



Forensic Psychology Graduate Student Handbook

Faculty of Social Science and Humanities 55

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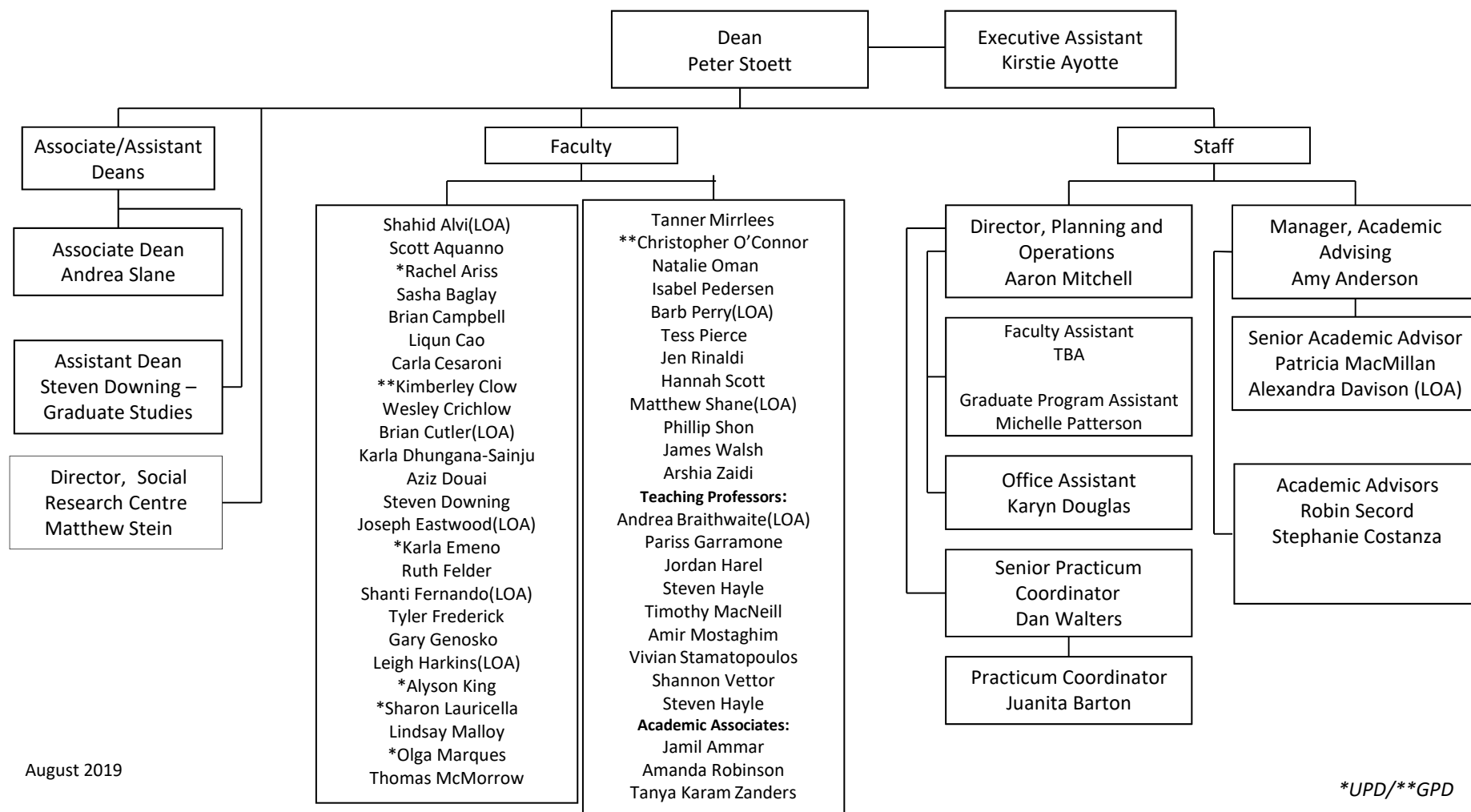
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PURPOSE AND SCOPE

This handbook is meant to answer critical questions about the Forensic Psychology graduate program and the Faculty of Social Science and Humanities. All students and graduate faculty are expected to be familiar with its contents. Because policies and procedures are evolving constantly, this handbook is not the definitive record of all University and Faculty rules. Instead, it establishes general norms and guidelines. When in doubt, consult the Graduate Program Staff, the Forensic Psychology Graduate Program Director, or the FSSH Associate Dean. You can also contact the School of Graduate and Postdoctoral Studies and consult the Graduate Calendar.

Faculty of Social Science and Humanities



GRADUATE FACULTY

Name	Supervisory privileges	Research supervision areas
Dr. Shahid Alvi	Full	<ul style="list-style-type: none"> • Crime and social exclusion • Violence against women • Youth crime • Cyberbullying • Theoretical criminology
Dr. Carla Cesaroni	Full	<ul style="list-style-type: none"> • Corrections/penology • Youth justice
Dr. Kimberley Clow	Full	<ul style="list-style-type: none"> • Wrongful conviction • Stereotypes and prejudice • Perceptions of gender
Dr. Brian Cutler	Full	<ul style="list-style-type: none"> • False accusations • False confessions • Mistaken eyewitness identification
Dr. Joseph Eastwood	Full	<ul style="list-style-type: none"> • Improving investigative interviewing • Generation and assessment of alibis • Comprehension of youth waiver forms
Dr. Karla Emeno	Full	<ul style="list-style-type: none"> • Geographic profiling • Crime mapping • Police stress and recruitment
Dr. Sean Forrester	Full	<ul style="list-style-type: none"> • New drug targets to eradicate tropical Diseases
Dr. Leigh Harkins	Full	<ul style="list-style-type: none"> • Group aggression • Perceptions of sexual aggression • Sex offender treatment effectiveness
Dr. Amy-May Leach	Full	<ul style="list-style-type: none"> • Detecting lies in children and adults • False confessions • Eyewitness identifications • Stigma of wrongful conviction

Dr. Lindsay Malloy	Full	<ul style="list-style-type: none"> • Children's eyewitness testimony • Juvenile interrogations and confessions • Disclosure of child maltreatment • Developmentally-sensitive investigative interviewing
Dr. Matthew Shane	Full	<ul style="list-style-type: none"> • Emotional/cognitive processes in antisocial personalities • Psychopathic behaviour • Neural systems underlying fear, guilt, shame, empathy, perspective-taking • Error monitoring and experiential learning • Neuromodulation
Dr. Steven Downing	Co-supervision	<ul style="list-style-type: none"> • Ethnography • Game studies • Mixed qualitative methods • Sociological theories of crime
Dr. Karla Dhungana Sainju	Co-supervision	<ul style="list-style-type: none"> • Corrections and sentencing • Offender monitoring technologies • Traditional and cyber bullying • Gender and crime • Public policy
Dr. Judith Grant	Co-supervision	<ul style="list-style-type: none"> • Addiction/recovery from controlled substances • Community activism • Community-academic alliances • Drugs and gender • Drugs in society • Public policy • Violence against women
Dr. Hélène LeBlanc	Co-supervision	<ul style="list-style-type: none"> • Forensic entomology
Dr. Krystle Martin	Co-supervision	<ul style="list-style-type: none"> • Risk assessment • Treatment of offenders • Management of maladaptive patient behaviours
Dr. Thomas McMorow	Co-supervision	<ul style="list-style-type: none"> • Socio-legal studies • Alternative dispute resolution

		<ul style="list-style-type: none"> • Legal theory
Dr. Timothy McTiernan	Co-supervision	<ul style="list-style-type: none"> • Alternative dispute resolution and restorative justice processes; • Governance in contemporary Canadian Indigenous Treaties; • Social psychological processes underpinning prejudice and discrimination; • Bias and evidence as vectors in formulating public policy.
Dr. Christopher Mushquash	Co-supervision	<ul style="list-style-type: none"> • Indigenous mental health • Addiction • Substance Use
Dr. Christopher O'Connor	Co-supervision	<ul style="list-style-type: none"> • Citizen attitudes toward the police • Policing and social media • Youth crime • Rapid growth communities, crime, and disorder
Dr. Natalie Oman	Co-supervision	<ul style="list-style-type: none"> • Aboriginal law and politics • Global governance • Human rights • Law and society • Philosophy of law • Political philosophy • Public international law
Dr. Michele Peterson-Badali	Co-supervision	<ul style="list-style-type: none"> • Assessment • Youth justice • Evaluation of programming for Indigenous youth
Dr. Andrea Slane	Co-supervision	<ul style="list-style-type: none"> • Cyberbullying • Cybercrime • Internet law • Online sexual exploitation of children and youth
Dr. Arshia Zaidi	Co-supervision	<ul style="list-style-type: none"> • Intimate partner violence in immigrant families • Quantitative/qualitative methodologies • Race, gender, sexuality, family, and culture • Socio-cultural issues of immigration

PROGRAM ADMINISTRATION

Although the Forensic Psychology Graduate Program Director is responsible for guiding and managing all aspects of the program, several key groups provide assistance. The Graduate Program Staff carry out essential administrative tasks (e.g., documenting student progress, scheduling oral examinations). In addition, the Forensic Psychology Graduate Committee, which meets throughout the year, makes decisions related to the graduate program (e.g., drafting new policies and procedures). As such, it is a very important committee for graduate students and we encourage their full participation in its governance. Every year, one graduate student representative will be nominated and elected from the student body to serve on the Graduate Committee. Even if graduate students are not on the committee, they can bring any issues that they wish to have discussed at the committee level to the Graduate Program Director or the Graduate Student Representative.

Graduate Program Staff: Michelle Patterson

Forensic Psychology Graduate Committee:

Graduate Program Director: Dr. Kimberley Clow

Faculty Representatives: Dr. Karla Emeno and Dr. Lindsay Malloy

Graduate Student Representative: TBA

FSSH Associate Dean responsible for Graduate Studies: Dr. Steven Downing

RESOURCES

Space

Graduate students will be provided with space to carry out their work. Typically, Research Supervisors are expected to house their students in their laboratories. Keys for laboratory spaces can be obtained through Research Supervisors. Each graduate student is not guaranteed his or her own office. Instead, he or she may be asked to share a desk or office space with others in the laboratory. If problems arise regarding space, they should first be brought to the attention of the Research Supervisor before the Graduate Program Director is involved.

When graduate students are assigned a TAsip, they will be expected to hold office hours in an allocated TA office (unless otherwise specified by the course instructor). Karyn Douglas will request keys on students' behalfs. If a graduate student wishes to use laboratory space to meet with students, as part of a TAsip, he or she must seek permission from his or her Research Supervisor. The Research Supervisor is under no obligation to approve the request; indeed, many Research Supervisors do not wish to have TA meetings held in their laboratories as it can interfere with data collection.

Equipment and Materials

Faculty laptops will be provided only to students who are TAing a course. Required supplies and materials for the TAsip will also be supplied by the Faculty of Social Science and Humanities.

It is highly unlikely that any resources that are required for research purposes (e.g., equipment, software, supplies) will be provided by the Faculty. Research Supervisors might supply these resources but, in some case, students may be required to subsidize their own research (e.g., purchase a laptop).

Email Account

All students will be given an OntarioTechU email account. It is important to check this account frequently as it will be used for all essential university correspondence.

Additional Resources

Currently, Ontario Tech offers several additional perks for students. For example, students are able to use the health, counselling, and recreational services at North Campus. There is also a library on each campus. Although neither has well-developed hardcopy collections of books and journals, the online resources are extensive. Copies of articles and books, that are available through other universities, can also be requested online at no cost.

PROGRAM OVERVIEW

The Faculty of Social Science and Humanities at Ontario Tech University is pleased to offer MSc and PhD degrees in Forensic Psychology. The Graduate program offers a stimulating and supportive environment for students. Students will be closely mentored by a group of fully committed faculty offering a high quality, rigorous curriculum focusing on a core set of competencies in theory, research methodology and the substantive areas of forensic psychology. In addition, graduate students will be able to choose from a wide range of additional topics to round out their educations. Ontario Tech University provides faculty and students with an advanced technological learning environment. Every graduate student at our university will have wireless and wired access to library resources, email, and the internet, in addition to other online services. Classrooms feature full multimedia support.

Program Emphasis

The MSc and PhD in Forensic Psychology combine disciplinary and specialized study in Forensic Psychology, study in research methods and statistics, and applied learning experiences to prepare students to work in a variety of settings. Specifically, the programs will prepare students for careers related to research and/or teaching in college and university settings; research and practice in behavioural science crime units within law enforcement; research in correctional facilities, mental health institutions, hospital settings, justice-related institutes, the pharmaceutical industry and educational entertainment industry; design and evaluation of community programs; administration in provincial and federal programs; behavioural science and statistical research in government organizations; advertising and marketing; and trial consulting. The program will also allow professionals (e.g., law enforcement officials) to advance in their current fields.

MSc in Forensic Psychology

To be eligible for the MSc degree in Forensic Psychology, students must successfully complete 30 credit hours. Students must complete six three-credit courses, including SSCI 5010G Data Analysis 1 - Graduate, one Advanced Research Methods and Statistics course, two Fundamentals courses and two Special Topics courses. Students must enrol in PSYC 5920G Professional Seminar twice a year for the duration of the program. In addition, every term they must enrol in PSYC 5900G MSc Research. At the conclusion of the program, students must successfully write and defend a 12-credit thesis (PSYC 5910G MSc Thesis). Students will be required to maintain a minimum of B-minus in all graded components of the program, as well as satisfactory research progress, to be considered in clear standing.

PhD in Forensic Psychology – Direct Entry

For administrative purposes, students will be classified as master's students for the first year of the program. However, after this first year, they will automatically move into the second year of the PhD program. To be eligible for the direct-entry PhD in Forensic Psychology, students must successfully complete 73 credit hours. Students must complete 11 three-credit courses, including

SSCI 5010G Data Analysis 1 - Graduate, one Advanced Research Methods and Statistics course, four Fundamentals courses, four Special Topics courses and PSYC 6940G Professional Development. Typically, the Professional Development course will be taken in the fourth year of the program. Students must also enrol in PSYC 5920G Professional Seminar twice a year for the first three years in the program. They must enrol in PSYC 6900G PhD Research every term that they are in the program. Students must complete PSYC 6920G PhD Proposal and Candidacy Exam, which consists of a written proposal and an oral exam, within 18 months of admission into the PhD program. In addition, students must pass a comprehensive examination (PSYC 6930G PhD Comprehensive Examination), which will typically be taken near the conclusion of the third year in the program. At the conclusion of the program, students must successfully write and defend their 40-credit thesis (PSYC 6910G PhD Thesis). The minimum time to completion for this program is three years. Students will be required to maintain a minimum of B-minus in all graded components of the program, as well as satisfactory research progress, to be considered in clear standing.

PhD in Forensic Psychology

To be eligible for the PhD in Forensic Psychology, students must successfully complete 55 credit hours. Students must complete five three-credit courses, including two Fundamentals courses, two Special Topics courses and PSYC 6940G Professional Development. Typically, the Professional Development course will be taken in the third year of the program. Students must also enrol in PSYC 5920G Professional Seminar twice a year for the first three years in the program. They must enrol in PSYC 6900G PhD Research every term that they are in the program. Students must complete PSYC 6920G PhD Proposal and Candidacy Exam, which consists of a written proposal and an oral exam, within 18 months of admission into the PhD program. In addition, students must pass a comprehensive examination (PSYC 6930G PhD Comprehensive Examination) which will typically be taken near the conclusion of the second year in the program. At the conclusion of the program, students must successfully write and defend their 40-credit thesis (PSYC 6910G PhD Thesis).

COURSEWORK PROGRESSION TIMELINES*

*Note that the timelines for the Fundamentals and Special Topics courses are merely suggestions. These courses can be taken in any number, in an order, and in any semester/year, provided that students have accumulated all credits by the end of the program. Students should choose courses in consultation with their supervisors.

MSc in Forensic Psychology

YEAR 1

Fall Semester

SSCI 5010G Data Analysis 1 - Graduate
One Fundamentals in Forensic Psychology course
PSYC 5900G MSc Research
PSYC 5920G Professional Seminar

Winter Semester

One Advanced Research Methods and Statistics course
One Special Topics in Forensic Psychology course
PSYC 5900G MSc Research
PSYC 5920G Professional Seminar

Spring/Summer Semester

PSYC 5900G MSc Research

YEAR 2

Fall Semester

One Fundamentals in Forensic Psychology course
PSYC 5900G MSc Research
PSYC 5920G Professional Seminar

Winter Semester

One Special Topics in Forensic Psychology course
PSYC 5900G MSc Research
PSYC 5920G Professional Seminar

Spring/Summer Semester

PSYC 5900G MSc Research
PSYC 5910G MSc Thesis

Total credit hours: 30

PhD in Forensic Psychology – Direct Entry

YEAR 1

Fall Semester

SSCI 5010G Data Analysis 1 - Graduate
One Fundamentals in Forensic Psychology course
PSYC 5920G Professional Seminar
PSYC 6900G PhD Research

Winter Semester

One Advanced Research Methods and Statistics course
One Special Topics in Forensic Psychology course
PSYC 5920G Professional Seminar
PSYC 6900G PhD Research

Spring/Summer Semester

PSYC 6900G PhD Research

YEAR 2

Fall Semester

One Fundamentals in Forensic Psychology course
One Special Topics in Forensic Psychology course
PSYC 5920G Professional Seminar
PSYC 6900G PhD Research

Winter Semester

One Fundamentals in Forensic Psychology course
One Special Topics in Forensic Psychology course
PSYC 5920G Professional Seminar
PSYC 6900G PhD Research
PSYC 6920G PhD Proposal and Candidacy Exam

Spring/Summer Semester

PSYC 6900G PhD Research

YEAR 3

Fall Semester

One Fundamentals in Forensic Psychology course
One Special Topics in Forensic Psychology course
PSYC 5920G Professional Seminar
PSYC 6900G PhD Research

Winter Semester

PSYC 5920G Professional Seminar
PSYC 6900G PhD Research

Spring/Summer Semester

PSYC 6900G PhD Research
PSYC 6930G PhD Comprehensive Examination

YEAR 4

Fall Semester

PSYC 6900G PhD Research

Winter Semester

PSYC 6900G PhD Research
PSYC 6940G Professional Development

Spring/Summer Semester

PSYC 6900G PhD Research

YEAR 5

Fall Semester

PSYC 6900G PhD Research

Winter Semester

PSYC 6900G PhD Research

Spring/Summer Semester

PSYC 6900G PhD Research
PSYC 6910G PhD Thesis

Total credit hours: 73

PhD in Forensic Psychology

YEAR 1

Fall Semester

One Fundamentals in Forensic Psychology course
PSYC 5920G Professional Seminar
PSYC 6900G PhD Research

Winter Semester

One Special Topics in Forensic Psychology course
PSYC 5920G Professional Seminar
PSYC 6900G PhD Research

Spring/Summer Semester

PSYC 6900G PhD Research

YEAR 2

Fall Semester

One Fundamentals in Forensic Psychology course
PSYC 5920G Professional Seminar
PSYC 6900G PhD Research

Winter Semester

One Special Topics in Forensic Psychology course
PSYC 5920G Professional Seminar
PSYC 6900G PhD Research
PSYC 6920G PhD Proposal and Candidacy Exam

Spring/Summer Semester

PSYC 6900G PhD Research
PSYC 6930G PhD Comprehensive Examination

YEAR 3

Fall Semester

PSYC 5920G Professional Seminar
PSYC 6900G PhD Research

Winter Semester

PSYC 5920G Professional Seminar
PSYC 6900G PhD Research
PSYC 6940G Professional Development

Spring/Summer Semester

PSYC 6900G PhD Research

YEAR 4**Fall Semester**

PSYC 6900G PhD Research

Winter Semester

PSYC 6900G PhD Research

Spring/Summer Semester

PSYC 6900G PhD Research

PSYC 6910G PhD Thesis

Total credit hours: 55

GRADUATE COURSE DESCRIPTIONS

PSYC 5030G Advanced Multivariate Statistics. In this course, we will examine historical and contemporary multivariate techniques. Possible topics to be covered include ANCOVA, MANOVA, principal components and factor analysis, multiple regression, discriminate analysis, profile analysis, canonical correlation, survival analysis, structural equation modeling, and meta-analysis. Particular emphasis will be placed on the assumptions underlying analyses and data preparation. 3cr. Prerequisite: SSCI 5010G.

PSYC 5040G Advanced Research Methods. Course topics fall into three broad, interrelated categories: scientific thinking, research procedures and methodology, and 275statistical considerations. Under scientific thinking, we will examine the nature of the scientific method and its application to understanding, predicting and influencing human behavior. In this context, we will discuss the philosophy of science, including such topics as scientific explanation, determinism and causality, and objective vs. subjective aspects of science. Under research procedures and methodology, we will examine specific fundamentals and issues associated with descriptive, correlational and experimental research. These include such topics as scaling and measurement (e.g., construction of attitude scales), reliability and validity, scientific sampling, experimental design and research ethics. Finally, under statistical considerations, we will discuss the role of statistics in behavioural research. 3 cr. Prerequisite: SSCI 5010G.

PSYC 5110G Aggression In this course, we will use a variety of perspectives to examine why individuals become aggressive or engage in antisocial behaviours. In particular, we will focus on specific factors (e.g., hormones, mental disorders, the media) that increase the likelihood that harmful thoughts or behaviours will occur. Misconceptions about aggression and antisocial behaviour may also be discussed. There will be a strong emphasis on classic and contemporary research findings in this course. 3 cr.

PSYC 5120G Applied Neuroscience. The advent of neuroscience technologies is changing society in vast, sweeping and permanent ways. In this seminar course, we will explore the various ways in which neuroscience technologies are being applied, and conjecture about avenues of future application. Topics to be discussed are likely to include the burgeoning field of neuroeconomics; the possibility that neuroscience can help the courts determine intent and responsibility; the advent of neural-based video games; the ways in which neuroscience is redefining what coma is; the burgeoning field of neuromarketing; the use of brain-computer interactions (BCIs) as novel treatment approaches for psychological and neurological disorders, the ways in which our governments are investing in neuroweaponry and neurodefense; and the extent to which we need to be concerned that people will eventually be able to read our minds. Given the intriguing and speculating nature of these topics, it is anticipated that students will engage in a lively exchange of ideas during class time. 3 cr.

PSYC 5130G Cognitive/Affective Neuroscience. This is an advanced seminar on the neural bases of cognition and emotion, which will provide a detailed understanding of the neural systems that enable us to perceive, think and feel. Following a brief discussion of relevant neuroanatomy, students will read empirical and review articles that detail the neural structures underlying major cognitive and affective constructs, including attention, memory, problem

solving, reward, punishment, fear and anxiety. Prominent themes of the course will include the interaction between cognitive and affective processes, and the manner in which abnormal brain function may underlie well-established psychological disorders. Readings will focus primarily on human neuroanatomy, but some discussion of animal research may be included where relevant human work has not yet been undertaken. Group discussions will be encouraged throughout the course in order to stimulate particularly rich discussions of relevant issues. 3 cr.

PSYC 5140G Interpersonal Relations and Group Processes. In this course, we will explore the processes involved with how groups of people, and people who belong to different groups, relate to one another. Specifically, we will discuss how the groups that we belong to affect our thoughts, feelings, and behaviours –particularly toward members of other groups. Highlighted groups will vary from semester to semester; we may focus on classic social groups (e.g., gender, race, religion) and/or minimal groups. We may also examine how theories and research in the field can be used to address social issues (e.g., racism) and influence social change. 3 cr.

PSYC 5150G Memory. In this course, we will explore classic and contemporary issues in human memory using a variety of perspectives. Topics may include working memory, encoding processes, retrieval processes, implicit memory, reconstructive processes, prospective memory, autobiographical memory, eyewitness memory, memory development, neuropsychological correlates of memory and memory disorders, source memory and false memories. 3 cr.

PSYC 5160G Psychotherapy. This course provides students with introduction to psychotherapy. Through a survey of major psychotherapeutic approaches, principles and research findings across a variety of fields within psychology, students will gain a better understanding of the various ways in which problematic human thoughts and behaviour can be addressed. Typical topics include: cognitive behavioural therapy, cognitive analytic therapy, psychodynamic therapy, person-centered therapy, and dialectical therapy. 3 cr.

PSYC 5170G Readings in Classical Psychology. This course is designed to introduce graduate students to the key thinkers in the discipline. This course will examine how psychology as an academic field has been shaped by the early writings of principal theorists such as William James, Sigmund Freud, Carl Jung, Alfred Adler, Karen Horney, Carl Rogers and Abraham Maslow. Emphasis will be placed on the critical reading of original texts. 3cr.

PSYC 5180G Social Influence. The content of this course focuses on classic social psychological theory and research on social influence. The course content includes both historical and contemporary social influence topics, such as persuasion, reciprocity, compliance, and commitment, consistency, conformity and obedience from diverse perspectives such as behavioral, social-cognitive and social-neuropsychological. 3 cr.

PSYC 5190G Stereotypes & Prejudice. This course will review and analyze psychological theory and empirical research on stereotypes and prejudice. A number of themes will be explored and may include the development of stereotypes and prejudice; intentional and unintentional consequences of stereotypes and prejudice; and possible ways to alter stereotypes or reduce prejudice. Through class discussions and assignments, students will be encouraged to join this discourse and propose new studies to help move the field forward. 3cr.

PSYC 5510G Confessions and Interrogations. In this course, we will examine historical and contemporary approaches to confessions and interrogations. In particular, we will focus on how to generate and detect true vs. false reports. Topics may include the Reid Technique, the Cognitive Load approach, Strategic Use of Evidence and the recent use of neuroimaging techniques. 3 cr.

PSYC 5520G Neurobiology of Antisocial Behaviour. Over the past two decades we have seen a veritable explosion of neuroscience research into the structure and function of the human brain. Like many other aspects of human behaviour, this research has provided us with a significantly increased understanding of the biological underpinnings of criminal actions. While this research has hardly identified a “criminal” part of the brain, it has highlighted a multitude of neural abnormalities that may encourage the commission of criminal and/or immoral acts. In this advanced seminar, we will explore the most recent empirical work into these neural abnormalities, and highlight the manner in which they may underlie various criminal behaviours. Particular attention will be given to neural abnormalities underlying reward and punishment processing, executive control, and emotions including guilt, fear and shame. The extent to which these abnormalities underlie various externalizing disorders, including substance abuse, sexual deviancy and psychopathic behaviour will be considered, as will be the ethical and practical implications of neuroscience research for the criminal justice system. 3 cr.

PSYC 5540G Personality and Crime. This course is designed to introduce graduate students to the intersection of personality and crime. This course examines how personality is shaped during formative years, and influences criminal behaviour throughout the life-course. It also examines how personality is embodied in the characteristics of the offense by analyzing how offenders interact with the environment and their victims. Emphasis will be placed on analyses of personalities and offense characteristics in classical works of literature. 3 cr.

PSYC 5550G Psychology and Law Enforcement. The content of this course focuses on psychological issues associated with criminal investigations and policing. Topics may include the psychology of policing (e.g., selection and training of police officers, police decision-making) and psychological issues pertaining to criminal investigations (e.g., eyewitness memory, interrogations, confessions and profiling). 3 cr.

PSYC 5560G Psychology and the Courtroom. The content of this course focuses on psychological issues associated with criminal and civil courtroom litigation. Potential reading and discussion topics include judge and jury decision making, jury selection, jury deliberation, effects of pre-trial publicity and other forms of extra-legal evidence on case outcomes, expert witnesses and the plea-bargaining process. 3 cr.

PSYC 5570G Psychology and Contemporary Issues in Youth Justice. This course considers the contribution that psychology has made to the youth justice system. Specifically, it will examine how the use of psychological theories, evaluation data, research and techniques of service delivery based on psychological principles has shaped the history of youth justice. Topics will include the criminal culpability of adolescents and the impact of punitive sanctions on adolescents' development and behaviour. 3 cr.

PSYC 5580G Psychopathic Behaviour. This advanced seminar will provide an in-depth understanding of the psychopathic personality. The course will begin by carefully defining the characteristics of the disorder and debunking common misperceptions encouraged by the popular media. A brief discussion of “nature/nurture” will then be followed by readings that encourage a careful examination of the most dominant contemporary models of the disorder. Social, cognitive, clinical and neural features of the disorder will all be considered in turn, and students will be encouraged to think critically about each model discussed. The course will culminate with a discussion of therapeutic attempts and opportunities, and with a careful consideration of the ethical and practical issues regarding how the legal system should deal with psychopathic personalities. 3 cr.

PSYC 5590G Risk Assessment. This course introduces students to the assessment of risk in forensic settings. Students will gain an increased understanding of the principles and components of valid and reliable assessment of risk including consideration of approaches ranging from unstructured clinical judgment to actuarial approaches. Typical topics will include risk assessment in specific contexts such as child protection cases, and sentencing and release decision making, and of special populations such as sexual offenders and juveniles. 3 cr.

PSYC 5600G Sexual Offending. This course provides an overview to the study of sexual offending and sexual offenders. Through a survey of major theories, and research findings, students will develop an understanding of why people commit offenses of a sexual nature. Typical topics include: etiology of sexual offending, prevalence of sexual offending, types of sexual offenders, theories of sexual offending, and assessment and treatment of sexual offenders. 3 cr.

PSYC 5610G The Child Witness. It is only relatively recently that young children have been permitted to testify as witnesses in court. In fact, for several decades, it was believed that children were inaccurate and unreliable. In this course, we will explore how children’s socio-cognitive development affects their abilities to remember and report events. Using contemporary theory and research in the field, we will also examine the strengths and weaknesses of children’s evidence. 3 cr.

PSYC 5620G Wrongful Conviction. This course takes a more holistic view of wrongful conviction. Theory and research pertaining to wrongful conviction will be reviewed and discussed. The course will examine some of the factors that frequently lead to wrongful conviction, issues that face the innocent who are imprisoned and challenges faced by exonerees post-incarceration. 3 cr.

PSYC 5630G Forensic Psychology Practicum. The practicum provides students with opportunities to acquire workplace skills and knowledge while exploring the relationship between theory and practice. Students will be matched with community organizations based on the goals, interests and learning outcomes identified in their pre-placement interviews. 3 cr.

PSYC 5640G Forensic Mental Health. This seminar course is designed to equip students with extensive knowledge about the forensic mental health system. The course outline includes theoretical and practical issues in forensic mental health. Mental health legislation and the Ontario Review Board will be reviewed along with models of offending in the mentally ill. The role of the forensic psychologist within the forensic mental health system will be explored including the assessment of malingering in cases being assessed for a Not Criminally Responsible designation; the assessment of risk for violence with forensic patients including risk assessment, risk formulation and risk management; and, the impact of stigma and social isolation on patients attempting to re-engage with the community. Classes will feature group discussions and student presentations. 3 cr.

PSYC 5650G Deception Detection. In this course, we will examine the major theories, debates and measures that have shaped the field of deception detection. We will focus primarily on beliefs about deception, cues to deception and deception judgements. In addition, we will discuss emerging issues in the field (e.g., vulnerable populations, techniques that improve accuracy). 3cr.

PSYC 5660G Investigative Psychology. The course will provide a broad understanding of the field of investigative psychology. This will include discussing and critically evaluating psychologically based investigative practices and research across various crime types. Typical topics may include research methods in investigative psychology, criminal profiling, geographic profiling and behavioural crime linking. 3 cr.

PSYC 5900G MSc Research. This non-credit course encompasses students' on-going thesis research. It is administered by the students' Supervisor. Students are required to make satisfactory progress on their research, keep up-to-date with the literature in their areas of research and provide regular updates on their progress to their Supervisors. Students who make satisfactory progress are able to continue in the program and enrol in this course the following year. Students are required to register for this course every year. 0 cr.
Prerequisite: satisfactory standing in the program.

PSYC 5910G MSc Thesis. The thesis is the primary component of the MSc requirement. Master's research is carried out under the direction of the student's Supervisor or co-Supervisors, in co-operation with a Supervisory committee. Each student must report his or her research in a written thesis. The thesis is accompanied by an oral defence. This is a pass/fail course. 12 cr.

PSYC 5920G Professional Seminar. Graduate students and faculty members will present and discuss topics related to their areas of study. There will be a particular emphasis on exploring design issues. This is a pass/fail course. 0 cr.

PSYC 6900G PhD Research. A PhD thesis involves intensive research and constitutes a new contribution to the field of study. This non-credit course encompasses students' on-going PhD research. It is administered by the students' Supervisor. Students are required to make satisfactory progress on their research, keep up-to-date with the literature in their areas of research and provide regular updates on their progress to their Supervisors. Students who make

satisfactory progress are able to continue in the program and enrol in this course the following year. Students are required to register for this course every year. 0 cr.

PSYC 6910G PhD Thesis. The thesis is the primary component of the PhD requirement. The thesis must make a new contribution to the field of study. Thesis research is carried out under the direction of the student's Supervisor or co-Supervisors, in co-operation with a Supervisory committee. Each student must report his or her research in a written thesis. The thesis is accompanied by an oral defence. This is a pass/fail course. 40 cr.

PSYC 6920G PhD Proposal and Candidacy Exam. Students are required to submit a thesis proposal. This proposal should outline the current state of the field, as well as the hypotheses, methodology, expected results and proposed timeline for the PhD thesis research. Students' grasp of the literature and research plan will be evaluated in an oral exam. This course is evaluated on a pass/fail basis. 0 cr.

PSYC 6930G PhD Comprehensive Examination. Students are required to complete a comprehensive examination. In this exam, students are expected to demonstrate thorough knowledge of historical and contemporary research in Forensic Psychology. They will be evaluated on a pass/fail basis. 0 cr.

PSYC 6940G Professional Development. This course is designed to assist students with navigating their professional development from graduate student to independent junior scholar in academia, not-for-profit research or industry research. Topics will include professional writing and speaking, creating a curriculum vitae, the thesis and thesis processes, developing a course syllabus, developing a course lecture, professional networking, professional job applications, interviewing, succeeding in an independent position, continuing professional development and work-family balance. 3 cr.

SSCI 5010G Data Analysis 1 – Graduate (formerly Advanced Quantitative Methods - Graduate). The objective of this course is to familiarize the student with the principles of statistical analytical techniques and strategies as applied to the social sciences and humanities using the statistical software, SPSS. This course will cover descriptive and inferential statistics up to ANOVA and multiple linear regression; sampling and data modification techniques, like factor analysis and scaling, will also be discussed. 3 cr.

SSCI 5015G Data Analysis 2 – Graduate. This course is an extension of SSCI 5010G Data Analysis 1 -Graduate. The objective of this course is to familiarize students with the principles of advanced statistical analytical techniques and strategies as applied to the social sciences and humanities using the statistical software, SPSS. The analytical techniques discussed in this course will be driven by the student's data analysis for their thesis. This course will cover advanced topics like hierarchical (incremental) regression, logistic regression, ANCOVA, MANOVA and MANCOVA. 3 cr. Prerequisite: SSCI 5010G and permission of the instructor.

FUNDAMENTALS IN FORENSIC PSYCHOLOGY

Aggression
Applied Neuroscience
Cognitive/Affective Neuroscience
Interpersonal Relations and Group Processes
Memory
Psychotherapy
Readings in Classical Psychology
Social Influence
Stereotypes & Prejudice

SPECIAL TOPICS IN FORENSIC PSYCHOLOGY

Confessions and Interrogations
Neurobiology of Antisocial Behaviour
Personality and Crime
Psychology and Law Enforcement
Psychology and the Courtroom
Psychology and Contemporary Issues in Youth Justice
Psychopathic Behaviour
Risk Assessment
Sexual Offending
The Child Witness
Wrongful Conviction
Forensic Psychology Practicum
Forensic Mental Health
Deception Detection
Investigative Psychology

PHD COMPREHENSIVE EXAMINATION

Overview

Doctoral students are required to complete a comprehensive examination at the end of the second year (PhD) or third year (PhD – Direct Entry) in the program. In this exam, students are expected to demonstrate broad knowledge of historical and contemporary research in the field of Forensic Psychology, beyond the thesis. Possible areas of focus include the following: Police Psychology, Police Investigations, Deception, Eyewitness Memory and Identifications, The Child Witness, Juries, Mental Illnesses and the Justice System, Risk Assessment, Psychopathy, Young Offenders, Violent Offenders, and Sexual Offenders. In addition, students will be expected to demonstrate a thorough understanding of basic and advanced research methods. A complete reading list will be distributed to students at the beginning of the academic year in which they will be taking the comprehensive examination.

Committee Composition

The comprehensive examination will be set and marked by the Comprehensive Examination Committee. The committee will be made up of two faculty members with graduate status in the Forensic Psychology M.Sc. and Ph.D. programs. In the case of a documented conflict of interest (e.g., a committee member is the student's supervisor, collaborator, spouse, family member), the member will be replaced. Typically, committee members will serve for a period of two years.

Typically, the Chair of the committee will be the Forensic Psychology Graduate Program Director. The Chair will not be involved in the discussion of the content of the comprehensive examination, nor will he or she have a vote in any decisions. It is the responsibility of the Chair to ensure that all comprehensive examination guidelines are followed.

Schedule

The examination schedule will be disseminated to students at least one month in advance of the comprehensive examination.

Grading

Both phases of the comprehensive examination will be marked on a Pass/Fail basis overall. Students must pass the written and oral phases in order to successfully complete the comprehensive examination.

Phase 1: Written Examination

1) Content

The written examination will consist of a series of short essays. Each essay should consist of 8-10 double-spaced pages (Times New Roman or Arial font, 1" margins). All sources must be cited using APA style.

Students will be provided with five questions; they must write essays on four of these topics. The written examination will address issues across areas within forensic psychology. Students will not be asked to write an essay about the Child Witness, for example. Rather, they will have to demonstrate knowledge of several different areas in the discipline.

2) Procedure

a. The written examination will be emailed to each student, by the Graduate Program Assistant, when the exam begins at 12pm. Hard copies of the questions will also be available in the Graduate Program Assistant's office. It is each student's responsibility to ensure that he or she has received a copy of the examination questions.

b. The written examination is an individual exercise. Discussion, collaboration, or any other form of plagiarism are strictly prohibited and are subject to academic integrity procedures.

c. Students will have exactly one week to complete the written examination. There is a 5-minute window past the deadline to submit the written examination. Students who submit their responses at 12:06pm, or later, will automatically fail the examination.

d. Completed written examinations must be submitted through the Turnitin Assignment Submission folder on Blackboard. There will be a separate submission folder for each paper. Each attachment should be labelled with the question number and student's last name (e.g., Leach Question 1).

e. All responses will be submitted through Turnitin for review. The Comprehensive Examination Committee will review all reports and follow the university's academic integrity procedures if questions of integrity arise.

f. Committee members will have at least one week to evaluate each student's essays. Members will forward their grades for each essay (/100), and any comments, to the Chair.

g. The committee will meet to discuss the grades that will be awarded to the student for each essay. The Chair will be in attendance.

In order to pass a question, the student must receive at least 70%. To pass the written examination overall, the student must pass three out of the four questions.

i. The Chair will record all grades and comments, as well as the overall decision (i.e., Pass/Fail).

j. The Chair will disseminate the grades, written comments, and overall decision to students at least one week prior to the date of their oral examinations.

Phase 2: Oral Examination

1) Content

The oral examination will consist of a series of short-answer questions. Students will be asked questions arising from their written examinations (e.g., points of clarification/expansion). New questions, related to material that was not featured in the written component, may also be posed.

2) Procedure

a. Each student's oral examination will be scheduled – within one month of the completion of the written examination – by the Graduate Program Assistant.

b. The duration of the oral examination will be 90 minutes.

c. The examination cannot commence until the student, the Chair, and all committee members are present. A student's late arrival to the examination, without a university-approved, documented excuse, will result in that student having less time to complete the examination (i.e., the student may still take the exam, but the end time of the session will remain the same).

Typically, all committee members must appear in person. However, in extreme circumstances, one committee member may appear via telephone or internet link. If one or more of the committee members is absent, the oral examination must be deferred to another day. Typically, it will be scheduled within two weeks of the original examination date.

d. The oral examination will begin with the Chair's introductions of the student and the Comprehensive Examination Committee.

e. The Chair will invite all committee members to ask the student questions.

f. When there are no further questions, the Chair will ask the student to withdraw while the committee deliberates.

g. Committee members will discuss the student's performance and provide an overall score (/100).

In order to pass the exam, the student must receive at least 70%.

h. The Pass/Fail decision, the examination score, and any comments will be recorded by the Chair.

i. The student will be invited to rejoin the committee and the Chair will convey the committee's decision and any comments.

Notification of Results

The Chair will notify the Graduate Program Office (i.e., the Graduate Program Director and the Graduate Program Assistant), and each student, of the final examination result via email. The Graduate Program Assistant will officially record the grade in Blackboard.

Retakes

Only one retake of a failed comprehensive examination is permitted. The retake will be held on the next scheduled comprehensive examination date (i.e., approximately one year from the failed examination). Students must retake – and pass – both phases of the examination. Students who do not pass the second comprehensive examination will be dismissed from the program.

Missed Examinations

The comprehensive examination is held only once per year. Students who cannot write the comprehensive examination due to a documented, university-approved reason will sit both phases of the exam at the next officially scheduled date (i.e., the following year).

Because the oral phase of the examination is based, in part, on the student's written work, it will not be held if the written examination has been missed.

However, in cases in which the student has written the examination, but must miss the oral phase due to a documented university-approved excuse, the committee will delay the oral examination. Typically, the rescheduled oral examination will take place two weeks after the original examination date.

Appeals

The final grade can only be appealed according to the procedure laid out in the Graduate Calendar.

Accessibility

Students with disabilities may request to be considered for formal academic accommodation in accordance with the Ontario Human Rights Code. Students seeking accommodation must make their requests through Student Accessibility Services in a timely manner, and provide relevant and recent documentation to verify the effect of their disability and to allow the University to determine appropriate accommodations. Accommodation decisions will be made in accordance with the Ontario Human Rights Code. Accommodations will be consistent with and supportive of the essential requirements of courses and programs, and provided in a way that respects the dignity of students with disabilities and encourages integration and equality of opportunity.

GRADUATE STUDENT SUPERVISION

A student registered in a Forensic Psychology graduate program will be assigned a Research Supervisor when the student begins the program. The Research Supervisor will serve as chair of the Supervisory Committee. In exceptional cases, a student may have co-supervisors, with the terms established through an agreement for co-supervision and made clear at the outset to all involved.

Research Supervisor Appointment

The relationship between the student and the Research Supervisor is most important to the student's successful completion of a graduate degree.

All research supervisory appointments must be approved by the Graduate Program Director or Associate Dean. Except in extraordinary circumstances, approved on an individual basis by the Dean of Graduate Studies, Research Supervisors must be members of the Ontario Tech core faculty. Associate graduate faculty, including adjunct professors, may serve as co-supervisors with the approval of the Dean of the home faculty. (Categories of graduate teaching and supervision privileges are defined in the Graduate Academic Calendar)

Before approving the appointment of a Research Supervisor, careful consideration will be given to the faculty member's research activities, supervisory experience and training, previous performance in graduate student supervision, the number of graduate students already being supervised, any imminence of leave (i.e., research, maternity or administrative) or retirement, and any other relevant factors.

Because the continuity of supervision is important in all graduate work, a change of Research Supervisor may be made only for strong reasons and after extensive consultation with all involved. A request for a change may come from the student, the Research Supervisor, the Forensic Psychology Graduate Program Director or the Associate Dean. It should normally be sent, in writing, to the Graduate Program Director accompanied by the reasons for the proposed change. If he/she concurs with the request, the recommendation for change should be sent to the Dean of Graduate Studies for final approval.

Research Supervisor Responsibilities

Specific responsibilities of the Research Supervisor include:

- a) Being sufficiently familiar with the field of research to provide guidance and/or being willing to gain that familiarity before agreeing to act as a research supervisor;
- b) Being accessible to the student for consultation and discussion of the student's academic progress and research;
- c) Helping the student select and plan a suitable, timely and manageable research topic;
- d) Co-operating with the student and graduate program director to establish a supervisory committee to convene meetings, normally at least once annually, to evaluate the student's progress;

- e) Responding in a timely, consistent and thorough manner to written work submitted by the student, with constructive and well-informed suggestions for improvement and continuation;
- f) Providing a research environment that is safe, healthy, tolerant and free from harassment, discrimination and conflict;
- g) Within the norms appropriate to the discipline, providing financial support and/or helping the student obtain financial support from all reasonable sources;
- h) Endeavouring to achieve consensus and resolve differences in the best interests of all involved when there is conflicting advice, or when there are different expectations on the part of co-supervisors or members of a student's supervisory committee;
- i) Acknowledging appropriately the contributions of the student in presentations and published material, in many cases via joint authorship;
- j) Being sensitive to cultural factors which may influence the individual student's learning and research behaviour and experience;
- k) Making arrangements for continuity of the student's supervision before beginning an extended leave of absence;
- l) Convening and running supervisory committee meetings;
- m) Keeping the graduate program director informed of the student's progress; and
- n) Recommending potential external examiners to the Dean of Graduate Studies.

Student Responsibilities

Student responsibilities include:

- a) Making a commitment and showing substantial effort, initiative and dedication to gain the background knowledge and skills needed to pursue the research project successfully;
- b) Working with the Research Supervisor to develop a plan and a timetable for completion of all stages of the research project and working assiduously to adhere to a schedule and to meet appropriate deadlines;
- c) Meeting regularly with the research supervisor and reporting fully and regularly on progress and results;
- d) Keeping their Graduate Program Director fully informed regarding any matter relevant to the student's status in the program and seeking advice from their research supervisor, as appropriate;
- e) Meeting agreed-upon performance standards and deadlines of funding organizations to the extent possible when financing has been provided by Ontario Tech University or a funding agency, or through a contract or grant; and
- f) Adhering to the standards of research ethics, health and safety, and respecting the requirements of academic integrity, honesty and professionalism (this includes, but is not limited to, acknowledging and crediting any source of ideas, assistance, materials and/or data provided by others).

Student-Research Supervisor Conflicts

It is the responsibility of Ontario Tech University and its faculties to ensure that all graduate students receive appropriate and fair supervision. Due to the nature of the relationship between the student and Research Supervisor, conflicts may arise. In such instances, the first step must be to attempt to

resolve the conflict informally between the student and Research Supervisor. If the matter can't be resolved, the Forensic Psychology Graduate Program Director will act as a mediator if and when needed. A student who believes the conflict has not been resolved should contact the Associate Dean. If the conflict persists, the student may pursue appropriate resolution through the Dean of Graduate Studies.

Supervisory Committee

Each graduate student in a program that requires a thesis has a Supervisory Committee. Early formation of a Supervisory Committee, along with regular meetings and formal meeting records, help ensure higher completion rates. The Supervisory Committee is appointed by the graduate program director, after consultation with the Research Supervisor and the student. The appointment is made once the Research Supervisor is satisfied that the student has made adequate progress in the chosen research area.

The Supervisory Committee should be formed by the end of the first term (MSc students) or first year (for PhD students). The Supervisory Committee normally consists of the Research Supervisor (RS) and a minimum of one other Ontario Tech graduate faculty (where appropriate, qualified professionals outside Ontario Tech can become Associate Graduate Faculty and, accordingly, can serve on Supervisory Committees). The Supervisory Committee is appointed by the Graduate Program Director in consultation with the Research Supervisor and student. The Research Supervisor will serve as the Supervisory Committee Chair. The Research Supervisor is required to convene regular meetings with the student, to forward paperwork to the Graduate Program Staff, and ensure that deadlines are adhered to and paperwork is submitted in a timely manner.

Apart from these formal requirements, the Supervisory Committee is required to dispense sound advice that helps the student negotiate and navigate the numerous challenges invariably encountered during the graduate experience. What pertains to the Research Supervisor likewise pertains to Supervisory Committee. The Supervisory Committee is critical for the student's timely progress through the graduate program. It is imperative as well that the Supervisory Committee offers constructive feedback on students' written submissions (e.g., drafts of the proposal, thesis, or portions of either), and to do so in a timely manner. Although responsibility for progress ultimately falls on the student, the Research Supervisor and Supervisory Committee are obliged to provide the conditions that make timely progress possible. Please see section 3.7.3 of the Graduate Calendar for a detailed list of the Supervisory Committee's responsibilities.

The Supervisory Committee's main responsibilities are to:

- a) Advise the student and help define the course of study;
- b) Assess and evaluate the student's research proposal;
- c) Provide support to the student and Research Supervisor by broadening and deepening the range of expertise and experience available;
- d) Be reasonably accessible to the student to discuss and suggest other sources of information;
- e) Offer comments when needed on written work submitted by the student;

- f) Review the student's progress toward successful completion of the thesis with scheduled meetings at least once per year;
- g) Provide constructive feedback and provocative discussion of the student's program of study, thereby exposing the student to a wider range of expertise and ideas than can be provided by the research supervisor alone;
- h) Report progress to the Graduate Program Director and evaluate continuation in the program based on satisfactory performance (in the case of reports of unsatisfactory progress, the student may be required to withdraw from the graduate program); and
- i) Recommend to the Graduate Program Director and the Dean of Graduate Studies whether a thesis should move to oral examination. (This recommendation must be made no less than three months prior to the date set for examination.)

Other Expectations

Regular Meetings. Students and the Research Supervisor (and, where practicable, the Supervisory Committee) are expected to meet regularly (at least monthly) throughout the student's time in the program; the Supervisory Committee and student should meet at least once a term. These meetings provide an opportunity to discuss the student's problems and progress in courses and the thesis, to help resolve difficulties, and to determine next steps in the research process. Initially it is probably advisable to meet weekly, or once every two weeks, during the first months of the and possibly through its entirety. Probably most questions will arise early on, as students become acclimated to graduate school. Later it may be possible to reduce meeting frequency as circumstances indicate.

Timely, constructive feedback. Certainly students depend on the Research Supervisor and Supervisory Committee for feedback concerning progress through the program, particularly regarding the thesis and drafts of sections of the thesis. Faculty members are used to providing student feedback, but also to receiving it when they submit their research articles for peer review. It is an integral part of the learning process. Students should allow their Research Supervisors sufficient time to carefully review and provide feedback on their work.

Progress Reports. At the end of every term, the student and Research Supervisor will fill out a Graduate Student Progress Assessment. The completed forms should be sent to the Graduate Program Staff (GPS).

CHARACTERISTICS OF A PROPOSAL AND THESIS

Proposal

A proposal provides an overview of the student's intended research. To ensure that the Supervisory Committee can provide useful input, the proposal should not be comprised entirely of completed (or almost completed) work. Typically, the proposal consists of the following sections: Introduction (which situates the research question within the literature and lays out all hypotheses), Method (i.e., Research Design, Participants, Materials, Procedure), Expected Analyses and Results, Timeline, References, and Appendices (i.e., all materials that will be used). The proposal should contain relevant background information on the project and lay out a coherent, detailed, and achievable research plan.

Thesis

Master's. The Master's thesis will consist of a significant piece of independent scholarly research. The student is responsible for seeing this entire research process through from start to finish, with guidance from the Research Supervisor and Supervisory Committee. The thesis must demonstrate that the student knows the background and principal works of the research area. The thesis should also collect original data or analyze existing data in a novel way, and contribute something new to the body of literature on a topic. Once the thesis has been completed, students must undergo an oral examination. Publishing the results in an academic journal and/or presenting the results at a professional conference constitutes a reachable goal of the thesis process.

PhD. A PhD thesis must contain a substantial contribution of new knowledge to the field of study. It presents the results and an analysis of original research and should be significant enough to be published in an academic journal. PhD students are guided by a Research Supervisor (or co-Supervisors) and a Supervisory Committee. Once the thesis has been completed, students must undergo a formal and demanding oral examination, often called the oral defence. Naturally, the PhD thesis is longer than that of a Master's thesis. Although the exact structure and content will differ depending on the topic area, a PhD thesis often involves several independent, but related, research studies examining a particular topic in-depth.

THESIS PROGRESSION TIMELINE

MSc in Forensic Psychology

Full-time students are expected to complete the Master's degree within two years from the time that they start the program. Adherence to the following timeline will help to ensure steady progress and timely graduation.

YEAR 1

Fall Semester

- Meet with Research Supervisor to discuss research project, expectations, and decide on a regular meeting schedule
- Initiate research program (e.g., read relevant literature; define research question, etc.)
- Write thesis proposal
 - Submit draft(s) to Supervisor
- Establish Supervisory Committee
 - Submit *Form #1 – Establishment of Supervisory Committee* to Graduate Program Staff
- Complete progress report
 - Review report with Supervisor
 - Submit report to Graduate Program Staff

Winter Semester

- Submit final thesis proposal to Supervisory Committee
- Defend thesis proposal
 - Research Supervisor submits *MA/MSc Proposal Committee Decision* form to Graduate Program Staff
- Write ethics application
 - Submit draft(s) to Research Supervisor
 - Submit application to REB
- Begin data collection
- Complete progress report
 - Review report with Research Supervisor
 - Submit report to Graduate Program Staff

Spring/Summer Semester

- Continue data collection

Spring/Summer Semester (cont.)

- Complete progress report
 - Review report with Research Supervisor
 - Submit report to Graduate Program Staff

YEAR 2**Fall Semester**

- Conclude data collection
- Complete progress report
 - Review report with Research Supervisor
 - Submit report to Graduate Program Staff

Winter Semester

- Analyze data
- Write thesis
 - Submit draft(s) to Research Supervisor
- Complete progress report
 - Review report with Research Supervisor
 - Submit report to Graduate Program Staff

Spring/Summer Semester

- Send thesis to Supervisory Committee for review and approval

[Research Supervisor approaches an external examiner and alerts Graduate Program Staff when agreement is reached]

[Graduate Program Director schedules tentative date for oral examination]

[Research Supervisor and Graduate Program Director submit *Form #2-M – Appointment of Examining Committee – Master's Thesis* to Graduate Program Staff at least 5 weeks prior to oral examination]

- Submit thesis to Graduate Program Staff at least 4 weeks prior to oral examination for distribution
- Complete oral examination
- Make revisions requested by the Examining Committee
 - Submit revised thesis to Research Supervisor
[Supervisor signs *Certificate of Approval*]

Spring/Summer Semester (cont.)

- Submit *Checklist #2 for Students and Graduate Program Staff* and final thesis package to Graduate Program Staff
 - Apply to graduate
-

PhD in Forensic Psychology – Direct Entry

Full-time students are expected to complete the PhD – Direct Entry within five years from the time that they start the program. Adherence to the following timeline will help to ensure steady progress and timely graduation.

YEAR 1**Fall Semester**

- Meet with Research Supervisor to discuss research project, expectations, and decide on a regular meeting schedule
- Initiate research program (e.g., read relevant literature; define research question, etc.)
- Write ethics application
 - Submit draft(s) to Research Supervisor
 - Submit application to REB
- Complete progress report
 - Review report with Research Supervisor
 - Submit report to Graduate Program Staff

Winter Semester

- Begin data collection
- Complete progress report
 - Review report with Research Supervisor
 - Submit report to Graduate Program Staff

Spring/Summer Semester

- Establish Supervisory Committee
 - Submit *Form #1 – Establishment of Supervisory Committee* to Graduate Program Staff
- Meet with Supervisory Committee to discuss plans for thesis

- Continue data collection

Spring/Summer Semester (cont.)

- Complete progress report
 - Review report with Research Supervisor
 - Submit report to Graduate Program Staff

YEAR 2

Fall Semester

- Write thesis proposal
 - Submit draft(s) to Research Supervisor and Supervisory Committee
- Continue data collection/analysis
- Complete progress report
 - Review report with Research Supervisor
 - Submit report to Graduate Program Staff

Winter Semester

[Research Supervisor approaches university examiner and alerts Graduate Program Staff when agreement is reached]

[Research Supervisor and Graduate Program Director set tentative date for candidacy examination]

[Graduate Program Director submits *Appointment of PhD Candidacy Committee Form* to Graduate Program Staff at least 5 weeks before examination]

- Submit final thesis proposal to Graduate Program Staff at least 4 weeks before examination
- Complete oral candidacy examination
- Continue data collection/analysis
- Complete progress report
 - Review report with Research Supervisor
 - Submit report to Graduate Program Staff

Spring/Summer Semester

- Continue data collection/analysis
- Complete progress report
 - Review report with Research Supervisor
 - Submit report to Graduate Program Staff

YEAR 3

Fall Semester

- Continue data collection/analysis
- Complete progress report
 - Review report with Research Supervisor
 - Submit report to Graduate Program Staff

Winter Semester

- Continue data collection/analysis
- Complete progress report
 - Review report with Research Supervisor
 - Submit report to Graduate Program Staff

Spring/Summer Semester

- Continue data collection/analysis
- Complete progress report
 - Review report with Research Supervisor
 - Submit report to Graduate Program Staff

YEAR 4

Fall Semester

- Continue data collection/analysis
- Complete progress report
 - Review report with Research Supervisor
 - Submit report to Graduate Program Staff

Winter Semester

- Continue data collection/analysis
- Complete progress report
 - Review report with Research Supervisor
 - Submit report to Graduate Program Staff

Spring/Summer Semester

- Continue data collection/analysis
- Complete progress report
 - Review report with Research Supervisor
 - Submit report to Graduate Program Staff

YEAR 5

Fall Semester

- Complete data collection
- Begin writing thesis
 - Submit draft(s) to Research Supervisor
- Complete progress report
 - Review report with Research Supervisor
 - Submit report to Graduate Program Staff

Winter Semester

- Complete data analyses
- Complete writing of thesis
 - Submit draft(s) to Research Supervisor
- Complete progress report
 - Review report with Research Supervisor
 - Submit report to Graduate Program Staff

Spring/Summer Semester

- Send thesis to Supervisory Committee for review and approval

[Research Supervisor approaches external and university examiners, and alerts Graduate Program Staff when agreement is reached]

[Graduate Program Director schedules tentative date for oral examination]

[Research Supervisor and Graduate Program Director submit *Form #2-P – Appointment of Examining Committee – PhD Thesis to Graduate Program Staff* at least 8 weeks prior to oral examination]

- Submit thesis to the Graduate Program Staff at least 7 weeks prior to oral examination for distribution
- Complete oral examination
- Make revisions requested by the Examining Committee
 - Submit revised thesis to Research Supervisor
[Supervisor signs *Certificate of Approval*]
- Submit *Checklist #2 for Students and Graduate Program Staff* and final thesis package to Graduate Program Staff

Spring/Summer Semester (cont.)

- Apply to graduate
-

PhD in Forensic Psychology

Full-time students are expected to complete the PhD within four years from the time that they start the program. Adherence to the following timeline will help to ensure steady progress and timely graduation.

YEAR 1

Fall Semester

- Meet with Research Supervisor to discuss research project, expectations, and decide on a regular meeting schedule
- Initiate research program (e.g., read relevant literature; define research question, etc.)
- Write ethics application
 - Submit draft(s) to Research Supervisor
 - Submit application to REB
- Complete progress report
 - Review report with Research Supervisor
 - Submit report to Graduate Program Staff

Winter Semester

- Begin data collection
- Complete progress report
 - Review report with Research Supervisor
 - Submit report to Graduate Program Staff

Spring/Summer Semester

- Establish Supervisory Committee
 - Submit *Form #1 – Establishment of Supervisory Committee* to Graduate Program Staff
- Meet with Supervisory Committee to discuss plans for thesis
- Continue data collection
- Complete progress report
 - Review report with Research Supervisor
 - Submit report to Graduate Program Staff

YEAR 2

Fall Semester

- Write thesis proposal
 - Submit draft(s) to Research Supervisor and Supervisory Committee
- Continue data collection/analysis
- Complete progress report
 - Review report with Research Supervisor
 - Submit report to Graduate Program Staff

Winter Semester

[Research Supervisor approaches university examiner and alerts Graduate Program Staff when agreement is reached]

[Research Supervisor and Graduate Program Director set tentative date for candidacy examination]

[Graduate Program Director submits *Appointment of PhD Candidacy Committee Form* to Graduate Program Staff at least 5 weeks before examination]

- Submit final thesis proposal to Graduate Program Staff at least 4 weeks before examination
- Complete oral candidacy examination
- Continue data collection/analysis
- Complete progress report
 - Review report with Research Supervisor
 - Submit report to Graduate Program Staff

Spring/Summer Semester

- Continue data collection/analysis
- Complete progress report
 - Review report with Research Supervisor
 - Submit report to Graduate Program Staff

YEAR 3

Fall Semester

- Continue data collection/analysis

Fall Semester (cont.)

- Complete progress report
 - Review report with Research Supervisor
 - Submit report to Graduate Program Staff

Winter Semester

- Continue data collection/analysis
- Complete progress report
 - Review report with Research Supervisor
 - Submit report to Graduate Program Staff

Spring/Summer Semester

- Continue data collection/analysis
- Complete progress report
 - Review report with Research Supervisor
 - Submit report to Graduate Program Staff

YEAR 4**Fall Semester**

- Complete data collection
- Begin writing thesis
 - Submit draft(s) to Research Supervisor
- Complete progress report
 - Review report with Research Supervisor
 - Submit report to Graduate Program Staff

Winter Semester

- Complete data analyses
- Complete writing of thesis
 - Submit draft(s) to Research Supervisor
- Complete progress report
 - Review report with Research Supervisor
 - Submit report to Graduate Program Staff

Spring/Summer Semester

- Send thesis to Supervisory Committee for review and approval

[Research Supervisor approaches external and university examiners, and alerts Graduate Program Staff when agreement is reached]

[Graduate Program Director schedules tentative date for oral examination]

[Research Supervisor and Graduate Program Director submit *Form #2-P – Appointment of Examining Committee – PhD Thesis to Graduate Program Staff* at least 8 weeks prior to oral examination]

- Submit thesis to the Graduate Program Staff at least 7 weeks prior to oral examination for distribution
- Complete oral examination
- Make revisions requested by the Examining Committee
 - Submit revised thesis to Research Supervisor
[Supervisor signs *Certificate of Approval*]
- Submit *Checklist #2 for Students and Graduate Program Staff* and final thesis package to Graduate Program Staff
- Apply to graduate

THESIS PROCEDURES

The School of Graduate and Postdoctoral Studies' website provides all of the procedures associated with thesis completion and the oral examination. All graduate students should familiarize themselves with this information:

http://gradstudies.uoit.ca/current_students/Thesis/index.php

CONTRIBUTING TO THE GRADUATE COMMUNITY

The Faculty of Social Science and Humanities currently has graduate programs in Forensic Psychology and Criminology. We encourage students to develop relationships across all disciplines and cohorts. All graduate students are on the same team. The goal is to develop breadth and depth in an area of study; one way to accomplish this is to interact with students and faculty members who have different perspectives. Even recent university hiring practices underscore the importance of interdisciplinary approaches. Students graduating from FSSH have the opportunity to be at the cutting-edge in terms of research and training in this respect. Those who engage in interdisciplinary collegiality will certainly differentiate themselves from others in the workforce.

Norms are in place to ensure that students and faculty members make the most of the graduate programs. We expect that all students and Research Supervisors will attend Faculty, and especially Forensic Psychology, events (e.g., presentations, seminars, meetings, workshops, social occasions). Everyone is busy. However, in order to develop a constructive graduate culture, it is important that all members of the program contribute. One of the easiest ways to have an impact is to be present.

We also expect students and faculty members to create a positive, cooperative environment for research and learning. Clearly, academic misconduct and impingements on university policies and codes of conduct are unacceptable, as are more subtle forms of negativity (e.g., derision, intimidation, gossip). As the graduate programs are relatively new, it is essential that members recognize the importance of mutual support. Success of each individual in this program will improve the quality of the graduate experience, the reputation of the program and, ultimately, the value of its degrees.

APPLYING FOR FUNDING

It is expected that all students within the MSc and PhD programs will be proactive in applying for external funding to support their studies. These awards are provided by the provincial or federal governments, or other organizations outside of Ontario Tech, and require separate applications. Many of the competition deadlines are up to one year before the funding will begin, and there may be internal Ontario Tech deadlines, so beginning the application well in advance of the deadline is recommended. Below are a list of the most common scholarship opportunities and their typical submission deadlines. Students should consult the graduate studies website for up-to-date deadlines for the respective scholarships and tips for preparing a successful application.

Scholarship Opportunity	Competition Deadline
Vanier Canada Graduate Scholarships	Early September
Natural Sciences and Engineering Research Council (NSERC) Scholarships - Doctoral	Early October
Canada Graduate Scholarship - Master's Program Canadian Institutes of Health Research (CIHR) Doctoral Research Awards	Early December
Social Sciences and Humanities Research Council (SSHRC) Doctoral Fellowships	Early January
Ontario Graduate Scholarship (OGS)	Late January
Ontario Trillium Scholarship (OTS)	Early March

ROTARY CLUB OF OSHAWA'S STUDENT RESEARCH ENHANCEMENT BURSARY

About Rotary

Rotary is an international organization of business, professional, and community leaders who provide humanitarian service and help to build goodwill and peace in the world. In 34,000 Rotary clubs worldwide, 1.2 million members known as Rotarians volunteer their expertise, time, and funds to support local and international projects. Rotary clubs are grouped regionally into approximately 530 Rotary districts.

Background

This bursary is in recognition of students' outstanding qualifications and potential as community leaders, scholars, and ambassadors of goodwill. The purpose of this bursary is to recognize high standards of academic achievement at Ontario Tech University. We believe that emerging scholars, like those in the Faculty of Social Science and Humanities, provide a critical link between Oshawa, Durham Region, Ontario, Canada and beyond.

This fund is made possible because of the generous contributions made by the Rotarians in the Rotary Club of Oshawa. We hope that our student-scholars live up to Rotary International's motto, "Service Above Self."

Eligibility

Faculty of Social Science and Humanities (FSSH) graduate students in good academic standing, supervised by an FSSH faculty member, and who have completed the first year of coursework, may apply for funds to support their research activities, such as travel expenses (e.g., conference presentations) or administrative expenses (e.g., transcription services). Funding is based on financial need, and awards of up to approximately \$500.00 each will be determined at the discretion of the Graduate Committee in consultation with the Dean of the Faculty. Although priority will be given to graduate student research, at the discretion of the Graduate Committee and the Dean, high-performing undergraduate students may also be considered for awards if funding is available, although priority will be given to graduate student research.

Application

1. Each student must submit an application. The electronic form can be obtained from the FSSH Graduate Staff.
2. The application must:
 - a) address the student's financial need;
 - b) include a letter of support from the student's Research Supervisor that identifies how the request relates to the student's thesis; and

- c) include relevant supporting documentation (e.g., completed presentation, acceptance letter from the conference).

Conditions

The Rotary Club of Oshawa requests that the funded students present their research to the club as a condition for this award.

GRADUATE STUDENT CONFERENCE TRAVEL AWARD

Overview

The Graduate Student Research Travel Award provides financial support to Ontario Tech graduate students in thesis-based programs who are attending and presenting research, conducted under the mentorship of Ontario Tech faculty, at academic or professional conferences.

Value of Awards

The committee will award up to \$500 per student, depending on the availability of funds.

Application Process and Deadlines

The student must submit a completed application form, a copy of the conference presentation abstract and confirmation of conference acceptance. Applications will be reviewed and acted upon twice a year (end of September and January). Please see the School of Graduate and Postdoctoral Studies for additional information.

Eligibility to Apply

In order to apply for travel support, a graduate student must meet the following criteria:

- Be actively presenting their research (relevant to their current degree program) at an academic conference that occurs within the appropriate cycle's timeframe.
- Be enrolled as a thesis-based master's or doctoral student at Ontario Tech University at the time of the conference.

Selection Criteria

Applications will be assessed according to the following criteria:

- Applicant is in good academic standing and has strong supervisor support.
- Proposed academic conference is appropriate at the current stage of the applicant's program.
- Conference is sponsored by a scholarly association/society, university or institution.
- The student must be the presenting author for at least one presentation or poster.
- Preference will be given to full-time graduate students.

FSSH GRADUATE AWARDS

In consultation with the Dean of the Faculty of Social Science and Humanities, we have developed several graduate awards.

The awards will be announced and presented at the annual Orientation social.

Winners of each award will receive \$50.00 and have their names engraved on a plaque that will be displayed in the Faculty.

Graduate Fellowship Award

First-year Forensic Psychology graduate students will vote on this award anonymously. They will vote for the student that they believe to be the most collegial and supportive of their peers.

Outstanding Graduate Student Award

The recipient of this award will be determined by the Forensic Psychology Graduate Program Director. Each year, this award will be given to one MSc student and one PhD student who achieve the highest GPA and produce the best thesis. Only students who complete their programs in a timely manner will be eligible for this award.

OTHER THESIS AWARDS

There are several opportunities for students to gain recognition for their exceptional thesis work.

American Psychology-Law Society Dissertation Award

The American Psychology-Law Society allocates three Dissertation Awards for exceptional PhD theses in the field of forensic psychology. Award winners will receive a prize and an invitation to present their research at the next AP-LS Conference. Typically, interested students must submit their application materials to AP-LS by December 31st. Please consult the AP-LS website for additional details.

Three Minute Thesis

The Three Minute Thesis is a university-wide competition for all graduate students. Students must present their research, and its wider impact, to a panel of non-specialist judges within three minutes. Not only will participating students develop their presentation skills, but they will be eligible for monetary prizes at the university, provincial, and national levels. Typically, the Office of Graduate Studies will solicit participants during the Winter semester.

ATTENDING CONFERENCES

Attending and presenting research results at academic conferences is strongly encouraged for all graduate students in the Forensic Psychology program. Participating in conferences provides the opportunity to stay abreast of developments in the field, gain important presentation experience, and network with academics in the area. Below are a list of organizations that host recommended conferences and the month in which they are typically held. Students should be aware that the deadline for submitting a conference presentation is often six months or more before the conference actually takes place.

Organization	Conference Month
American Psychology-Law Society (AP-LS)	March
International Investigative Interviewing Research Group (iIIRG)	Spring/Summer
European Association of Psychology and Law (EAPL)	Varies
Society for Applied Research in Memory and Cognition (SARMAC)	Varies
Society for Police and Criminal Psychology	September
Association for the Treatment of Sexual Abusers	October
American Society of Criminology	November

PUBLISHING ARTICLES

Authorship

Published articles arising from work produced as part of the MSc/PhD should include the Research Supervisor as an author, in recognition of supervision received. Hence, there are usually two authors: the student and his/her University Research Supervisor. Typically, the student will be the first author; however, this must be discussed with the Research Supervisor. In some cases, there may be more than two authors (i.e., another person, such as a work place supervisor, has contributed to the work). In such cases, there must be careful and clear discussion on the order of authors with the Research Supervisor, especially as the student may need to justify to the University examiners why there are more than two authors involved in their course work.

On rare occasions, if the University supervisor has made a more substantial contribution (e.g., developed the idea and methodology; has written the majority of the paper), then the Research Supervisor's name should come first. If there has been an equal contribution, then the authors should be listed in alphabetical order, reflecting joint authorship, as this is standard academic practice.

It is expected that the Research Supervisor and other potential authors will be given the opportunity to provide input and comments on any draft article arising from MSc/PhD work before it is submitted for publication.

Where the student and the Research Supervisor do not share the same viewpoint on the above matters, the student is at liberty to submit a written proposal to the Forensic Psychology Graduate Program Director who will seek consultation on the matter before offering any advice to the student.

For additional guidance, see the APA guidelines for Publication Practices and Responsible Authorship (<http://www.apa.org/research/responsible/publication/>)

Choosing a Journal

In addition, students must decide where to publish their work. The majority of reputable journals have an impact factor, which is a measure of the importance or rank of each publication within a discipline. Impact factor is only one consideration when determining where to publish a manuscript. The discipline, target audience (e.g., academics, practitioners), type of manuscript (e.g., commentary, review paper, empirical article), length of manuscript, theoretical underpinnings, and level of contribution should all be considered. Students should be aware that there now exist several suspicious and/or predatory journals (e.g., <https://web.archive.org/web/20170111172309/https://scholarlyoa.com/individual-journals/>). They should consult directories of reputable journals (e.g., <https://doaj.org/>, <http://guides.library.uoit.ca/openaccess/wheretopublish>) and their Research Supervisors when deciding where to publish their work.

GAINING TEACHING EXPERIENCE

Graduate students are encouraged to gain teaching experience over the course of their programs. Being a Teaching Assistant (TA), guest lecturing, or teaching a full course can expose students to a broad array of topics in the discipline beyond those which will be covered in their coursework or theses. It will also provide them with valuable experience explaining concepts, interacting with students, and assessing students' performance. Do keep in mind, however, that acquiring teaching experience is not essential to successfully completing the graduate program; it should, thus, be considered secondary to coursework and research activities.

Typically, the majority of graduate students will be offered multiple opportunities to be a TA. Although students will be asked to provide their preferences for TA assignments, matches will not always be possible. Policies and procedures related to TAs (e.g., hiring priorities, workload, remuneration) are governed by the PSAC collective agreement. All graduate students should familiarize themselves with the terms of this agreement (https://hr.uoit.ca/working_at_uoit/policies-and-agreements/collective_agreements/psac-collective-agreement.php). A TAship will be for a set number of hours; the specific allocation of those hours are at the course instructors' discretion. For example, being a TA might involve holding office hours every week, invigilating examinations, and/or marking assessments. It is essential that students meet with course instructors at the beginning of each semester to complete the *Work Supervisor and Teaching Assistant Hours of Work Form* and discuss assigned duties.

There may be opportunities for graduate students to provide a guest lecture in a course. Typically, students will be approached by the course instructor. There is no obligation for students to accept the offer, nor should they do so if it will interfere with their coursework or research.

Occasionally, students may gain teaching experience by actually teaching a course. This is called being a sessional instructor. Again, all policies and procedures are governed by a collective agreement (see https://hr.uoit.ca/working_at_uoit/policies-and-agreements/collective_agreements/psac-collective-agreement.php). Only senior students should apply for sessional opportunities. Teaching a course is very time-consuming and should not be undertaken if it will interfere with progression through the program. However, the experience can be beneficial as it will offer students a sense of what to expect in future teaching careers.

Formal training is also available. The Certificate in University Teaching for TAs is offered to all teaching assistants and graduate students who are interested in developing their teaching practice and engaging in a community of practice along with their peers in the Ontario Tech teaching community. Additional details can be found here: <https://tlc.uoit.ca/programs/certificate-university-teaching-ta.php>

ADDITIONAL RESOURCES

The Office of Student Life offers specialized services to respect the diverse experiences of students as they transition to university and throughout their time at Ontario Tech University.

Career Centre

The Career Centre provides year-round service to students, recent graduates, employers, faculty and staff. It assists students and graduates with job search and career exploration. Appointments are available at the north and downtown Oshawa locations.
uoit.ca/careercentre; careercentre@uoit.ca

Student Accessibility Services

Student Accessibility Services works with students with disabilities to ensure they have equal opportunities for academic success. They operate under the Ontario Human Rights Code and will help students arrange academic accommodations to support their studies. Appointments are available at the north and downtown Oshawa locations.
uoit.ca/studentaccessibility; studentaccessibility@uoit.ca

Student Experience Centre

The Student Experience Centre supports students' successful transition into the university and provides opportunities to develop leadership and professional skills.
uoit.ca/studentexperience; studentexperience@uoit.ca

Student Learning Centre

The Student Learning Centre helps students strengthen their academic skills and build a foundation for future success. The Centre offers a variety of programs and services to assist with graduate studies. Appointments are available at the north and downtown Oshawa locations.
uoit.ca/studentlearning; studentlearning@uoit.ca

Student Mental Health Services

Student Mental Health Services provide confidential counselling sessions for students at no cost. They promote emotional wellbeing and increase students' capacity to manage stressors affecting their academic life. Students often seek support for concerns related to mood, feelings of stress and anxiety, relationships, self-esteem or sleep difficulties. Although Student Mental Health Services provides support for students in distress, students are welcome to book an appointment when they first observe changes in their mental health.
Phone: 905-721-3392; Email: studentlifeline@uoit.ca
Student Life suite in 61 Charles Street, DTA 225
Uoit.ca/mentalhealth; studentlifeline@uoit.ca

Other Resources

Good2Talk at 1.866.925.5454

Durham Mental Health Services crisis line at 905-666-0483

Ontario Shores crisis line at 1-800-263-2679