



## **Final Assessment Report and Implementation Plan**

### **Department of Psychology**

Undergraduate and Graduate Programs

Faculty of Health and Behavioural Sciences

November 2024

## **Cyclical Program Review for**

### **Department of Psychology**

Faculty of Health and Behavioural Sciences

## **Final Assessment Report and Implementation Plan**

### **Programs Reviewed**

BA Psychology  
BSc Psychology  
HBA Psychology  
HBSc Psychology  
MA Clinical Psychology  
MSc Psychological Science  
PhD Clinical Psychology

### **Review Team**

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## **Background**

In accordance with the Lakehead University Institutional Quality Assurance Process (IQAP), a Final Assessment Report has been prepared to provide a synthesis of the external evaluation and internal response and assessments of the undergraduate and graduate programs offered by the Department of Psychology in the Faculty of Health and Behavioural Sciences. This report identifies the significant strengths of the programs, the opportunities for program improvement and enhancement, and sets out and prioritizes the recommendations that have been selected for implementation.

The report includes an Implementation Plan that identifies:

- the group or individual responsible for providing resources needed to address recommendations from the external reviewers or action items identified by the university;
- who will be responsible for acting on those recommendations; and
- specific timelines for acting on and monitoring the implementation of those recommendations.

## **Review Summary**

The Department of Psychology, a unit in the Faculty of Health and Behavioural Sciences, submitted a Self-Study in February 2019. Volume I presented the program descriptions and outcomes, an analytical assessment of the program, and program information along with institutional information and statistical data. Volume II provided course syllabi. Volume III provided the CVs for core faculty members, adjunct professors and contract lecturers.

The Review Team for this cyclical program review included three external reviewers and one internal reviewer selected by the Senate Academic Quality Assurance Sub-Committee (SAC-QA) from a set of proposed reviewers. The reviewers examined materials and completed a two-day site visit on March 26-27, 2019. The site visit included meetings with the Provost and Vice-President (Academic), Deputy Provost, Dean of Health and Behavioural Sciences, the Chair (on Sabbatical) and Acting Chair of the Department, the Associate Vice-President (Research and Graduate Studies) and the Manager, Faculty of Graduate Studies, tenure-track faculty members, a group of undergraduate and graduate students, the University Librarian and Vice-Provost (Teaching and Learning), the Liaison Librarian, and the Administrative Assistant and Program Coordinator for the Department. The Review Team was provided with a video tour of the Thunder Bay campus including specific spaces related to both the undergraduate and graduate programs, such as classrooms, labs and research facilities.

In their report (22 May 2019), the Review Team provided feedback that describes how the programs delivered by the Department of Psychology meet the Quality Assurance Framework evaluation criteria and align with the University mission, strategic plan and academic plan. The Review Team notes that the programs are of high quality and offer students a range of educational options supported by the creative and scholarly

contributions of the full-time faculty members and highly qualified adjuncts and contract lecturers.

At the undergraduate and graduate levels, students meet the standard University admission policies which are appropriate for the Program Learning Outcomes. Curriculum structure and delivery, and teaching and assessment methods are appropriate, are aligned with comparable programs across Canada at the undergraduate and graduate levels, reflect the current state of the discipline, and are effective in preparing graduates to meet defined program outcomes and the University's Undergraduate and Graduate Degree Level Expectations.

The Review Team identified the following quality indicators in addition to the Strengths (listed below).

With respect to the undergraduate programs:

- in addition to acquiring knowledge of human behaviour from biological, sociological, and individual differences perspectives, students of psychology learn research skills, practical application of theory, scientific writing, critical thinking, and develop capacity to produce and consume scientific literature.
- *[the program]* includes courses in Indigenous mental health. This is consistent with community engagement and learner-centred experience.
- all of the skills students develop in the program are highly marketable and provide students with the background to succeed in a wide range of employment settings, as well as prepare them for graduate studies. This in turn contributes to regional and provincial economic development.
- students seem very committed to their studies, as evidenced by their participation in three student groups: Psychology Association of Lakehead Students (PALS), Psi Chi Honour Society, and the Neuroscience Research Interest Group (NeuRIG).
- the Psychology department offers a novel Research Opportunity course as an elective so undergraduate students can receive early exposure to the research enterprise, which might entice them to pursue further studies at the graduate level.

With respect to the graduate programs

- the Department expressed justifiable pride in the high pass rate (89%) of students from the PhD program in Clinical Psychology on the Examination for Professional Practice of Psychology (EPPP)
- within the context of the Clinical program, there is substantial inter-institutional collaboration, and students have a wide range of training opportunities in mental health assessment and treatment.

- years to completion have dropped in recent years which is further indication that research goals are being well articulated and are appropriate in scope.
- the success rate of students obtaining CIHR scholarships is a testament to the quality of the graduate programs.
- the new position of Academic Advisor is a positive addition to the graduate programs

With respect to the Department

- the Library and scholarship support seem exemplary. Library staff were very enthusiastic about their work with the Psychology department.
- each program has a clearly thought-out structure in which each set of knowledge and skills builds on the previous, and offers the breadth and range of courses required to meet the stated program learning outcomes.
- the recent [*undergraduate*] curriculum changes were the product of a well-defined and executed process. The faculty are to be commended for this enormous and challenging task, as well as for the way they have built in efficiency while maintaining a high standard of teaching and training.

## **Strengths Summarized**

The reviewers described the following key strengths:

- This small group is successfully servicing 19 programs that meet the needs of students with a broad range of interests and career goals.
- The [*PhD*] clinical program received 6-year accreditation from CPA, which attests to confidence in the excellence of the training and in its capacity to cover the coursework, practicum, and research requirements of program.
- The [*MA and PhD*] clinical programs provide training in Indigenous mental health which is considered as essential to the future of training in professional psychology
- The undergraduate program appears to be thriving and students indicate that overall they are satisfied with their undergraduate experience in psychology at Lakehead. The faculty appear to be able to provide an atmosphere in and out of the classroom that allows students to make a connection to the department and to the university.

## **Opportunities**

The Review Team included opportunities under the category of Recommendations.

## **Recommendations**

As per the IQAP, responses from the School and Dean of the Faculty of Health and Behavioural Sciences (FHBS) to each of the Review Team Recommendations are included below. The Dean of the Faculty of Graduate Studies also reviewed the report and was in agreement with the Dean of FHBS response unless otherwise noted.

Where appropriate, responses from the Office of the Provost are also included.

### **Recommendation 1:**

Reconsider the decision to offer Introductory Psychology as a full year course. With regard to transfer credits and flexibility for students (majors and non-majors) it would be beneficial to offer this in two .5 credit segments. The division might be between Social Science and Natural Science approaches to Psychology. This would bring Introduction to Psychology at Lakehead into alignment with the majority of Introduction to Psychology courses in Ontario.

#### **Department Response:**

We are in agreement with the reviewers that this should be reconsidered. Indeed, it was discussed by the department in 2018 as a consideration for the new curriculum. This discussion will be revisited, and we will strongly consider the division of Introductory Psychology into two .5 credit courses before finalizing the curriculum changes and submitting them to Senate.

#### **FHBS Decanal Response:**

This recommendation was evaluated but eventually not adopted.

#### **Provost Response:**

The Department should again examine the recommendation as full year courses often challenge student progression and or prolong degree attainment for those who do not successfully complete the course.

### **Recommendation 2:**

Put more emphasis and support on teaching Introduction to Psychology, including considering whether it should be taught by full-time faculty. Treat this course (or courses, if it is divided into two single term courses) like one of the most important courses on campus, which it is. Capitalize on this course, and the potential that success in teaching it, and communicating an interest in psychology, offers as one of the most important recruiting and communication tools the department and its programs have.

#### **Department Response:**

- We agree that Introduction to Psychology is an extremely important course on campus and resonate with this idea of capitalizing on its potential to recruit students and raise general awareness of the discipline. We currently offer 4 sections of Introductory Psychology each year, plus an online section in the summers. Three of these sections are taught by two of our most experienced and well-received instructors, and one is taught by a tenure-track Assistant Professor

in the department. With this many sections of the course we are able to keep the class sizes relatively low (~75 to 120), which is a selling feature of our program.

- At the September meeting of the Department we will discuss options for Introductory Psychology, with the theme of investing in this course with its importance in mind. In addition to considering whether it could be offered as two half-courses with the new curriculum, we will consider ways to support the course, such as with guest lectures or presentations by content experts, class visits by the Chair or program coordinator, or other resources. Best practices for Introductory Psychology courses will be sought. The role of this course in providing an introductory foundation toward our program learning outcomes will be emphasized.
- If the Department chooses to make Introductory Psychology into two half-courses with the new curriculum, that would open up opportunities to align the interests, backgrounds, and experiences of our continuing lecturer and tenured or tenure-track faculty with the content focus of each half, and perhaps allow more tenured or tenure-track faculty to teach an Introductory Psychology half-course as part of their load.

#### **FHBS Decanal Response:**

The unit sees this course as one of the most important but they are satisfied with the current instruction. I would like to see greater involvement of established faculty members.

#### **Recommendation 3:**

Collapse some of the smaller undergraduate programs by student numbers, so that they are more easily managed and taught.

#### **Department Response:**

We agree with the review team and have, through the curriculum revision process, found that we can eliminate 4 programs that were either undersubscribed (e.g., BA and BSc BEd I/S), that did not work with the new curriculum (e.g., BA Psych+Philosophy), or that were being discontinued by the other unit (e.g., HBA Psych+Gero). We are thus moving forward with 19 instead of 23 programs.

#### **FHBS Decanal Response:**

The unit is reducing the number of programs.

#### **Recommendation 4:**

Provide additional administrative support for undergraduate and graduate program administration and advising.

#### **Department Response:**

- The recent appointment of Jennifer Liscomb to the position of Psychology Program Coordinator has begun addressing the issues raised by undergraduate students regarding advising

- The current administrative assistant position is being reviewed and revised to reflect the changing job demands in the department (e.g., taking of minutes, web coordination, newsletter design, student advising, etc.). This work is being done in fall, 2019.
- Regarding support for the clinical graduate program we have the teaching buyout of the practicum coordinator to allow the person holding that position to be more involved. As well, the DCT has begun monthly 'coffee hours' where students/faculty can informally attend and discuss relevant issues and seek advice.

### **FHBS Decanal Response:**

The unit receives a small amount of additional resources and the positions have been reorganized to better serve the department.

### **Recommendation 5:**

Continued and explicit efforts to fully integrate faculty in Orillia into the department as a whole. The Orillia campus faculty also expressed an interest in working with honours and graduate students, which is a terrific opportunity.

### **Department Response:**

- We are in the process of training several faculty and administrative assistants in website maintenance to better represent our Orillia colleagues on our website.
- When possible, we include our colleagues in departmental meetings and committees.
- The Orillia campus faculty are able to serve as second readers for Honours Thesis students, and as committee members for graduate students located in Thunder Bay. Dr. Visser has served as second reader for an honours thesis in 2017. This opportunity will be highlighted in a fall, 2019 meeting of the Department as a reminder.
- The Department discussed, in 2017, the possibility of Orillia faculty supervising graduate students. It was decided that they may seek membership in the Faculty of Graduate Studies to supervise graduate students only in the MSc Psychological Science program, not the Clinical programs. The program itself would remain located in Thunder Bay, where required courses are held. However, it is possible in the MSc program for students to complete their courses in Thunder Bay while meeting remotely with their supervisor and spending non-course times in Orillia. Dr. Beth Visser was recently approved by the faculty of graduate studies to supervise graduate students. A student had expressed interest to work with her but accepted elsewhere as the result of a better funding package.
- We will continue to explicitly seek opportunities to more fully integrate our faculty in Orillia into the Department.



**FHBS Decanal Response:**

The department is making solid strides to fully integrate the Orillia colleagues.

**Recommendation 6:**

- Coordinate activities between the graduate program in Clinical Psychology and the on-campus mental health services.

**Department Response:**

- The MA/PhD Clinical programs have some intersection in the form of practicum training through course work (e.g., recruitment of students for various individual and group interventions). We are considering a training clinic model which would coordinate with on-campus mental health services (see next bullet for other strategies).
- Oct 2024: The MA & PhD Clinical Psychology programs founded the Lakehead University Psychology Training Clinic in Fall 2020, which includes some coordination of activities with on-campus mental health services. Please see next bullet for more details.

**FHBS Decanal Response:**

I support the on-campus clinic model and have looked for resources to help with this initiative.

**Recommendation 7:**

Revisit the proposal for a training clinic. We believe this has much promise to increase the strength of the clinical programs, and their ability to attract top students. This should be paired with a fund-raising campaign, to gain support from community donors (such as even selling naming rights).

**Department Response:**

- We appreciate this support of our initiatives. The Clinical Area has pursued different models for a training clinic for the last many years. Most recently the Clinical Area has been working to detail multiple strategies to maintain the MA/PhD Clinical programs' practicum training capacity, based on our sole reliance on community supervisors to provide practicum training and recent changes in supervisor availability (due to retirement and supervisors moving into administrative roles). These strategies include strengthening and enhancing relationships with community supervisors, developing new practicum opportunities in the community, pursuing a training clinic, and identifying models for clinical faculty to provide practicum training. This continues to be a priority for the MA/PhD Clinical programs. Most recently the Clinical Area submitted a project proposal for the university's first Philanthropic Campaign (submitted July 2019).
- Oct 2024: A Lakehead University Psychology Clinic (LUPC) was established in Fall 2020 with 1.0 FCE in support from the Faculty of Health and Behavioural

Sciences Dean for 2020-21, and 1.0 FCE for 2021-22. During this time several proposals for funding were submitted including to the Lakehead University Philanthropic campaign. In Winter 2022 a Clinic Director was hired; this is currently an 8-month full-time position that provides development and leadership support to the clinic, along with direct supervision of trainees on placement. The clinic is also supported by a part-time Clinical Supervisor (7 hours/week × 28 weeks). Altogether the LUPC provides all placement hours for students in the MA Clinical Psychology program, and advanced placements for students in the PhD program. The LUPC accepts community referrals, and also provides psychoeducational assessments to Lakehead University students as referred by LU Student Health and Wellness. The LUPC is also supported by a \$25,000 grant from Bell Let's Talk Community Fund to provide low-cost, high-quality care to social services workers in the Thunder Bay community.

**FHBS Decanal Response:**

There is continued development of this idea and a training grant proposal (invited to the second phase) will be submitted this month.

**Recommendation 8:**

Continue to promote the unique expertise offered by the graduate programs, including Indigenous mental health.

**Department Response:**

We will continue to promote our graduate programs and varied faculty expertise through our university website, graduate training program listings, and through faculty's research and clinical contributions and connections. Additionally, we believe our graduates are an excellent source of program promotion. A goal of our new Psychology Program Coordinator position is to engage in more outreach with respect to our program offerings and unique expertise.

**FHBS Decanal Response:**

Indeed!

**Recommendation 9:**

Improve the funding package for graduate students. This might include a tuition waiver, which would help attract high quality students without too severely impacting the financial resources of the university, given the relatively small size of the graduate programs. The graduate staff described the expense of living in Thunder Bay as a barrier to recruiting students.

**Department Response:**

The Department recognizes that the funding packages we are able to offer to incoming and continuing graduate students is considerably smaller than that offered at other institutions, and that this limits our ability to attract high quality students. Our efforts to address this gap have included, (a) several faculty provide funding from research grants

and contracts for students, (b) we encourage students to apply for external funding, (c) research labs and the department routinely offer tours to admitted students in an attempt to highlight the advantages of attending Lakehead, and (d) ongoing advocacy by our Department with the Faculty of Graduate Studies (FGS) to provide more funding and greater flexibility in using funding to attract students. We will specifically discuss the possibility of tuition waivers for admitted students with FGS.

**FHBS Decanal Response:**

The unit has limited options here, save for the acquisition of more external funding by faculty members, which they are encouraged to do.

**FGS Decanal Response**

The Faculty of Graduate Studies will work with the Dean of Health and Behavioural Sciences, as well as the Graduate coordinator, to find innovative funding initiatives to help attract and retain students to the *[graduate]* programs.

**Recommendation 10:**

Put into place an official psychology degree pathway at the Orillia campus.

**Department Response:**

This was discussed extensively as part of our curriculum work in 2018. At that time, Dr. Stroink, Dr. Klein, and the Dean of FHBS, Dr. Bedard, held a meeting in Orillia with faculty and administrative representatives to discuss the desirability and feasibility of offering a Psychology degree program in Orillia. It is evident that such a program would be well subscribed by students and would not cause undue draw from existing programs. Working with the new curriculum, the Dean determined a draft plan for the required faculty, resources, and funding to offer the HBA.PSYC in Orillia. Once the new curriculum is approved, the Department of Psychology will advance these discussions, from which the formal decision to open the program in Orillia may arise in coordination with the Dean of FHBS. The Department is cautious to ensure that appropriate faculty, resources, and policy supports will be in place in order to offer a student experience that is equivalent to that offered in Thunder Bay. In addition, we wish to ensure that faculty assigned to the Department of Psychology in Orillia are adequately supported with resources such as marking or TA support and an appropriate workload.

**FHBS Decanal Response:**

We are actively exploring this possibility with Provost Barnett. The limiting factor is the human resources required to deliver the program effectively.

**Recommendation 11:**

Renovate and update research facilities. The tri-council granting agencies sometimes visit research facilities and funding may be put at risk if these are not up to par.

**Department Response:**

- The physical infrastructure at Lakehead University, including but not limited to research space, is wanting as a result of years of deferred maintenance spending. As of 2019-2020, the university aims to tackle

small infrastructure improvements each year and we hope that this will result in improvements in the physical work and learning environment for Psychology faculty and students.

- Where possible, individual faculty and research teams will continue to be encouraged to apply for CFI and other research grant funding to invest in research space where possible. This has been successful in the past for renovating and updating research space (C. Mushquash, Tan/Wesner/Davis CBT, Scharf).

#### **FHBS Decanal Response:**

We have inquired about renovations on multiple occasions but only essential repairs will be covered through the operating grant. Hence, we need to continue applying for external funds to support renovations.

#### **Recommendation 12:**

Increase marketing and media presence for the department, for both the undergraduate and graduate programs. All major scholarships and grants should be publicized to garner public support for the psychology department, especially in the context of any prospective fund-raising.

#### **Department Response:**

- Outreach and program promotion are important strategic priorities for the Department and we recognize and endorse these suggestions.
- Program promotion, outreach, and recruitment are responsibilities within the Program Coordinator position, including social media, website, newsletter, and community education about Psychology (with administrative aspects of these tasks delegated to the administrative assistant). We anticipate that with recent web training received, increasing efficiency in the student success aspects of this role, and a reorganization of tasks to the administrative assistant, the Program Coordinator will be able to lead significant improvements in this recommendation over the next year.
- Scholarships, grants, and other major accomplishments within the Department will be featured systematically in this promotion and outreach.

#### **FHBS Decanal Response:**

There has been a recent re-alignment of responsibilities in this regard and I like to think media presence and marketing activities will increase in coming years.

#### **FGS Decanal Response**

In an effort to facilitate graduate recruitment, the Faculty of Graduate Studies hired a Graduate Recruitment Officer. This person works specifically with individual graduate programs, including Psychology, to develop a tailored recruitment plan for each unit. In addition, a social media plan was developed that encompasses Facebook, Instagram

and Twitter, Finally, a Graduate Studies Viewbook was created to provide marketing material for all Graduate programs. All of these materials can be used to promote and publicize major scholarships and awards available and awarded to Psychology Graduate Faculty and Students.

### **Recommendation 13:**

We believe a strong case can be made for the addition of at least 1 more faculty member, to support the very strong programs in this department, and fill necessary teaching and research areas to ensure the necessary breadth of expertise at the graduate level. The recent loss of full-time faculty seems to be largely in the Psychological Science area, which probably mostly impacts the undergraduate program, where they provide the greatest amount of teaching, but also may be impacting the graduate program as those with an MSc may seek their PhD at other institutions. Hiring junior faculty members who are often very research active can also help raise the public profile of the department's programs, and the university.

### **Department Response:**

- We heartily agree with the reviewers and the Department of Psychology has made requests to hire a faculty member at the Assistant Professor level in the broad area of Experimental Psychology or Psychological Science three times in the past 4 years. Teaching and research gaps in the Department's programming that this position could address include: Statistical and Quantitative Methods for Behavioural Research, Learning, Lifespan Development, Psychology of Aging, Evolutionary Psychology, Animal Behaviour, Cognitive Psychology, and Neuroscience.
- There have been four retirements among the psychological science (non-clinical) faculty that have not been replaced (Stones, Jamieson, Goldstein, O'Connor). As the reviewers point out this leaves 4 non-clinical faculty members in a department of 13 (Thunder Bay campus) with at least one nearing retirement. Requests for replacement were made in 2015, 2017, and 2018.

### **FHBS Decanal Response:**

I agree that more faculty members would be welcome.

### **Clarifications**

The Department of Psychology provided the following clarifications to information included in the Review Team report.

- Section 2.5 (b) All teaching done in the first-year 'Introductory Psychology' course is by sessional instructors. There is evidence that the quality of the teaching is high, and the instructors are highly regarded and clearly committed to teaching this course. At the same time, the fact that this course is taught by sessionals is one indicator of a lack of commitment and interest in this course by the full-time faculty, and the department as a whole.
  - The Psychology Department offers annually 4 sections of Introductory Psychology. Three of those sections are taught by full-time continuing

lecturers (not sessionals) and one is taught by Dr. Scharf a tenure-track Assistant Professor in the department.

- The two full-time continuing lecturers in the department are experienced lecturers that have received several teaching awards over the years. We value their contribution to teaching the first-year course and believe that part of their contractual 3.0 FCE is being effectively utilized in the administration of this course. Moreover, given the limited teaching capacity amongst the faculty and the demand for instructors with specialized research interests in upper-year undergraduate and graduate courses there is little to no flexibility to assign instructors to the first-year class.
- Section 2.6 (f) The programs benefit from the inclusion of *three* faculty who are on contract to teach, as well as two continuing lecturers. These instructors are well chosen.
  - We are fortunate to have *two* faculty who are on contract to teach. Each continuing lecturer, Ms. Sajna-Hebert and Dr. Moland, have an annual 3.0FCE teaching load. We have a third instructor, Mr. Bruce Weaver, who regularly instructs our advanced statistics course (PSYC 4111) and graduate statistics course (PSYC 5151) but is technically a sessional instructor with us.

## **Implementation Plan**

**Submitted Nov. 28<sup>th</sup>, 2024**

### **Recommendation Priority 1**

Reconsider the decision to offer Introductory Psychology as a full year course.

#### Actions for Implementation

Although the department was initially resistant to the idea, we have since approved to split the Intro course into two half credit courses and submitted these for Senate approval.

#### Role/Person responsible for implementation

- The Department Chair has drafted and submitted the associated calendar and program changes

#### Timeline

- Calendar and Program changes to be submitted before July 1<sup>st</sup>, 2025.

### **Recommendation Priority 2**

Put more emphasis and support on teaching Introduction to Psychology, including considering whether it should be taught by full-time faculty.

#### Actions for Implementation

- The Introductory courses are currently being exclusively taught by a long-time continuing contract lecturer member, which is a special continuing 9-month appointment in the LUFA collective agreement. This lecturer has been nominated for several teaching awards and is an integral part of the department.
- Recognizing the importance of this course we have considered ways to support it, such as with guest lectures or presentations by content experts, class visits by the Chair or program coordinator, or other resources from various student support offices in the university (e.g., Student Success Center).

#### Role/Person responsible for implementation

- The department Chair, in collaboration with the instructor and different support services in the university is responsible for coordination.

#### Timeline

- Every September a welcome email is sent to all psychology undergraduates providing them with information and links to support services. This information is sent quarterly to students and reinforced by a class visit by the Dept. Chair to Introductory Psychology classes in the Fall.

### **Recommendation Priority 3**

- Collapse some of the smaller undergraduate programs by student numbers, so that they are more easily managed and taught.

#### Actions for Implementation

- We eliminated 4 programs that were either undersubscribed (e.g., BA and BSc BEd I/S), that did not work with the new curriculum (e.g., BA Psych+Philosophy), or that were being discontinued by the other unit (e.g., HBA Psych+Gero).
- Consequently, we now have 19 instead of 23 programs.

#### Role/Person responsible for implementation

- Chair of Psychology Department

#### Timeline

- Action completed

### **Recommendation Priority 4**

- Provide additional administrative support for undergraduate and graduate program administration and advising.

#### Actions for Implementation:

- Action Completed
- In 2021, we created a new position, Psychology Program Coordinator, to address the issues raised by undergraduate students regarding advising.
- The current administrative assistant position was reviewed and revised to reflect the changing job demands in the department (e.g., taking of minutes, web coordination, newsletter design, student advising, etc.).
- Regarding support for the clinical graduate program, we have the teaching buyout of the practicum coordinator to allow the person holding that position to be more involved.
- As well, the DCT has begun monthly 'coffee hours' where students/faculty can informally attend and discuss relevant issues and seek advice.

#### Role/Person responsible for implementation

- Department Chair
- Director of Clinical Training
- Graduate Practicum Coordinator

#### Timeline

- Schedule II non-unionized position established



- Administrative position was reviewed and modified in 2021 and will be reviewed again in 2024-2025.

### **Recommendation Priority 5**

- Continued and explicit efforts to fully integrate faculty in Orillia into the department as a whole. The Orillia campus faculty also expressed an interest in working with honours and graduate students, which is a terrific opportunity.

#### **Actions for Implementation**

- All department meetings are held over Zoom to create a sense of equity amongst campuses
- Note:
  - In Fall 2022, the HBA program was launched in Orillia. Two LTAs have been hired (Fall 2023 and Fall 2024) to support this program.
- Fall of 2024 Orillia Psychology club is formed and officially recognized.
- Dept. Chair travels annually to Orillia to meet with students and faculty
- Cross-Appointed Faculty (Dr. Fiddick and Dr. Visser) have since 2020 supervised several undergraduate and graduate students as well as act as committee members on undergraduate and graduate theses/dissertations.

#### **Role/Person responsible for implementation**

- Department Chair oversees Department meetings
- Orillia Faculty

#### **Timeline**

- Completed

### **Recommendation Priority 6**

- Coordinate activities between the graduate program in Clinical Psychology and the on-campus mental health services.

#### **Actions for Implementation**

- Oct 2024: The MA & PhD Clinical Psychology programs founded the Lakehead University Psychology Training Clinic in Fall 2020, which includes some coordination of activities with on-campus mental health services. Please see next bullet for more details.

#### **Role/Person responsible for implementation**

- Director of Clinical Training

#### Timeline

- See below

#### **Recommendation Priority 7**

- Revisit the proposal for a training clinic. We believe this has much promise to increase the strength of the clinical programs, and their ability to attract top students. This should be paired with a fund-raising campaign, to gain support from community donors (such as even selling naming rights).

#### Actions for Implementation

- Oct 2024: A Lakehead University Psychology Clinic (LUPC) was established in Fall 2020 with 1.0 FCE in support from the Faculty of Health and Behavioural Sciences Dean for 2020-21, and 1.0 FCE for 2021-22. During this time several proposals for funding were submitted including to the Lakehead University Philanthropic campaign. In Winter 2022 a Clinic Director was hired; this is currently an 8-month full-time position that provides development and leadership support to the clinic, along with direct supervision of trainees on placement. The clinic is also supported by a part-time Clinical Supervisor (7 hours/week × 28 weeks). Altogether the LUPC provides all placement hours for students in the MA Clinical Psychology program, and advanced placements for students in the PhD program. The LUPC accepts community referrals, and also provides psychoeducational assessments to Lakehead University students as referred by LU Student Health and Wellness. The LUPC is also supported by a \$25,000 grant from Bell Let's Talk Community Fund to provide low-cost, high-quality care to social services workers in the Thunder Bay community.

#### Role/Person responsible for implementation

- Director of Clinical Training (DCT)
- Clinic Director

#### Timeline

- The DCT and Clinic Director regularly apply for funding and investigate opportunities for financial supports.

#### **Recommendation Priority 8**

- Continue to promote the unique expertise offered by the graduate programs, including Indigenous mental health.

#### Actions for Implementation

- The Department heartily supported the Tier 1 CRC nomination of Dr. C. Mushquash which is likely to be successful and begin in 2025.
- The Department continues to prioritize undergraduate advanced courses such as PSYC 4014 Indigenous Mental Health

Role/Person responsible for implementation

- Department Chair

Timeline

- As of Oct. 2024 we await official news of Dr. Mushquash's application for the Tier 1 position

### **Recommendation Priority 9**

- Improve the funding package for graduate students. This might include a tuition waiver, which would help attract high quality students without too severely impacting the financial resources of the university, given the relatively small size of the graduate programs. The graduate staff described the expense of living in Thunder Bay as a barrier to recruiting students.

Actions for Implementation

- Every year the Psychology Department requests an increase in funding from FGS to recruit and retain graduate students. In 2020-21 student funding packages were increased from \$1200 to \$3500 for new Masters students, and from \$2000 to \$4375 for new PhD students. Also, in 2021 and 2022 the FHBS Dean provided an additional \$500 per new Masters or PhD student as an incentive. For 2024-25 new students, Masters Clinical students funding increased to \$4000, with MSc Psych Science at \$3500, and PhD increased to \$5000. Most returning students also received a small increase in funding. Altogether, this demonstrates ongoing advocacy on behalf of our Psychology Graduate Studies Committee to increase student stipends, with modest successes.

Role/Person responsible for implementation

- Graduate Program Coordinator (GSC)
- Graduate Directors (Clinical and Psychological Sciences)
- Departmental Scholarship Committee

Timeline

- Graduate funding packages are reviewed annually in December and January when applications are being reviewed.

### **Recommendation Priority 10**

- Put into place an official psychology degree pathway at the Orillia campus.

Actions for Implementation

- An HBA in Orillia was launched in the Fall of 2022 and currently has 80 students enrolled (\*as of October 2024).

Role/Person responsible for implementation

- Department Chair

Timeline

- Completed

### **Recommendation Priority 11**

- Renovate and update research facilities. The tri-council granting agencies sometimes visit research facilities and funding may be put at risk if these are not up to par.

Actions for Implementation

- Pottery House with the labs of Dr(s). James Kryklywy, Hayman and Scharf have been painted and minor repairs made. There is still work to be done as there are issues of mold and a rain leak.
- Attempts to improve the physical space of the Psychology Department are slow in progressing.
  - An initiative was undertaken in 2021 to beautify the department and add original oil/acrylic paintings by Indigenous artists to the Olga Merz School of Nursing Building. Some of the artists of the 10 paintings on display include Carrienne Agawa, Ringo Fiddler, Paul McKay, and Lloyd Kakekapetum. "The paintings were selected from the Chief Roy Michano Art Collection to complement the spaces,"
  - Attempts have been made for 3 years to remove over 100 unused, damaged and unsightly gym lockers from the department faculty hallway. The FHBS Dean has approved the removal. University maintenance has not acted on or responded to our multiple requests. This would significantly improve the environment as they can be replaced by regional art work.
  - The main office had updated computers, desks and chairs in 2021 for the administrative assistant and psychology program coordinator. Art works were installed in the main office, old files and cabinets removed, and the clinical test library relocated to another space (out of the coordinator's office). These actions modernized and improved the working conditions of office staff.
  - New curtains and desks have been added to faculty offices.
  - Lead paint abatement and new paint in various labs and classroom in the School of Nursing Building.
  - Bathrooms have been renovated and re-painted in the School of Nursing Building.

Role/Person responsible for implementation

- Department Chair
- University Maintenance

#### Timeline

- Unclear as much depends on University Maintenance and a non-existent budget for deferred maintenance projects.

#### **Recommendation Priority 12**

- Increase marketing and media presence for the department, for both the undergraduate and graduate programs. All major scholarships and grants should be publicized to garner public support for the psychology department, especially in the context of any prospective fund-raising.

#### Actions for Implementation

- The department established a social media committee comprised of the administrative assistant and a Faculty member in 2023. This team has created department Instagram page (269 followers as of Nov. 2024) to post departmental news. The two student clubs Psi Chi and PALS-OC (Psychology Association Lakehead Students – Orillia Campus) both have Instagram accounts to connect with students.
- The department regularly reports successes to the Provost in the University Senate throughout the year.
- The Faculty of Health and Behavioural Sciences also submits a report every year highlighting department accomplishments.

#### Role/Person responsible for implementation

- Newly created faculty Social Media Coordinator in Fall 2023
- Admin Assistant
- Graduate Clinical Director

#### Timeline

- Semi-weekly posts on Departmental Social media page highlighting faculty, grants, papers and graduate student awards

#### **Recommendation Priority 13**

- We believe a strong case can be made for the addition of at least 1 more faculty member, to support the very strong programs in this department, and fill necessary teaching and research areas to ensure the necessary breadth of expertise at the graduate level. The recent loss of full-time faculty seems to be largely in the Psychological Science area, which probably mostly impacts the undergraduate program, where they provide the greatest amount of teaching, but also may be impacting the graduate program as those with an MSc may seek their PhD at other institutions. Hiring junior faculty members who are often very research active can also help raise the public profile of the department's programs, and the university.

### Actions for Implementation

- Since the Self-Study report of 2018-2019 there have been several changes in the faculty. We are decreasing the overall number of faculty in Thunder Bay and increasing in Orillia (see below).
- In 2018-2019 there were:
  - 13 full-time faculty in Thunder Bay,
  - 2 half-appointments in Orillia (Dr.(s) Larry Fiddick and Beth Visser)
  - 2 continuing lecturer members in Thunder Bay (Sajna, Moland)
  - 4 continuing contract lecturers who teach routinely in our undergraduate and graduate programs in Thunder Bay (Mountain, Schmidt, St.Pierre, Weaver).
    - Of the 4 contract lecturers, 3 are licenced and practicing clinical psychologists, one who teaches advanced statistics is an experienced and well-published statistician who works as a research associate (Weaver).
- In 2025, there will be:
  - 8 confirmed full-time faculty, 1 faculty on Leave of Absence, and two job ads posted for replacement positions in Thunder Bay,
  - 2 LTA hires in Orillia and 2 half-appointments (Dr.(s) Larry Fiddick and Beth Visser)
  - 1 continuing contract lecturer member in Thunder Bay (Dr. Moland)
  - 3 contract lecturers who teach routinely in our undergraduate and graduate programs in Thunder Bay (Mountain, Schmidt, Weaver).
    - Of the 3 contract lecturers, 2 are licensed clinical psychologists, one who teaches advanced statistics is an experienced and well-published statistician who works as a research associate (Weaver).

### Thunder Bay

2018 - 2019	Change	2025
Dr. Kirsten Oinonen		Dr. Kirsten Oinonen
Dr. Rupert Klein		Dr. Rupert Klein
Dr. Dwight Mazmanian		Dr. Dwight Mazmanian
Dr. Amanda Maranzan		Dr. Amanda Maranzan
Dr. Mike Moland		Dr. Mike Moland
Dr. Aislin Mushquash		Dr. Aislin Mushquash
Dr. Josephine Tan		Dr. Josephine Tan

Dr. Chris Mushquash	Leave of Absence (LOA)	Dr. Chris Mushquash (LOA)
Dr. Mirella Stroink	Appointment to Dean	Dr. James Kryklywy (2023)
Dr. Ron Davis	Retired	Dr. James Kim (2024)
Dr. Deborah Scharf	Resignation, 2024	Dr. D. Scharf (replacement pending)
Dr. Ed Rawana	Retired	Dr. E. Rawana (replacement pending)
Dr. Mike Wesner	*Retiring in July, 2025	
Dr. Gord Hayman	Deceased, Fall, 2024	
Susan Sajna	Long Term Medical Leave	

#### Orillia

2018 - 2019	Designation	2025
Dr. Larry Fiddick	Half appointment in Psychology and the other in Interdisciplinary Studies	Dr. Larry Fiddick
Dr. Beth Visser		Dr. Beth Visser
	3 year Limited Term Appointment (LTA)	Dr. Sila Demir
		Dr. Anthony Murkar