|  |  |  |  |
| --- | --- | --- | --- |
| **MA Graduate Degree-level Learning Objectives** | | | |
| **Degree-Level Expectation**  This degree is awarded to students who have demonstrated the following: | **Program Learning Objectives**  By the end of this program, students will be able to: | **Appropriate Degree Requirement & Assessment**  Listed below are the degree requirements that fulfill the program learning objectives: | **Comments** |
| **1. Depth and breadth of knowledge** | | | |
| A systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice. | Demonstrate a basic understanding of the key concepts in their specific area of study, within the 7 Areas. This shall include but not be limited to:  1) the ability to list, define and/or describe the state of knowledge in the general area of research focus, as well as the current gaps in the knowledge base of that particular field.  2) demonstrate a detailed understanding of the quantitative and/or qualitative research techniques used in their particular research field (e.g. Anova, Regression analysis).  3) describe how their own research contribution fits within the larger field of study.  Students in the Clinical and Clinical-Developmental areas, in addition to the academic skills listed above, will demonstrate a basic understanding of clinical assessment, intervention, diversity issues, and ethics relevant to clinical practice. | * Coursework (6 credits in data analysis, at least 3 credits in the History and Theory of Psychology, other elective courses offered in the psychology program and/or specified as required by Area) * One research practicum, with mentorship and evaluation from Supervisor, to provide experience with research practices in their area of psychology * For clinical students, initial clinical training in-house to provide experiences that will instantiate professional and clinical knowledge and expertise. * Thesis proposal * Master’s thesis and presentation including oral examination of written work * Clinical Rounds (Clinical and Clinical-developmental students) | Compared to a BA or BSc, knowledge is more specialized and based on original research. More emphasis is placed on the student to synthesize, critique and communicate information from the field rather than merely memorize information. This kind of knowledge may be a stepping stone to a PhD in a related field, but covers less breadth and depth by comparison |

|  |  |  |  |
| --- | --- | --- | --- |
| **2. Research & scholarship** | | | |
| A conceptual understanding and methodological competence that:  a) enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline;  b) enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and  c) enables a treatment of complex issues and judgments based on established principles and techniques; and, on the basis of that competence, has shown at least one of the following: (i)The development and support of a sustained argument in written form; or (ii) originality in the application of knowledge. | 1) understand and competently execute the process of information gathering from the major literature sources available for their given Area of study  2) synthesize, interpret, and critically evaluate the current state of knowledge in their particular research field  3) integrate and describe the main literature themes and or seminal papers published in their specific research field  4) design, propose, execute, present, and defend a thesis embodying a unique contribution to knowledge  5) articulate how their thesis work fills a gap within the research field and be able to present the strengths and limitations of this contribution. | * Research practicum, with mentorship and evaluation from Supervisor, to provide experience with research practices in their area of psychology * Thesis proposal (information gathering and synthesis) * Graded coursework | The expectation is that a student’s thesis has the potential to be published based on their data collection, analysis, and interpretation. If not published, then portions of the work should be considered as an important component of publishable work. Compared to a BA or BSc, the scholarship is more specialized; and based mainly on first hand experiences within a research setting. This work includes an independent review of the relevant literature surrounding their thesis project. Research is the key component of the MA Degree; and will include a “mastering” of a research skill (or achieving a set of skills) necessary for contribution to the field of research.  This is similar to the PhD, but more limited in breadth and depth (including the expertise in the number of techniques and analyses used and the scope of the study). |

|  |  |  |  |
| --- | --- | --- | --- |
| **3. Level of application of knowledge** | | | |
| Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting. | 1) make critical use of scholarly reviews and primary sources to review, present and critically evaluate, either qualitatively or quantitatively, information from within their field of study  2) demonstrate the capacity to develop new lines of argument and hypothesis testing, make sound judgment on the theories, concepts and methodologies used within their discipline.  3) demonstrate the ability to use a range of learned techniques (theory integration and critique, qualitative or quantitative analysis, etc.) to initiate new creative areas of knowledge acquisition, research and/or problem solving. | * Thesis written work, oral presentation of written work, oral examination/defence * Coursework electives * Research or applied practicum | Compared to a BA or BSc, the Masters student is actively involved in probing and extending the current state of knowledge for their field of study, but not with the same depth and breadth as PhD students. A Masters student is capable of implementing a project from the supervisor’s research program, whereas a doctoral student is responsible for the more independent development of a research question and appropriate research methodologies. |
| **4. Professional capacity/autonomy** | | | |
| a) The qualities and trans-ferable skills necessary for employment requiring: (i) The exercise of initiative and of personal respon-sibility and accountability; and (ii) Decision-making in complex situations; b) The intellectual independence required for continuing professional development; c) The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and d) The ability to appreciate the broader implications of applying knowledge to particular contexts. | 1) use qualities and transferable skills necessary for further study within academia (e.g. to become a PhD candidate or to attend “professional” school) or employment in a health-related field.  2) demonstrate critical thinking skills and communication skills in a new environment (i.e., workplace, new area of study, another institute or elsewhere).  3) work independently, as well as cooperatively, within a professional context (e.g. hospital or research or clinical setting)  4) manage their own learning challenges both within and outside of the discipline of study and select an appropriate program of further study, if desired.  5) demonstrate behaviour that is consistent with a high level of academic integrity and social responsibility, and professional/clinical ethics. | * Thesis proposal (information gathering and synthesis) * Thesis written work, oral presentation of written work, oral examination/defence * Coursework electives * Practicum experiences | Compared to a BA or BSc, MA level students will be capable of gathering and synthesizing information with little guidance, and use information to contribute (through independent scholarship and experimentation) to their field of study. Clinical and Clinical-developmental students will be capable of a limited range of clinical assessment and/or intervention activities under the supervision of a registered psychologist. |
| **5. Level of communication skills** | | | |
| The ability to communicate ideas, issues and conclusions clearly. | 1) communicate information, arguments, and analyses accurately and reliably to a variety of audiences including discipline experts and the general population.  2) communicate effectively through a number of ways including orally, visually and in writing to a varied audience.  3) answer challenging questions about their research contribution effectively and appropriately and have the capacity for discussing the implications of their work to related fields. | * Thesis proposal (information gathering and synthesis) * Thesis written work, oral presentation of written work, oral examination/defence * Seminar presentations in courses * Coursework electives * Discipline-specific external communication (conferences, poster presentations, abstracts, articles, knowledge mobilization events, etc.) | Students in the MA level will achieve a level of written and oral communication that contributes to, and is valued by, other disciplines outside the classroom. |
| **6. Awareness of limits of knowledge** | | | |
| Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines. | 1) demonstrate an understanding of the limits to their own knowledge, theories, and techniques used within their thesis work (experimental and methodological).  2) appreciate and be able to articulate the uncertainty and limits to their own knowledge and research contribution and how this might influence the analysis and interpretation of the research of others. | * Thesis defence * Conference presentations * Graduate seminars * Reviews of work submitted for publication | Students at the MA level will be able to appreciate the complexity and multifaceted nature of their field of research. Students will be aware that there are limitations to all research designs and clinical approaches.  Clinical students will begin to develop understanding of the role of clinical psychology among other health care providers. |

|  |  |  |  |
| --- | --- | --- | --- |
| **PhD Graduate Degree-level Learning Objectives** | | | |
| **Degree-Level Expectation** This degree extends the skills associated with the Master’s degree and is awarded to students who have demonstrated the following: | **Program Learning Objectives**  By the end of this program, students will be able to: | **Appropriate Degree Requirement & Assessment**  Listed below are the degree requirements that fulfill the program learning objectives: | **Comments** |
| **1. Depth and breadth of knowledge** | | | |
| A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice including, where appropriate, relevant knowledge outside the field and/or discipline. | 1) demonstrate a specialized (expert-level) understanding of the key concepts in their specific dissertation area of study, within one of the 7 Areas.  2) list, define and/or describe the state of knowledge in the general area of research focus and current gaps in the knowledge base of that particular field.  3) devise research protocols (experiments or other methodologies) to fill gaps in knowledge.  4) demonstrate knowledge of the quantitative and/or qualitative research techniques used in the particular field.  5) develop critical thinking and analytical techniques within their discipline and appreciate and derive interpretations, inferences and application of their work and the work of others.  6) demonstrate a general understanding of the application of appropriate statistical techniques in relation to their area of research, where appropriate.  7) modify existing methodologies and/or develop new methodologies to examine their research questions, in collaboration with their supervisor(s).  8) in addition to the above, students in the clinical Areas should evidence competence in the essential knowledge base of the theory and practice of psychological measurement and assessment, have demonstrated competence in the theory, application, practice, and evaluation of psychological assessment and intervention, along with knowledge of ethics and jurisprudence relevant to clinical practice. | * Coursework (6 credits in Quantitative methods, additional credits in core area courses, and program electives) * Graduate seminar presentations * Minor area paper proposal, execution, and submission (breadth requirement) * Dissertation proposal * Research work and or research techniques used (Research practicum) * Completion of peer-reviewed publications and conference presentations * Dissertation presentation and written thesis (oral examination/defence) * For Clinical and Clinical Developmental students, experience and expertise in therapy/intervention and assessment techniques (Practica) * For Clinical Area students, successful completion of the Clinical Competency exam * For Clinical and Clinical Developmental Student, a one-year clinical internship focusing on select therapy/intervention and assessment skills | Compared to a Masters degree, the knowledge base in the PhD is broader and deeper within a specialized area with more original research productivity. Compared to the MA, typically, PhD degree involves a more independent, self-directed role in more than one publishable works that contributes meaningfully to the literature in a unique way.  Clinical and Clinical Developmental students have developed more comprehensive assessment and therapy experience and skills. |
| **2. Research and scholarship** | | | |
| a. The ability to conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline, and to adjust the research design or methodology in the light of unforeseen problems  b. The ability to make informed judgments on complex issues in specialist fields, sometimes requiring new methods; and  c. The ability to produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication. | 1) interpret, synthesize and critique information from the literature presented and published in their specific research field, and use this information to formulate new research to expand this knowledge.  2) identify an appropriate research question and demonstrate that their dissertation work is novel and fills one or more gaps within the field.  3) present the strengths and limitations of these contributions, and make unique inferences and propose new interpretations to their work and others.  4) write effective research proposals (Minor Area Paper, Dissertation, other projects, scholarship applications, grant applications)  5) submit a dissertation that will be made up of (or form the basis of) publishable works (i.e., a series of experiments or studies or a significant body of research), based on the students’ collection, analysis, and interpretation.  6) submit their manuscripts for peer review to gain experience in the process of manuscript/book/chapter submission. | * Coursework electives * Practicum experiences * Graduate seminar presentations * Minor area paper proposal, execution, and submission * Dissertation proposal (information gathering and synthesis) and presentation * Dissertation written work, oral presentation and examination/defence | Compared to the Masters degree, the scholarship and research is more independent in nature, more original, and more productive. Doctoral candidates are expected to develop a number of skills and analytical techniques to be used within their scope of study. |

|  |  |  |  |
| --- | --- | --- | --- |
| **3. Level of application of knowledge** | | | |
| The capacity to  a) Undertake pure and/or applied research at an advanced level; and  b) Contribute to the development of academic or professional skills, techniques, tools, practices, ideas, theories, approaches, and/or materials. | 1) review, critically evaluate and communicate, either qualitatively or quantitatively, information from their field of study  2) demonstrate the capacity to develop new lines of argument and hypothesis testing, create new ideas and make sound, critical judgment on the theories, concepts and methodologies used within their discipline.  3) develop and demonstrate expertise in a range of learned techniques (e.g. multivariate data analyses, psychological assessment, psychological intervention, qualitative or quantitative analysis, etc.). | * Dissertation proposal (information gathering and synthesis) and Dissertation written work, oral presentation and examination/defence * Original and publishable contributions to their field of work * Conference and seminar presentations | Compared to the Masters student, the PhD candidate is more actively involved in probing and extending the current state of knowledge for their field of study. A doctoral student is responsible for the development of appropriate research questions and the skill set needed to perform the methodologies to be used in their quest for answers. |

|  |  |  |  |
| --- | --- | --- | --- |
| **4. Professional capacity/autonomy** | | | |
| a) The qualities and transferable skills neces-sary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations; b) The intellectual inde-pendence to be academi-cally and professionally engaged and current; c) The ethical behaviour consistent with academic and or clinical integrity and the use of appropriate guidelines and procedures for responsible conduct of research and practice; d) The ability to evaluate the broader implications of applying knowledge to particular contexts. | 1) use qualities and transferable skills necessary for advancing their own independent research program (in academia) or other setting or for professional employment in a clinical setting or health-related field.  2) demonstrate the capacity to work independently as well as cooperatively within a professional context, and develop their capacity to mentor others.  3) create new ideas and/or improvements on old ideas and techniques and analyses.  4) demonstrate a professional level of academic and/or clinical integrity and ethical practices, and social responsibility.  5) act in an appropriate ethical fashion for research conducted in human and/or animal models and follow proper ethics procedures and protocols in experimental or research design and implementation of their studies | * Dissertation proposal and Minor Area paper (information gathering and synthesis, writing) * Dissertation written work, oral presentation and examination/defence * Coursework electives * Practicum experiences * Graduate seminar presentations * Clinical Competency completion (Clinical Area students) * satisfactory evaluations from supervisors of in-house training (Clinical & CD Area) * satisfactory evaluations from supervisors of external Clinical Practica (Clinical & CD Area) * satisfactory evaluations from supervisors of Clinical Internship (Clinical & CD Area) | Compared to a Masters student, a PhD candidate will be capable of gathering and synthesizing information with little guidance, and use information to contribute (through independent scholarship and experimentation) to their field of study.  Clinical and Clinical Developmental doctoral candidates, as compared to MA students, will evidence competence and experience with a wider range of assessment and intervention techniques and greater independence in routine clinical activities (while still under supervision). |

|  |  |  |  |
| --- | --- | --- | --- |
| **5. Level of communication skills** | | | |
| The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively. | 1) demonstrate the capacity to communicate information, arguments, and analyses accurately and reliably (orally, visually and in written format).  2) work alongside with, communicate with and train other students, if possible, in their work environment.  3) demonstrate the capacity to work and communicate effectively within a team setting (i.e. collaboration, network, team projects, etc.).  4) Clinical and Clinical Developmental students will demonstrate the capacity to communicate effectively with a wide range of clinical clients. | * Dissertation proposal and Minor Area paper (information gathering and synthesis, research execution) * Dissertation presentation and dissertation written work * Peer-reviewed publications and conference presentations * Coursework electives * Graduate seminar presentations * Teaching assistantships * Supervision of undergrad thesis/ independent projects, if appropriate and available. * Clinical students may co-supervise more junior students, if appropriate and available. | Students in the PhD program will achieve a level of communication that contributes to, and is valued by, other disciplines within and outside of their discipline and those in clinical settings. |
| **6. Awareness of limits of knowledge** | | | |
| An appreciation of the limitations of one’s own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines. | 1) understand and be able to describe the limits to their own knowledge and techniques used within their dissertation work (i.e. experimental or research approaches) and, if appropriate, their clinical work  2) acknowledge the uncertainty and limits to their own research/clinical contribution and the work presented by others.  3) evaluate and plan the “next steps” in their research hypotheses and critically evaluate any limitations in their experimental/research designs  4) for Clinical and Clinical Developmental students, evaluate and plan the next steps in their clinical interventions and critically evaluate any limitations in their clinical competence and take steps to address these | * Oral dissertation defence and dissertation written work * Conference presentations * Internship and Grand Rounds presentations (Clinical and Clinical Developmental students only) | Students at the PhD level will be able to fully appreciate and be able to articulate the complexity and multifaceted nature of their field of research. PhD candidates will be aware that there are limitations to all research designs and approaches and be able to identify the areas of future research focus.  In addition to the above, Clinical and Clinical Developmental students will be able to fully appreciate the complexity and multifaceted nature of clinical assessment/diagnosis and intervention and be aware of the limitations inherent in these activities. |