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Forms Access

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

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

Information Accuracy

Although every effort has been made to ensure the accuracy of the information in this Handbook, there may be errors, in part because Ryerson is a dynamic institution where things are constantly changing. Please confirm any important details. Please send any comments or corrections to Dr. Stephanie Cassin (stephanie.cassin@psych.ryerson.ca), Director of Clinical Training.
SECTION 1: INTRODUCTION

Acknowledgements

In 2011, the Department of Psychology formed a Graduate Handbook Committee to develop the second edition of this handbook. Through this process, the handbook received significant updates and additions. This included clarifying information relevant to students interested/enrolled in each of the graduate psychology streams. As a result, there are now two versions of the graduate handbook available, specific to either the Psychological Science or the Clinical Psychology field of study. The graduate handbook committee included faculty members Drs. Martin Antony, Candice Monson, Frank Russo, and Tara Stallberg, and the following graduate students: Sonya Wanklyn, Leanne Wilkins, Stephanie Marion, Philippe Shnaider, Andrea Woznica, Amy Brown-Bowers, Alexander Vasilovsky, Jen Rouse, Cassandra Crangle, Matilda Nowakowski, and Ashley Ward. Thanks to all of you! An extended thank you to faculty and students involved in the first edition of the graduate handbook, including faculty members Drs. Tae Hart and Trevor Hart, and the following graduate students: Jenna Belanger, Heather Hood, Michael Maksimowski, Jennifer Monforton, Ronak Patel, Stephanie Quigg, Jenny Rogojanski, Ashley Steinhauer, Rachel Strimas, Valerie Vorstenbosch, Ashley Ward, and Andrea Wilkinson. Thank you to the faculty, students, and staff who helped with the 2015 update of the third edition of the handbook. Those who dedicated their time include Drs. Stephanie Cassin and Trevor Hart, Lisa Vuong, and students Kathleen Tallon, Fiona Thomas, Leann Lapp, Leorra Newman, and Esztella Vezer.

Psychology Graduate Students Association (PGSA)

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

Psychology Research Symposium: Every fall the PGSA puts together a Psychology Research Symposium. The goals of this half-day event are to showcase the outstanding research that our graduate students have been involved in during the past year, and to encourage the exchange of scholarly ideas among students and faculty members. Keep an eye out for the call for paper and poster submissions early in the fall term! More information about the PGSA can be found on the PGSA website.

Student Representatives for Committees and Associations
(2016-2017)

<table>
<thead>
<tr>
<th>American Psychological Association Graduate Student Representative</th>
<th>TBA</th>
</tr>
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</table>
Our Clinical Students

Our Clinical Psychology Program first became accredited by the Canadian Psychological Association in 2012. Since that time, we have received well over 200 applications for the program each year, and we generally accept 8 or 9 students (offers are made to 4% to 5% of applicants). We have a diverse student body. Our current students range in age from 21 to 43 years old. Approximately 86% are female and 14% are male. Twenty-seven percent (27%) self-identify as diverse (e.g., mental or physical disability, LGBTQ, visible minority). Most students identify their background as European; however 13% report an Asian background (e.g., Middle East, South Asia, South East Asia), 2% report a Latin/Central/South American background, and 5% report a mixed background. Our students hail from some of the top universities, and bring with them a diversity of research and clinical backgrounds.

Clinical Program Philosophy and Mission Statement

The Clinical Program operates under the overall mission of Ryerson University:

The special mission of Ryerson University is the advancement of applied knowledge and research to address societal need, and the provision of programs of study that provide a balance between theory and application and that prepare students for careers in professional and quasi-professional fields. As a leading centre for applied education, Ryerson is recognized for the excellence of its teaching, the relevance of its curriculum, the success of its students in achieving their academic and career objectives, the quality of its scholarship, research and creative activity, and its commitment to accessibility, lifelong learning, and involvement in the broader community.

The mission statement of the Clinical Program located within the Department of Psychology is:

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

The mission of our graduate program in Clinical Psychology is consistent with the mission of Ryerson University in its emphasis on (1) the integration of basic and applied knowledge; (2) the use of science to advance practice; and (3) knowledge translation and dissemination, striking a balance between theory and application.

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

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

Clinical Program Goals and Objectives

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

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

   Objectives:
   - Identify with and appreciate psychology as a discipline and the continuing advancements in the field
   - Acquire knowledge of a broad domain of psychological theories and research
   - Acquire an advanced understanding of the symptoms and theories accounting for various forms of psychopathology and other clinical problems
   - Acquire knowledge in the theory, science, and practice of clinical assessment
   - Develop knowledge in the theory, science, and practice of psychotherapeutic interventions, with an emphasis on evidence-based interventions

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

   Objectives:
   - Develop knowledge of research methods and statistics
   - Develop ability to objectively evaluate clinical research
   - Demonstrate competence in preparing research protocols
   - Demonstrate competence in implementing independent research relevant to clinical psychology
3. To demonstrate competence in evidence-based psychological assessment and intervention, including attention to issues of diversity and potential interprofessional collaboration

Objectives:
● Demonstrate ability to use the evidence base in assessment and treatment
● Demonstrate knowledge and use of ethical and professional standards in academic and clinical settings
● Demonstrate knowledge of cultural and diversity-related aspects of psychology
● Demonstrate ability to collaborate in interprofessional environments

Areas of Research Focus within the Department

The faculty in the Psychology graduate program at Ryerson University come from leading institutions from across North America, Europe, and Asia. They are experts in many research areas, including Aboriginal health, anxiety disorders, trauma, depression, sleep disorders, borderline personality disorder, eating disorders, body image, obesity, HIV prevention, chronic illness, psychosocial medicine, cognitive behavioural therapy, dialectical behaviour therapy, motivational interviewing, emotional regulation, cognition, aging, attachment, and infant development. The department is committed to an integrated model of training that ensures cross-connections between subfields of Psychology. As a result, our faculty members are leaders in the pursuit of knowledge and student advancement. The research interests of our faculty overlap, and there is much collaboration among faculty members and students.

The Psychology graduate program has five main research clusters:
1. Brain, Perception, and Cognition
2. Community and Health Psychology
3. Lifespan Development
   a. focus on early development and aging
4. Psychopathology and Intervention
5. Social and Forensic Psychology

In an attempt to promote collaboration and learning opportunities among the faculty and student members of our department, the department has identified several research interest groups representing the research clusters. Several interest groups meet on a monthly basis. Others work together informally on research grants and papers, and to assist students with their research.

Research interest groups include:
1. Brain, Perception, and Cognition (BPAC)
2. Community/Cultural Psychology
3. Early Development Group Exchange (EDGE)
4. Forensic Psychology Interest (FPI) Group
5. Health Psychology
6. Anxiety Interest Group (AIG)
7. Stress Research Interest Group
8. Social Psychology

**Organization of the Department**

<table>
<thead>
<tr>
<th>Chair of the Department</th>
<th>Dr. Michelle Dionne</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Program Director</td>
<td>Dr. Tara Burke</td>
</tr>
<tr>
<td>Graduate Program Director</td>
<td>Dr. Julia Spaniol</td>
</tr>
<tr>
<td>Director of Clinical Training</td>
<td>Dr. Stephanie Cassin</td>
</tr>
<tr>
<td>Director of Psychological Science Training</td>
<td>Dr. Meg Moulson</td>
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</tbody>
</table>

**SECTION 2: ORIENTATION TO RYERSON AND THE PSYCHOLOGY DEPARTMENT**

**Things to Do in Your First Week on Campus**

1. **Set up your my.ryerson account:** Before you can set up your email, you need to create your my.ryerson account by visiting this page. In order to activate this account, you will need to fill in your name, student ID number, and date of birth. You will be notified when this account has been activated. Once your account is activated, you can visit My Ryerson to access your D2L Brightspace and RAMSS accounts. D2L gives you online access to your courses, grades, and other important administrative information. RAMSS (which stands for “Ryerson’s Administrative Management Self Service”) is a collection of online service functions, which allow you to view aspects of your academic, financial, and personal information. You can use RAMSS to update your contact information, manage your courses, order a progress report, apply for graduation, etc. You also apply for research ethics through your my.ryerson account.

2. **Set up your email:** You will have two email addresses – a Ryerson Google account (in the format username@ryerson.ca) which gives you access to several Google services (Gmail, Drive, Calendar, Contacts) – more information is available here: http://www.ryerson.ca/google/. You are also assigned a second “Psychology” email on the Microsoft Exchange platform with all data stored on a local Faculty of Arts server (in the format username@psych.ryerson.ca). Your Psych email address will be set up for you before classes begin. Login with your username and password [here](http://www.ryerson.ca/google/). You will have the opportunity to pick a new password. Once you’ve chosen a new password, you can close down the website. Your email username will be the same as the username you are given for your my.ryerson account. If you would like, you can arrange to have all Ryerson Google email forwarded to your Psych Exchange account. To do this, you need to log into your Google email at [http://gmail.ryerson.ca/](http://gmail.ryerson.ca/).
3. **Get your Ryerson OneCard:** This is your official identification card bearing your photograph, signature, student number, library barcode, and status at the University (i.e., graduate student). Your first card is issued to you free of charge. You should carry your ID card with you at all times as you are required to present it on request by University personnel. The Ryerson Photo ID is used for identification purposes within the University including:

- Evidence of registration
- Participation in student activities (e.g., voting)
- Athletic privileges at MAC (Mattamy Athletic Centre) and RAC (Recreation & Athletics Centre)
- Identification for tests and examinations
- Access to buildings on campus after hours, or if asked by Ryerson Security
- Library privileges
- You can also use the magnetic stripe on your Ryerson OneCard card to pay for meals, photocopying, laser printing, and vending machines on campus. You can add money to your OneCard by visiting the OneCard office, located on the basement floor of Jorgenson Hall.

To receive your OneCard, you are required to bring your official Ryerson validated fee statement/fees payment receipt and/or official timetable and/or Offer of Admission as well as two to three pieces of identification, one of which must be government-issued photo identification (e.g., Driver’s License, Passport, Citizenship card, or photo OHIP card). No OneCard will be released without this information. For more information on the OneCard or where you can go to receive it, visit this page.

4. **Course Registration:** To register for courses, you will need to complete a Course Selection Form, which will be provided to you by the Program Administrator or Program Director, or can be downloaded from our Google Drive folder. Course selection should be completed in consultation with your supervisor and the Director of Clinical Training, Dr. Stephanie Cassin. Once you have selected your courses, you will need to have this form signed by yourself, your supervisor, and Dr. Cassin. The form should then be submitted to the Program Administrator (Alicia VanDeWeghe). Once you have been successfully registered, your courses will appear in D2L. Choices of electives will generally be influenced by your research interests and areas in which you wish to receive more training. Choices of electives should also take into account the program’s foundational requirements and requirements for registration by the College of Psychologists of Ontario (or regulatory bodies in other jurisdictions where you may want to practice).

For more information about courses and requirements, refer to the graduate calendar.
5. Get Acquainted with the Campus!

For the most up-to-date maps, visit this page.

Buildings you should pay particular attention to:

- The Bookstore at 17 Gould Street (BKS)
- Jorgenson Hall at 380 Victoria Street (JOR): The Department of Psychology is located on the 9th floor with some offices on the 8th floor.
- Library Building at 350 Victoria Street (LIB)
- 80 Bond St.: The Clinical Psychology Training Clinic is located in the basement.
- South Bond Building at 105 Bond Street (SBB): The Psychology Research and Training Centre is located on the 1st and 2nd floor.
- Student Campus Centre at 55 Gould Street (SCC): This is where you can purchase your Metro Pass.
- Student Learning Centre: Graduate student study space and bookable rooms on the 7th floor
- School of Graduate Studies office at 1 Dundas Street West (YDI): Located on 11th floor.

6. Purchase Your Books: Your course instructors will notify you regarding which textbooks you will need for your first semester. You can purchase these books at the bookstore located at 17 Gould Street. Make sure to look in the Graduate Studies section of the store,
where all of the graduate books will be stored in alphabetical order by the surname of the first author.

To save some money, it is usually worthwhile for students to check to see if the books can be purchased for a cheaper price directly from the publisher or through popular online websites, such as Amazon. Some publishers (e.g., Guilford Publications) have special offers for students to receive up to 50% off of their books if purchased at the beginning of the semester. Check with the respective publisher to see if such a deal applies to any of the books you are purchasing. It is also worth looking into buying used books through online textbook exchange websites. You can try Toronto University Student’s Book Exchange, or Books4Exchange. You can also sell your used textbooks on these sites. Students might also be interested in visiting a unique bookstore located in downtown Toronto called Caversham Booksellers. This store is solely devoted to providing mental health care professionals with books in their field. Visit this page for more details.

7. **Apply for a Teaching Assistantship (TA):** Some of you may have been offered a guaranteed TA placement as part of your funding package. TA placements will be assigned shortly before the start of the semester. In addition, those of you who do not have a psychology TA placement in a particular semester may wish to apply for TA positions in other departments to earn some extra money. There are limits to the number of hours graduate students can work in Ontario (10 hours) and students may be required to report extra work hours. For departments in the Faculty of Arts, all TA placements are advertised and applied for through the online TA Marketplace. This includes the TA placements that are assigned to you by the Department of Psychology. As soon as the TA assignments have been made, you will be contacted by Francesca Grillo (the Department Administrator) via email. She will let you know the details of your contract, such as who your supervisor will be, which course you have been assigned to by the department, how many TA hours have been allotted to you, and where you can go to officially apply for your assigned position. She will provide you with a website and a Posting ID number, which will be used to create your contract for the position.

Information about applying for other TA positions in Psychology or any other department within the Faculty of Arts will be distributed over email by the Department Administrator as these positions become available. In the Department of Psychology, priority for assigning TA positions is given to students without external funding.

8. **Sign TA Contract:** Once you have been assigned your TA position and you have filled in the posting information, you will need to sign your contract. The contracts will be available in Francesca Grillo’s office in Jorgenson Hall. You will need to bring a void cheque or your banking information when you come in to sign the contract. In addition, you will also be asked to provide Francesca with your date of birth and social insurance number. Francesca will submit timesheets on your behalf every Tuesday, and payday is every second Friday. If you have any problems with your payments, you should visit the Human Resources Department (located at 1 Dundas Street West, 16th Floor). Finally, as a Teaching Assistant,
you become a member of the Canadian Union of Public Employees (CUPE), Local 3904, Unit 3 and your employment with the University is thus governed by a collective agreement; you should become familiar with your rights and responsibilities as outlined in this collective agreement. The first pay period tends to occur three weeks after your first week of work. Note that Ryerson refers to graduate students working as teaching assistants as Graduate Assistants (or GAs), though we tend to use the term TA within the Department.

9. **Get Your Keys:** All necessary keys can be obtained through Carson Pun, Research Operations Coordinator. In order to have access to the common spaces in the PRTC at 105 Bond Street, you will need the CFB65 key. This will give you access to the graduate seminar room, computer lab, graduate student lounge, kitchen, multipurpose room, and research bookable rooms. You will need to arrange lab keys with your supervisor and a deposit/fee of $30.00 may be required. Note that the replacement cost for keys that are lost or not returned is $30.00. You may also require a key for the exterior doors on the 9th floor of Jorgenson, as these doors are typically locked in the evenings for security reasons. The same key gives you access to the printing and photocopying room at Jorgenson. If you happen to accidentally lock yourself out of your lab or the PRTC at 105 Bond Street, you can contact security to let you back in (416-979-5040 or by dialing 5040 from any Ryerson telephone). Please note that security will ask you if you have contacted the Chair of the department to grant you access before coming to let you in. It is always suggested to have a piece of identification (student card preferable) when contacting Ryerson Security. It is also recommended that you exchange contact numbers with your labmates, as they can be helpful in letting you in when locked out. Your Ryerson OneCard can be used to access the South Bond Building after hours and on weekends. Contact Carson Pun (cpun@psych.ryerson.ca) to set up OneCard access.

10. **Buy Parking Permit and/or Metropass:**

**Parking Permit**
There are four parking lots at Ryerson available for students, faculty and staff parking. The International Living Learning Centre (ILLC) Garage is the main garage for student parking permit holders. It is located at 240 Jarvis Street, on the west side of Jarvis Street between Gerrard and Dundas Streets. Daily parking is available at the Bookstore Garage (300 Victoria Street, on the west side of Victoria Street, between Dundas and Gould Streets) and the Pitman Hall Garage (160 Mutual Street, on the west side of Mutual Street between Gerrard and Gould Streets). Student permit parking and daily parking is also available at the 202 Jarvis Street Lot (located between Mutual Street and Jarvis Street at Dundas Street).

Student permits are sold for the eight-month academic year (September - April) at a cost of $1,273.74 for the 240 Jarvis Street Garage, and $859.33 for the 202 Jarvis Street Lot (subject to change). This permit can be used seven days per week, with no restrictions. Applications are available in mid-August on a first come first serve basis. Applications can be submitted electronically here. Daily parking is also available at the Bookstore Garage and the Pitman
Hall Student Residence Garage. For further information, contact the University Business Services (416) 979-5008 or visit their website.

Metropass
All Ryerson students, staff, and faculty are eligible to receive the Ryerson Students’ Union (RSU) discount on purchases of a TTC pass. These passes can be obtained through the RSU Member Services Office in the Student Centre lobby, 55 Gould Street. Students are required to show their OneCard student ID in order to be eligible for the discount. Passes go on sale starting the 20th of every month until they are sold out or until the 10th day of the following month, whichever comes first. The Member Services Office accepts cash or debit card as payment only (no credit cards accepted). Prices are subject to change at any time by the TTC.

Hours of Operation: Mon – Fri: 8:30 am - 7:30 pm, Saturday: 11:00 am - 5:00 pm
Contact Information: 416-979-5255, ext. 2358 or memberservices@rsuonline.ca
Important: Keep your Metropasses for the year, as you are eligible to receive transit tax credit from the Canada Revenue Agency at the end of the year. See here for more info.

11. Attend all Relevant Orientations and Training Sessions:

**Department of Psychology Orientation for New Graduate Students (mandatory)**
This orientation, organized by the Graduate Program Director, provides information about a wide range of topics and is required for all incoming students in the Department.

**Clinical Psychology Orientation for New Graduate Students (mandatory)**
This orientation, organized by the Director of Clinical Training, provides information about topics specific to the Clinical Psychology Program, and is required for all incoming Clinical Psychology students in the Department.

**School of Graduate Studies Orientation for New Graduate Students (highly recommended)**
This orientation is for all new graduate students at Ryerson.

**Faculty of Arts TA/GA Orientation (mandatory)**
The Faculty of Arts hosts a TA Training workshop for TAs working in the Faculty of Arts. The Department of Psychology requires that students who have TA positions attend (mandatory - as configured within your GA contract) this orientation. For more information and to register see this page.

**Learning and Teaching Office TA/GA Orientation (highly recommended)**
The Learning and Teaching Office (LTO) hosts TA/GA Orientation and Training that is not mandatory but highly recommended (see here for more information).

**Training Sessions for Funding Applications (highly recommended)**
Each September the School of Graduate Studies offers training
sessions in how to apply for external funding. Plan to attend one or more of these sessions, if possible.

Support in Psychology

Psychology Administrative Team

Alicia VanDeWeghe
Alicia VanDeWeghe is the Graduate Program Administrator for Psychology. In this role, she coordinates admissions, registers students for each term, and manages other administrative processes such as progress reports, programs of study, and annual evaluations. Alicia also provides support for funding applications and helps with the promotion and marketing of the psychology department. Within this context, Alicia is the main contact for graduate students in the program.
JOR941, 416-979-5000 ext. 2178
avandewe@psych.ryerson.ca or psychgrad@psych.ryerson.ca

Sarah Carmichael
Sarah Carmichael is the Undergraduate Program Administrator for Psychology. She provides support for the undergraduate psychology program, including the coordinating of TA assignments.
JOR901, 416-979-5000 ext. 6193
sarah.carmichael@psych.ryerson.ca or undergrad@psych.ryerson.ca

Francesca Grillo
Francesca Grillo is the Department Administrator. She provides support to the Chair and to the Department in many important areas, including coordinating TA assignments, managing financial accounts, and hiring.
JOR940, 416-979-5000 ext. 7047; fgrillo@psych.ryerson.ca

Carson Pun
Carson Pun is the Research Operations Administrator. He provides support for Psychology labs, encodes OneCards as access cards, and issues keys for labs and the TA room.
SBB205, 416-979-5000 ext. 2367; cpun@psych.ryerson.ca

Psychology Department Information Technology Support
Carson Pun is the in-house IT support specifically for the psychology labs. He sets-up the computers and printers in the psychology labs and offices, and answers IT-related questions and concerns. Additionally, Carson often acts as a liaison to the Faculty of Arts IT team. Carson can be found in SBB205 or he can be reached at cpun@psych.ryerson.ca or at 416-979-5000 ext. 2367. If you have an IT related concern, Carson is a good first line of response.
Faculty of Arts Information Technology Support
The Faculty of Arts has its own IT support team. They manage the Arts server, which is where the Psych email accounts are based. They also purchase and set up computers for faculty offices and labs within the Faculty of Arts. Questions can be addressed to the Arts IT Helpdesk at help@arts.ryerson.ca or 416-979-5000, ext. 2723, but we generally recommend that your IT requests go through your advisor, another faculty member, or a psychology staff person, depending on the nature of the request.

Computing and Communication Services (CCS)
Computing and Communication Services (CCS) offers support and information regarding the computing and communications needs of the Ryerson community. Questions related to wireless internet, Matrix email, lab and RAMSS accounts, computer labs, printing and virtual printing, and general technical support may be directed here. Need to borrow media-related equipment? Digital, audio, video, projection, and other sources of media equipment are available through CCS. They also offer various free software packages for your personal computer or laptop. CCS also provides access to licensed software applications via Virtual Applications (Vapps). To access this information students must log on to the virtual application website using their my.ryerson username and password. The site provides a list of free software provided by Ryerson. 416-416-979-5000, ext. 6840

How to configure your wireless connection: You can connect to the RU-Secure network, Ryerson’s Wireless Network, almost everywhere on campus. You will need your my.ryerson username and password to login. You may see other available wireless networks, such as the arts network or the Ryerson WEP network, but the RU-Secure network is the preferred and most secure network. For more information, visit this page.

Psychology Research and Meeting Space

Research Space
The primary research space for the Department is located at the Psychology Research and Training Centre (PRTC), on the first and second floors of the South Bond Building (105 Bond Street). This includes the Institute for Stress and Wellbeing Research, a facility dedicated for researchers to study the psychological and physiological aspects of stress. The Institute is equipped with state of the art research technology including brain imaging technology (EEG and fNIR, respectively), psychophysiology recording equipment, and head mounted virtual reality systems.

Note regarding long distance phone calls: The University charges the Department a very high per minute rate for long distance phone calls. Therefore, faculty and students are discouraged from calling long distance on University lines, if at all possible (even for research-related conversations). Instead, many faculty and students use phone cards (an option used by at least one faculty member is the “first choice card,” available here. Several faculty (e.g., Dr. Martin Antony) have purchased a device called “MagicJack,” which allows individuals to plug standard telephones into their computers and to make free long distance calls throughout North America.
over the internet. The cost of a MagicJack is $49.95 Canadian (plus the cost of any regular phone). The first year of service is free, but each year thereafter is $19.95 US. MagicJack is widely available in the USA (including on their website). One source of the MagicJack in Canada is TigerDirect.ca.

**TA/GA Meeting Space**
TAs/GAs may use POD-360B for meetings with undergraduate students. Keys can be obtained from Carson Pun. Note that TAs/GAs may not meet with undergraduate students at the Psychology Research and Training Centre.

**Graduate Student Space**
Graduate students also have access to 111 Gerrard St (GER). GER206D is a bookable seminar room that can accommodate approximately 25-30 people. This space can be booked through any of the psychology administrative staff. This is another space that may be used by TAs to meet with their undergraduate students. There is also a non-bookable graduate work room on the first floor. Note that 111 Gerrard is locked and therefore you must use your activated Ryerson ID card to gain access.

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

**Student Facilities and Services**

**Aboriginal Student Services**
A supportive environment for all Aboriginal students where academic excellence is promoted, balanced with traditional teachings and culture. KHW-389, 416-979-5000 ext. 6681 or here.

**Bookstore**
The Ryerson Bookstore carries a wide variety of books, from the latest paperback and hardcover releases to an extensive range of reference and handbooks in psychology, computers, engineering, architecture, interior design, fashion, and other subjects. The bookstore also carries an extensive range of art, drafting, and stationery supplies. You will also find the latest in Ryerson clothing (from T-shirts to leather jackets), gifts, school rings, greeting cards, knapsacks, and many other items. The bookstore also has a used book buy-back service. 17 Gould Street, 416-979-5116.

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

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

Please note, in order to avoid any potential dual relationships or conflicts of interest, the CSDC recommends that you do not seek services from them if you intend to apply to train as a practicum student at the CSDC in the future. Graduate students who are interested in referrals outside of the University are encouraged to check out Dr. Martin Antony’s referral list for anxiety, depression, and related conditions.

Career and Educational Counselling
Professional counsellors provide individual counselling and group programs to help students make satisfying career and educational choices.

Ryerson Safe House
Facilitated by the Counselling Centre, the Ryerson Safe House offers services for students who are at immediate risk of physical, sexual, or emotional abuse or who are fleeing unsafe or intolerable living conditions.

Ryerson Crisis Team
The team offers facilitated group discussions after traumatic events to help reduce their impact. Tel: 416-979-5195 or see here.

Mental Health and Well-being Group (MHWBG)
The mental health and well-being group is organized by Clinical and Psychological Science graduate students in the Psychology Department. The purpose of the group is to improve the graduate student experience, specifically with regards to students’ quality of life and well-being. The MHWBG has put on a number of events over the years to promote mental health awareness and well-being among students, including a one-day information booth on mental health awareness for Psychology month, lectures on various topics relevant to the well-being of students, a five-person panel discussion on the winding path to becoming a working professional in psychology, and free students’ activities such as mindfulness meditation. The MHWBG surveys graduate students regarding their graduate school experience to examine students’ needs and identify areas of strength and improvement in Ryerson’s graduate psychology program.
Membership to this student-run group is open to all Ryerson psychology graduate students.

**Discrimination and Harassment Prevention Services**
The office administers Ryerson’s Discrimination and Harassment Prevention Policy and Procedures. The policy is based on the Ontario Human Rights Code, which provides equal treatment without discrimination on the basis of race, ethnic origin, family status, citizenship, colour, disability, sexual orientation, and other forms of discrimination. POD-254A, 416-979-5349.

**English Language Support**
For students whose first language of academic study is not English. VIC-B15, 416-979-5000, ext. 4064 or see their website.

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

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

**International Services for Students**
The centre provides services, programs, and special events for international students. POD-61, 416-979-5000, ext. 6655 or here.

**Laptop Loans**
The library has 65 laptops available for loan from the circulation desk. Laptops may be borrowed for a 4-hour period during the hours that the library is open. All Ryerson students with a valid library card and a piece of photo ID who are library users in good standing (i.e., no outstanding fines or liabilities over $20.00) may borrow a laptop. The Ryerson Library has laptops, including Macs, available for loan from the Circulation Desk. Laptops may be borrowed for a four hour period during the hours that the Library is open. The first time you borrow a laptop, you will need to complete and submit an online Laptop Loan Agreement Form. For more information, check out this page.
Library
The library’s entrance is located on the second floor of the library building at 350 Victoria Street. The Ronald D. Besse Information and Learning Commons on the 2nd floor provides access to approximately 140 computer workstations for student use, and also houses the Commons Learning Lab for library instruction, the Geospatial, Map and Data Centre, the Writing Centre, and the Audio-Visual Collections of the Library. For assistance with research or general information, inquire at the reference desk on the second floor. 416-979-5055 or visit their website.

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

CopyRite, operated by the RSU, provides full service for colour or black & white copies and printing, transparencies, binding, laminating, laser printing, faxing, word processing, resumes, scanning, and graphic design. CopyRite is located at the Student Campus Centre, room SCCB03 (basement), 55 Gould Street, 416-979-5255, ext. 5264.

Other facilities are available on or near campus with photocopying services. For example, Pro Digital Copy is located next to the labs on Bond Street, and Victoria Copy and Printing is less than one block away. Staples is located on the corner of University Ave. and Dundas St. for printing services and general office supplies.

Printing Posters
Graduate students often need to print posters for conference presentations and other departmental activities. There are many places close to campus that provide this service. The following are a few suggestions:

1. **CopyRITE printing service:** Student owned and operated printing service on the Ryerson Campus. It can be found in the basement of the Student Union building, SCC-B03. They can be reached at 416-979-5264 or copyrite@rsuonline.ca.

2. **Kampus Copy Centre:** Located at 113 Bond Street, this printing center is next door to the psychology labs at 105 Bond.

3. **Victoria Copy and Printing:** Located at 66 Dundas Street East, between Bond and Victoria. They can be reached at 416-977-9083.

Sports and Recreation
Ryerson is home to two athletics centres which all students may join. Access to the fitness centres is free for Ryerson students. Some fees may apply for other sports or recreational activities.
Recreation and Athletics Centre (RAC)
Ryerson’s RAC has 6 gyms, 1 pool, 4 squash courts, a running track and a fully supervised fitness centre. All Ryerson students may join. Some fees will apply. RAC, 416-979-5096

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

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

Instructional Programs
Classes offered in aerobics, aquatics, squash, dance, fencing, yoga and more.

Professional certification courses are also available. RAC, 416-979-5096

Interuniversity Teams
Ryerson competes in 8 sports against all Ontario universities. These include men’s and women’s badminton, basketball, fencing, rowing, soccer, volleyball, women’s figure skating, and men’s ice hockey. This is the first year for probationary women’s ice hockey. KHW-274, 416-979-5000 ext. 5340. See this page for more details.

Toronto Sport and Social Club
A citywide recreational sports league. Members can join as an individual or a team to compete in a wide array of sports. Ryerson graduate students have created teams to take part in sports including soccer and softball, so ask around!

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

Student Learning Support
Student Learning Support is a group of services that provides support for students with disabilities, including both physical and academic areas of need (Academic Accommodation Support, formerly the Access Centre). Student Learning Support also has workshops and services to support students with English as a second language, graduate students, and students looking for help with math, writing, or study skills support. Students may also request help with document preparation such as personal statements, resumes, and standardized test preparation.

<table>
<thead>
<tr>
<th>Location</th>
<th>4th floor of the Student Learning Centre</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Accommodation Support</td>
<td>416-979-5290</td>
</tr>
<tr>
<td>Student Learning Support Main Reception</td>
<td>416-598-5978</td>
</tr>
<tr>
<td>Test/Exam Centre</td>
<td>Victoria Building, 285 Victoria Street, Lower Level (B15), 416-979-5000, x 7932</td>
</tr>
</tbody>
</table>
The Writing Centre's mission is to work with students from all disciplines and all faculties to enhance effective writing skills. Tutors will work with students to develop and strengthen their writing skills by focusing on structural development, grammatical proficiency and academic referencing techniques. LIB-272B, 416-979-5000 ext. 7192.

Living in Toronto as a Graduate Student

Ryerson is a large university, located in the downtown core of Toronto, with approximately 25,000 students (including more than 2,000 graduate students). Toronto is a large metropolitan city with a population of about 2.48 million. Many also live in the surrounding Greater Toronto Area (GTA), which is comprised of several smaller communities surrounding the City of Toronto. The GTA population is approximately 5 million.

Accommodation

Currently, apartments close to Ryerson rent for approximately $1,000/month and upwards. Of course, rental accommodation becomes more affordable as you move further away from the downtown core.

Ryerson has a website that contains information on off-campus housing available for students that can be found here.

Limited on-campus housing is available, which is used primarily by undergraduate students. Information on Ryerson’s student residence is located here. You may also wish to investigate the following other housing options located close to Ryerson such as Neill-Wycik and Campus Common.

Other internet resources for locating housing in Toronto include:

- Viewlt
- Kijiji
- MyHood
- Craigslist
- PadMapper

Transportation

Toronto is served by a subway, streetcar, and bus system that covers Toronto proper as well as the most centrally located suburbs of Toronto. The Toronto Transit Commission (TTC) website can be consulted for schedules and current fares and is located here.

The TTC also has an information telephone line that provides routes, maps, schedules, and fare information: 416-393-INFO (4636). Student discounts are available for monthly passes and these can be purchased at the Ryerson Student Centre every month. Otherwise, an adult fare is $3.00 and a day pass is $10.00.

Students travelling from less centrally located suburbs of Toronto (e.g., Mississauga, Hamilton, Brampton, etc.) can take advantage of the GO train/bus system that services these locations. Fares are priced according to distance travelled. Students using the GO Transit system frequently may wish to purchase a Presto card. This card can be purchased for $6.00 online or from a GO Service Outlet. Students are eligible to get 17% off GO fares. To get the student discount, Ryerson students must request a GO student card online here.
The GO Transit website is located here. Information on Presto is here.

Should you choose to drive to school, a limited amount of on-campus parking is available and parking passes are available. Information regarding vehicle licensing, registration, and insurance in Ontario can be obtained here.

City taxi services within the city operate on a meter system. You can usually hail a taxi from any street corner. Some good local taxi companies include Beck Taxi (416-751-5555), CO-OP (416-504-2667), and Diamond Taxi (416-366-6868), or Uber. The base rate is $3.25.

**Lifestyle, Food, and Entertainment**
For additional information on Toronto lifestyle, food and entertainment, see Appendix A.

**Health Coverage**

As a full-time student you are automatically covered by the Ryerson Students’ Union (RSU) Members’ Health and Dental Plan (part-time graduate students are not eligible). The plan offers extended health and dental insurance coverage for one year, from September 1 through August 31 of each year. Please note that Pay Direct options for first time users on the Plan are not in effect until November, so hold onto your receipts for claims from September to November.

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

**What is covered by the RSU Members’ Health and Dental Plan?**
Health* insurance benefits include: 80% for prescription drugs, $500 for massage therapy ($25 per treatment), $250 for speech language pathology, $350 for psychology, counselling, or social work, $300 chiropractic care ($15 per treatment), $300 for osteopath treatments ($20 per visit), $250 for naturopath treatments, $300 for podiatrist/chiropodists treatments ($20 per visit), $240 for physiotherapy (limited to $55 per visit), as well as coverage for orthotics/orthopaedic shoes and more. For more detailed information regarding RSU health plan coverage visit this page.

Basic dental* insurance benefits include: 80% for annual exam, 75% for extraction of 4 wisdom teeth. Dental benefits are subject to a maximum of $750 per benefit year. For more detailed information regarding RSU health plan coverage visit this page.

*Plan details are subject to change

**Details about the RSU Members’ Health and Dental Plan**
The RSU health and dental insurance carrier is Green Shield Canada. You can pick up a Green Shield I.D. Card at the RSU's Member Services Office, located in the Student Centre Lobby (55 Gould Street) or
download it from the RSU site starting September.

Your Green Shield ID # is: RSU (your Ryerson student ID #) -00. Get more information on benefits and see the full benefits booklet here.

For questions about coverage or claims, you can call the Green Shield Customer Service Centre at 1-888-711-1119. Details subject to change - please check website for up-to-date information before submitting a claim. For more information about the plan, you can drop by the Member Services Office, Student Centre Lobby at 55 Gould Street. You can also check our their website. You can also contact the RSU’s Health and Dental Plan Administrator – Dawn Murray at 416-979-5255, ext. 2311, or email your question to health@rsuonline.ca.

How can I make claims?
Although you will only be added to the benefits plan on or after November 1, your benefits are retroactive to September 1. Please hold on to any original receipts for covered health or dental expenses from September 1 onward and make a manual claim after November 1. For details on making claims, see the RSU website.

How much does the RSU Members’ Health and Dental Plan cost?
The 2015-2016 cost of the RSU health and dental plan is a one time fee annual fee of $295. You are automatically enrolled in this plan and the charge is shown on your tuition fee statement.

Can I opt out of my health coverage?
All full time students with comparable extended health or dental insurance coverage with another plan may opt out of the RSU’s Member’s Health and Dental Plan and receive a full refund. The deadline to opt out is usually early October. In order to do so, you must complete an online “opt-out process” starting in September. You will receive an email confirmation from Green Shield to ensure that the process was completed. Once this process is completed, the plan fee will be credited directly to your student fees account via RAMSS in early November. Note that after opting out once, students who maintain full time status are not required to opt out again for subsequent years of study. More information about the process of opting out and the opt out deadline is available on the RSU website.

Adding Coverage for Family Members
Students who wish to add on dependents (spouse, common-law partner, or children) to the Plan can do so by paying the additional fee. You must complete a separate form in person and submit full payment by the Fall deadline. The deadline is usually in early October. Visit the RSU website for more details.
SECTION 3: GRADUATE PROGRAM REQUIREMENTS

Research Training and Mentorship

Working with Research Mentors

Mentor Model
Students are admitted into the Psychology graduate program under the supervision of a specific faculty member who matches their research interests. This faculty member will serve as your graduate mentor, and will be able to advise you on your thesis/dissertation, your research development, and development of your professional career. A list of graduate faculty who serve as mentors for students in each graduate student track is found here.

Talking to Your Mentor
As a graduate student, you should discuss expectations for training with your advisor, as well as frequency of supervision meetings and goals for each year. Your mentor is not only your thesis mentor, but is also a professional mentor. As such, you should talk to your advisor about appropriate courses for your training and other research opportunities that you can undertake each year.

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

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

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

Note that not every course is offered annually. Required courses are typically offered every year, whereas electives vary each year and are typically offered on a rotating basis.

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

Choosing Electives
Electives should be chosen in consultation with your thesis advisor, and should take into account your clinical and research interests and areas in which you wish to receive additional training. For Clinical Psychology students, choices of electives should also take into account the core area requirements (based on the core content areas in general psychology required by the Canadian Psychological Association) and registration requirements of the College of Psychologists of Ontario (or regulatory bodies in other jurisdictions where you may want to practice).

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

Master of Arts
To be awarded an MA in Psychology (Clinical Psychology), students must complete the following requirements over two years of study:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS 8101</td>
<td>Statistics and Research Design I</td>
<td>Fall of MA Year 1</td>
</tr>
<tr>
<td>PS 8301</td>
<td>Psychopathology</td>
<td>Fall of MA Year 1</td>
</tr>
<tr>
<td>PS 8309</td>
<td>Psychological Assessment I</td>
<td>Fall of MA Year 1</td>
</tr>
<tr>
<td>PS 8102</td>
<td>Statistics and Research Design II</td>
<td>Winter of MA Year 1</td>
</tr>
<tr>
<td>PS 8310</td>
<td>Psychological Assessment II</td>
<td>Winter of MA Year 1</td>
</tr>
<tr>
<td>PS 8306</td>
<td>Practicum in Clinical Psychology I</td>
<td>Summer of MA1 until Summer of MA2</td>
</tr>
<tr>
<td>PS 8103</td>
<td>Clinical Research Methods</td>
<td>Fall of MA Year 2</td>
</tr>
</tbody>
</table>
### Master of Arts (MA)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS 9306</td>
<td>Cognitive Behavioural Therapy</td>
<td>Fall of MA Year 2</td>
</tr>
<tr>
<td>PS 8304</td>
<td>Treatment of Psychological Disorders</td>
<td>Winter of MA Year 2</td>
</tr>
<tr>
<td>MA Elective 1</td>
<td>Note breadth requirements</td>
<td>Any time during the MA</td>
</tr>
<tr>
<td>MA Elective 2</td>
<td>Note breadth requirements</td>
<td>Any time during the MA</td>
</tr>
<tr>
<td>Thesis</td>
<td></td>
<td>Completed by end of MA Year 2</td>
</tr>
</tbody>
</table>

**Doctor of Philosophy**

To be awarded a PhD in Psychology (Clinical Psychology) students must complete the following requirements:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS8303</td>
<td>Systems of Psychotherapy</td>
<td>Fall of PhD Year 1</td>
</tr>
<tr>
<td>PS 9301</td>
<td>Ethical and Professional Issues in Clinical Psychology</td>
<td>Fall of PhD Year 1</td>
</tr>
<tr>
<td>PS 9303</td>
<td>Practicum in Clinical Psychology II</td>
<td>PhD Year 1</td>
</tr>
<tr>
<td>PS 9304</td>
<td>Practicum in Clinical Psychology III</td>
<td>PhD Year 2</td>
</tr>
<tr>
<td>PhD Elective 1</td>
<td>Note breadth requirements</td>
<td>Complete by end of PhD Year 3</td>
</tr>
<tr>
<td>PhD Elective 2</td>
<td>Note breadth requirements</td>
<td>Complete by end of PhD Year 3</td>
</tr>
<tr>
<td>PhD Elective 3</td>
<td>Note breadth requirements</td>
<td>Complete by end of PhD Year 3</td>
</tr>
<tr>
<td>PhD Elective 4</td>
<td>Note breadth requirements</td>
<td>Complete by end of PhD Year 3</td>
</tr>
<tr>
<td>Comprehensive Requirement</td>
<td></td>
<td>Complete by July 15 of PhD Year 1</td>
</tr>
<tr>
<td>Internship</td>
<td></td>
<td>Apply in Fall of PhD Year 3 Complete during PhD Year 4</td>
</tr>
<tr>
<td>Dissertation</td>
<td></td>
<td>Complete by end of PhD Year 4 * Strongly advised to complete before starting internship</td>
</tr>
</tbody>
</table>

**Course Descriptions**

For descriptions of all required and elective courses, see the most recent Graduate Calendar here.
Course Requirements

How many electives do students take and how should they choose them?
At the MA level, students are required to take 2 electives, each one fulfilling a different
Canadian Psychological Association (CPA) core area requirement. At the PhD level, students are
required to take 4 electives, and they must fulfill any remaining core area requirements that
were not met at the MA level. If students have met their core area requirements, they are free
to take electives based on their clinical, research, and personal interests.

Fulfillment of these core area requirements is necessary for registration with the College of
Psychologists of Ontario (College). Students must therefore monitor their choice of elective
courses. The College's requirements can be found on pages 9 and 10 of their Registration
Guidelines. Each student is responsible for making sure that he or she has met the College’s
requirements.

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

The DCT will indicate which electives offered in a given year fulfill which core areas.

Breadth Requirements (Core Areas)

The Canadian Psychological Association (CPA) lists 5 core content areas that must be covered by
the curriculum of all CPA accredited clinical training programs. Coursework in these core areas
is also required for registration as a psychologist with the College of Psychologists of Ontario
(see the College's Registration Guidelines).

CPA Core Content Areas include:

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

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

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

**Note:** Students are strongly encouraged to keep course outlines from undergraduate and graduate courses that are being used for completion of foundational requirements. These may be requested by the College of Psychologists of Ontario (or other regulating body) for registration purposes.

**Student Evaluations**
At the beginning of graduate school at Ryerson University, the student and supervisor complete a Student-Supervisor Checklist, which provides a guide for discussing mutual expectations between the graduate student and supervisor. Each term, students complete a Progress Report Form. Progress Report Forms are normally due in January (covering Fall term), May (covering Winter term), and September (covering Spring/Summer term). Exact deadline dates will be sent out to students by the Graduate Program Administrator and can be found on the YSGS Significant Dates webpage. On this form, students summarize their progress during the term, including progress related to course work, research development, and professional development. There is room on the form for comments by the supervisor, student, and Director of Clinical Training, all of whom sign the form.

**Applying to the PhD Program**
The application process for the PhD program is streamlined for our own MA students. MA students are required to apply for the PhD by the standard application deadline (for the coming year, Tuesday, December 1, 2015). Students will need to complete the online application form and pay the application fee. Admission to the PhD Program for internal applicants requires (pending formal approval by the Department):

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

**Note:** Questions about the application process can be addressed to Alicia VanDeWeghe, Graduate Program Administrator (psychgrad@psych.ryerson.ca).

**Thesis Committees**

**MA Thesis Supervisory Committee**
The Supervisory Committee should be formed no later than March of the student’s first year. The departmental Policy on the MA Supervisory Committee is included in Appendix B. For
Responsibilities of the Faculty Advisor, Members of the Supervisory Committee, and the Graduate Student see Appendix C.

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

1. The student’s supervisor (the supervisor will generally also act as the Program Director’s designate as Chair of the committee). The supervisor/committee chair is a non-voting member of the committee unless his or her vote is needed to break a tie among other members of the committee.
2. A Psychology faculty member who is a member of YSGS (typically from the student’s Supervisory Committee)
3. A faculty member who is not involved in the student’s research, but who is a member of YSGS (either in Psychology or in another department)
4. Upon request from the Program Director, the Dean of Graduate Studies may appoint an expert professional in the field of the thesis, or a Ryerson University faculty member who is not a member of the School of Graduate Studies, to serve as fourth member of the Examining Committee. Supervisors should inform the Program Director if such a request is to be made.

The Program Director shall forward his/her recommendation regarding the composition of the Master’s Thesis Examining Committee to the Dean for approval and appointment. When the committee is appointed, the supervisor will set the examination date. Policies and procedures for the MA Thesis Examination (defence) are located on the Graduate Psychology Google Drive.

**PhD Dissertation Supervisory Committee**
The Supervisory Committee should be formed no later than August 31 of the student’s PhD2 year. The departmental Policy on the PhD Supervisory Committee is included in Appendix D. The PhD Dissertation Proposal Approval Form is available on the Graduate Psychology Google Drive.

**PhD Dissertation Examining Committee**
The Doctoral Examining Committee is comprised of the Chair, which is the Dean of YSGS or a designate. This member is non-voting except in cases of a tie. The supervisor is a voting member. The committee also has a YSGS faculty member from within Psychology, a YSGS faculty member from outside of Psychology, an External Examiner (outside of Ryerson University), and an optional additional member that is approved by the Dean. The External Examiner must be a recognized expert on the subject of the thesis and is normally a Full Professor at his/her home institution. The minimum requirement is that all approvals and distribution must be completed a minimum of 6 weeks before the scheduled date of the examination. More information on the committee and timing of events is found in the Graduate Psychology Google Drive.
Comprehensive Paper Requirement

Overview
Students will be required to develop an original research question that they will address via a theoretical paper. The format of the paper should be modeled after articles published in top-tier psychology journals that publish review articles. In order to meet the Comprehensive Paper Requirement, students will be required to go well beyond a “standard” review of the literature to address the research question. For example, students may:

- Offer a critique of a leading theory
- Revise an existing theory
- Conduct a comprehensive review that integrates existing literatures in new ways or answers important questions that have not been addressed before in the literature
- Critique an existing methodology with proposals for innovation

Although students will not be required to submit their paper for publication in order to pass the Comprehensive Requirement, the paper will be evaluated for its potential to make a contribution to the literature, though not necessarily in a top-tier journal.

In order to meet the breadth requirement, the topic for the paper must not overlap substantially with the student’s doctoral thesis research or MA thesis research. In addition, the content of the paper should not overlap substantially with papers submitted as part of graduate course work. The paper may relate to research conducted in other contexts (e.g., a research practicum). Topics must be approved by the Comprehensive Requirement Coordinator and by the student’s Comprehensive Requirement Committee before any work is undertaken. Papers will typically range in length from 35 to 40 pages (double-spaced) before references, tables, figures, and illustrations, though the specific length and scope of the paper will be determined by the student’s Comprehensive Requirement Committee.

All articles should be prepared according to guidelines in the current APA Publication Manual. As this is independent work towards degree requirements, assistance with the preparation of the paper in any form must be acknowledged and approved by the Comprehensive Requirement Committee and the Comprehensive Requirement Coordinator in advance.

Process

1. **Formation of Committee**
   Students should form and meet with their Comprehensive Requirement Committee in the first term of PhD Year 1, after their general paper topic has been discussed with the Comprehensive Requirement Coordinator (Director of Clinical Training). The paper topic needs to be approved in writing by the student’s Comprehensive Requirement Committee by Dec 15 of PhD Year 1.

2. **Written Outline**
   Students will be required to submit a written outline for feedback from their committee by February 15 of PhD Year 1. The outline will typically range between 2 to 4 pages but no
more than 5 (double-spaced) pages, not including references and any figures. Students will receive written feedback within 30 days of submission of the outline. Although students may continue to have verbal consultation with the committee after receiving this written feedback, there will be no further review of written materials prior to submission of the paper.

3. Submission of Paper
Students will be required to submit the completed paper by July 15 of PhD Year 1. Failure to submit the paper by this deadline will result in a letter placed in the student's file by the Comprehensive Requirement Coordinator formally noting that the paper has not been completed on time.

**Feedback:** Readers on the student’s Comprehensive Requirement Committee will provide written feedback in the form of a letter (normally via email) to the student no later than August 31 of PhD Year 1. The letter from the committee will indicate that the Comprehensive Requirement has been marked either as a “Pass” or with a requirement to complete a “Major Revision”.

**Pass** from the Comprehensive Requirement Committee indicates that the student has successfully completed the Comprehensive Requirement, and will be assigned a “Pass” on the Comprehensive Requirement Milestone on his/her academic transcript on RAMSS. This is the expected outcome for most students.

**Major Revision** means that the paper failed to meet the threshold for a pass. The “Major Revision” is intended to give the student an opportunity to bring the level of the paper up to a pass, without affecting his or her current academic standing. It should not be used simply to encourage improvements to a paper that has already met the threshold for a “pass”.

4. Resubmission of Paper (if necessary)
If a “Major Revision” is necessary, the student is required to address concerns raised by the committee and to resubmit the revised paper by November 15 of PhD Year 2. Failure to meet this deadline will result in a letter placed in the student’s file by the Comprehensive Requirement Coordinator formally noting that the paper has not been resubmitted by the deadline. Note that if the paper is still not submitted by December 15 of PhD Year 2, then as a consequence, an “Unsatisfactory” grade (UNS) will be assigned to the Comprehensive Requirement Milestone on the student’s academic transcript at the beginning of the Winter term of PhD Year 2.

**Feedback:** Readers on the student’s Comprehensive Requirement Committee will provide written feedback to the student within 30 days of submission (by December 15 of PhD Year 2). This second letter from the committee will indicate that the Comprehensive Requirement has been marked either as a “Pass” or as a “Fail.”
**Pass** at this stage indicates that the student has successfully completed the Comprehensive Requirement and will be assigned a “Pass” on the Comprehensive Requirement Milestone on his/her academic transcript on RAMSS.

**Fail** at this stage will result in an “Unsatisfactory” grade (UNS) assigned to the Comprehensive Requirement Milestone on the student’s academic transcript at the beginning of the Winter term of PhD Year 2. According to YSGS policy, a UNS on an academic milestone changes the student’s academic standing at the beginning of the Winter term of PhD Year 2 to “Provisional,” and a formal Provisional Plan of Study is required.

5. **Final Submission of Paper (if necessary)**

   If a “Fail” is indicated for the resubmitted paper (see section 4, above), the student will have one final opportunity to address the committee’s concerns by resubmitting the paper by February 15 of PhD Year 2. Failure to resubmit by the agreed upon deadline is considered a “Fail.”

   **Feedback:** Readers on the student’s comprehensive requirement committee will provide written feedback to the student by March 15 of PhD Year 2 (or within 30 days of submission). This third and final letter from the committee will indicate that the Comprehensive Requirement has been marked either as a “Pass” or as a “Fail.”

   **Pass** indicates that the student has successfully completed the Comprehensive Requirement and a “Pass” will be assigned on the Comprehensive Requirement Milestone on their academic transcript on RAMSS.

   **Fail** indicates that the student will receive a second UNS on the Comprehensive Requirement Milestone, at the beginning of the Spring term of PhD Year 2. As a result of a second consecutive UNS, the student’s academic standing at the beginning of the Spring term of PhD Year 2 will be “Withdrawn.”

**Note:** the above dates may be altered in exceptional circumstances (e.g., medical, compassionate) but new deadlines must be discussed and agreed upon in writing by the Director of Clinical Training, Comprehensive Requirement Committee, and the student as soon as possible after becoming aware of the need for the delay.

**Student Appeals and Remediation Training Plans**

**Student Appeals, Complaints, or Concerns**

All students have the right to appeal their final grades, academic standing, or both. The Program’s appeal policy is outlined in Policy 152 of Ryerson’s Academic Senate and Appendix K. Policy 152 details the procedures for graduate students who wish to initiate an appeal concerning either a course grade or academic standing. Acceptable grounds for appealing a
course grade include: (a) prejudice; (2) medical; (3) compassionate; (4) course management; and (5) procedural error. If a student wishes to initiate an appeal based on claims of prejudice, the student must consult the Discrimination and Harassment Prevention Office. The Office will do an assessment and make a recommendation to the Graduate Program Director before the appeal proceeds. The Office will also determine whether there are sufficient grounds for an appeal. If it is determined that there are insufficient grounds, the appeal may go forward on the grounds of Course Management.

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

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

The Assistant Registrar, Graduate Studies, will then forward the appeal to the respondent, who has 5 days to respond. A Hearing Panel of the Yeates School of Graduate Studies Appeals Committee will be established to review the material, hear the appeal, make a decision, and communicate the decision to the student in writing, stating clearly the basis on which the decision was reached. At this level, the student may bring one representative or advocate, including legal counsel.

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

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

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

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

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

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

The formal process for managing difficulties encountered by students begins with a meeting of all relevant parties (e.g., the student’s supervisor, Graduate Program Director) with the Director of Clinical Training to determine whether a more serious student problem exists. Students are
informed in writing of the concerns by the Director of Clinical Training, on behalf of the concerned parties, and are given an opportunity to provide additional information relevant to the identified problems. Students are also informed of the process for appealing the decision. If, after meeting with the concerned parties, and hearing from the student, it is the judgment of the concerned parties that an impairment exists, a formal remediation plan is developed by the Director of Clinical Training, with input from the student and relevant parties. The plan is intended to provide a means by which the impairment is resolved and the student’s performance is able to return to the expected level.

The remediation plan includes:

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

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

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

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

The Director of Clinical Training and the Graduate Program Director will meet with the student to discuss the decision and a written summary of the decision is provided to both the student and the student’s supervisor and placed in the student’s file. If students have concerns about their evaluation following remediation or disagree with some aspect of it, they are encouraged to discuss these concerns with the Director of Clinical Training and resolve them informally. In the event that informal efforts to resolve the concerns are unsuccessful, a formal appeal procedure exists (as documented above).

Office of the Ombudsperson

The Office of the Ombudsperson is available to support students at any point. The Office of the Ombudsperson provides assistance to Ryerson students on a range of issues, regarding, for example, rights violations, violations to the safety of a student’s environment, grade appeals,
and so forth, or simply to provide information or advice. Students are encouraged to obtain information about the Office of the Ombudsperson.

SECTION 4: ETHICS AND PROFESSIONAL ISSUES

Academic Integrity

Ryerson University Student Code of Academic Conduct
Below, we reprint several important sections from Ryerson’s Student Code of Academic Conduct. At the time of the revision of the handbook, this policy was under review. Once the revised policy is in place, we would recommend that you familiarize yourself with it in its entirety. We nonetheless reprint the previous policy here, as it is likely that much of it will continue to be relevant. The future policy should be able to be accessed here.

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

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

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

A. Plagiarism - Claiming the words, ideas, artistry, drawings, images or data of another person as if they were your own. This includes:
- copying another person’s work (including information found on the Internet and unpublished materials) without appropriate referencing;
- presenting someone else’s work, opinions or theories as if they are your own;
- presenting another’s substantial compositional changes to an assignment as your own;
- working collaboratively without permission of the instructor on an assignment, and then submitting it as if it were created solely by you; or
- submitting the same work, in whole or in part, for credit in two or more courses, or in the same course more than once, without the prior written permission of the instructor(s).
B. Cheating
- using materials or aids not expressly allowed by the instructor in an examination or test;
- copying another person’s answer(s) to an examination or test question; copying another person’s answers to individually assigned projects;
- consulting with another person or unauthorized materials outside of an examination room during the examination period (e.g. discussing an exam or consulting materials during an emergency evacuation or when permitted to use a washroom);
- improperly submitting an answer to a test or examination question completed, in whole or part, outside the examination room unless specifically permitted by the examination format;
- resubmitting altered test or examination work after it has already been evaluated;
- presenting falsified or fabricated material, including research results; or
- improperly obtaining, through deceit, theft, bribery, collusion or otherwise, access to examination paper(s) or set of questions, or other confidential information.

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

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

A2. Contributing to Academic Misconduct - Knowingly assisting someone to commit any form of academic misconduct is itself academic misconduct. This may include, but is not limited to:
- offering, giving or selling essays or other assignments with the knowledge that these works will likely be subsequently submitted for assessment;
- allowing work to be copied during an examination, test or for other assignments;
- offering, giving or selling answers to tests or exams; or
- unauthorized sharing of examination questions and/or answers.
A3. Damaging, Tampering or Interfering with the Scholarly Environment - Obstructing and/or disturbing the academic activities of others. This involves altering the academic work of others in order to gain academic advantage. [Some types of damaging or tampering fall under the Student Code of Non-Academic Conduct (Policy 61)].

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

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


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

B. PENALTIES AND CONSEQUENCES FOR ACADEMIC MISCONDUCT

Possible Penalties: Although students may commit similar infractions, the circumstances surrounding these infractions may vary. The penalty imposed shall take into account the specific circumstances. Once it has been determined that academic misconduct has occurred, a formal charge must be filed and one or more of the following penalties must be imposed or recommended by the instructor or Chair/Director:
• The minimum penalty for academic misconduct on any assignment or other form of evaluation is a mark of zero for the work, and a Disciplinary Notice (DN) will be placed on the student’s academic record;
• A grade of “F” in a course;
• Disciplinary Withdrawn (DW);
• Expulsion;
• Rescinding of a degree, diploma or certificate;
• Requirement to replace damaged or destroyed materials;
• A requirement to participate in the Academic Integrity Tutorial in which participants will examine the social and ethical issues associated with academic misconduct in conjunction with another penalty.

Research Ethics

Research Conducted Solely at Ryerson
Ryerson’s policies and procedures governing the ethical conduct of research involving humans adhere to the published guidelines of the Canadian Institutes of Health Research (CIHR), Natural Sciences and Engineering Research Council (NSERC), and the Social Sciences and Humanities Research Council (SSHRC), known as the Tri-Council Policy Statement, now in its second edition (TCPS-2).

All research involving humans, whether funded or not, conducted within the university or by faculty, staff, or students affiliated with the University must be reviewed and approved to protect research participants, and to ensure that research is conducted in an ethical manner. No research on human subjects shall be undertaken without the prior approval of the Research Ethics Board. See here for details.

Guidelines
The following guidelines for the completion of the online application will assist the researcher in the development of appropriate materials for the ethical review of projects that involve humans and have been developed in accordance with Ryerson’s Policy on Ethics Review of Research Involving Humans.

Submission of a Request for Ethical Review
One must complete the online application form required for Ethics Review of your Research Protocol Involving Humans according to the aforementioned guidelines. If you have any questions about these guidelines or suggestions for additional guidelines please contact:

**Toni Fletcher**
Research Ethics Coordinator
416-979-5000 ext. 7112
toni.fletcher@ryerson.ca

**Zakiya Atcha**
Research Ethics Coordinator
416-979-5000 ext. 4841
zakiya.atcha@ryerson.ca

**Jeff D'Souza**
Research Ethics Coordinator
416-979-5000 ext. 3494
jeffrey.d souza@ryerson.ca

**Lynn Lavallée, Ph.D.**
Chair, Research Ethics Board
416-979-5000 ext. 4791
rebchair@ryerson.ca

**Patrizia Albanese, Ph.D.**
Vice Chair, Research Ethics Board
416-979-5000 ext. 6526
palbanes@soc.ryerson.ca

**Office of the Vice-President, Research & Innovation**
1 Dundas Street W, 11th Floor
Toronto, Ontario M5G 1Z3
Note that these contacts may change. For the most current information on the Research Ethics Board, see this page.

**Your application should include:**
1. A completed online application with all items addressed and the checklist filled out
2. A description of the consent and debriefing processes to be used with human participants, including all forms or scripts
3. A copy of any questionnaires, survey forms, observation protocols, interview and focus group guides or other tests used in the research
4. A copy of any posters, scripts, announcements or any information you will use to recruit your human participants

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

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

**Where to find the Online Application**
1. Sign on to my.ryerson.ca
2. On the main page under the “Research Ethics” tab there is a link called “online ethics submission & review system” – click on this
3. Click on the link “complete new protocol application form”
4. Follow the instructions and refer to this website for more details.

**Research Conducted in Conjunction with Another Site/Institution**
1. If the project has already been approved by a Research Ethics Board at another institution, only the Application Checklist and Study Abstract portion of the application must be submitted to the Ryerson University Research Ethics Board, providing that the following are included:
   a. A copy of the complete application submitted to the other institution's Research Ethics Board including all relevant documentation (as indicated above); and
   b. A copy of the approval document including any conditions or requirements imposed by that institution’s Research Ethics Board (if an electronic version is not available, a hard copy must be sent to the Research Ethics office)

2. If the project has not yet been approved by a Research Ethics Board at another institution, and your data collection relies on this other institution, you must submit an application for ethics approval to this other institution and gain approval before submitting your Ryerson application in order to prove that your data collection is feasible and permitted.
3. If the project has not yet been approved by a Research Ethics Board at another institution, and if your data collection does not rely on another institution (this institution is involved in your project in another way), you may submit your application to Ryerson first and comment on this institution’s involvement in your “comments to the chair” section of your application. You will probably have to gain ethics approval from this other institution as well; however, you should discuss this matter with your supervisor.

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

In addition to approval from Ryerson and other institutions that are involved in your study, some supervisors require that their students receive a certificate from the TriCouncil for Research Involving Humans before they begin their data collection. This process can be completed online at the following link. Effective January 2016, all graduate students will be required to complete the Tri-Council Tutorial Course on Research Ethics (CORE) before they are eligible to apply for Research Ethics Board (REB) approval for any research involving human participants. Developed by the Interagency Advisory Panel on Research Ethics (PRE), CORE introduces students to the federal policies governing research involving human participants as outlined in the 2014 Tri-Council Policy Statement 2 (TCPS2).

**Ethics of the Supervisory Relationship**

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

**Collaborative Relationships in Research**

In collaborative research: (a) faculty and students should discuss ownership of data and authorship on presentations/publications early enough in the process so that each is aware of his or her role; and (b) faculty and students should publicly acknowledge one another’s contributions at conferences, in written work, etc. Ryerson has a policy that speaks to graduate student authorship on publications. In addition, the CPA Code of Ethics (section III.7) discusses the importance of giving proper credit to others for their work, and APA’s Ethical Principles of Psychologists and Code of Conduct (section 8.12) discusses the issue of authorship.

**Dual Relationships**

A dual relationship between a faculty member and student exists when the individuals fill roles beyond what is typical in faculty-student relationships and/or the relationship is exclusionary from other faculty-student relationships. Examples of
dual relationships include, but are not limited to, romantic/sexual involvements, financial partnerships, personal friendships, family relations, etc. The effects of the dual relationship are not limited to the two individuals involved but potentially can affect many persons in the program. Ideally, dual relationships should be avoided. In the event that a dual relationship arises, however, it is important that the dual relationship become known to others in the program rather than be kept a secret. Psychotherapeutic relations between faculty and students must be avoided altogether.

Should a dual relationship exist, the guidelines are as follows: a faculty member involved in a dual relationship should not be: (a) instructing or supervising that student; (b) participating in the research or clinical guidance of the student; or (c) participating in the evaluation process of the student. Depending upon the nature of the dual relationship, these guidelines may also be applied even if the dual relationship is terminated. Sections III.33, III.34, and III.35 of the CPA Ethics Code discuss the issue of dual relationships.

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

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

SECTION 5: CLINICAL PRACTICA AND INTERNSHIP

Course Descriptions for Clinical Practica and Internship

PS8306 Practicum in Clinical Psychology I (Completed during the MA)
Practicum training in clinical assessment, psychological testing, and psychological intervention under the close supervision of one or more registered clinical psychologists in a community setting. This course is required of all graduate students in the clinical psychology MA program. The minimum duration is 350 hours. All clinical psychology students will conduct their first practicum at the Ryerson University Psychology Training Clinic at St. Michael’s Hospital (see below for details).
Prerequisites: Completion of Psychological Assessment I and II. Pass/Fail. 1 Credit
PS9303 Practicum in Clinical Psychology II  
(Completed during the PhD)  
Practicum training in clinical assessment and intervention under the close supervision of one or more registered clinical psychologists in a community setting. This course is required of all graduate students in the clinical psychology PhD program. The minimum duration is 350 hours. Prerequisites: Completion of Practicum in Clinical Psychology II. Pass/Fail. 1 Credit

PS9304 Practicum in Clinical Psychology III  
(Completed during the PhD)  
Advanced practicum training in clinical assessment and intervention under the close supervision of one or more registered clinical psychologists in a community setting. This course is required of all graduate students in the clinical psychology PhD program. The minimum duration is 350 hours. Prerequisites: Completion of Practicum in Clinical Psychology II. Pass/Fail. 1 Credit

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

Psychology Training Clinic

The Psychology Training Clinic (PTC) is the product of a new partnership between St. Michael’s Department of Family and Community Medicine and Ryerson University. It is located at 80 Bond Street.

All clinical psychology students conduct their first practicum (Practicum in Clinical Psychology I) at the PTC. Other psychology graduate students may also have the opportunity to complete practicum hours at the PTC; this may be ideal for those interested in rounding out their clinical experiences or accruing more clinical hours before applying for internship. On-site supervision is provided by the PTC’s Director along with other core faculty in Ryerson’s Psychology Department. More senior students in the program also have opportunities for training in, and provision of, supervision to more junior students.

Clinical Practica Guidelines

A list of potential practicum sites is distributed to all students each year. In collaboration with other psychology graduate programs in Toronto, the program holds a “Practicum Day” each Fall to give students an opportunity to meet with potential supervisors from practicum sites across the Greater Toronto Area. Prior to beginning your first practicum, you may be interested in reviewing the standard internship application that is used across North America (see section below on Preparing for Internship). This application will give you an idea of the types of
information you should be tracking during your practicum placements. For instance, you will need to provide detailed information about the numbers and types of clients you have seen when applying for internship. This is the time to start tracking those details!

Practicum Duration
Practica must include a minimum of 350 hours each. Typically, practica will not last more than 500 hours. Practica lasting more than 500 hours require approval from the Director of Clinical Training. The first practica at the Psychology Training Clinic occurs 1 day per week over approximately 11 to 12 months (Summer of MA1 to Summer of MA2). External practica in the summer typically occur over 4 days per week for 16 weeks (480 hours). External practica during the school year typically occur over 2 days per week, September through April (480 hours). Students are strongly discouraged from working more than 2 days per week during the school year.

Supervision
Although students can and should learn from individuals from a broad range of backgrounds, there should be a primary supervisor on site who is a Registered Psychologist in the jurisdiction and has regular contact with the student. This supervisor should complete evaluation forms, with input from others involved in the student’s training. Students are required to have at least hour-long, individual, weekly meetings with their supervisor. Additional group supervision is also a great opportunity, but it should not replace individual supervision. Supervision can include discussion of cases, discussion of professional issues (e.g., recommended readings, ethical and legal issues, training issues), reviewing audiotapes and/or videotapes of students' sessions, having the student "shadow" the supervisor (e.g., observing the supervisor do therapy or provide assessment services), having the supervisor observe and provide feedback to the student, etc.

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

Practicum Agreement Form
Before beginning a clinical practicum, students and their practicum supervisors should complete a Clinical Psychology Practicum Agreement Form.

WSIB Form
At the start of your placement, a WSIB Form should be completed and signed.

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

**Supervisor’s Evaluation of Clinical Placement Student**
At the end of the practicum, the practicum supervisor should complete an evaluation of the practicum student, which is discussed with the student and signed by both the student and supervisor.

**Student’s Evaluation of Clinical Placement**
At the end of the practicum, the student should complete an evaluation of the practicum placement.

**Tracking Practicum Hours – Time2Track**
Students are advised to carefully track the hours spent on various practicum activities. This information will be required when you apply for internship. The Psychology Department holds an account with Time2Track, which is an online tracking tool for clinical hours. Students are strongly encouraged to use this system. Each May, it is necessary to re-active your Time2Track account for the upcoming year. Contact Lisa Vuong for the Time2Track authorization key. A link to Time 2 Track is available on the Graduate Forms Website.

**Program-Sanctioned Clinical Hours Outside of Practicum**
Some students have opportunities to accrue clinical hours for their internship application and registration through research or other positions (outside of their practicum). The Director of Clinical Training must sign off on these hours upon applying to internship; therefore, it is necessary to ensure that these hours meet requirements. Forms to sanction these hours before and after their occurrence is available on the Graduate Psychology Google Drive.

**Preparing for Internship**

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

**Selecting Practicum Sites Wisely**
Students are not expected to have experience in all, or even most, of the clinical activities listed on the internship application. The list provided is comprehensive, and particular training may not be relevant to your clinical focus or the sites you plan to apply to. With this in mind, it is important to select practicum placements that will provide you with the training that you desire for your application and the internship sites to which you are applying.
Developing Relationships with Potential Referees
Letters of reference are one element internship applications. The number of letters required varies across sites. It is important to secure strong letters of recommendation. Students should develop and maintain relationships with potential letter writers (e.g., practicum supervisors) so that these individuals can attest to their clinical competence, accomplishments and readiness for internship.

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

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

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

The AAPI also requires that internship applicants complete brief essays which are submitted at the time of application. It is never too early to start thinking about your responses to the questions. It may also be useful to look at the application requirements for a few particular sites to get a sense of what else you will need to submit. For example, many internship programs require applicants to submit one or more sample clinical reports, varying somewhat with respect to what they want within the reports. If you want to use a report from a practicum placement, it would be important to get permission from your supervisor to use the report, and to change all identifying information in the report.
Applying for Internship

Eligibility Requirements to Apply for Internship

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

- All coursework must be completed prior to starting internship. If coursework is not completed by the internship application deadline, students must show evidence that they are registered in their final course and it is scheduled for completion prior to starting internship. (Note: some internship sites require that all foundational and core area courses must be completed before the internship application deadline; thus, it is recommended that students complete these courses before starting PhD Year 3 in order to be eligible to apply to such sites).
- All required practicum courses must be complete, and students must have a minimum of 600 hours of practicum experience, comprised of at least 300 direct hours and 150 supervision hours. (Note: the number of hours students actually have when applying for internship is typically higher than the required minimum)
- The dissertation proposal must be defended prior to September 1st of the internship application year. Students must submit a timeline for their dissertation progress to demonstrate that completion of their dissertation is feasible by the end of their internship, and their PhD supervisors must attest that the dissertation timeline is feasible and that they believe their student is ready for internship. However, it is strongly recommended that students complete data collection and ideally submit a complete draft of their dissertation prior to starting internship.

By September 1st, students intending to apply for internship submit materials to the Director of Clinical Training which demonstrate their readiness for internship. The Clinical Program Committee reviews these materials at their September meeting, and students are provided with feedback regarding their internship readiness immediately following the meeting.

Selecting Internship Sites

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

Students should take a look at the APPIC directory and select those sites that offer rotations and training experiences that are compatible with their clinical and research interests, as well as their training goals. APPIC recommends that students apply to 11 to 15 sites. Applying to fewer sites (particularly if those sites are within a geographically restricted area) reduces the
likelihood of being successfully matched with an internship site, whereas applying to more than 15 sites does not have added benefit (but does have added cost!).

Students who have been approved to apply for internship submit to the Director of Clinical Training a list of the internship sites they intend to apply to. As mentioned, students are expected to apply exclusively to accredited internship sites that participate in the APPIC match. If students do not match with an accredited internship placement during Phase I or Phase II of their first APPIC Match, then students might be permitted to also apply to certain unaccredited sites the following year (i.e., those that plan to apply for accreditation in the near future, those that demonstrate equivalency to accredited internships) in addition to accredited internship sites; however, they are expected to give priority to accredited sites when submitting their APPIC rankings. In such cases, the onus is on the student to demonstrate the equivalency of the unaccredited sites prior to applying to the sites. Please complete the Checklist for Determining Internship Accreditation Equivalency available from the Director of Clinical Training, and Refer to the CPA Accreditation Standards for Internship Training in Clinical Psychology (pgs. 45-55).

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

Each November (after internship applications are submitted and before internship interviews are held), the Director of Clinical Training organizes a meeting with all internship applicants to discuss the interview process and help students anticipate frequently asked interview questions. Each December, the Director of Clinical Training coordinates mock interviews (i.e., “dress rehearsals”) between internship applicants and core clinical faculty members.

Recommended Websites and Books on Applying for Internships
- Association of Psychology Postdoctoral and Internship Centers (APPIC)
- National Matching Service (NMS)
- Internship Directories: Current and Past
- Listserv: Match News and Internships and Intern Applicants
- Canadian Council of Professional Psychology Programs (CCPPP): Helpful Documents and Internship Programs
- Canadian Psychological Association
- American Psychology Association, Association of Psychology Graduate Students (APAGS)
SECTION 6: PROFESSIONAL DEVELOPMENT

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

Professional Organizations

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

Attending Conferences

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

Travel Grants and Funding

Don’t let the cost of travel deter you from being present at a meeting. There are several funding options available to help graduate students attend conferences. Note that original receipts are required for all reimbursements. In addition, reimbursements for flights require original boarding passes, in addition to receipts. Here are some possible funding options.
Faculty Advisors may have funding to contribute to student travel, or may be aware of funding options. Be sure to consult with your supervisor about possible funding and travel grant opportunities that may be available to you for a given year.

**Ryerson Graduate Student Travel Funding**
Intended to encourage graduate students to present their research at a regional, national or international conference or equivalent academic event. The President’s Office, The Office of Vice President Research and Innovation and the Yeates School of Graduate Studies fund this initiative. The value of this award is up to $300 per academic year. To apply, complete a Graduate Student Travel Funding Application and email a scanned copy of the signed form, along with supporting documentation to: gradfunding@ryerson.ca.

**Ryerson Students’ Union Graduate Travel Grant**
This program helps offset the travel costs incurred by Ryerson graduate students. Travel grants through this program are available each semester (including the Spring/Summer semester) for a maximum of $500.00 per applicant. Each student is only eligible to receive one travel grant per academic year. Please visit this page for more information and to download the application form.

**CUPE Local 3904 (Unit 3) Special TA/GA Fund**
This source of funding is relevant for students who are members of CUPE Local 3904 (Unit 3), the union to which all TAs/GAs belong. Through this “Special Fund”, students can apply for funding geared toward professional development (e.g., scholarly travel expenses). This fund can also be allocated towards helping you with medical bills not covered by your insurance, family emergencies, or a proposed special project. All applications are reviewed by a committee to determine whether funding will be provided, and the amount. The maximum amount awarded is $500 per year. The application form can be found here. In your application package, be sure to include supporting documents (e.g., receipts for all expenses, letters of support), why you need the money and what you intend on doing with it, and you also may want to justify how this will be beneficial to you as a C.U.P.E member as well as a Ryerson TA/GA or student. Applications should be dropped off in the Local C.U.P.E 3904 office located in POD 156 –B. For more details, check out the website, or contact your Unit 3 Steward, Ahmed El-Kaffas at aelkaffa@ryerson.ca (or 905-334-5500).

**CUPE Local 3904 (Unit 1) PD Fund**
Note that there are potential funding sources for individuals who are teaching courses in psychology on a sessional basis, outside of continuing education (i.e., CUPE Local 3904, Unit 1). More information is available on the CUPE Local 3904 website.

**Canadian Institutes of Health Research’s (CIHR) Institute of Gender and Health**
The IGH has a travel award program that offers financial support up to $2,500 for graduate students presenting original research at national or international conferences that has a major focus on gender and/or sex and health.
Department of Psychology
The department may also be able to provide small amounts of travel funding for students who are presenting at a conference. The maximum departmental funding provided per year to any student is $200. You should apply by email to the Graduate Program Director, Julia Spaniol (jspaniol@psych.ryerson.ca). Decisions are based on availability of funding. Once your funding is approved and you have returned from your conference, you will need to submit your receipts to Ms. Francesca Grillo: fgrillo@psych.ryerson.ca.

International Conference and Research Support Fund (ICRSF)
Generally speaking, this fund will match departmental contributions (up to a maximum of $1000) to help students travel to attend an international conference or to take advantage of an international research opportunity. More information is available online.

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

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

- Academy for Eating Disorders
- Associated Professional Sleep Societies
- Association for Behavioral and Cognitive Therapies
- National Network for Aboriginal Mental Health Research
- Society for the Study of Ingestive Behavior

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

Other documentation may include involvement in:
- Committees devoted to improving teaching
- Mentoring and peer consultation programs
- Teaching and presentations outside the department
- An appendix might also include curriculum materials, exams, class notes, and other classroom materials (e.g., lab manuals) that you have developed

Learning and Teaching Office (LTO) Programs

The LTO offers several workshops, certification programs and resources for instructors, TAs, and GAs.

Professional Development in Teaching Program
This multi-level certification program is offered to all Ryerson Graduate students who wish to improve their teaching and mentoring skills. Each level of the program consists of a combination of workshops, peer mentoring, teaching apprenticeships and/or teaching assignments. For more information, visit this page.

Learning and Teaching Workshop Series
The LTO offers a series of workshops for TAs and GAs during the fall and winter terms. The topics of these workshops include, but are not limited to: how to mark effectively, how to facilitate discussion, academic integrity, and conflict resolution. It is advised that you register for these workshops as space is limited and can fill up quickly. For more information, visit this page.

SECTION 7: FINANCIAL SUPPORT AND FUNDING

Introduction

Student funding is derived from several sources including:
- External Scholarships (e.g., OGS, NSERC, SSHRC, CIHR)
- Supervisor Stipends
- Departmental/Internal Awards (e.g., graduate [teaching] assistantships, research assistantships, teaching opportunities)
- Graduate Student Loans
Sources of Funding

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

External Scholarships and Awards

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

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

Ontario Graduate Scholarships (OGS)
The government of the Province of Ontario, through the Ministry of Colleges and Universities (MCU), provides approximately 1,300 graduate scholarships tenable at Ontario Universities. The scholarships are available for graduate study in all disciplines, to applicants with a high level of academic achievement. The OGS scholarship is awarded for one academic year and must be held for a minimum of two consecutive terms. The value of this scholarship is $15,000 paid over three terms (of which the government contributes $10,000 and the university contributes $5,000). During tenure of the award, the student must be registered full-time in a graduate program leading to a master’s or doctoral degree. Further details pertaining to eligibility criteria, application procedures, and application materials are available on the OGS website. The department deadline for applications is usually in April; the department will notify all students and supervisors of the deadline as soon as it has been established.

Canadian Institutes of Health Research (CIHR)
CIHR awards are intended to provide special recognition and support to students pursuing a graduate level degree in the health sciences in Canada. Candidates are expected to have an exceptionally high potential for future research achievement and productivity. The program is open to Canadian citizens and permanent residents of Canada. Only those students engaged in
full-time research training in a Canadian graduate school are eligible for support. Further details pertaining to eligibility criteria, application procedures, and application materials are available on the CHIR website. CIHR requires that Ryerson’s School of Graduate Studies first rank all MA applications; therefore, students should monitor the university’s internal application deadline, which is generally six weeks in advance of the agency deadlines. At the PhD level, applicants apply directly to CIHR.

Social Sciences and Humanities Research Council (SSHRC)
These are national awards for full-time graduate students who are pursuing research and training in the humanities and social sciences. Students must be registered full-time, at a recognized Canadian university, in a master’s or doctoral program in the social sciences or humanities that includes advanced research training. Further details pertaining to eligibility criteria, application procedures, and application materials are available on the SSHRC website. SSHRC requires that all applications first be ranked by Ryerson’s School of Graduate Studies; therefore, students should monitor the university’s internal application deadline, which is generally six weeks in advance of the agency deadlines.

Natural Science and Engineering Research Council (NSERC)
These national awards are for graduate students pursuing research and training in the natural sciences and engineering. Students must be registered full-time, at a recognized Canadian university, in a master’s or doctoral program in the natural sciences and engineering (for a list of qualifying programs see the NSERC website). Further details pertaining to eligibility criteria, application procedures, and application materials are available on the NSERC website. NSERC requires that Ryerson’s School of Graduate Studies first rank all applications; therefore, students should monitor the university’s internal application deadline, which is generally six weeks in advance of the agency deadlines.

Ontario Mental Health Foundation (OMHF)
OMHF Research Studentships are only for PhD level applicants and may be for a period of one, two, or three years. Deadlines are usually on October 30 (or end of October). Funding begins on September 1 and runs to August 30 of the following year. Applications are submitted online, directly to OMHF. Please note that official transcripts are required and should be mailed in advance to OMHF offices (see website for mailing address).

Canadian Bureau of International Education (CBIE)
This link contains a list of scholarships for international students from the CBIE

Other scholarships and awards to which our students have applied:
- Canadian Italian Business and Professional Association
- Helen Marion Walker – Soroptimist Women’s Health Research Scholarship
- OCGS Ontario Women’s Health Council
- Queen Elizabeth II Graduate Scholarship in Science and Technology
● Toronto Rehab Scholarship in Rehabilitation-Related Research for Students with Disabilities
● Transdisciplinary Understanding and Training on Research in Primary Health Care (TUTOR-PHC)

For a more exhaustive list of external awards, please visit the “funding section” on the School of Graduate Studies website. It may also be worth checking out graduate funding websites from other universities. They may list external scholarship and grant opportunities to which you are eligible to apply.

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

- Canadian Psychological Association (many awards listed here on behalf of various CPA sections)
- American Psychological Association Early Graduate Student Research Award
- American Psychological Association of Graduate Students (APAGS) Scholarships, Grants, and Awards
- Association for Behavioral and Cognitive Therapies
- The Virginia A. Roswell Student Dissertation Award
- The Leonard Krasner Student Dissertation Award
- Society for Research in Child Development Dissertation Funding Research Award
- Society for a Science of Clinical Psychology Grants and Awards

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

**Internal Scholarships, Awards and Funding Sources**

More information on these awards can be found here.

**Ryerson Graduate Scholarship (RGS)**
An RGS is a scholarship for academic excellence provided by the University, with a value of $12,000 at the master’s level and a maximum of $16,000 at the doctoral level. A limited number are made available to our department for distribution to our top ranked applicants. Students who have external scholarships (e.g., SSHRC, NSERC, CIHR) that exceeds the level of support guaranteed by the department may not eligible for RGS funding. However, these funds can be combined with other sources (e.g., teaching assistantships, stipends, etc.). Applicants need not apply for RGS funding. RGS offers are communicated automatically to the top eligible applicants when application decisions are made.

**Ryerson Graduate Development Award (RGDA)**
An RGDA is a merit award provided by the university, and distributed by individual departments, including Psychology. There is no maximum value for this award. They may be combined with external sources of funding (e.g., SSHRC, OGS, etc.), as well as internal funding sources, such as Ryerson
Graduate Scholarships. Applicants need not apply for RGDA funding. RGDA offers are communicated automatically to eligible applicants when application decisions are made.

**Dennis Mock Graduate Student Scholarship**
This is applicable to students who completed their undergraduate degree at Ryerson University. For more information, see this page.

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

**Graduate Stipend**
Refers to funding to support a graduate student while completing a degree. Normally, the stipend is paid from the research funding of faculty supervisors. Stipends are not payment for employment. When the stipend is a student’s only source of funding, the minimum awarded must be $1,000 per month/$12,000 per year. The awarding of stipends is to be consistent with employment and graduate funding policies of granting agencies whose funds may be used to support graduate students. Information on graduate stipends may be obtained through potential supervisors in the Psychology Department. Note that if you hold a SSHRC graduate fellowship, you may not receive stipends paid from CCHRC, CIHR, or NSERC research grants or salaries from the Canada Research Chairs program (though you may be paid an hourly wage as an RA on a grant funded by one of these agencies).

**Research Assistantship**
Refers to employment available to students assisting Principal Investigators in conducting research activities not related to their studies. Full-time graduate students can be employed for a maximum of 10 hours per week. The minimum recommended rate of pay for graduate level research assistants is the rate at which Graduate Assistants are paid (see below). Terms of employment of graduate students will be consistent with the collective agreements between Ryerson and its employee groups. These positions are posted from time to time on Ryerson’s Human Resources website. Individual faculty often share information about these opportunities with graduate students.

**Graduate (Teaching) Assistantship**
Refers to an appointment of a Ryerson Graduate Student, enrolled on a full-time basis, who is employed to assist with teaching or related duties. Such students shall be Ryerson students, enrolled in the University’s Master’s or PhD programs. Employment opportunities may be offered by departments or schools. Full-time graduate students can be employed for a maximum of 10 hours per week (130 hours per term). The rate of pay can be found on the Human Resources website in the CUPE Local 3904 Unit 3 Collective Agreement. Students may be offered GA positions by their program, and/or the positions will be posted on the Human Resources website. The collective agreement may be found here. Terms of employment of graduate students will be consistent with the collective agreements between Ryerson and
its employee groups. Availability of TA funding is generally communicated to applicants at the time that admission offers are made.

Other Sources of Financial Support

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

CE teaching opportunities are posted on the Chang School website. In addition, information on available CE courses in psychology can be obtained from Brian Rabinowicz, Continuing Education Coordinator for Psychology, brabinow@psych.ryerson.ca.

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

Working Outside of Ryerson
Consistent with requirements from the Ontario Council on Graduate Studies (OCGS), it is the policy of Ryerson University that graduate students not work more than an average of 10 hours per week during the academic year. Typically, a TA/GA position consumes all the hours allocated to work each week for a fall or winter term. Should a graduate student decline the TA/GA position, alternative work opportunities may be pursued, as long as the 10-hours-per-week policy is followed.

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

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

Finding Jobs in Mental Health
"Working in Mental Health" is a Connex Ontario-hosted website that functions as a career resource centre for those that work, or seek to work, in mental health services. The website allows mental health services organizations to advertise job vacancies to the public, facilitates
internships through links to students, and also provides career profiles and testimonials of those working in the mental health services sector. Dr. Martin Antony (mantony@psych.ryerson.ca) maintains several psychology job listservs. You can email him directly to request to join the listservs.

**Graduate Student Loans**
There are a number of sources of graduate student loans available. One that some of our students have taken advantage of is the Bank of Nova Scotia’s “Scotia Professional Student Plan (SPSP),” which is available to graduate students in psychology, as well as students in a number of other professions. For psychology graduate students, they offer a program limit of $75,000 at Prime + 1.00% and the student just pays interest monthly. You will need to have a parent co-signor to be eligible to apply. However, exceptions may be made in certain circumstances. The current contact person for the Psychology SPSP is Elsie Wang at the Queen and McCaul Branch. Her phone number is 416.866.3940 x4209 and her email is elsie.wang@scotiabank.com.

**APPENDIX**

**Toronto Lifestyle, Food and Entertainment**

Toronto is a modern, cosmopolitan city with large Italian, Greek, East Asian, South Asian, African, and other communities. This translates into an excellent variety of international cuisine, cultural festivals, and events. Other amenities include entertainment districts, amusement parks, clubs, lakefront beaches, public parks, museums, art galleries, film festivals, theatre festivals, bike paths, concert halls, movie theatres, live theatres (major international productions), professional sports arenas, and a zoo.

**Nearby Neighbourhoods**

**CHINATOWN**
5-10 minute cycle
Located in the Dundas Street and Spadina Avenue area, this is one of the biggest Chinatown areas in North America. Chinese and Asian restaurants, retail shops, and closed and open grocery markets are worth the visit.

**CHURCH-WELLESLEY**
5 minute walk
A large and bustling LGBT community is situated around Church and Wellesley Streets.

**DANFORTH/GREEKTOWN**
15-20 minute cycle
Located on Danforth Avenue between Chester and Jones Avenues, this is a great restaurant and shopping area. This is the destination for authentic Greek cuisine.

**DISTILLERY DISTRICT**
5-10 minute cycle
The Distillery District is both a destination and a growing vibrant community neighbourhood located at Mill Street between Parliament and Cherry Streets. Established in 1832, the brick-and-cobblestone building was once the largest...
distillery in the British Empire. It now houses a complex of unpretentious galleries, boutiques and restaurants with hardly a chain store in sight.

**ESPLANADE**
5-10 minute cycle
Also known as “Old Toronto”, this area contains an interesting mix of old and new architecture as well as graciously restored old buildings (e.g., the Flatiron Building located at Church and Front). The vibrant and historic St. Lawrence Market and the Hockey Hall of Fame are located in the Esplanade district.

**KENSINGTON MARKET**
5-10 minute cycle
Located between College and Dundas, adjacent to Chinatown, is Kensington Market, one of Toronto’s oldest and best-known outdoor markets, with its open-air stalls, hip restaurants, and cafés.

**LITTLE ITALY**
10 minute cycle
Located along College Street, between Euclid and Shaw. This is a designated “Hip Dining Area” according to some print media.

**QUEEN STREET WEST**
5-15 minute cycle
Queen West is a stylish, shopping district with a kinetic energy located along Queen Street between University and Spadina Avenues. If you are so inclined, travel a bit further West along Queen to the more trendy and alternative “West Queen West” area, which begins just west of Spadina Avenue and continues past Bathurst Street for a mile or so. Purveyors of food, furniture, and fashion have opened storefronts at a rapid pace, and this area is becoming more interesting by the week. Many excellent galleries have relocated to the West Queen West area, between Shaw and Gladstone Streets. Ossington Avenue (in “West Queen West”) is a new “hip” dining area. Continuing north from Queen Street (along Ossington Avenue) brings you to Dundas West (an even newer “hip” dining area) and the Little Italy part of College Street.

**THEATRE DISTRICT**
5 minute cycle
Numerous restaurants of all kinds flourish here among the premier theatre district in Toronto, located primarily on King Street starting west of Simcoe Street. Located in the neighbourhood are The Princess of Wales Theatre, The Royal Alexandra Theatre, and Roy Thomson Hall.

**TORONTO ISLANDS**
Toronto Islands offers a very different neighbourhood and offers over 600 acres of parkland accessible by ferry only. Adult fare is $6.50 for a return trip. For ferry Schedule information, call 416-392-8193. The ferry docks are located at the foot of Bay Street.

**Attractions**

**AIR CANADA CENTRE (ACC)**
40 BAY STREET (AT LAKESHORE BOULEVARD) (416) 815-5500
The ACC is Toronto’s sports and entertainment venue and home of the Toronto Maple Leafs, Toronto Raptors, and Toronto Rock Lacrosse Team. In addition to
Leaf, Raptors, and Rock games, the ACC hosts live concerts and events. Obtain tickets here.

**ART GALLERY OF ONTARIO (AGO)**
317 DUNDAS ST. W. (BEVERLEY & MCCCAUL ST) (416) 969-6600
This is Toronto’s art museum with collections spanning from the first century to present day. It houses a large collection of Canadian, European, African, and American collections. Guided tours can be arranged. The AGO has a gift shop, shopAGO, and several dining options including Frank, cafeAGO, and an Espresso Bar. Hours: Tuesday through Sunday, 10:00 am to 5:30 pm; Wednesdays until 8:30 pm; closed Monday. Adult Admission: $19.50, free Wednesday evenings after 6:00 pm.

**BATA SHOE MUSEUM**
327 BLOOR STREET (AT ST. GEORGE STREET) (416) 979-7799
A museum of footwear, with changing shoe and footwear displays from world cultures, the fashion industry, and celebrities. There are free guided tours with the cost of Admission. Hours: Monday through Saturday 10:00 am to 5:00 pm, Thursdays until 8:00 pm; Sunday 12:00 pm to 5:00 pm. Adult Admission: $14.00, Student Admission (with ID): $8.00.

**CN TOWER**
301 FRONT ST. (NORTH OF BREMNER BLVD.) (416) 868-6937
The CN tower offers panoramic views, shopping, and dining. The 360 Restaurant offers a revolving view of Toronto (other dining options: Horizons Restaurant, Far Coast Café). Worth noting: wait times to enter the tower can be significant. Hours: seasonal; observation levels 9:00 am to 11:00 pm. Adult Admission: $35.00.

**FOUR SEASONS CENTRE FOR THE PERFORMING ARTS**
145 QUEEN ST. W. (AT UNIVERSITY AVENUE) (416)363-8231
Home of the Canadian Opera Company (COC) and the National Ballet of Canada. See here for a list of COC performances and tickets. See here for a list of ballet performances and tickets.

**GARDINER MUSEUM**
111 QUEEN’S PARK (AT BLOOR STREET) (416) 586.8080
The only Canadian museum devoted exclusively to ceramic art. Its permanent collection of over 2,900 pieces includes works from the Ancient Americas, Italian Renaissance, English Delftware, Chinese and Japanese porcelain, European porcelain, and a Contemporary gallery.
Hours: Monday to Thursday 10:00 am to 6:00 pm, Friday 10:00 am to 9:00 pm, Saturday/Sunday 10:00 am to 5:00 pm.
Adult Admission: $15.00 (includes guided tour daily at 2 pm), and half-price Friday night from 4:00 pm to 9:00 pm. Student Admission (with valid ID): $9.00. Post-secondary students are free on Tuesdays.

**HOCKEY HALL OF FAME**
30 YONGE STREET (AT FRONT STREET) (416) 360-7765
The Hockey Hall of Fame is both a museum and a hall of fame that holds exhibits, many of them interactive, about players, teams, NHL records, memorabilia, and trophies, including the Stanley Cup. Hours: Monday to Friday 10:00 am-5:00 pm, Saturday 9:30 am-6:00 pm; Sunday 10:30 am-5:00 pm.
General Admission: $18.00.
ROGERS CENTRE
1 BLUE JAYS WAY (SOUTH OF FRONT STREET) (416) 341-1000
Formerly known as the SkyDome, the Rogers Centre is one of Toronto’s dynamic and versatile entertainment venues and home of the Toronto Blue Jays and the Toronto Argonauts. The Rogers Centre is used for sport events, concerts, family shows, trade shows and conventions. Tours are offered and adult admission is $16.00. To obtain tickets, visit: www.ticketmaster.ca.

ROYAL ONTARIO MUSEUM (ROM)
100 QUEEN’S PARK (AT BLOOR STREET) TEL: (416) 586.8000
Boasting six million objects in its collections, the ROM has an exceptional array of themed galleries, spanning world cultures and world history. Hours: Monday to Thursday 10:00 am to 5:30 pm; Friday 10:00 am to 8:30 pm; Saturday/Sunday 10:00 am to 5:30 pm. Adult Admission: $17.00. Student Admission (15-25 years of age, with valid ID): $15.50.

ST. LAWRENCE MARKET
92-95 FRONT STREET (AT JARVIS STREET) (416) 392-7120
Located in the historic Old Town district, at Front and Jarvis streets, are over 120 specialty merchants and vendors. The South Market offers over 50 specialty food and non-food vendors while the North Market holds a Farmer’s Market on Saturdays and an Antique Market on Sundays. South Market Hours: Tuesday to Thursday 8:00 am to 6 pm; Friday 8:00 am to 7 pm. Saturday 5:00 am to 5:00 pm. North Market/Famer’s Market: Saturday from 5:00 am. North Market/Antique Market: Sunday dawn to 5:00 pm. 2-Hour Guided Tour: Tuesday through Saturday at 10:00 am (call 647-393-8687 for reservations)

TIFF BELL LIGHTBOX
350 KING STREET (AT JOHN STREET) (416) 599-8433
Located at the corner of King and John Streets and home of the Toronto International Film Festival, TIFF offers screenings, lectures, discussions, festivals, workshops, and the chance to meet filmmakers from Canada and around the world. TIFF Cinematheque offers year-round programming including world classic cinema and contemporary art house films. See here for a calendar of this week’s programming. Hours: 10:00 am to 10:00 pm daily. Film Admission: $12.00

Nearby Restaurants
There are many great restaurants in Toronto, and plenty of options near the Ryerson University campus – including several in Yonge-Dundas Square and the Eaton Centre (check out the renovated food court). While this is not an exhaustive list, here are some other good options:

ARBIA. 113 Bond St, Toronto (416) 901-7067. Very Close to The Psychology Research and Training Centre; Italian, Pizza, Salads, Paninis

ADEGA. 33 Elm St. (At Bay), 416-977-4338. Portuguese; Closed Sunday; Mains $18-36

BB33 BISTRO AND BRASERIE. Delta Chelsea Hotel, 33 Gerrard St. W. (At Bay), 416-585-4319. Bistro; Mains $10-30

BANGKOK GARDEN. 18 Elm St. (At Yonge), 416-977-6748. Thai; Mains $16-28
BURRITO BOYZ. 19 Dundas St E, (905) 279-2699. Burritos, Quesadillas; Take Out; Very Close To The Prtc

ETSI. 45 Baldwin St. (At Beverley St.), 416-850-4200. Good Value For Standard Japanese And Korean Fare; Small Plates $4-15.

ETHIOPIQUES. 227 Church Street, 416-363-0884. Ethiopian; Mains $10-15.


GUU IZAKAYA. 398 Church St. (At Mcgill St.), 416-977-0999. Mixes Japanese, Chinese, Korean, And Even Middle American Influences; Fun Pub Atmosphere; Small Plates $2.50-10

JAPANGO. 122 Elizabeth St. (At Dundas), 416-599-5557. Japanese; Mains $12-29; Omakase $70.

JOHN’S ITALIAN CAFÉ. 27 Baldwin St. (At Henry St.), 416-596-8848. Italian; Mains $10.

KABUL EXPRESS. 126 Dundas Street E., 647-351-1111; Middle Eastern; Mains <$10.

KAISEKI SAKURA. 556 Church St. (At Wellesley), 416-923-1010. Traditional Kaiseki; Closed Monday And Tuesday; Small Plates $6-10.

KOREAN GRILL HOUSE. 369 Yonge St. (At Dundas), 416-596-9206. Convenient; Good, Cheap Korean Food.

LAI WAH HEEN. Metropolitan Hotel, 108 Chestnut St. (At Dundas), 416-977-9899. Chinese (Good Dim Sum).


LE COMMENSAL. 655 Elm Street, 416-596-9364. Vegetarian Self-Serve.

LOVE AT FIRST BITE DOWNTOWN NEW YORK PIZZA. 96 Gerrard Street E., 416-977-1836. Pizza; Mains <$10.

MATAHARI GRILL. 39 Baldwin St. (At Henry St.), 416-596-2832. Mixed Asian Cuisine; Closed Sunday, Open Monday Only For Lunch; Mains $10-20.

SALAD KING. 340 Yonge St. (At Elm St.), 416-971-7041. Thai; A Mainstay For Ryerson Students And Faculty (Definitely Try); Mains $3.50-10.

THE SENATOR. 249 Victoria St. (South Dundas), 416-364-7517. Diner (And Take-Out); Mains $2-15.

SMOKE’S POUTINERIE. 203 Dundas Street E., 416-603-2873. Poutine; Mains <$10.


Here are a few websites that may be of interest:

- City of Toronto
- Toronto Wide
Student-friendly Prices for Entertainment in Toronto

**General Websites for Entertainment**

**Deals**

**HIPTIX**
Students aged 15-29 may receive tickets for a variety of performances for $5!

**TRAVEL ZOO**
Travel Zoo is a helpful sight that showcases discounts on travel, hotels, transportation, and entertainment. Although the site has deals for all over North America, you can often find great deals for Toronto hotels and performances. If you sign up for their newsletter, they will email you the latest deals on a weekly basis.

**Music**

**CANADIAN OPERA COMPANY**
Anyone under the age of 30 can take advantage of Opera for a New Age and buy tickets for $22.

**OPERA ATELIER**
Tickets for performances at Opera Atelier are $20 for anyone under the age of 30.

**TORONTO SYMPHONY ORCHESTRA**
The Toronto Symphony Orchestra offers tickets for $11 for students aged 15-29 for students who sign up for the Live Rush program.

**Dance**

**DANCEMAKERS AND THE CENTRE FOR CREATION**
If you are in the mood to see novel, contemporary dance, then you may want to see a Dancemakers production. Tickets are $20 in advance, but they generally offer discounted tickets for students with valid ID.

**NATIONAL BALLET OF CANADA**
Those who are aged 16-29 can sign up for Dance Break to receive $30 tickets to see some of Canada’s best ballet dancers. Discounted tickets can also be accessed through the Turnout program.

**THEATRE**

**BUDDIES IN BAD TIMES THEATRE**
To take in some queer culture, visit the Buddies in Bad Times Theatre where students see a performance for $15.
**CANADIAN STAGE**
Canadian Stage offers a variety of ways to see plays for a discounted price. On Mondays, it is pay-what-you-can night, each evening there are 50% off rush tickets, and for each performance there are a certain number of tickets offered for $20.

**FACTORY THEATRE**
Here is another theatre that provides you with many ways to see a play at a good price. They have pay-what-you-can Sunday matinee performances and $10 rush tickets on Tuesdays, Wednesdays, and Fridays.

**HART HOUSE THEATRE**
In the ‘heart’ of U of T’s campus lies the Hart House Theatre where students can attend performances for $12 on Wednesdays.

**MIRVISH**
Once in a while, Mirvish Productions is generous and offers discounted tickets to popular plays and musicals for those who subscribe to their ESTAGE Newsletter. The discounts range in price but sometimes go as low as $20 for a performance!

**SOULPEPPER**
This downtown Toronto theatre offers nightly rush tickets for $20. For anyone aged 21-30, you can get $20 tickets by signing up for Stage Play.

**TARRAGON THEATRE**
Located near Dupont and Bathurst, tickets for students start at $22, and nightly rush tickets are $20.

**THE VILLAGE PLAYHOUSE**
Located in the city’s west end, the village playhouse is a little theatre that offers $16 tickets to performances for students with ID.

**Museums**

**ROYAL ONTARIO MUSEUM**
Full-time students with ID can visit the ROM on Tuesday all day for free! However, this does not apply to special exhibitions. They also offer free admission for the general public each Wednesday from 4:30 pm-5:30pm and half-price admission on Friday evenings from 4:30 pm-9:30pm.

**ART GALLERY OF ONTARIO**
Every Wednesday evening from 6:00 pm-8:30pm, the general public can view the permanent collection at the AGO (this excludes special exhibitions) for free!

**TORONTO PUBLIC LIBRARY, MUSEUM PASS**
With your TPL library card, you can visit a variety of museums, the Toronto Zoo, Casa Loma, the Ontario Science Centre, AGO, and the ROM for FREE using the Sun Life Financial Museum Pass. This is a great money saver, but be warned: there is a limited number of museum passes and people sometimes wait in line for hours before the branch opens as they are usually distributed at 9:00am on Saturdays. So, if you have the time and patience, this is a great way to see many of Toronto’s attractions for free.
Comedy Clubs

THE SECOND CITY
Students can see a great night of comedy at The Second City for only $17. However, sometimes their regular shows go as low as $12, so be sure to check the regular ticket prices!

YUK-YUKS
See Ryerson University Student Services.

Movies

THE AMC AND CINEPLEX ODEON & FamOUS PLAYERS THEATRES
See Ryerson University Student Services Office.

RAINBOW CINEMAS/MAGIC LANTERN THEATRES
Market Square Location & Carlton Location; Movies can often be a great way to relax and take your mind of things. There are two relatively inexpensive movie theatres in Toronto near Ryerson’s campus. Magic Lantern Theatre’s Carlton Cinema, which was recently renovated and re-opened in July 2010, and its sister theatre Rainbow Cinema’s Market Square offers tickets ranging in price from $5-9 depending on the time and day. These theatres generally show second run movies, but often they also carry new releases.

Ryerson Discounts

RYERSON UNIVERSITY STUDENT SERVICES OFFICE
Lucky for us, you can purchase a variety of discounted event tickets from Ryerson University’s Student Service office located at 55 Gould St. They have discounted tickets for Cineplex Odeon/Famous Players, the AMC, Yuk Yuks, some Toronto Raptors games, Canada’s Wonderland, and more. At the Student Services office, you can also pick up a TTC pass, ISIC card, health insurance card, school supplies, phone cards, and Ryerson University paraphernalia.

TORONTO PUBLIC LIBRARY: BOOKS AND MOVIES
The TPL is a great place to borrow books and DVDs. Yes, you can take out DVDs for free from the library! And the great part is, patrons cannot put a hold on all new movie releases for 6 months, which means that many of the new releases will just be sitting on the shelf of your local branch waiting for you to take them out! Tip: Smaller and less visited library branches often have more new and old movies available than more popular branches.