DALHOUSIE UNIVERSITY

Department of Psychiatry

Master of Clinical Psychiatry and Global Mental Health

Student Handbook

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**WELCOME FROM DR. VINCENT AGYAPONG**

On behalf of the Department of Psychiatry at Dalhousie University and the Dalhousie Centre for Global Mental Health, I am delighted to welcome you to the *Master of Clinical Psychiatry and Global Mental Health*. This program represents an exciting step forward in expanding access to quality mental health care across the globe, and we are thrilled to have you join us on this journey.

As health-care professionals dedicated to improving the well-being of patients, we understand the critical role that primary care providers play in identifying, assessing, and managing mental health conditions. With the increasing burden of mental health disorders worldwide, the need for skilled professionals equipped to deliver effective psychiatric care in primary care settings has never been greater.
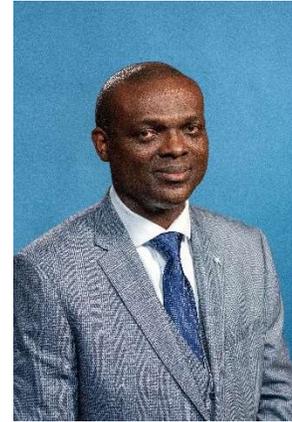
Our program has been carefully designed to meet this need by upskilling family physicians, nurse practitioners, community pharmacists, physician assistants, and other primary care providers. By blending both synchronous and asynchronous learning approaches, we aim to provide you with the flexibility to integrate this specialized training into your busy professional lives while ensuring that you gain the knowledge, skills, and confidence necessary to deliver high-quality mental health care. Throughout the two years of the program, you will not only deepen your understanding of the biological, psychological, and social factors influencing mental health but also develop the expertise to provide transcultural psychiatric treatments to diverse populations. In doing so, we aspire to contribute to health workforce capacity building and to expand access to mental health services in communities around the world.

Thank you for choosing to be part of this transformative initiative. Together, we can make a profound difference in the lives of individuals and communities globally. The dedicated program leadership, faculty, staff and I look forward to supporting you every step of the way as you embark on this important academic and professional journey.

Warm regards,

Dr. Vincent Agyapong
Director, Centre for Global Mental Health
Head, Department of Psychiatry
Dalhousie University

CONTACT DETAILS

Student
It is important that you keep your permanent address and phone numbers up to date on Dal Online.

Department Teaching Staff
Ways of contacting teaching staff are by:
- Weekly office hours
- Personal contact (by appointment)
- Email

Please make an appointment in advance if you wish to have a discussion with a member of staff as staff teaching on this program have many other teaching, research, and supervision responsibilities.

Please remember that it is very important that we are made aware of any problem, personal, academic or any other kind, which may arise and affect your studies. You can always talk to a Program Coordinator.

Class lists, timetables, and changes in lectures are posted on Brightspace and by email.

Program Coordinators and Administrator

Title	Administration	Email
Program Director	Dr. Ejemai Eboreime	Ejemai.Eboreime@dal.ca
Associate Program Director	Dr. Leigh Meldrum	Margaret.Meldrum@nshealth.ca
Program Administrator	Ms. Petra Corkum	Global.Psychiatry@dal.ca

Email Access and Communication
Each student will have an individual Dalhousie University email account accessible through my.dal.ca. Email is used by both administrative and academic staff to communicate with students, please check it regularly. Once a registered student, Dalhousie University email addresses will be used exclusively.

Brightspace
The program uses Brightspace (https://dal.brightspace.com/d2l/login). All lecture recordings, notes, task deadlines and notices are posted to this site. Once you have completed the registration and been given your own Dalhousie email account, you will be able to access Brightspace using your username and password. You must check it on a regular basis.

APPLYING TO THE PROGRAM

The admission requirements for the Master of Clinical Psychiatry and Global Mental Health follows the standards set by the Faculty of Graduate Studies as well as aims to increase representation of applicants from underserved regions and populations within Canada and internationally.
Admission to the program is limited to practicing clinicians who have at least a bachelor's level degree. The minimum requirement is an undergraduate degree in a relevant, licensed healthcare field, such as Medicine, Nursing or Pharmacy. Applicant's license must be active in their country of residence. At least two (2) years of clinical experience is preferred. The program targets generalist providers including

physicians, other medical specialists and nurse practitioners who wish to enhance their knowledge and skills in the field of clinical psychiatry. It may also be appropriate for some nurses and other similar health professionals working in mental health settings in underserved communities worldwide who have clinical roles and experience in the field.

Applicants must provide two reference letters, a statement of intent, a current CV and English language test scores (as required).

International degree equivalencies can be found on the Dalhousie University Faculty of Graduate Studies web site. As the standard language of study at Dalhousie University is English, candidates whose native language is not English must demonstrate their capacity to pursue a graduate-level program in English before admission to any of our graduate programs. The standard test is the TOEFL. The minimum acceptable score is 580 for the written TOEFL, 92 for the internet-based test, and 237 for the computer based test. We recommend that potential students taking the non-computer TOEFL test should also take the Test of Written English (TWE) component. The following other tests will also be accepted with the following minimum scores: MELAB, 90; IELTS, 7, CanTest, average of at least 4.5 with no band score lower than 4.0; CAEL, 60 overall, with no band score lower than 50. The TOEFL requirement is waived if the applicant has completed a degree at an institution where the language of instruction is English.

General Information for All Applicants
Admission decisions for the upcoming academic year are made from mid-April to May with the final deadline for applications and all supporting documents to be received by the Department of Psychiatry on April 1.

How to Apply:
- Complete the online graduate admission application form found here: https://apply.dal.ca/apply/

Reference Letters
- Two letters of reference are required for admission into a graduate degree. These letters are normally required to be from academics familiar with your work but may be replaced with relevant professional references for some course-based professional master's programs. If accepted, professional references can be submitted according to the following schedule:
- For applicants who **completed their undergraduate (or related graduate) degree within the past three years:** Two academic references.
- For applicants who **completed their undergraduate (or related graduate) degree three to five years ago:** a) one academic reference and one relevant professional reference, or b) two academic references.
- For applicants who **completed their undergraduate (or related graduate) degree more than five years ago:** a) two relevant professional references, or b) one academic reference and one relevant professional reference, or c) two academic references.
- Reference letters are provided in confidence to Dalhousie University for the purposes of determining your suitability for admission to an academic program, receipt of an honour or award, or evaluating your research projects and materials and will be kept confidential. This confidential reference may be used internally by Dalhousie University for the purposes of considering you for scholarships.

ACCEPTING A POSITION

Offers of admission will be sent in May. Students who are accepted into the program will receive an official letter from the Faculty of Graduate studies, following an email from the Department of Psychiatry. Waitlisted students and students who are not accepted into the program will receive a letter from the Faculty of Graduate Studies only.

Students who are offered a position in our program are asked to accept/reject the offer by June 1st. A response can be made directly to the offer email. Students who accept a position are required to pay a non-refundable deposit which will be credited against the tuition due in the Fall term.

OVERVIEW OF THE PROGRAM

This program is a two-year, part-time master's program that seeks to address the pressing global shortage of healthcare professionals with skills in clinical psychiatry. The program provides comprehensive education to enhance the quality of mental healthcare worldwide.

Students who complete the program will be able to:

a) Conduct culturally competent psychiatric assessments, including interviews, mental status examinations, and DSM-5 diagnosis, for patients from diverse global populations.
b) Perform comprehensive psychiatric evaluations incorporating collateral information, capacity assessments, and diagnostic formulation across the age spectrum for complex patients from different cultural backgrounds*.
c) Demonstrate knowledge of epidemiology, course, and treatment of common psychiatric diagnoses globally, including biological and psychosocial interventions tailored to different cultures.
d) Exhibit expertise in management of additional psychiatric diagnoses across age groups and complexity, incorporating psychopharmacology, psychotherapy referrals, and culturally adapted care planning.
e) Conduct different types of medical literature reviews, including scoping reviews, systematic reviews, rapid reviews, etc. and apply evidence-based principles to make recommendations for clinical practice and future research.
f) Conduct culturally competent assessments to diagnose psychiatric patients, create customized treatment plans incorporating evidence-based tools and local resources, and reflect on provider wellbeing challenges when managing patients long-term across cultures.

   * Cultural settings could be varied in geography, cultural affiliation, socio-economic traits, etc. in Canada, North America, or from other geographical regions of the world. Students will be free to use a cultural setting they are familiar with, such as their own cultural background.

This program has an interdisciplinary focus, blending perspectives from medicine, psychology, pharmacology and global health to reflect real-world collaborative mental healthcare. The curriculum emphasizes practical clinical skills development through interactive case-based learning in areas like psychotherapy and psychopharmacology and facilitates connections between students and leading experts across various cultural settings. By incorporating perspectives from different regions, students will gain appreciation for diversity in psychiatric care.

Exposure to current research is provided through analysis of evidence behind assessment and treatment guidelines. Review of model mental health policies and programs globally will underscore the social

impact of effective psychiatric care.

The courses will be run with both synchronous and asynchronous components, but all components will be performed online and are designed to accommodate learners around the world.

At the end of the program, the student will have undergone the following learning and assessment modalities:

• Two courses on psychiatric assessment and diagnosis
• Two courses on psychiatric treatment modalities
• One comprehensive clinical psychiatry course
• A clinical evidence synthesis course producing a written report
• A capstone course synthesizing knowledge in relation to practice
• A Global Mental Health: Determinants, Policy, Legislation, and Systems for Quality Care

Year 1			Year 2		
Term 1 (Fall)	**Term 2 (Winter)**	**Term 3**	**Term 1 (Fall)**	**Term 2 (Winter)**	**Term 3**
Global Psychiatric Assessment and Diagnosis-Part 1 PSYG 6004	Global Psychiatric Assessment and Diagnosis-Part 2 PSYG 6005		Clinical Skills Synthesis in Global Context PSYG 6008	Global Clinical Capstone Course PSYG 6010	
Global Clinical Psychiatry Treatment Modalities-Part 1 PSYG 6006	Global Clinical Psychiatry Treatment Modalities-Part 2 PSYG 6007		Evidence Synthesis and Knowledge Translation for Global Mental Health PSYG 6009	Global Mental Health: Determinants, Policy, Legislation, and Systems for Quality Care PSYG 6012	

Course Descriptions

Timing	Course #	Course Title	Course Director
2026-September	PSYG 6004	Psychiatric Assessment and Diagnosis: A Global Perspective Part 1	Sanjana Sridharan

This course is the first course in a two-part series and will introduce the student to basic skills required to conduct a psychiatric assessment, including clinical interviewing skills, mental status examination, and formulation, to arrive at a psychiatric diagnosis based on standardized diagnostic criteria (DSM-5). It will cover the most common psychiatric diagnostic groups in adults, including mood disorders, psychotic disorders, anxiety disorders, and PTSD and OCD. There will be a variety of learning approaches, including lectures, large and small group work, self-directed learning, and simulation. Participants will be assessed through a variety of means, including short answer questions, assignment submissions, and participation in discussion board and live seminars. Feedback will be provided longitudinally.

| 2026-September | PSYG 6006 | Clinical Psychiatry Treatment Modalities from a Global and Transcultural Lens - Part 1 | John Oguntade |

This course explores common psychiatric conditions worldwide, evidence-based treatments, and cultural differences in mental health. It covers psychopharmacology, biological treatments, and various psychotherapies, including practical techniques for non therapists. Students will learn to create biopsychosocial treatment plans across cultural contexts. This is the first of a two-semester series on psychiatric treatment modalities.

| 2027-January | PSYG 6005 | Psychiatric Assessment and Diagnosis: A Global Perspective - Part 2 | Michelle MacDonald |

This second course in a two-part series builds on Part I, teaching students to assess, diagnose, and formulate psychiatric cases across the lifespan, considering cultural contexts. It covers common psychiatric diagnoses in children, adolescents, geriatrics, and additional adult conditions like substance use, somatoform, sleep, eating, and personality disorders. Learning methods include lectures, group work, self-directed study, and simulations. Assessment includes short answers, assignments, and participation in discussions and seminars, with ongoing feedback provided.

| 2027-January | PSYG 6007 | Clinical Psychiatry Treatment Modalities from a Global and Transcultural Lens- Part 2 | Katie Lines |

This course explores common psychiatric conditions worldwide, evidence-based treatments, and cultural differences in mental health. It covers psychopharmacology, biological treatments, and various psychotherapies, including practical techniques for non therapists. Students will learn to create biopsychosocial treatment plans across cultural contexts. As the second part of a two-semester series, this course builds on the first by expanding to patients across the lifespan and addressing clinical complexities like concurrent substance use, medical issues, and psychiatric comorbidities.

| 2027-September | PSYG 6008 | Clinical Skills Synthesis in Global Context | Leigh Meldrum, Shiloh Gossen |

This course serves to consolidate knowledge and skills gained in other courses of the program. The purpose of the course is to apply knowledge about the symptoms and presentations of psychiatric disorders in clinical formulations and to apply knowledge about different psychiatric treatment modalities in culturally sensitive and relevant manner to students' local health care context.

| 2027-September | PSYG 6009 | Evidence Synthesis and Knowledge Translation for Global Mental Health | Ejemai Eboreime |

This course equips students to find, appraise, and synthesize clinical evidence using rigorous methods. Through interactive lectures, group discussions, and practical sessions, students will learn to conduct scoping, systematic, and rapid reviews. They will gain skills in searching databases, critically appraising studies, and synthesizing evidence using meta-analysis. The course emphasizes writing structured critical reviews that follow reporting guidelines and translating evidence into clinical practice. Students will create a review protocol on a clinical topic, receiving feedback to meet publication standards. Graduates will be skilled critical reviewers who apply evidence-based principles to clinical practice and research.

| 2027-January | PSYG 6010 | Applied Global Clinical Psychiatry Capstone Course | Lara Hazelton |

This capstone course provides an opportunity for students in the program to synthesize and consolidate learning from previous courses by applying what they have learned to professional, systemic, and organizational aspects of psychiatry as contextualized in different locations around the world.

| 2027-January | PSYG 6012 | Global Mental Health: Determinants, Policy, Legislation, and Systems for Quality Care | Vincent Agyapong |

This course provides an in-depth exploration of the global determinants, governance structures, and system-level approaches that shape mental health policy, legislation, and service delivery. Grounded in the frameworks of the Lancet Commission on Global Mental Health and Sustainable Development and the WHO Quality Rights and mhGAP initiatives, the course examines how biological, psychosocial, cultural, and environmental determinants intersect with public policy and service systems to influence mental health outcomes globally. Students will analyze key global frameworks—including the WHO Comprehensive Mental Health Action Plan (2013–2030), IASC Guidelines for MHPSS in Emergencies, and Sustainable Development Goals (SDGs)—to understand how rights-based, equitable, and culturally responsive mental health systems can be developed and sustained. The course combines theory with applied case studies from diverse global contexts, encouraging students to develop the skills to design, implement, and evaluate effective and ethical mental health programs and policies.

PROGRAM ASSESSMENT

Students are assessed by a combination of:
- Assessments and/or written assignments submitted for all courses throughout the program.
- Successful completion of the capstone course (PSYG 6010) including passing a Reflective Essay (750-1000 words) and class presentations.

FINANCIAL INFORMATION

Tuition and Fees
Current schedules for Graduate fees (including tuition) can be found at
https://www.dal.ca/admissions/money_matters/tuition_payments/Tuition_Fees.html

Scholarships
The Department of Psychiatry provides funding to support scholarships for deserving students. These scholarships aim to improve accessibility and inclusion for promising applicants who may otherwise find the tuition cost prohibitive.
These scholarships covering 50%-100% of program fees will be awarded to incoming students based on academic achievement, clinical experience, and future potential. If you are interested in being considered for funding, you must include a paragraph in your statement of intent why you believe you are deserving of a tuition scholarship, demonstrating need and achievements.

GRADUATE PROGRAMS

Course Assessment and Grading Policy
Students will be provided with a course outline (syllabus) by the instructor at the first meeting of the class. In order to complete a course satisfactorily, a student must fulfill all the requirements as set down in the course outline. Changes to the outline that affect assessment components, the weight of individual assessment components, or examination requirements with a value of 10% or more must have the approval of at least two-thirds of enrolled students in order to be valid. When collaboration is included as part of course expectations, as in group projects or group assignments, the instructor will provide in the course outline a statement of the degree of collaboration permitted in preparation and submission of assignments.

Within four weeks after the beginning of each term, course outlines must be placed on file with the appropriate home faculty/school/college. The official grading system at the University is a letter-grade

system. Students can expect that their final grade will appear on their record seven calendar days after an exam scheduled by the Registrar or 14 days after the last class where there is no final exam scheduled by the Registrar.

Academic Achievement

Faculty of Graduate Studies regulations stipulate that graduate students must achieve a minimum grade of "B-" in all courses required for their degree program. Any lower grade will be recorded as a failure (F). A student who fails to meet these requirements in any year is immediately and automatically withdrawn (academically dismissed) from the program. A dismissed student may apply, in writing, to the Department of Psychiatry for reinstatement. Reinstatement to a program after a failing grade must be supported by the Program Coordinator and must be approved in writing by the Faculty of Graduate Studies. If readmitted, any subsequent "F" will result in a final program dismissal. Note that academic withdrawal and reinstatement will be recorded on the student's official transcript. Students who receive two grades of "F" will receive a final program dismissal and will not be eligible for reinstatement

Continued registration in the program is contingent on the completion of an annual progress report including the section that confirms an annual committee meeting and written feedback from that meeting. Progress reports are made annually and students who are experiencing difficulty will be alerted to any concerns that the Department has about their progress. Disagreements should be brought to the attention of the Program Coordinator.

Student Feedback

Students should always feel free to give feedback directly to the Course Director and the rest of the team. Students will also have the opportunity to provide constructive anonymous feedback to improve the program at the end of each course. Student feedback is taken seriously and is perceived as vital to the future development of this program. These evaluations are analysed and discussed by teaching staff at course committee meetings during the year. Students should be aware that evaluations are used not only by those directly involved in teaching on the program, but may also be used by the School for staff appraisal or in quality assurance exercises or as part of the academic promotions procedure.

ADMINISTRATION, REGULATIONS, AND GUIDELINES

Registration

All graduate students at Dalhousie are required to register for each and every term (Fall, Winter, Summer). The deadline for registration is typically sometime during the month that precedes the start of the term. (August for the fall term; December for the Winter term; April for the Summer term). Please be aware of current deadlines for registration. Failure to register by the deadline can affect processing of your stipend payment in the first month of the term.

Graduate students in program fee degrees must maintain their registration on a continuing basis. Program fee students must register for **REGN 9999** every term and pay the appropriate program fee. REGN 9999 is listed in the Academic Timetable as "Registration Course - Graduate".

In all terms where fees are paid (Fall and Winter), students must be registered in at least one course in addition to REGN 9999. For the summer term, students need only register in REGN 9999.

Students who fail to register by the approved deadlines will be considered to have lapsed registration. Students who allow their registration to lapse will be considered to have withdrawn and will be required to apply for readmission. (see Section 5.5.1).

Registration can be done online via [Dal Online](.).

Graduate Program Committee (GPC)
The graduate programs of the Department of Psychiatry are administered by a Graduate Program Committee. The major responsibilities of the GPC are: Admissions, student evaluation, curriculum (including course evaluation), advising and record keeping. The GPC is chaired by the Graduate Program Coordinators. A list of current GPC members can be obtained by contacting the Program Administrator.

Responding to Requests for Information
As part of administering the graduate program, the department is required to periodically collect information from graduate students. Students are asked to please respond promptly to such requests so that we do not waste time and resources repeatedly asking for the same information. Even if the purpose of the request is not always apparent, we value our students' time and will not ask for information that we do not need.

ACADEMIC INTEGRITY
Dalhousie adheres to the highest standards of academic integrity. Students at the graduate level should already have an excellent understanding of what constitutes intellectual dishonesty. If a refresher is required, please consult the Dalhousie Academic Integrity website:
https://www.dal.ca/dept/university_secretariat/academic-integrity.html

Plagiarism

Plagiarism and cheating will not be tolerated and will be met with significant consequences which range from remediation to dismissal from the program.

It is clearly understood that all members of the academic community use and build on the work and ideas of others. It is commonly accepted also, however, that we build on the work and ideas of others in an open and explicit manner, and with due acknowledgement.

Plagiarism is the act of presenting the work or ideas of others as one's own, without due acknowledgement.

Plagiarism can arise from deliberate actions and also through careless thinking and/or methodology.

The offence lies not in the attitude or intention of the perpetrator, but in the action and in its consequences. It is the responsibility of the author of any work to ensure that he/she does not commit plagiarism.

Plagiarism is considered to be academically fraudulent, and an offence against academic integrity that is subject to the disciplinary procedures of the University.

Examples of plagiarism
Plagiarism can arise from actions such as:
   a)   copying another student's work;
   b)   using AI to complete assignments without acknowledgement;
   c)   enlisting another person or persons to complete an assignment on the student's behalf;
   d)   procuring, whether with payment or otherwise, the work or ideas of another;

e) quoting directly, without acknowledgement, from books, articles or other sources, either in printed, recorded or electronic format, including websites and social media;

f) paraphrasing, without acknowledgement, the writings of other authors.

Examples (d) and (e) in particular can arise through careless thinking and/or methodology where students:

I. fail to distinguish between their own ideas and those of others;

II. fail to take proper notes during preliminary research and therefore lose track of the sources from which the notes were drawn;

III. fail to distinguish between information which needs no acknowledgement because it is firmly in the public domain, and information which might be widely known, but which nevertheless requires some sort of acknowledgement;

IV. come across a distinctive methodology or idea and fail to record its source.

All the above serve only as examples and are not exhaustive.

Avoiding plagiarism

Students should ensure the integrity of their work by seeking advice from their lecturers, tutor or supervisor on avoiding plagiarism. All schools and departments must include, in their handbooks or other literature given to students, guidelines on the appropriate methodology for the kind of work that students will be expected to undertake. More help can be found here: https://www.dal.ca/about/leadership-governance/academic-integrity/plagiarism-and-cheating.html.

STUDENT RESOURCES

The International Centre
- advice on academic matters and assist with a smooth transition to your studies at Dalhousie. https://www.dal.ca/campus_life/international-centre.html

The Student Health and Wellness Centre
- advice and mental health support to students: https://www.dal.ca/campus_life/health-and-wellness.html

IT Resources
- Dalhousie VPN for secure browsing: https://dalu.sharepoint.com/sites/its/SitePages/vpn.aspx
- Brightspace for course materials: https://dal.brightspace.com/d2l/login