutes)
- Expect questions and revisions (it's a work in progress!). Keep in mind that this is a proposal meeting with your committee. The committee's job is to assist you at all stages, so this is not a *defense* of your proposal, even though it might seem like it as you prepare.

Year 2: MSc 2 – Thesis Defense

August: Register in courses

September/October: External funding applications

Fall: First or second 120 hour (12 week) practicum completed (Most students do their first during summer before MSc2)

Winter: Apply to PhD program (complete application package, reference letters, transcripts, etc.). Second 120 hour (12 week) practicum placement completed

April: Finish MSc coursework

Apply for practicum placement

May: Annual Graduate Student report completed by self and supervisor, returned to Graduate Program Assistant

June: Apply for TA positions for next Fall/Winter terms

July 15: For holders of renewable external funding – Annual report (according to guidelines found on the agency's website, e.g. SSHRC) due to the School of Graduate Studies

June or July: Submit thesis, set date for thesis defense

August: **Defend thesis**, hand in final version for binding (otherwise there are complications with registering for PhD). Apply for convocation (email notification from Graduate Studies will be sent)

MSc Thesis Guidelines

- APA format for preparing a thesis
- Variable length, append measures and scoring keys
- Revisions (final revision to **committee members** 13 working days prior to scheduled defense date, final submission to the **department** 13 working days prior to scheduled defense date)

MSc Thesis Defense

- Supervisor sets date and selects the external examiner
- 10-15 minute presentation
 - Questions and revisions

- Submit to Qspace

Year 3: PhD 1 – What many of our students call “Recovery Year”

August: Register in courses

September/October: Applications for external awards due

Late October/November: Convocation for MSc

December: Selection of thesis topic and committee (2 other faculty members)

Fall: Third 120 hour (12 weeks) practicum placement completed

Spring: (1) Fourth 120 hour (12 weeks) practicum placement completed

(2) Meet potential practicum supervisors for final year of practicum

(3) Practicum applications due

May: Annual Graduate Student report completed by self and supervisor

June: Apply for TA positions for next Fall/Winter terms

July 15: For holders of renewable external funding – Annual report (according to guidelines found on the agency’s website, e.g. SSHRC) due to the School of Graduate Studies

August 30: Comps paper proposal due (check <http://www.queensu.ca/psychology/Graduate/Forms.html>)

Year 4: PhD 2 – Comps and Thesis Proposal

August: Register in courses

August 31: Comps proposal due

September/October: Applications for external awards due

Fall: Fifth 120 hour (12 week) practicum placement completed

December: PhD Proposal approved (Get proposal form signed); Apply for ethics approval – GREB/HSREB form

Winter: Sixth (and last) 120 hour (12 week) practicum placement completed

May: Annual Graduate Student report completed by self and supervisor

May 1: Comps paper due

June: Apply for TA positions for next Fall/Winter terms; **Oral Comprehensive**

Examination (usually first week of June)

July 15: For holders of renewable external funding – Annual report (according to guidelines found on the agency's website, e.g. SSHRC) due to the School of Graduate Studies

July 15: First comps revision due

October 31: Final revisions for comps paper due

PhD Thesis Proposal Guidelines

- 10-20 pages + references and measures
- APA format
 - Title, Summary, Objectives, Theoretical Context, Data Analysis, Time Line

PhD Thesis Proposal Meeting

- Schedule with committee members and room booking
- Give members 2 weeks to read proposal
- Prepare brief presentation (10-15 minutes)
- Expect questions and revisions

Year 4: PhD 2 – Comps

Oral Comps

- Case conceptualization based on comps framework available on forms page
- Preparation:
 - Familiarize yourself with diagnoses, assessment tools, and treatment models
 - Group Practice
 - Develop tools to help work through cases
 - Obtain resources from upper years

- Process:
 - 30 minutes to prep the case
 - 1 hour to present the case conceptualization to committee

Written Comps

- Theoretical literature review, meta-analysis, or archival empirical study
- Submit proposal August 30, submit comps May 1st
- Possibility of 2 rounds of revisions

Year 5 – PhD3 and beyond- Thesis (and Internship Applications)

Fall/Winter: Ongoing data collection and thesis writing

September/October: Applications for external awards due

November: Internship Applications Due

December: Invitations for internship interviews received from sites

January: Internship interviews

February: Submit match list and match results received on MATCH DAY

May: Annual Graduate Student report completed by self and supervisor

Internship

Internship: A 1-year (paid) placement as a full-time psychology trainee in a professional setting. This is your last chance for clinical training prior to obtaining the PhD. You apply for the internship one year in advance. If you want to be away on Internship in your PhD 4 year, then you must apply in the Fall term of your PhD 3 year in addition to following the academic schedule described previously.

What do you need to apply for internship?

- All courses done (mandatory and elective courses)
- All practica done (keep track of hours; be able to describe challenging cases and what you did)
- Pass the Comps exam (oral and written)

- PhD thesis should be well under way. At Queen's, this means you should have defended your doctoral thesis proposal and finished data collection before you start internship. It is better to have a draft of the thesis ready for defense before you go (even better to have already defended!)
- Head of the clinical program must certify that you are ready for internship.
- Letters of reference!

How can you prepare for internship early in your training?

- Decide if you want to prioritize work with kids/adults, be a specialist/generalist, be in a special program area (neuropsychology, health psychology, forensic, etc.)
- Plan your practicum placements accordingly
- Keep in mind who you will ask for reference letters and maintain a relationship with these people
- Go to workshops; publish your honors & master's thesis
- Read about psychology internships in advance (APPIC has a workbook, check ccppp.ca for Canadian information)

Year 5: PhD 3 and beyond – Thesis Defense

PhD Thesis Guidelines

- APA format for preparing a thesis
- Variable length, append measures and scoring keys
- Revisions (final revision to committee members 25 working days prior to scheduled defense date)

PhD Thesis Defense

- Supervisor sets date and external examiner
- 10-15 minute presentation
- Questions and revisions

Student Appeals and Remediation Training Plans

Student Appeals - What follows is the Departmental policy related to the appeals process, with information from the School of Graduate Studies included where relevant:

“Appeal and Grievance Procedures”

Appeal of Academic Decisions These procedures were developed in accordance with a directive from Division I of the School of Graduate Studies and represent the course of action that is to be followed if a graduate student in the Department of Psychology wishes to appeal an academic decision. These procedures should be read in conjunction with the linked section of the Calendar of the School of Graduate Studies.

Review of Course Grades

Informal Appeal

If a student wishes to appeal a course grade he or she should first appeal informally to the instructor of the course and ensure that the instructor is aware of all the facts which the student believes should bear on the decision. This informal appeal should be made as soon as possible after the grade is announced and, in all cases, within a month of the decision.

Formal Appeal

If the student is not satisfied by the informal review outlined above and still feels the decision is not academically just, then he or she may appeal to the Head of the Department for a further review. This request should be in the form of a letter to the Head and should outline all the relevant facts presented at the informal review and should be lodged within two weeks of the informal review. The Head of the Department will then appoint an ad hoc committee to undertake the Departmental review. This review committee should consist of a professor nominated by the graduate student and two additional professors appointed by the Head of Department. The student and the instructor of the course in question should be interviewed by the committee to ensure that all the pertinent facts are taken into consideration. The committee will submit a written report which will represent the final departmental decision on the matter.

Admission to Ph.D. A student, registered in the M.Sc. Program, who is denied admission to the Ph.D. Program, may appeal to the Graduate Committee and request that they reconsider their decision. The student may attend the meeting convened to hear the appeal and he or she, together with a member of faculty of their choice, may present such facts as they consider relevant to the appeal. Having done so, they will be asked to withdraw from the meeting.

Withdrawal on General Academic Grounds (Unsatisfactory Progress)

If a student wishes to appeal a Departmental decision for Withdrawal on General Academic Grounds, he or she should submit a written request to the Head of Department within a month of being informed of the withdrawal decision. Since the decision to seek withdrawal would have already progressed through several levels of discussion and decision making (supervisor, supervisory committee, Graduate Committee) the Head will call a Special Department Meeting to review the decision at

which the student should present all the facts which he or she believes are relevant to the decision. A written report of this meeting will be prepared and will contain the final Departmental decision on this matter.

M.Sc. and Ph.D. Theses

Since the examinations are conducted by the School of Graduate Studies, reviews of these decisions should follow the procedures outlined in the Graduate Calendar.”

*Please also note that in situations in which students do not meet the deadline for completion of their PhD, they are asked by the Department to withdraw and re-register at the time of defense.

Additionally, the Program adheres to the Time Limits for Completion policy as stated by the School of Graduate Studies: found [here](#)

“Effective for students admitted September 1, 2013 and all subsequent years”:

Master’s programs are designed and approved such that requirements can be completed within one year (3 terms) or two years (6 terms) of initial full-time registration in the program. Doctoral programs are designed and approved such that requirements can be completed within four years (12 terms) of initial full-time registration in the program. This standard timeframe for doctoral programs may not account for discipline-related (for example, required internships, archival research or fieldwork) or individual circumstances that can extend the time to completion. When circumstances are discipline-related, the Department/Program may grant to all doctoral students an extension to five years (15 terms), otherwise extensions may be granted to individual students by the Department/Program no later than two weeks prior to the end of term 13 of a PhD program. Extensions for Master's students may be granted by the Department/Program no later than two weeks prior to the end of term 4 or 7 of a one- or two-year Master's program, respectively. All extensions follow the Extension of Time Limits policy.

NOTE: The academic year is divided into 3 terms: Fall (September-December), Winter (January-April) and Summer (May-August). Each term is 4 months long.”

Note that successful completion of the Clinical Psychology Program requires an internship year; therefore, students in the Program have 5 years (15 terms) in which to complete their degree requirements before additional permission be granted.

As mentioned above, the student, if not satisfied, has the right to appeal any decision.

Information related to an appeal of an academic grade as provided by the School of Graduate Studies can be found here:
http://www.queensu.ca/calendars/sgrs/Appeal_of_an_Assigned_Grade_in_a_Graduate_Course.html For ease of access, the information is appended below:

“All graduate departments/programs are required to have a procedure whereby any graduate student wishing clarification about, or who is dissatisfied with, an assigned grade in a graduate course, can appeal that grade.

Students MUST follow department/program procedures to appeal a grade in a graduate course if department/program procedures exist.

For any department/program with NO department/program procedure to appeal a grade in a graduate course, a graduate student who wishes to make such an appeal shall follow these steps:

1. Any student wishing clarification about, or who is dissatisfied with, an assigned grade in a graduate course should first discuss the matter with the course instructor, who will review the work in question. This discussion should take place within 14 days of the grades being available. If the instructor agrees to change a grade, a change of grade form shall be processed in the usual way.
2. If the instructor confirms the original grade, and if the student is still dissatisfied, then the student should appeal to the Department/Program Head or Graduate Coordinator in the department/program, stating clearly the grounds on which the grade should be raised. If the Head or Graduate Coordinator believes the grounds to be reasonable, then the Head or Graduate Coordinator should initiate a review of the grade.
3. If the Head or Graduate Coordinator does not agree to a review of the grade, then the student has the right to formally request a review of the grade through the Dean of the School of Graduate Studies. The Dean will forward the request to the Head or Graduate Coordinator in the department/program, who will conduct a review of the grade.
4. The grade determined by means of the review shall be recorded as the final official grade, irrespective of whether it is identical to, or higher or lower than, the original grade. The Head or Graduate Coordinator will inform all parties, including the Dean of the School of Graduate Studies, of the result of the review.
5. Further appeal of an assigned grade can be made only on the basis of a specific procedural error or errors made in the department/program grade review procedures. This would be done through convening the Academic Appeal Board of the School of Graduate Studies (see Step 4 through Step 5, Appeals Against Academic Decisions. Note: These procedures for review of an assigned grade do not apply when a failing grade (FA) has been received on courses numbered 899 (Master's Thesis) or 999 (Doctoral Thesis). Appeal of a grade of Fail on a graduate thesis is appealed through the Appeal of Thesis Examination Committee Decision, under Appeals Against Academic Decisions.”

See here for more information on appeals against academic decisions as well as the steps involved as stated by the School of Graduate Studies:
http://www.queensu.ca/calendars/sgrs/Appeals_Against_Academic_Decisions.html For ease of access, the information is appended below:

“General: Academic problems sometimes arise because of misunderstandings that can be resolved by informal discussion. The general approach of the University is to encourage the speedy resolution of academic problems informally and through the normal administrative routes, i.e., coordinators of graduate studies and department/program heads, before pursuing formal appeal processes. If you are concerned about academic problems, it is wise to first seek advice and support from your supervisor, a friend, colleague or University Advisor, whom you feel will be sympathetic and fair minded. If this informal approach to the resolution of academic problems does not lead to a resolution, then you may request that your academic appeal be heard by the Academic Appeal Board.

Academic assessments, decisions or regulations may be appealed only on procedural grounds. Course marks or exam committee decisions cannot be overturned; however alternative actions (including the possibilities of further exams) may be ordered.

If you appeal to the Academic Appeal Board, you should be aware that material you submit in support of your appeal will be distributed to other parties participating in the appeal. Those individuals may include the course instructor, the department or program's coordinator of graduate studies and the head of the department/program.

Structure of the Academic Appeal Board: For any appeal, the Appeal Board shall comprise the Chair, who is a faculty member, another faculty member, and a graduate student. At least one faculty member and the graduate student shall be from the same general domain as the appellant, but no member shall be from the same graduate department or program as the appellant.

The Director of Admissions and Student Services of the School of Graduate Studies shall serve as the Secretary of the Academic Appeal Board.

For an appeal, the Chair, the other faculty member and the graduate student will be selected from a panel of eight faculty members and eight graduate students (or alternates).

The faculty members on the panel shall be from each Faculty Graduate Council or Committee, and alternates from each Faculty Graduate Council or Committee (from departments/programs different than the principal members) nominated by the Faculty Graduate Council or Committee to the School of Graduate Studies. The student representatives on the panel shall be from each Faculty Graduate Council or Committee and alternates (from departments/programs different than the principal members) nominated by the Society for Graduate and Professional Students.

The School of Graduate Studies appoints, for a three-year term, one faculty member to act as Chair and another to act as an alternate Chair (in the event of a conflict-of-interest situation or a multiplicity of hearings).

Faculty panel members will be elected for a three year term and student panel members for a one year term. Both terms are renewable.

Roles and Responsibility of the Academic Appeal Board: Members of the Academic Appeal Board are members of the academic community of Queen's University, and as such will uphold the applicable policies and regulations of Queen's University. Parties to an appeal are required to abide by the university's policies and regulations.

The Chair of the Academic Appeal Board shall be responsible for ensuring that all procedures in this regulation are followed fairly and appropriately. The Secretary of the Academic Appeal Board shall be responsible for all administrative activities of the Board, such as but not limited to scheduling all required meetings, distributing all documents for the appeal, including the final report of the Academic Appeal Board, and corresponding with all parties about the appeal process.

Normal Steps in the Appeal Procedures:

Step 1: If a student wishes to question an academic decision, other than those relating to thesis outcomes or an allegation of a departure from academic integrity, an appeal must first be made informally to the instructor or body whose decision is being questioned. The students must ensure that the instructor or body is aware of all the facts which the student believes should bear upon the reconsideration of the decision. This should be done within two weeks of the receipt of the decision. If the student is reluctant to approach the instructor or body personally, he or she may seek the assistance of a University Advisor, the Student Advisors of the Society for Graduate and Professional Students, the Coordinator, Dispute Resolution Mechanisms of the University Secretariat Office or other university advisor to do so on his or her behalf.

Step 2: If the student is unable to resolve the problem by informal discussion, and the student is not satisfied with the outcome of Step 1, an appeal may be lodged with the department/program Head or Coordinator of Graduate Studies who will immediately inform the department/program Head. The Head must respond to the appeal within two weeks of receiving the appeal.

Step 3: If the student is not satisfied with the outcome of Step 2, he or she should seek the assistance of an Associate Dean of the School of Graduate Studies within two weeks of receiving the written response from the Head or Coordinator of Graduate Studies under Step 2. The Associate Dean will meet with the student as soon as possible thereafter. The Associate Dean shall provide a written response within two weeks of meeting with the student.

Step 4: If the student is still not satisfied, he or she may, within two weeks of receiving the written response of the Associate Dean of the School of Graduate Studies under Step 3, ask the Secretary of the Academic Appeal Board of the School of Graduate Studies to convene an Academic Appeal Board to hear his or her appeal. The student must submit a written statement of appeal within one week of such a request to the Secretary of the Academic Appeal Board of the School of Graduate Studies. The student's statement must include copies of any written decisions received under Steps 1, 2 and/or 3 above.

The student's written statement of appeal: The student's written statement of appeal should clearly address the policies and procedures of the graduate program/department and/or the School of Graduate Studies and/or Queen's University that were not followed, and/or any extenuating circumstances that were beyond the student's control that impacted the academic decision under appeal. If extenuating circumstances relate to a medical incident or condition, supporting documentation (such as a doctor's note) should be provided in the written statement of appeal.

The statement should include specific details about the timing of what happened in the incident, course, or program. The statement must also outline what the student would like the Academic Appeal Board to consider as a possible outcome or outcomes of its deliberations. All documents submitted with the written statement of appeal, including doctors' notes, shall be circulated by the Secretary to the members of the Academic Appeal Board.

The Academic Appeal Board may decide not to consider the appeal if the document/evidence submitted is substantially incomplete, defective, or inaccurate. If the decision is that the document/evidence submitted is substantially incomplete, defective, or inaccurate and if the student can rectify the defect(s) or deficiency in the appeal within two weeks from the date of receipt of this notice from the Chair, then the appeal proceedings will resume.

The written statement of response: The Head of the Department/Program shall be given the opportunity to respond in writing to the student's written statement of appeal. The opportunity to respond in writing could also be delegated to another department/program member, such as the Graduate Coordinator, or, the faculty member responsible for the academic action under appeal.

The Head (or delegate) shall be provided with a copy of all appeal documents submitted by the student and shall have two weeks from the date of receipt to file a written statement of response. Copies of all documents relevant to the matter or matters of the appeal that are in the possession or control of the Head (or delegate) shall be included in the written statement of response.

The written statement of response shall address the specific matters outlined in the student's written statement of appeal, and/or any and all procedures that are relevant

to the matter under appeal. The written statement of response shall not include information extraneous to the matters raised in the student's statement and/or related to the matter under appeal.

If no written statement of response is submitted by the deadline, the process will continue without this input.

Deadlines: On behalf of the Academic Appeal Board, the Secretary in consultation with the Chair may extend any time limit if, upon written application by the requesting party (the student or the respondent), a satisfactory reason is provided for the delay and there is no prejudice to the other party.

Documents: Each party to the appeal is entitled to and shall receive every document that the Academic Appeal Board receives from the other party or parties to the appeal. All documents of the appeal will be treated confidentially, returned to and stored with the Secretary of the Academic Appeal Board, separate from the student's academic file.

Step 5: The Secretary of the Academic Appeal Board shall distribute the student's statement and the written statement of response to the members of the Academic Appeal Board. Within one week of receiving the statements, the Board shall convene to review the written material.

In some cases, upon the review of the written material, the Academic Appeal Board may determine that it does not have jurisdiction over the substantive matter of the appeal, and that the appeal cannot proceed any further under the auspices of the Academic Appeal Board. If this is the decision, the Chair of the Academic Appeal Board shall inform the student of the decision and the reasons for the decision and will advise the student of the next avenue of appeal or consideration. However, in most cases the Academic Appeal Board will hear the appeal and call for a meeting of all parties (see below.)

The meeting of all parties: The Academic Appeal Board shall, within two further weeks of their initial review, hold a meeting of all parties to the appeal. Under normal circumstances, it is anticipated that the appeal can be heard in its entirety at this meeting and that the Academic Appeal Board shall issue its report within a further two weeks.

At the meeting of all parties, the student may be accompanied by a University Advisor or other support person. Although a student has the right to the assistance of a legal representative, such counsel is not usually desirable or necessary at this stage of the appeal procedure. The intent is to provide a fair hearing in an atmosphere of relative informality. The student should notify the Secretary of the Academic Appeal Board at least one week prior to the meeting if he or she is to be legally represented.

At the meeting of all parties, the student and the respondent or respondents are expected to present their cases, in brief oral statements. Each party will also be given the opportunity to respond to the other party's oral statement. Then, members of the

Academic Appeal Board shall ask questions of the parties to the appeal, and/or seek clarification of matters pertaining to the appeal. Then each party will be invited to make a closing statement. After closing statements the meeting of all parties shall end.

It is not expected that any additional submissions or documents will be introduced or circulated at the meeting of all parties. The written statements of appeal and response shall comprise the written documentation under consideration at the meeting of all parties. The Chair may exclude any document that is not included in the written statements of appeal and response by the date of the meeting of all parties.

At the meeting of all parties, the Chair may reasonably limit oral statements or discussions when satisfied that the relevant matter of the appeal has been fully and fairly covered, or if the statements or discussions are irrelevant.

If any party to the appeal fails to attend the meeting of all parties when it is scheduled, the meeting can still proceed. Alternatively, the Academic Appeal Board, with the consent of all parties, may hear the submission of the parties in separate meetings.

The disposition of appeals and resulting options for the student are set out in Disposition of Appeals below.

NOTES

1. The appeal procedure for a thesis examining committee decision is described in a separate section, below. The appeal procedure for reviewing an allegation of a departure from academic integrity is described elsewhere in the General Regulations (Academic Integrity Policy).

2. No penalty or requirement to withdraw shall be put into effect until the student affected has either exhausted all channels of appeal or has allowed the time for appeal to lapse. Exceptions will be considered if an academic unit feels the interests or safety of other students or third parties would be compromised by the student's continued participation in the graduate program. See the Senate Policy on Student Appeals, Rights and Discipline subs.35(b) and (d), and Commentary.

Appeal of Thesis Examination Committee Decision: If the appeal is concerned with the decision of a thesis examination committee the appeal should be made in writing to the Dean of the School of Graduate Studies or, if the Dean was a member of the examining committee, to an Associate Dean of the School of Graduate Studies. The appeal should be made in writing and within two weeks of the examination. If the person appealed to is unable resolve the problem within two weeks and the student is not satisfied, he or she must within one further week submit a written request to the Secretary of the Academic Appeal Board of the School of Graduate Studies to convene an Academic Appeal Board to hear the appeal. The appeal procedure will then continue as described in Step 5 above.

Disposition of Appeals: After hearing from all parties, the Academic Appeal Board may make one or more of the following dispositions:

- a. Uphold the Appeal: If the Academic Appeal Board upholds the student's appeal in whole or in part, it shall refer the matter back to the department/program or body concerned with specific recommendations for resolution of the appeal. The department/program shall report back to the Academic Appeal Board on the resolution of the appeal. The Academic Appeal Board shall retain jurisdiction over the appeal pending receipt of a report from the department/program.
- b. Deny the Appeal: If the Academic Appeal Board denies the appeal, it shall dismiss the appeal with reason(s). The decision of the Academic Appeal Board may be appealed only through the University Student Appeal Board under Section 21 of the Senate Policy on Student Appeals, Rights and Discipline.
- c. Make Recommendations or Policy, Procedures and Principle to the School of Graduate Studies: If the Academic Appeal Board, in hearing an appeal, identifies matters of policy, procedure or principle that have broad implications for the School of Graduate Studies, it should draw these to the attention of the Dean of the School of Graduate Studies.”

Remediation - In most cases, these issues involve the student, the Chair of the Clinical Program, and the Coordinator of Graduate Studies (and sometimes the Chair of the Department) within the Department of Psychology. We deal with issues on a case-by-case basis and support the student to our fullest ability in terms of accommodation (e.g., extended deadlines, switch of supervisor) and provide them with relevant resources (e.g., School of Graduate Studies website, Employee Assistance Program). Typically, issues are managed within the Department to full resolution and to the student’s satisfaction while keeping to policies to ensure fairness. Letters or other forms of documentation (e.g., formal email) are written to all parties involved to ensure full understanding of the issue, the steps that need to be taken to remedy the issue, and the timeline of agreed-upon goals; the letter also states the outcome (e.g., failing a course) should the goals not be met within the established timeline. The meeting of these goals is monitored by the Chair of the Clinical Program.

In addition, the Department of Psychology Guidelines state the following:

“Unsatisfactory progress

If progress is deemed to be unsatisfactory, the respective committee may recommend to the Graduate Committee that the student be placed on Probation.

Probation

The Graduate Committee is empowered to put a student on probation if progress is deemed unsatisfactory. This is reserved for those students who are deemed to be

making inadequate progress during the first 5 years of registration. If this action does have to be taken, the student will be told clearly the reasons for it and will be given directions as to how to improve. The maximum probationary period would be one year, after which the student would be taken off probation or asked to withdraw from the program.

Permanent Review

This normally applies to students: in M.Sc.3 and above; students who entered the graduate program with an M.Sc. who are registered beyond year 4; and students who entered the graduate program with a B.A. who are registered beyond year 6. Permanent Review entails: A review by the Graduate Committee of the student's progress at the end of each term; specifications of progress to be made by the end of the following term; and possible sanctions to be imposed for failure to make progress as specified at previous review.*"

*Please also note that in situations in which students do not meet the deadline for completion of their PhD, they are asked by the Department to withdraw and re-register at the time of defense.

If the issues are such that they cannot be accommodated from within the Department, the student is informed that the School of Graduate Studies should become involved.

See here: <http://www.queensu.ca/sgs/home> and there is a link to a page of resources in terms of graduate supervision here:

<http://www.queensu.ca/sgs/current-students/graduate-supervision>. Graduate students also have access to Advisors (see: <http://www.sgps.ca/services/advisors.html> for more information).

The student, if not satisfied, has the right to appeal any decision. See here for more information on appeals against academic decisions as well as the steps involved:

http://www.queensu.ca/calendars/sgsr/Appeals_Against_Academic_Decisions.html

Information related to an appeal of an academic grade can be found here:

http://www.queensu.ca/calendars/sgsr/Appeal_of_an_Assigned_Grade_in_a_Graduate_Course.html

Only in rare cases do students leave the Program, and when this situation arises, it is usually due to the student's own wishes or due to the exhaustion of any reasonable alternative in the Department or through the School of Graduate Studies.

SECTION 4: ETHICS AND PROFESSIONAL ISSUES

Academic Integrity

1. GENERAL

(In addition to the sources named in this section, the School of Graduate Studies gratefully acknowledges the authors of the current regulation, Academic Integrity, of the Faculty of Arts and Science, Queen's University.)

Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (as articulated by the International Center for Academic Integrity, Clemson University) (ICAI), all of which are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see Report on Principles and Priorities). Queen's students, faculty, administrators and staff therefore all have ethical responsibilities for supporting and upholding the fundamental values of academic integrity.

For the background to the development of this policy statement and a list of recommendations for future action, please see also Sub-Committee on Academic Integrity -Report to the Senate Committee on Academic Development (SCAD).

Additional information can be found at the Academic Integrity @ Queen's website.

2. DEFINITIONS

In The Fundamental Values of Academic Integrity the ICAI offers the following statements contextualizing these values:

- i. Honesty: An academic community of integrity advances the quest for truth and knowledge by requiring intellectual and personal honesty in learning, teaching, research, and service.
- ii. Trust: An academic community of integrity fosters a climate of mutual trust, encourages the free exchange of ideas, and enables all to reach their highest potential.
- iii. Fairness: An academic community of integrity establishes clear standards, practices, and procedures and expects fairness in the interactions of students, faculty, and administrators.
- iv. Respect: An academic community of integrity recognizes the participatory nature of the learning process and honours and respects a wide range of opinions and ideas.

v. Responsibility: An academic community of integrity upholds personal accountability and depends upon action in the face of wrongdoing.

Faculty, students and staff are encouraged to consult the ICAI's document The Fundamental Values of Academic Integrity for a more detailed discussion.

3. INTEGRITY IN ACTION

Within a graduate program, it is essential that an environment exists in which faculty and students have the utmost regard for the principles of academic integrity. Honesty and mutual trust constitute the very basis of all scientific and scholarly exchange. It is the responsibility of the entire University community to contribute to creating a community based on the principles of academic integrity.

As emphasized in Queen's University's Senate Policy on Integrity in Research (Approved by the Senate January 29, 2009, revised February 24, 2015),

"The responsibilities of the University include promoting integrity in research and scholarship, investigating allegations of misconduct, imposing appropriate sanctions if misconduct has occurred and reporting cases of misconduct appropriately" (p.1).

Graduate students must:

pursue their research activities in a manner that is consistent with the highest standards of ethical and scientific practice;

adhere to Queen's University's ethics boards, the General Research Ethics Board (GREB) and the Health Sciences Research Ethics Board

carry out research in honest search for knowledge, base findings upon a critical appraisal and interpretation according to scientific, scholarly and/or creative principles appropriate to the particular discipline.

The research conducted for the Master's essay, Master's thesis or Doctoral dissertation, and the resulting document, comprises the most significant part of the graduate research degree requirements, so that research and the resulting document must meet the highest standards of research and academic integrity. Consequently, graduate programs and the School of Graduate Studies will have jurisdiction to make decisions about and deliver sanctions for, these separate kinds of departures from academic integrity:

a. in the case of graduate level courses, or a required course taken by a graduate student;

b. in the case of non-coursework graduate degree requirements, such as the comprehensive examination (or equivalent)

c. in the case of research carried out for the essay, thesis or dissertation, and/or the final document itself; and shall assign sanctions accordingly (see Section 5 below).

NOTES

1. For assistance in dealing with academic integrity issues, graduate students should be encouraged to contact the Society of Graduate and Professional Students' Student Advisors. The Student Advisors offer advice and advocacy services to graduate and professional students at Queen's University.
2. It is assumed that since graduate students have gone through several years of post-secondary education prior to their graduate level studies, they will have familiarity with the general principles and expectations of academic integrity in coursework, non-coursework requirements, and research in their discipline, Department, Program and/or School. It is also assumed that graduate students will therefore understand the importance of these principles, and will be aware of consequences of departures from these principles.
3. Master's Essay refers to the major, terminal research component of any Master's degree, currently represented by the course number 898; Master's Thesis refers to the substantive, terminal research document of any research Master's degree, currently represented by the course number 899; Doctoral Dissertation refers to the substantive, terminal research document of all Doctoral degrees, currently represented by the course number 999.

4. OFFENCES

The following list defines the domain of relevant acts which could be considered to be departures from academic integrity without providing an exhaustive list.

Plagiarism: Presenting another's ideas or phrasings as one's own without proper acknowledgment. Examples: copying and pasting from the internet, a printed source, or other resource without proper acknowledgment; copying from another student; using direct quotations or large sections of paraphrased material in an assignment without appropriate acknowledgment; submitting the same piece of work in more than one course without the permission of the instructor(s); copying a laboratory or field report; using another researcher's data without proper acknowledgement, using another researcher's data unless specifically allowed by the instructor and the author; using direct quotations or large sections of paraphrased material in a laboratory or field report, research report, thesis, or scholarly publication without appropriate acknowledgment; submission for publication of articles published elsewhere excepted where clearly indicated to be a republication.

Use of unauthorized materials: Examples: possessing or using unauthorized study materials or aids during a test; copying from another's test paper; using an unauthorized calculator or other aids during a test; unauthorized removal of materials from the

library, or deliberate concealment of library materials; using another researcher's data unless specifically permitted; using unpublished material of others without permission; use of archival materials in violations of the rules of the archival source; failure to obtain permission of the author before using information gained through access to manuscripts or grant applications during a peer- review process.

Facilitation: deliberately enabling another's breach of academic integrity. Examples: knowingly allowing one's essay, assignment, laboratory or field report, to be copied by someone else for the purpose of plagiarism; buying or selling of term papers or assignments and submitting them as one's own for the purpose of plagiarism.

Forgery: Submitting counterfeit documents or statements. Examples: creating a transcript or other official document; fabricating laboratory or research data or source material; altering transcripts or other official documents relating to student records; misrepresenting one's credentials; creating or altering letters of reference; creating a medical note.

Falsification: Misrepresentation of one's self, one's work or one's relation to the University. Examples: omission of information; altering transcripts or other official documents relating to student records; impersonating someone in an examination or test; submitting a take-home examination written, in whole or in part, by someone else; falsifying laboratory or research data or source material; allowing someone else to do the laboratory or field work without the knowledge and approval of the instructor; omitting, fabricating or falsifying laboratory or research data; failure to appropriately recognize contributions of others; attribution of authorship to persons other than those who have contributed sufficiently to take responsibility for intellectual content.

As it is not possible to list every possible relevant act, instructors and graduate departments and programs should ensure that their students are aware of any specific or special standards of research and academic integrity of their graduate courses and programs. Students are encouraged to consult instructors and researchers in specialized fields such as music, fine arts and computing regarding procedures and use of materials in these fields.

5. REMEDIES OR SANCTIONS FOR DEPARTURES FROM ACADEMIC INTEGRITY

According to the Senate Policy on Academic Integrity Procedures- Requirements of Faculties and Schools, these are the factors to consider when assigning a sanction when it has been determined that a departure from academic integrity has occurred:

Evidence of a deliberate attempt to gain advantage; The seriousness of the departure having regard to its actual or potential consequences; The extent to which the work or conduct in question forms a significant portion of the degree requirements and whether the extent of the departure is substantial as demonstrated by the work or conduct in question; Injury to another student or to the institution; Multiple departures within a

single incident or multiple departures over time, rather than an isolated aberration; Whether the departure has been committed by a student who ought to be familiar with the expectations for academic integrity in the discipline, Department, Program, School and/or Faculty; Conduct that intimidates others or provokes the misconduct of others.

Also, to be considered are the student's previous history, and mitigating circumstances.

Student's previous history: A record of a previous departure from academic integrity may be relevant when assessing an appropriate sanction or remedy. After making a finding, the faculty member(s) responsible must then contact the School of Graduate Studies. If a previous finding is on record, the faculty member(s) responsible will refer the case to the Associate Dean of the School of Graduate Studies who will set an appropriate sanction.

The Associate Dean of the School of Graduate Studies will inform the Department Head and/or Graduate Program Coordinator that they have been notified of a possible case of a departure from academic integrity from a student with a previous finding on record, and that the School of Graduate Studies shall assume responsibility for the case and sanctions, if any. The department can make a recommendation to the Associate Dean of the School of Graduate Studies for a sanction, even in the case of a previous finding. However, to avoid misunderstanding, all communication regarding the review of the case and the resulting sanction if any, to the student shall come from the Associate Dean of the School of Graduate Studies.

If there is no previous finding on record, the faculty member(s) responsible will determine a remedy or sanction appropriate to the extent or severity of the offence, and may consult with the Department Head, Graduate Chair or Program Director for guidance on an appropriate remedy or sanction.

Mitigating circumstances: Mitigating circumstances do not exonerate or excuse from the finding of a departure from academic integrity, but these factors may be taken into account to ensure that the imposed sanction is fair, reasonable and proportionate to the gravity of the departure found. The decision must outline the evidence supporting reliance on the mitigating circumstances. The onus is on the student to adduce evidence of mitigating circumstances, which may include:

Documented evidence from an appropriate health professional of factors directly compromising the student's capacity to adhere to the standards of academic integrity at the relevant time;

Prompt admission to the departure from academic integrity by the student and expression of contrition and willingness to undertake educative remedies;

Evidence that reasonable steps were not taken in the circumstances to bring the standards and expectations regarding academic integrity to the attention of the student at the relevant time.

In summary, any sanction should reflect the extent and severity of the departure from academic integrity including those related to courses, non-coursework degree requirements, and research carried out for the essay, thesis or dissertation, and precedents in the graduate department or program, academic unit and School of Graduate Studies, taking into account any mitigating circumstances.

a. Course work

The following are the admissible sanctions that may be applied, in any number and/or combination as deemed necessary, for departures from academic integrity within a graduate course, or a required course taken by a graduate student:

- Issuing an oral or written warning.
- Completion of an educational program/workshop (if available).
- Requiring submission of a revised or new piece of work.
- Assigning a partial or total loss of marks on the piece of work.
- Assigning partial or total loss of grades in the course.
- Recommending withdrawal from the graduate program for a specified period of time.
- Recommending withdrawal from the university for a specified minimum period of time.
- Recommending withdrawal from the university for the maximum allowable period of time.
- Recommending the rescinding of a degree.

If the sanction leads to assigning a failed grade in the course, the student may not drop the course, regardless of the deadlines to drop a course.

Instructors of graduate courses may impose Sanctions 1 through 5, without referring the matter to the School of Graduate Studies (apart from checking re. previous findings). All findings and sanctions must be reported to the School of Graduate Studies.

If the instructor believes a more serious penalty is warranted, or there is a previous finding, he or she must refer the matter, including their finding, for sanctioning to the Associate Dean of the School of Graduate Studies. All documents previously used to investigate the case will be forwarded to the Associate Dean of the School of Graduate Studies. The student must be notified in writing of the finding and the referral to the Associate Dean of the School of Graduate Studies for sanctioning.

For departures from academic integrity within a graduate course, or a required course taken by a graduate student, the Associate Dean of the School of Graduate Studies may impose Sanctions 1 through 5 above. The Associate Dean of the School of Graduate Studies may also recommend Sanctions 6, 7, 8, or 9 to the Senate Committee on Academic Procedures (SCAP).

b. Non-coursework graduate degree requirements, such as the comprehensive examination (or equivalent)

The faculty member(s) responsible for administering the comprehensive examination (or equivalent) or any other non- coursework degree requirement may assign sanctions 1 through 4 above in any number and/or combination as deemed necessary, for departures from academic integrity in the comprehensive examination (or equivalent) process, or in any other non-coursework graduate degree requirement. All findings and sanctions must be reported to the School of Graduate Studies.

Alternatively, the faculty member(s) responsible for administering the comprehensive examination (or equivalent) or other non- coursework degree requirement may recommend to the Department Head, Graduate Chair or Program Director, the assigning of a grade of *Fail* for the requirement. This decision would most likely be used in the case of departure from academic integrity in the comprehensive examination (or equivalent). The Department Head, Graduate Chair or Program Director shall receive and review all documents previously used to investigate the case. The student must be notified in writing of the review by the Head, Graduate Chair or Program Director and the outcome and the finding and sanction reported to the School of Graduate Studies.

If the Head, Graduate Chair or Program Director supports the assigning a grade of *Fail* for the requirement, he or she shall recommend to the School of Graduate Studies that the student be required to withdraw because of a grade of *Fail* for the requirement based on a departure from academic integrity.

If the faculty member(s) responsible for administering the comprehensive examination (or equivalent) or other non- coursework degree requirement believes a more serious penalty is warranted, or if there is a previous finding, or if the Department Head, Graduate Chair or Program Director recommends to the School of Graduate Studies that the student be required to withdraw because of a grade of *Fail* for the requirement based on a departure from academic integrity, the matter, including the finding, must come forward for sanctioning to the Associate Dean of the School of Graduate Studies. All documents previously used to investigate the case will be forwarded to the Associate Dean of the School of Graduate Studies. The student must be notified in writing of the finding and the referral to the Associate Dean of the School of Graduate Studies for sanctioning.

For departures from academic integrity in the comprehensive examination (or equivalent) process, or in any other non-coursework graduate degree requirement, the Associate Dean of the School of Graduate Studies may impose Sanctions 1 through 4 above, as available to faculty member(s). The Associate Dean of the School of Graduate Studies may also recommend Sanctions 6, 7, 8, or 9 to SCAP.

c. Master's Essay, Master's Thesis, Doctoral Dissertation

Sanctions 8 and 9,

8. Recommending withdrawal from the university for the maximum allowable period of time;

9. Recommending the rescinding of a degree; are the sanctions that may be applied for departures from academic and/or research integrity for the research conducted for the essay, thesis or dissertation, and/or the essay, thesis or dissertation document itself. After a duly conducted investigation of departure from academic or research integrity (see Section 6 b below) the Associate Dean of the School of Graduate Studies may recommend Sanctions 8 or 9 to SCAP.

6. INVESTIGATION OF DEPARTURES FROM ACADEMIC INTEGRITY

a. Course work

Where possible departures from academic integrity within a course are identified, the instructor must advise the student in writing of the following:

the evidence on which the investigation is based;

the possible remedies or sanctions; the student's right to respond to the investigation; and the student's right to have representation for any response; the instructor will inform the student of the services provided by the Office of the University Ombudsman.

After notifying the student in writing of the possible departure, the instructor will conduct a thorough investigation of the available evidence. This investigation may consider written submissions and/or oral evidence from witnesses, if available, pertaining to the possible departure from academic integrity, and the student's response, which may be provided in writing and/or in-person.

Within 10 working days of receiving the notice of investigation, an initial meeting should be held between the instructor and student, arranged by the instructor. If the student does not wish to meet with the instructor, the student can submit a written response to the allegation to the instructor instead. If the student does not respond to an invitation for a meeting, or does not make a written submission, the process will continue without the student's input. If a meeting is arranged, both the student and the instructor have the right to be accompanied by one person for support and/or advice, although the meeting is intended to be exploratory and not a legal proceeding. If the student intends to be accompanied by legal counsel, he/she must provide at least 48 hours notice to the instructor, who reserves the right to reschedule the meeting if notice is not given.

The instructor and student should discuss the allegation and, if possible, come to a mutually acceptable agreement regarding its outcome. At least 10 working days prior to the meeting or providing a written response, the student must be informed of new material, if any, that the instructor has obtained since issuing the notice of investigation.

A University Dispute Resolution Advisor may, as of right, also be present at any meeting between the student and any decision-maker.

A student may not withdraw from the course while the investigation is under way.

While investigating cases of possible departure from academic integrity, the instructor is encouraged to seek guidance from the Graduate Chair, Head of Department or Program Director on matters of policy relating to academic integrity within the Department or Program.

In a departure from academic integrity where the instructor is unavailable, it will be the responsibility of the Department Head/Program Director to delegate the matter to an appropriate member of the academic unit within which the departure has occurred. If it is not possible to delegate the case appropriately, the Associate Dean of the School of Graduate Studies will assume the responsibility for proceeding with the case. Any investigation, finding or sanction will be pursued according to the procedures outlined above.

b. Non-coursework graduate degree requirements, such as the comprehensive examination (or equivalent)

Where possible departures from academic integrity in the comprehensive examination (or equivalent) or any other non- coursework degree requirement are identified, the faculty member(s) responsible for administering the comprehensive examination (or equivalent) or other non- coursework degree requirement) must advise the student in writing of the following:

the evidence on which the investigation is based; the possible remedies or sanctions; the student's right to respond to the investigation; and the student's right to have representation for any response; the instructor will inform the student of the services provided by the Office of the University Ombudsman.

After notifying the student in writing of the possible departure, the faculty member(s) will conduct a thorough investigation of the available evidence. This investigation may consider written submissions and/or oral evidence from witnesses, if available, pertaining to the possible departure from academic integrity, and the student's response, which may be provided in writing and/or in-person.

Within 10 working days of receiving the notice of investigation, an initial meeting should be held between the faculty member(s) and student, arranged by the faculty member(s). If the student does not wish to meet with the faculty member(s) the student can submit a written response to the allegation instead. If the student does not respond to an invitation for a meeting, or does not make a written submission, the process will continue without the student's input. If a meeting is arranged, both the student and the faculty member(s) have the right to be accompanied by one person for support and/or advice, although the meeting is intended to be exploratory and not a legal proceeding. If

the student intends to be accompanied by legal counsel, he/she must provide at least 48 hours notice to the instructor, who reserves the right to reschedule the meeting if notice is not given.

The faculty member(s) and student should discuss the allegation and, if possible, come to a mutually acceptable agreement regarding its outcome. At least 10 working days prior to the meeting or providing a written response, the student must be informed of new material, if any, that the faculty member(s) has obtained since issuing the notice of investigation.

A University Dispute Resolution Advisor may, as of right, also be present at any meeting between the student and any decision-maker.

A student may not withdraw from the graduate degree program while the investigation is under way.

While investigating cases of possible departure from academic integrity, the faculty member(s) is/are encouraged to seek guidance from the Graduate Chair, Head of Department or Program Director on matters of policy relating to academic integrity within the Department or Program.

In a departure from academic integrity where the faculty member(s) responsible for administering the comprehensive examination (or equivalent) or other non- coursework degree requirement is unavailable, it will be the responsibility of the Department Head/Program Director to delegate the matter to an appropriate member of the academic unit within which the departure has occurred. If it is not possible to delegate the case appropriately, the Associate Dean of the School of Graduate Studies will assume the responsibility for proceeding with the case. Any investigation, finding or sanction will be pursued according to the procedures outlined above.

c. Master's Essay, Master's Thesis, and Doctoral Dissertation

Where possible departures from academic and/or research integrity for the research conducted for the essay, thesis or dissertation, and/or in the essay, thesis or dissertation document itself, are identified, the Associate Dean of the School of Graduate Studies shall be contacted immediately. The person(s) raising the issue(s) shall outline the particular concerns and the Associate Dean of the School of Graduate Studies shall assume the responsibility for proceeding with the case.

The Associate Dean of the School of Graduate Studies shall contact the student's primary supervisor immediately. The supervisor shall be responsible for an initial review of the data, document and/or sections of the document in question, to determine if sufficient evidence exists to warrant an investigation.

In the case of an investigation the Associate Dean of the School of Graduate Studies must advise the student in writing of the following:

- the evidence on which the investigation is based;
- the student's right to respond to the investigation; and
- the student's right to have representation for any response; the Associate Dean of the School of Graduate Studies' will inform the student of the services provided by the Office of the University Ombudsman.

After notifying the student in writing of the possible departure, the Associate Dean of the School of Graduate Studies will conduct a thorough investigation of the available evidence. This investigation may consider written submissions and/or oral evidence from witnesses, if available, pertaining to the possible departure from academic or research integrity, and the student's response, which may be provided in writing and/or in-person.

Within 10 working days of receiving the notice of investigation, an initial meeting should be held between the Associate Dean of the School of Graduate Studies and student, arranged by the School of Graduate Studies. If the student does not wish to meet the student can submit a written response to the allegation to the Associate Dean of the School of Graduate Studies. If the student does not respond to an invitation for a meeting, or does not make a written submission, the process will continue without the student's input. If a meeting is arranged, both the student and the Associate Dean of the School of Graduate Studies have the right to be accompanied by one person for support and/or advice, although the meeting is intended to be exploratory and not a legal proceeding. If the student intends to be accompanied by legal counsel, he/she must provide at least 48 hours notice to the Associate Dean, who reserves the right to reschedule the meeting if notice is not given.

The Associate Dean of the School of Graduate Studies and student should discuss the allegation and, if possible, come to a mutually acceptable agreement regarding its outcome. At least 10 working days prior to the meeting or providing a written response, the student must be informed of new material, if any, that the Associate Dean of the School of Graduate Studies has obtained since issuing the notice of investigation.

A student may not withdraw from the graduate degree program while the investigation is under way.

A University Dispute Resolution Advisor may, as of right, also be present at any meeting between the student and any decision-maker.

While investigating cases of possible departure from academic integrity, the Associate Dean of the School of Graduate Studies should seek guidance from the Graduate Chair, Head of Department or Program Director on matters of policy relating to academic integrity within the Department/Program.

7. FINDING OF DEPARTURE FROM ACADEMIC INTEGRITY

a. Course work

If, after an investigation of the evidence and consideration of the response by the student, the instructor determines that there are no grounds for a finding, all documents related to the case will be destroyed and the student will be informed that the investigation has been dropped.

If, after an investigation of the evidence and consideration of the response by the student, the instructor determines that there is sufficient and persuasive evidence on which to make a finding of departure from academic integrity, the instructor must set an appropriate remedy or sanction and then notify the student in writing.

Factors that should be considered in assigning a remedy or sanction are as outlined in Section 5 above.

The instructor may consider a range of remedies or sanctions as outlined in Section 5a. above.

If the remedy or sanction or remedies or sanctions result in a failure of the course, the student may not drop the course, regardless of the drop deadlines.

If the instructor believes that the finding warrants a sanction more serious than an instructor may impose, the instructor will refer the case to the Associate Dean of the School of Graduate Studies. All documents previously used to investigate the case will be forwarded to the Associate Dean of the School of Graduate Studies. The student must be notified in writing by the instructor that the case has been referred to the Associate Dean of the School of Graduate Studies.

b. Non-coursework graduate degree requirements, such as the comprehensive examination (or equivalent)

If, after an investigation of the evidence and consideration of the response by the student, the faculty member(s) responsible for administering the comprehensive examination (or equivalent) or other non- coursework degree requirement determines that there are no grounds for a finding, all documents related to the case will be destroyed and the student will be informed that the investigation has been dropped.

If, after an investigation of the evidence and consideration of the response by the student, the faculty member responsible for administering the comprehensive examination (or equivalent) or other non- coursework degree requirement determines that there is sufficient and persuasive evidence on which to make a finding of departure from academic integrity, the faculty member(s) must set an appropriate remedy or sanction and then notify the student in writing.

Factors that should be considered in assigning a remedy or sanction are as outlined in Section 5 above.

The faculty member(s) responsible for the administering the comprehensive examination (or equivalent) or other non- coursework degree requirement may consider a range of remedies or sanctions as outlined in Section 5b above.

If the faculty member(s) responsible for the administering the comprehensive examination (or equivalent) or other non- coursework degree requirement believes the finding warrants a sanction more serious than the faculty member(s) may impose, the faculty member(s) will refer the case to the Associate Dean of the School of Graduate Studies. All documents previously used to investigate the case will be forwarded to the Associate Dean of the School of Graduate Studies. The student must be notified in writing by the faculty member(s) that the case has been referred to the Associate Dean of the School of Graduate Studies.

c. Master's Essay, Master's Thesis, Doctoral Dissertation

If, after an investigation of the evidence and consideration of the response by the student, the Associate Dean of the School of Graduate Studies determines that there are no grounds for a finding, all documents related to the case will be destroyed and the student will be informed that the investigation has been dropped.

If, after an investigation of the evidence and consideration of the response by the student, the Associate Dean of the School of Graduate Studies determines that there is sufficient and persuasive evidence on which to make a finding of departure from academic integrity, the Associate Dean of the School of Graduate Studies must set an appropriate remedy or sanction and then notify the student in writing.

Factors that should be considered in assigning a remedy or sanction are as outlined in Section 5 above.

The sanctions that could be assigned are as outlined in Section 5c above.

8.INFORMING THE STUDENT OF THE DECISION

After making the finding, and setting a remedy or sanction within the scope of those available to the instructor, the faculty member(s) responsible, or Associate Dean of the School of Graduate Studies, the student must be informed in writing of the following:

- the details of the finding of departure from academic or research integrity, including the reasons for the finding as supported by relevant, clear and cogent evidence;
- the remedy or sanction;
- the student's right to appeal the finding and/or the remedy or sanction to the Academic Appeal Board of the School of Graduate Studies (see below)
- the deadline for appealing to the Academic Appeal Board;
- the resources available for consultation; the instructor, faculty member(s) or Associate Dean of the School of Graduate Studies will inform the student of the services provided by the Office of the University Ombudsman; and

- the fact that a copy of the finding will be kept on file in the School of Graduate Studies.

A copy of the finding of departure from academic or research integrity must be reported in writing to the student's home department or program.

9. APPEAL OF A FINDING OF DEPARTURE FROM ACADEMIC INTEGRITY

The graduate student has the right to an appeal of the finding of departure from academic or research integrity, and/or the remedy or sanction, through the Academic Appeal Board of the School of Graduate Studies.

Within 10 working days of receiving the written notice and details of the finding, the student may ask the Secretary of the Academic Appeal Board of the School of Graduate Studies to convene an Academic Appeal Board to hear his or her appeal. The student must submit a written statement of appeal within 10 working days of such a request to the Secretary of the Academic Appeal Board of the School of Graduate Studies, attaching all relevant documentation regarding the case and the finding.

The Secretary of the Academic Appeal Board of the School of Graduate Studies shall inform the Department Head or Program Director, and the Graduate Coordinator of the Department or Program, of the request for a hearing by the Academic Appeal Board, and give a copy of the student's written statement to the Department Head or Program Director, and the Graduate Coordinator of the Department or Program.

The Secretary of the Academic Appeal Board of the School of Graduate Studies shall distribute the student's statement to the members of the Academic Appeal Board. Within 10 working days of receiving this statement, the Board shall convene to review the written material. The Board shall, within two further weeks (10 working days), meet with all the parties to the appeal. The student may be accompanied by a University Dispute Resolution Advisor or other support person.

Each party to the appeal shall be given the opportunity to present his or her case to the Academic Appeal Board at the meeting of all parties. Although neither party is precluded from having legal counsel, such counsel is not usually desirable or necessary at this stage of the appeal procedure. The intent is to provide a fair hearing in an atmosphere of relative informality. The student should notify the Secretary of the Academic Appeal Board of the School of Graduate Studies at least 48 hours prior to the meeting if he or she is to be legally represented.

Under normal circumstances, it is anticipated that the appeal can be heard in its entirety at this meeting and that the Academic Appeal Board shall issue its report within a further two weeks (10 working days).

A student may not withdraw from the graduate degree program while the appeal is underway.

10. DISPOSITION OF THE APPEAL OF A FINDING OF ACADEMIC INTEGRITY

Upon completing its review, the Academic Appeal Board may make one or more of the following dispositions:

- a. Dismiss the finding: If, after an investigation of the evidence and the review to date, and consideration of the response by the student, the Academic Appeal Board of the School of Graduate Studies determines that there are no grounds for a finding, all documents related to the case will be destroyed and all parties shall be informed that the finding has been dismissed. The Academic Appeal Board shall notify the student in writing of this decision.
- b. Uphold the finding: If, after an investigation of the evidence and the review to date, and consideration of the response by the student, the Academic Appeal Board of the School of Graduate Studies determines that there is sufficient and persuasive evidence on which to make a finding of departure from academic integrity, the Academic Appeal Board will uphold the finding. The Academic Appeal Board shall notify the student in writing of this decision.
- c. Rule on the sanction(s) imposed to date: In cases where the Academic Appeal Board upholds the finding of a departure from academic integrity, it shall also evaluate the sanction(s) previously determined, and has the authority to either uphold that sanction, or determine one or more alternate sanctions from Section 5 above. The Academic Appeal Board shall notify the student in writing of this decision.
- d. Make recommendations on policy, procedures or principles to the School of Graduate Studies: If the Academic Appeal Board, in hearing a case, identifies matters of policy, procedure or principle that have broad implications for the School of Graduate Studies, it should draw these to the attention of the Dean of the School of Graduate Studies.

The decision of the Academic Appeal Board shall be final and shall be the final appeal through the School of Graduate Studies. The student may appeal further to the University Senate Appeal Board. In their report, the Academic Appeal Board shall inform the student of the services provided by the Office of the University Ombudsman.

11. JURISDICTION WITH RESPECT TO STUDENT APPEALS OF ACADEMIC DECISIONS

All graduate students are enrolled in the School of Graduate Studies (the home Faculty) and follow a particular program in an academic discipline (the home Program). If a graduate student is enrolled in a course which does not belong to his or her home program, and a matter of academic integrity arises, instructors and faculty members are required to follow the graduate level procedures in the relevant Appendix of the Senate policy, Faculty Jurisdiction With Respect to Student Appeals of Academic Decisions.

12. NOTIFICATION/REPORTING FINDINGS TO STUDENTS AND THE SCHOOL OF GRADUATE STUDIES

To ensure consistency and fairness, faculty members involved in academic integrity investigations must contact the student according to the timelines outlined in Section 6 above, and must inform the student in writing of the case, covering all the relevant details as per Section 6, specifically:

- the evidence on which the investigation is based;
- the possible remedies or sanctions;
- the student's right to respond to the investigation; and
- the student's right to have representation for any response; the instructor will inform the student of the services provided by the Office of the University Ombudsman.

The student must be informed of the outcome according to the specifics listed in Section 8 above. A copy of the finding will be sent to the School of Graduate Studies and kept on file.

13. REPORTING ACADEMIC INTEGRITY CASES TO SENATE COMMITTEE ON ACADEMIC PROCEDURES

As required by Senate, the School of Graduate Studies shall report each year, in writing, to SCAP on the academic integrity issues or cases they have dealt with along with any suggested revisions to this Policy or their own procedures. The form that will be used by the School of Graduate Studies for this purpose is found on the website of the School of Graduate Studies.

