



Professor Nicholas Rule, Vice-Provost, Academic Programs  
University of Toronto  
65 St. George Street, Room 106  
Toronto, Ontario M5S 2E5

June 05, 2025

Re: Request for an Interim Monitoring Report for the 2019-2020 review of the Department of Applied Psychology and Human Development and its programs.

Dear Professor Rule,

Thank you for the opportunity to provide the Interim Monitoring Report for the 2019-2020 review of the Department of Applied Psychology and Human Development (APHD) and its programs and the administrative response to the review.

At OISE, ongoing quality improvement initiatives, and engagement of our departments and programs in an extensive process of self-appraisal for the purpose of cyclical reviews, serve as important tools to assess our performance relative to international peer institutions and monitor progress towards realization of our academic priorities. Our academic leaders and colleagues welcomed the opportunity to reflect on the previous review while considering future directions. I want to take this opportunity to thank Professor Abby Goldstein, APHD Chair, and her colleagues for their engagement and contributions that have informed the development of this report. I also want to thank Professor Anthony Ruocco, Graduate Chair and Director of Clinical Training, Department of Psychological Clinical Science at the University of Toronto Scarborough (UTSC) for consulting with Professor Goldstein concerning the reviewers' recommendations on the OISE-UTSC collaboration within the Counselling and Clinical Psychology program MOA.

Given the timing of the last UTQAP review, it is important to acknowledge that progress on some recommendations has been somewhat disrupted due to the coronavirus pandemic and related shifts in university operations, which occurred immediately following the site visit

(March 2020). During that time, our departments shifted their focus to managing the transition to online learning, ensuring that programs ran effectively remotely while maintaining academic integrity and student engagement. The department has demonstrated great resilience and innovation during the pandemic, leveraging its online and distance education expertise to ensure academic continuity. Faculty-led advancements in telepsychology and educational technology strengthened the department's adaptability and commitment to supporting students during this period.

Please find enclosed the Interim Monitoring Report on the progress of the implementation of recommendations from the 2019-2020 UTQAP review of the Department of APHD and its programs. Please contact me if you have any questions or require additional information.

Sincerely,



Erica N. Walker  
Professor and Dean  
Ontario Institute for Studies in Education  
University of Toronto

Cc: Professor Joseph Flessa, Associate Dean, Programs, OISE  
Professor Abby Goldstein, Chair, Department of APHD, OISE  
Biljana Cuckovic, Director, Governance, Policy & Planning, OISE  
Lachmi Singh, Director, Academic Programs, Planning and Quality Assurance, VPAP Office  
David Lock, Academic Reviews and Planning Specialist, VPAP Office  
Emma del Junco, Academic Reviews and Planning Specialist, VPAP Office

## Department of Applied Psychology and Human Development

UTQAP Cyclical Review, March 2-4, 2020

Review Reported to Governance, October 27, 2020.

Request Prompt <i>verbatim from the request</i>	Implementation Plan Update	Supported by VPAP Program Innovation Fund (PIF)
<p><i>Faculty</i></p> <p>The reviewers recommended proceeding with the faculty complement plan and urged that hiring scholars from under-represented groups into faculty positions should remain a high priority.</p> <p>The reviewers note that APHD faculty members “have a much higher supervision load than at comparable institutions, raising questions about the quality and availability of graduate supervision.” They observed significant intra-department service requirements for faculty members, and encouraged the department to “derive more efficient ways of conducting program business to free up more of faculty</p>	<p><b><i>Diversifying faculty complement</i></b> across OISE departments continues to be an important priority. At the institutional level, the Dean’s Office works collaboratively with the Indigenous Faculty Caucus and the Black Faculty Caucus (each of which includes APHD faculty representatives) to increase participation of under-represented groups. Since 2020, six new faculty members with continuing appointments have been hired in APHD including two racialized tenure-stream faculty, Dr. Feng Ji, psychometrician/statistician and data scientist, and Dr. Linda Iwenofu, APHD’s first Black female tenure-stream faculty member whose work focuses on anti-racist clinical practices and Black mental health. The search in the School and Clinical Child Psychology, which is currently underway, has a diverse shortlist with the potential to add diversity to the APHD’s faculty complement. Additionally, many of the recently appointed faculty members are researching critical issues affecting marginalized and underserved populations. Their work draws students from diverse cultural and socioeconomic backgrounds contributing to student diversity and engagement in meaningful projects for a more equitable society. The department continues to be committed to increasing faculty diversity; however, this remains an ongoing process and further efforts are needed.</p> <p><b><i>Related to faculty service loads</i></b>, the department has streamlined administrative processes and reallocated responsibilities for assigned programs to dedicated liaisons. For example, the administrative coordination of APHD’s Doctor of Education (EdD) programs has been consolidated under a single program liaison. Creating a single point of contact for students, faculty, and staff, and centralizing key tasks such as student advising and curriculum management has helped to reduce faculty’s administrative load and improve efficiency of departmental operations. Additionally, to address the need for greater consistency in student support, the department added a second Associate Chair, Student Experience (in addition to the Associate Chair, Programs), which has helped to strengthen student engagement and improve overall efficiency within the department. To alleviate some of the workload demands associated with high</p>	<p>N</p>

<p>members' time for supervision, teaching, and research."</p> <p>The reviewers recommended improving communication with faculty regarding departmental plans and procedures, observing variability in faculty members' understanding (or awareness) of both the faculty complement plan and the institutional supports available for mentoring new/junior faculty.</p>	<p>supervision loads, a credit system was implemented that allows faculty who supervise students to accumulate points towards course release. This contributes to a more equitable workload distribution, recognizing the significant time and effort required for student supervision while providing faculty with an incentive to support their research and professional development.</p> <p><b><i>To improve communication and decision-making</i></b>, the department has implemented regular updates and continues to foster an environment of open communication. The appointment of Professor Abby Goldstein as Chair, effective July 1, 2024, presents an opportunity to revisit communication and consultation practices and align them with the department's evolving strategic priorities. This leadership transition is expected to bring a fresh perspective to addressing challenges identified in the review and driving meaningful change. Aligned with OISE's new Academic Plan, and involving consultation with faculty, students, and staff, the department will undertake its own implementation planning and identify its unique contributions to realizing the shared goals and objectives contained in the OISE plan.</p>	
<p><i>Students</i></p> <p>The reviewers observed that APHD students were drawn from a wide array of backgrounds and experiences, which enhanced interactions with their peers, colleagues, faculty and staff. The reviewers noted that programs appeared to vary in their degree of student diversity and recommended continuing to support diversity of student population through selection procedures.</p>	<p><b><i>Regarding diversity of student population</i></b>, the department has implemented targeted outreach, enhanced selection procedures, and expanded support structures to promote inclusivity. Admissions processes have been revised to ensure a holistic approach and more equitable evaluation of applicants. Faculty are trained to recognize structural barriers faced by BIPOC applicants and discuss implicit bias before ranking candidates. File raters are instructed to consider volunteer experience on par with paid experience, recognizing financial barriers that may limit access to certain opportunities. For example, the School and Child Clinical Psychology (SCCP) program has refined its admissions process to prioritize candidates with diverse lived experiences, which ensures that applicants who demonstrate exceptional potential but may not rank at the top using traditional criteria are given full consideration. The Clinical and Counselling Psychology (CCP) program has integrated a dedicated EDI section into applications, asking applicants to articulate their experience with diversity and how it informs their professional goals. In both CCP and SCCP, Indigenous applicants are redirected for supplemental review by Indigenous faculty to ensure an equitable and informed evaluation. The Child Study and Education (CSE) program modified admissions guidance to accept degrees from colleges and polytechnics, broadening access for non-traditional applicants. Additionally, the program web pages and materials have been updated to highlight diversity incorporating student testimonials and images that promote inclusivity. Black student focus group recommendations have informed program messaging and accessibility enhancements. Open house events feature diverse speakers to ensure prospective applicants from underrepresented groups see themselves reflected in the program. Additionally, the department has observed a growing number of students engaging in research topics related to EDI, including Indigenous mental health, anti-Black racism, and equitable practices in psychology and education. While APHD has not adopted a formal monitoring system to track progress</p>	<p>N</p>

<p>The reviewers commented on the variety of graduate funding structures across programs and recommended ensuring the availability of adequate financial support to remove barriers to students from diverse financial backgrounds.</p>	<p>quantitatively, preliminary observations indicate a noticeable increase in students from diverse backgrounds across the department’s programs, which aligns with the department’s commitment to social justice and inclusion.</p> <p>Regarding <b>student funding</b>, starting September 2025, doctoral student funding will increase to \$40,000 annually, which will improve access for students from diverse financial backgrounds and ensure that students can focus on their research and academic success without undue financial hardship. A new Office of Student Financial Support within the Dean’s Office was created under the leadership of Vice-Dean, Academic Operations. A new Director of Student Financial Support and Operations was hired to lead a team of staff and coordinate the administration of all OISE student financial support programs in collaboration with the departments. This includes student funding, internal awards, as well as need and merit based financial aid. Previously, student funding and financial support portfolios existed cross-functionally across the Registrar’s Office, Associate Dean, Programs Office, as well as within the departments. This change is aligned with – and helps OISE address – the recommendations from the 2020-2021 Provostial Review of the Institute that highlighted student funding as an area of concern. The new office consolidates student financial support functions and creates a ‘one stop shop’ for student funding within the Dean’s Office, which will increase efficiency of OISE’s student funding operations.</p> <p>Additionally, the department continues to seek opportunities to support unfunded students (MA-CSE, MEd, EdD) through Graduate Assistantships (GAs) and Teaching Assistantships (TAs). Individual programs have implemented specific strategies to improve access to financial resources.</p> <ul style="list-style-type: none"> <li>• The SSCP program hosts an annual Student Information Day in March, where incoming and current students receive comprehensive information about financial support available within the program, the broader university, and external funding sources.</li> <li>• All programs have established awards committees that oversee financial award distribution and identify new funding opportunities to ensure equitable access to funding, particularly for students with financial need.</li> <li>• The MA-CSE program provides students with an organized financial support document including the latest funding opportunities listed by application deadlines to facilitate timely access. Additionally, key funding opportunities are highlighted in a weekly newsletter, ensuring students are aware of relevant scholarships, bursaries, and awards.</li> <li>• Across OISE and U of T: Students can apply for a range of internal and external awards, including financial need-based bursaries, emergency funding, merit-based scholarships, conference travel support, and funding specifically designated for students from</li> </ul>	
---	---	--

	<p>underrepresented backgrounds<sup>1</sup>. The School of Graduate Studies' (SGS) University-Wide Awards (UWA) competition also provides 15–20 awards annually, with eligibility based on merit, financial need, student citizenship, and research focus.</p> <p>The department remains committed to improving funding equity across all programs and will continue to explore new avenues for financial support, advocate for increased funding resources, and actively promote existing opportunities to better support our students.</p>	
<p><i>Programs</i></p> <p>The reviewers commented on uneven program satisfaction rates among recent APHD graduates and recommended closer tracking of “the success of educational objectives in each program,” as well as graduate employment outcomes, to guide quality enhancement efforts.</p> <p>The reviewers were surprised that the MED in Counseling Psychology does not require a background in psychology or a related field, noting that this was unusual among applied mental health programs.</p>	<p>Regarding <b>quality enhancement efforts</b>, in addition to UTQAP and accreditation reviews of programs, the department conducts regular student evaluations of teaching in courses and engages in ongoing academic change to assess the success of educational objectives. The recently completed OISE academic planning represented an opportunity to reflect on the programs and student outcomes and inform future program development. Since the 2019-2020 review, the department completed five major program modifications (incl. the creation of a new field in School Psychology, EdD; a new Combined Degree involving the Faculty of Arts and Science Education and Society minor, several major programs, and the MA in Child Study and Education [MA-CSE]; the three dual degree programs in Counselling Psychology MEd [two with master's degrees offered by China Medical University, and one by Zhejiang University]; the MA-CSE has closed one of its fields; and the Developmental Psychology and Education (MA, PhD) and the Child Study and Education, EdD, have added hybrid and online delivery modes in addition to the in person delivery. Additionally, all programs have completed a number of minor modifications to revise program and admission requirements to ensure the programs meet the needs of students and are at the forefront in the field.</p> <p>The <b>MEd in Counselling Psychology</b> program faculty reviewed admissions requirements for its fields to ensure that they are appropriate and in alignment with the Degree Level Expectations and the Program Learning Outcomes. In addition to an appropriate bachelor's degree from with standing equivalent to a mid-B or better, most fields offered within the program require at least one year of relevant professional counselling-related experience for admission to the program. The Guidance and Counselling field does not require counselling-related experience; however, teaching certification is required for admission given that the field is intended for experienced teachers who are interested in specializing in guidance and counselling in the schools.</p>	N

<sup>1</sup> Examples include: The Margaret Kidd Funding; Friedrich Froebel ECE Award; Dorothy Jean Powell Award; Metis Nation of Ontario Bursary; Excellence is Black Award.

<p>The reviewers noted that the use of hybrid and online course delivery methods for international placements in the Global Mental Health field may limit students' opportunities to socialize and develop "the complex interpersonal skills required for counselling."</p> <p>The reviewers noted the closure of the Research-Intensive Training (RIT) field within the MA in Child Study and Education and recommended attention to mechanisms for expanding research opportunities for all MA CSE students without adding to faculty workload.</p> <p>The reviewers note that the relatively new UTSC-based field has not yet had an opportunity to develop nearby practicum sites or extend services on campus to nearby residents. They suggest that providing resources for these services would extend the department's reputation for active engagement with the local community.</p>	<p>The field in <b><i>Global Mental Health</i></b> (GMH) is offered within the Counselling Psychology (MEd) and is part of the departments three dual degree programs. In their second year, GMH students complete a 250-hour placement in an international field setting while registered the APD1283H Peer and Video-Based Counselling with Practicum Field-Based Learning in Global Mental Health course. The placement in an approved field setting must be arranged prior to registering in the program. The combination of online and in-person learning in this course provides a supportive structure for students during their placement. After the pandemic, the program faculty reviewed the course and placement to ensure that the course-based learning experience enables students to gain competencies and skills needed to pursue work in counselling within the global context including treatment planning, case conceptualization, ethical decision-making.</p> <p>Due to low enrolment, admissions to the <b><i>Research-Intensive Training (RIT)</i></b> field offered within the MA-CSE were administratively suspended in September 2019, and the field was closed effective September 2023. In addition to the low enrolment, the decision to close the field emerged from ongoing refinements regarding the Ontario College of Teachers' required core content for Ontario's teacher education programs, which also must include an increased emphasis on the use of educational research and data analysis, which is accomplished within the Practice Based Inquiry (PBI) field that continues to be offered. In light of the RIT field closure, in response to the review recommendation, the program clarified research-related expectations for the remaining PBI field; specifically, through the Professional Practice Project graduate research course, which provides research opportunities for all candidates. In addition to the <a href="#">Laidlaw Forum</a> – a peer-reviewed publication supporting high quality research and scholarship linked with the above mentioned graduate research course, the program faculty have collaborated with the OISE library to provide high-quality workshops in research skills for both Year 1 and Year 2 students.</p> <p>At <b><i>the UTSC-based field</i></b>, students are required to complete a sequence of practicum placements over three years that focus on preparing them for professional practice. The first practicum takes place internally at UTSC's Health and Wellness Centre, aimed at providing students with the necessary skills in interviewing techniques, reflective listening, rapport building, and other core clinical skills. This placement is delivered on the UTSC campus and allows students to provide services directly to individuals in the UTSC community. Subsequently, students participate in the Greater Toronto Area (GTA) Practicum Match with the assistance of the Program Coordinator. Through this process, students match to one full-time summer practicum (to be completed in the summer after the Health and Wellness practicum) and two Fall/Winter practica, which are most often completed at hospital sites across the GTA. The GTA Practicum Match is the standard process for securing placements among students in clinical training programs throughout the GTA. Regarding additional training opportunities for students to actively engage with the local community, once the Scarborough Academy of Medicine and Integrated Health (SAMIH) opens</p>	
---	--	--

<p>The reviewers highlighted some areas that might benefit from better cross-program coordination and sharing, for example Indigenous content between specialty areas in psychology. They flagged the need for greater access to course work on diversity, equity, and social justice issues throughout the program areas.</p>	<p>(expected to open in 2026), the first practicum will be located within SAMIH. This will allow students to be part of multidisciplinary service delivery to individuals in the Scarborough community, with the goal of strengthening the health and wellbeing of local residents.</p> <p>Regarding <b><i>cross-program coordination and sharing</i></b>, the department’s expanded course offerings integrate diverse perspectives and promote inclusive learning. Many of these are open to all APHD students and some to all of OISE ensuring increased accessibility of courses and relevant course topics to students. Examples of new courses within APHD include Privilege, Power, and Oppression in Psychology and Education (all APHD); Fostering Black Mental Health from Childhood to Emerging Adulthood (all APHD); Integrating Asian Healing Traditions into Counselling and Psychotherapy (CP, CCP, SCCP); Indigenous Studies in Mental Health and Disability Justice (all OISE); Cross-Cultural Perspectives on Children’s Problems (SCCP); and The Assessment and Intervention of Culturally and Linguistically Diverse Youth and Adolescents (SCCP). Additionally, faculty are encouraged to incorporate Universal Design for Learning-UDL principles across courses to enhance accessibility and accommodate diverse learning needs. Efforts to decolonize syllabi include prioritizing readings from underrepresented scholars and integrating diverse research perspectives. Where applicable, courses have also been renamed for inclusivity, such as <i>Adaptive Instruction: Students, Systems, and Supports</i> to reflect a broader scope of learning.</p>	
<p><i>Structures</i></p> <p>The reviewers made a number of recommendations regarding the operation of the OISE Psychology Clinic: (i) They identified as an “urgent need” the hiring of a full-time Clinic Director, to align with the practice at most comparable Canadian training clinics; (ii) They noted that the clinic is “in need of attention in terms of generally updating the facility and a focus on appropriate recording equipment.” (ii) They observed that most comparable training clinics do not operate on a cost-recovery model and note that “providing stable funding for the basic operating budget would allow the clinic to work with</p>	<p>One of the department’s priorities is to ensure the <b><i>OISE Psychology Clinic</i></b> can effectively serve marginalized communities and meet the growing demand for essential psychological services. In response to reviewers’ concerns about the clinic’s capacity, the department has taken several steps to address these issues including securing additional funding to expand services for underserved populations (i.e., children with disabilities), and prioritizing full-time hires to strengthen clinic staffing. Facility updates are also a priority, and as the budget allows, the clinic’s physical space will be upgraded to better meet demand. The Department continues to seek additional sources of revenue including fundraising to support clinic initiatives and ensure continued access to high-quality training for students and care for clients. Budgetary constraints have limited the department’s ability to hire a full-time staff psychologist to serve as Director of the clinic. Ongoing discussions regarding the hiring of a full-time Clinic Director will further enhance staffing and ensure the clinic’s continued commitment to providing high-quality, accessible care to those in need.</p>	<p>N</p>



<p>underserved populations... and enhance the breadth of student learning.”</p> <p>The reviewers observed that “this is an opportune time to revisit the MOU between OISE and UTSC to harmonize policy and practice.” They note that, currently, “presenting these two fields as one program does not appear to accurately represent their true relationship to prospective students.” They recommended clarifying the structure of the University’s tri-campus framework for Clinical Psychology.</p>	<p>Regarding the <i>OISE-UTSC MOU</i>, reviewers commented on the structure of the Counselling and Clinical Psychology program, including the relationship between the two fields: Clinical Psychology based at UTSC, and Clinical and Counselling Psychology based at OISE. The reviewers recommended that OISE and UTSC revisit the existing MOU to better “harmonize policy and practice”. Although the review of the MOU was delayed due to the pandemic, in light of the request for this interim monitoring report, the two department Chairs (Prof. Abby Goldstein, APHD and Prof. Anthony Ruocco, GD-PCS-UTSC) have started the process to revise the MOU better to reflect the structure and current collaborative arrangements between the two fields. The original MOU included a Program Director who would report to both the Chair of APHD and the Graduate Chair at UTSC. The Program Director’s role was to chair program committee meetings involving the two Chairs. However, this role was never replaced after the first Program Director ended their term. Instead, the programs work together through the two Program Coordinators, who each report back to their respective Chairs and program committees. Therefore, the two Chairs recommend removing the Program Director role, and continuing with the Program Coordinators working together on matters of mutual concern. The general practice with the two fields is to notify the other when significant modifications are made to the program. Going forward, they propose instituting a Council of Deans comprising the Associate Dean, Programs, at OISE, the Vice Dean of Graduate and Postdoctoral Studies at UTSC, the Chair of APHD, and the Graduate Chair at UTSC. Finally, the two fields continue to engage in discussions regarding collaboration and remain open to identifying shared interests.</p>	
--	--	--