The Clinical Students’ Handbook
Department of Psychology
York University

August 2013
Hello and welcome to York University’s Graduate Program in Clinical Psychology.

This handbook is intended to provide you with information specifically relevant to the Clinical Area and will supplement the information that you receive from other sites, such as the Graduate Program in Psychology Handbook.

It is also hoped that you will use this as a working document. For instance, we have included a PhD planning template to help guide your thinking about your progress through the program and to facilitate discussions with your supervisor. You may also find it helpful to add relevant information to the appropriate sections as it becomes available.

Because this is a working document, we welcome hearing from you about any additions or changes that you would like to suggest to be included in future editions.

The current Clinical Area Secretary is Sabrina Iantorno (sian@yorku.ca), Room 281 BSB. She can assist you in finding the current Chair of various committees and can answer any questions about this handbook.

Thank you and best wishes,

_______________________________
Director of Clinical Training

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Program Overview

Our Graduate Program in Clinical Psychology is accredited by the Canadian Psychological Association (CPA) and the American Psychological Association (APA). The date of the last accreditation for CPA and APA was 2009. Note that APA accreditation of Canadian university programs is being phased out. By 2015, all Canadian Clinical Psychology programs will be able to obtain CPA accreditation only. Also note that a program must be accredited at the time a student completes the program in order to declare graduation from an accredited program.

Contact information for the CPA Registrar is:
Dr. Melissa Tiessen, Director, Education Directorate & Registrar, Accreditation Canadian Psychological Association, Accreditation Office
141 Laurier Ave. W., Suite 702, Ottawa, Ontario K1P 5H3
Phone: 1-888-472-0657 (ext. 333)
Email: accreditation@cpa.ca, mtiessen@cpa.caWeb site: http://www.cpa.ca

Contact information for the APA is:
Susan Zlotlow, Director
Office of Program Consultation and Accreditation, American Psychological Association,
750 First Street N.E., Washington, DC, USA, 20002-4242.
Phone: 202-336-5979 • TDD/TTY: 202-336-6123 Fax: 202-336-5978
Web site: http://www.apa.org

The Program follows the Scientist-Practitioner Model, which is the predominant model in North American Clinical Psychology. This model emphasizes both the development of research skills/independent scholarship and clinical skills. In addition to required core clinical courses, instruction in related fields is encouraged and available through electives and additional courses (see Appendix). The Program is designed for students who wish to combine psychological theory, research, and practice in preparation for university teaching and research and/or for clinical practice and research in settings such as clinics, hospitals, and social service agencies. In order to meet the Program’s accreditation requirements, each student must complete 1800 hours at an accredited internship setting as part of the PhD requirements (typically done as a one-year full-time internship). In order to fulfil this requirement, students must be prepared for the possibility of relocating outside Toronto.

The Program in Clinical Psychology offers a wide range of theoretical approaches to clinical psychology, with emphasis on various diagnostic and treatment modalities, neuropsychology, health psychology, research into the process and outcome of psychotherapy with different clinical populations, and research methodologies. All core faculty, adjunct faculty, and applied practicum and internship supervisors involved in students’ clinical training are members of the College of Psychologists of Ontario.

The Program's training goals are:
1. To provide students with the essential knowledge base of clinical psychology.

The essential knowledge base comprises historical, rational-theoretical, and empirical perspectives on clinical psychology, and in turn is based in biological, cognitive-affective, and social psychology, as well as the psychology of individual differences. This is achieved by building on the students’ foundational knowledge of the biological, cognitive-affective, and social bases of behaviour from undergraduate courses. We provide students with graduate courses covering these areas along with education about individual differences in psychology and historical, rational-theoretical, clinical, and empirical psychological perspectives. Furthermore, through coursework, specific program requirements, and practical experiences, we aim to foster our students’ development of knowledge of human psychological function and dysfunction derived from science, practice, and a variety of theoretical perspectives.

2. To provide breadth and depth in techniques and methods of psychological science.

The Clinical Psychology Program aims to provide instruction in research design and quantitative and qualitative research methods with the goal of helping students form the basis for conducting and evaluating research and practice. Furthermore, we aim to provide students the knowledge and opportunity to develop competency in designing and conducting original research.

3. To provide students with an essential knowledge base of the theory and practice of psychological measurement and assessment.

The Clinical Psychology Program aims to provide students education in test design, psychometrics, standard clinical psychology assessment methods and instruments, psychodiagnostics, and psychological report writing. The program also aims to provide education and training in assessment skills to develop knowledge of assessment issues; proficiency in test administration; competency in scoring and interpreting psychological tests; ability to develop sound, useful conceptualizations of cases; ability to gather relevant interview data appropriately; ability to write a well-organized psychological report; ability to determine which assessment methods are best suited to the task at hand; and effective listening, observation, and information-gathering skills.

4. To provide students with essential knowledge of the theory, practice, and evaluation of psychological interventions and programs.

The Clinical Psychology Program aims to provide students education in evidence-based decision-making and treatment effectiveness, empirically supported therapeutic approaches, and practice and training in a variety of psychological intervention models and modalities of psychotherapy. Furthermore, our objectives are to develop students’ competencies in the following areas: (a) Interpersonal Relationships with Clients; (b) Intervention and Consultation; (c) Research; and (d) Use of Supervision and Professional Development.

5. To promote the highest ethical and professional standards of psychological research and practice.
The Clinical Psychology Program aims to provide students education in the knowledge and practice of ethical and professional standards of research and practice. We aim to help students achieve the competencies in ethics and standards including good knowledge of ethical principles and the ability to apply these appropriately. Students shall demonstrate good knowledge of standards of professional conduct, the ability to resolve ethical dilemmas; proactively identification of potential ethical dilemmas; and knowledge of factors that may influence the professional relationship. The Clinical Psychology Program also aims to teach students about culturally competent practice and the relationship between self-knowledge and self-reflection. Students are also taught to achieve responsible caring for a diverse range of clients. This includes an awareness and appreciation for how one’s own values, beliefs, gender, sexual orientation, and ethno-cultural backgrounds impact our clients and interact with their own values and beliefs.

6. To foster creativity, problem-solving skills, diversity and innovation in science and clinical practice in our students and graduates.

The Clinical Psychology Program aims to provide students education and opportunities to develop and enhance their creativity and to experience diversity and innovation in training and career development.

Prior to completion of the PhD Program, students are required to demonstrate:

1. Competence with a reasonable sample of cognitive, personality, behavioural, neuropsychological, and psychometric techniques of assessment that are oriented to the refinement of intervention strategies.

2. Competence with a reasonable sample of cognitive, behavioural, experiential, interpersonal, and psychodynamic systems of psychotherapy.

3. Competence in research involving clinically relevant problems.

In addition to course requirements, the Program relies heavily on an apprenticeship system. Each student works closely with his/her supervisor and a variety of psychologists practising in a wide range of internship settings for an interactive enhancement of both the academic and practical aspects of the student’s educational experience.

Additional hands-on clinical experience is obtained through the provision of services at the York University Psychology Clinic (YUPC). Students are involved in the Clinic throughout their tenure as graduate students, beginning in the MA-1 year. Responsibilities increase commensurate with training obtained in the clinical courses and through practica, from conducting telephone intakes to completing assessments, to potentially being supervised by faculty in the supervision of lower level students conducting therapy.
Admission to the Clinical Program is highly competitive, with an average admission rate of 8 students per year. However, the coming year (2012/13) is unusually large. We received 172 applications, of which 59 were entered into our top list and 11 were selected (1 PhD). In the previous year (2011/12), we received 161 applications; 55 of these were entered into our top list from which 6 were selected (1 PhD). Normally, students gaining admission have an undergraduate grade point average equivalent to A- (80%) or better in their last 10 courses (or 20 half-courses). Admission is dependent on a two-step process. First, a short list is created after a thorough review of each application, including references, personal statement, GREs, and academic grades. Then, potential supervisors select students from the short list and make recommendations to admit their choices. Although the majority of students enter at the MA level, applicants with an MA in psychology (which includes an MA thesis) may apply to enter at the PhD level. However, applicants entering at the PhD level may be required to complete certain MA courses prior to registering in advanced PhD courses. Expected completion time is 2 years for the MA program and 4 or 5 years for the PhD. For up to date admissions data, please consult the website or the Director of Clinical Training, who will refer you to the Chair of the Admissions subcommittee.

Year-End Reports

At the end of the academic year, students in the Clinical Program submit a report and a copy of their CV to their supervisors and the DCT. (The specific due date is announced by the DCT several weeks in advance.) This progress report covers coursework completed, research progress, and participation in professionally related activities. Each student’s research supervisor is also asked to submit a report on each of their students to the DCT at this time. After all the reports are submitted, the Clinical Program faculty meet (usually in May) to discuss all of the students in the program as a group. Students then receive a letter from the DCT providing feedback about their progress in the program. In this letter, students may be encouraged to gain additional experience commensurate with their professional development. Recommendations may include such things as engaging in clinical activities in the Psychology Clinic, participating in workshops, presenting at and attending conferences, and attending colloquia and brown-bag discussions. These are the kinds of activities registered psychologists are expected to engage in as part of their continued development. Students will find that participating in such activities contributes to their preparations for predoctoral internships and a career in psychology.

Please discuss any questions that you may have about the Program with your supervisor, and feel free to consult with the Director of Clinical Training, Joel Goldberg.
# PROGRAM REQUIREMENTS

## MA Program

### MA I

<table>
<thead>
<tr>
<th></th>
<th>Course Title</th>
<th>Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>Foundations of Clinical Psychology</td>
<td>6420</td>
<td>6.0 (Y)</td>
</tr>
<tr>
<td>b)</td>
<td>Assessment in Psychology</td>
<td>6430</td>
<td>6.0 (Y)</td>
</tr>
<tr>
<td>c)</td>
<td>Univariate Analysis</td>
<td>6130</td>
<td>6.0 (Y)</td>
</tr>
<tr>
<td>d)</td>
<td>Research Practicum</td>
<td>6820A</td>
<td>6.0</td>
</tr>
<tr>
<td>e)</td>
<td>Thesis Proposal</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**(Students are strongly encouraged to submit a prospectus by Feb 28 and a proposal by June 15 of the MA I year. See Graduate Psychology MA Thesis Guidelines for more details.)**

### MA II

<table>
<thead>
<tr>
<th></th>
<th>Course Title</th>
<th>Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>Introduction to Psychotherapy</td>
<td>6435</td>
<td>6.0 (Y)</td>
</tr>
<tr>
<td></td>
<td>Anticipated in FW14, this course will be replaced by two half-courses: Evidence-Based Principles of Psychotherapy</td>
<td>6436</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>Approaches to Psychotherapy: Advanced Study</td>
<td>6437</td>
<td>3.0*</td>
</tr>
<tr>
<td></td>
<td>Clinical Neuroanatomy</td>
<td>6425</td>
<td>3.0*</td>
</tr>
<tr>
<td>b)</td>
<td>Clinical Practicum I</td>
<td>6430P</td>
<td>6.0 (Y)</td>
</tr>
<tr>
<td>c)</td>
<td>Complete and Defend Thesis</td>
<td></td>
<td></td>
</tr>
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</table>

**Note:** *It is anticipated that Psychology 6437 will be required for General Clinical Psychology students only, while Psychology 6436 will be required for both General Clinical Psychology students and students in the Clinical Neuropsychology Stream (may be taken during the MA-1 or MA-2 summer).*
PhD Program for General Clinical Psychology Students*

PhD I
a) Psychodiagnosics** 6440 6.0 (Y)
b) Advanced Intervention** 6445 6.0 (Y)
c) Ethical Issues** 6490 B 3.0
d) Elective at 6000 level***

PhD II
a) Historical & Theoretical Foundations of Contemporary Psychology A or B** 6020 3.0 OR 6030 3.0
b) Practicum II** (see p. 11) 6440P 6.0
c) Multivariate Analysis 6140 6.0 (Y)

PhD III & IV
a) Elective at 6000 level*** (either one full year, or two half year)
b) Minor Area Paper (must be completed and approved by the end of PhD III -- see p. 15)
c) Clinical Competency Examination (see p. 20)
d) Dissertation
e) Internship (see p. 24) 6840 6.0 OR 6840A 3.0 & 6840B 3.0
f) Practicum III (strongly encouraged) 6340P 6.0 Students may wish to consider this after PhD II (see p. 18)
g) Additional supervised clinical training may be done if student completes an application for program-sanctioned hours (such as in the YUPC or off-site), signed by a registered clinical supervisor and the DCT.
h) Attendance at Clinical Psychopharmacology for Psychologists workshop (offered every other year)

Note: * These are the minimal requirements of the PhD program. Students are encouraged to take additional courses according to their interests.

** Required in year indicated (note: MA students are not allowed to take Ethics).
PhD Program for Students in the Clinical Neuropsychology Stream

**PhD I**

a) Psychodiagnostics* 6440 6.0 (Y)
b) Advanced Intervention* 6445 6.0 (Y)
c) Ethical Issues* 6490 B 3.0
d)** Clinical Neuropsychology 6450 3.0 OR
   Human Neuropsychology: History and Syndromes  6320 3.0 OR
   Cognitive Neurorehabilitation 6330 3.0
e) Confirmed attendance at Clinical Neuropsychology Rounds

**PhD II**

a) Historical & Theoretical Foundations of Contemporary Psychology A or B**  6020 3.0 OR
   or
   6030 3.0
b) Practicum II** (*must include supervised experience in neuropsychological assessment*)  6440P 6.0
c) Multivariate Analysis 6140 6.0 (Y)
d) Confirmed attendance at Clinical Neuropsychology Rounds

**PhD III & IV**

a)** Clinical Neuropsychology** 6450 3.0 OR
   Human Neuropsychology: History and Syndromes**  6320 3.0 OR
   Cognitive Neurorehabilitation** 6330 3.0
b) Minor Area Paper: *must be completed and approved by the end of PhD III -- see p. 15*
c) Clinical Competency Examination (see p. 20): *assessment case must involve a neuropsychological evaluation*
d) Dissertation: topic must be relevant to clinical neuropsychology (as determined by the Clinical Neuropsychology Stream faculty)
e) Predoctoral Internship (see p. 24) 6840 6.0 OR
   6840A 3.0 & 6840B 3.0
   *must include a major rotation/experience in clinical neuropsychology*
f) Practicum III (strongly encouraged) 6340P 6.0
   Students are encouraged to consider this after PhD II (see p. 18)
g) Additional supervised clinical training may be done if student completes an application for program-sanctioned hours (such as in the YUPC or off-site), signed by a registered clinical supervisor and the DCT.

h) Confirmed attendance at Clinical Neuropsychology Rounds in all but internship year

i) Attendance at Clinical Psychopharmacology for Psychologists workshop (offered every other year)

* Required in year indicated (note: MA students are not allowed to take Ethics).

**All three of these courses must be taken at some point. Two of these courses fulfil the required electives for the Clinical Psychology program and the third fulfils requirements for the Clinical Neuropsychology Stream.
Student involvement in YUPC

The York University Psychology Clinic (YUPC) is housed in the Behavioural Sciences Building at York and is affiliated with the Clinical and Clinical-Developmental Psychology areas. Assessment and intervention services are provided by graduate trainees, which allows clients to benefit from a team-based approach with intensive supervisory input.

The YUPC provides a range of psychological and neuropsychological assessments to assist with diagnostic clarification, treatment recommendations and educational accommodations. In addition to general psychological assessments, the clinic also offers a team of specialists in the diagnosis of Autism Spectrum Disorders, Learning Disorders, and Attention Deficit & Hyperactivity Disorder (ADHD) evaluations. We also provide assessments for mood and anxiety.

It also provides family, couples, and individual psychotherapy for adults, adolescents, and children. Psychotherapy is offered for a range of mental health concerns such as depression, anxiety, relationship problems, parenting concerns, work difficulties, school problems, family conflict, and grief.

Health promotion services are offered as well. For example, the YUPC offers a range of support services for health issues such as Couples Coping with Cancer, and promotes mental health wellness including programs on effective parenting and healthy aging.

Clinic Rounds are held about once per month. Attendance at Rounds is strongly encouraged. Presentations typically are led by local psychology experts and combine case material with theory and research. Recent topics have included: DBT for borderline conditions, Brief psychodynamic psychotherapy, CBT for anxiety and suspiciousness, and Anger and Avoidant Attachment in Emotion-Focused Therapy for Complex Trauma.

Student involvement in the York University Psychology Clinic begins in January of the MA-1 year when students are given training in completing telephone intakes for YUPC services. This training consists of learning about the complete range of services YUPC offers; a standard intake protocol; risk assessment protocol and YUPC procedures for handling medium/high risk situations, and a tour of the clinic. Upon completing the training, each participant then completes a practice intake call with a member of the YUPC student advisory group role-playing a potential client. With the successful completion of this practice call, the student is then expected to provide 15 hours of coverage in the YUPC call centre by the end of the first semester of the MA-2 year.

During their MA-2 and PhD-1 years, students are given the opportunity to observe YUPC assessments being completed by upper level students. There are also plans to try to operationalize how YUPC senior students who have picked up a therapy case can have a junior student observe the therapy process and supervision. Moreover, the YUPC now offers a practicum training position (September – April) for an eligible PhD II or III student.
MA Thesis Guidelines

General Philosophy

The clinical area adopts an apprenticeship model whereby students are socialized into a research culture while completing an MA thesis. The MA thesis should address a meaningful and manageable research question. Candidates conduct thesis research under the direction of a Supervisory Committee, normally consisting of a Primary Supervisor and one other faculty member from the program. The final written product should take the form of a manuscript suitable for submission for publication in a journal in the area of research undertaken. In exceptional circumstances the Supervisory Committee may specify different parameters for the form of the thesis (e.g., length). The research and thesis must demonstrate the student’s ability to undertake original research and that the student has achieved an advanced understanding of the thesis topic. After the formal submission of the thesis, an oral examination of the thesis and related matters is held. The thesis and oral defense are evaluated according to the procedures outlined in the Psychology Graduate handbook.

In order to implement the above philosophy the following guidelines are provided

MA Thesis stages

1. Prospectus: Feb 28th. in MA 1. This proposal lays out a plan of study similar to an extended scholarship / grant proposal (1-2 pages) and identifies the members of the Supervisory Committee.

2. FGS Proposal Submission - Methods and Ethics: Due June 15th in MA 1. In early June students are expected to finalize committee approval of the proposal and submit ethics to FGS. This step facilitates getting ethics review early enough to allow working with human subjects.

3. Working draft: Due at the beginning of September in MA 2. The working draft consists of a literature review combined with the previously completed method section. The Supervisory Committee may require that a substantial or elaborated literature review be completed. If so, it is expected that the literature review will be further synthesized and condensed for the final thesis submission.

4. Final thesis. This is due toward the end of the summer of year 2 in the form of a manuscript suitable for submission for publication. It is not assumed that the quality or content of the manuscript would necessarily warrant publication. Rather, the emphasis is on learning how to write in the scholarly format that is normative in the subfield in which the student is working.
Use the following template to help sketch out your plan for progressing through the Program. The Program is intended to be completed in 4 - 5 years. Your particular timeline will be affected by a variety of choices and other factors (e.g., the type of research you conduct, the population you study, your publication record, family commitments, etc.). It is important to be as flexible and realistic as possible and to discuss your plan with your supervisor. Occasionally, a student may require 6 years to complete the PhD, but it should be noted that graduate students are not funded after the 6th year. You may need to revisit your plan a number of times throughout your PhD residency.

**PhD Planning Template**

<table>
<thead>
<tr>
<th>Year of Study</th>
<th>Courses</th>
<th>Other Activities</th>
</tr>
</thead>
</table>
| PhD 1 Year _____ | • Ethics (R)  
• Psychodiagnosics (R)  
• Advanced Interventions (R) | |
| PhD 2 Year _____ | • Practicum (R)  
• History and Theory of Contemporary Psychology (R)  
• Multivariate Analyses (R) | |
| PhD 3 Year ______ | | |
| PhD 4 Year ______ | | |
| PhD 5 Year ______ | | |

Year _____ Begin Life after Grad School – Pre-registration year - write EPPP, jurisprudence exam, supervision year

Year ___ Register with the College of Psychologists in province of residence
Minor Area Paper

The Minor Area Paper requirement may be fulfilled by either of the following:

1. A comprehensive review of the literature of a chosen area, with an emphasis on theory, or

2. A report of original empirical research that is suitable for submission to an appropriate peer-reviewed journal.

This work must not overlap with either the dissertation topic or course requirements.

The Minor Area Paper Committee consists of two full-time faculty members of York’s Graduate Program in Psychology. The student’s advisor should provide assistance in choosing and defining a topic suitable for the Minor Area Paper and in identifying appropriate faculty members to serve on the Committee. When selecting a committee, keep in mind that the two members may not also both be on the student’s dissertation committee (although one member may overlap).

A brief written proposal of the Paper is submitted to the Committee for its approval. When the proposal is approved, the student must submit one copy to the Director of the Graduate Program, together with the signature of each committee member indicating acceptance of the proposal. (A form is available in the Graduate Office for this purpose).

The Minor Area Paper must be completed and approved by the end of the summer term of the PhD III year.

For further information, please refer to the Graduate Program in Psychology Handbook.
Clinical Practica

Currently, the formal number of practica hours to be taken prior to applying for a predoctoral internship is 990 hours, consisting of Practicum I (330 hours) and Practicum II (660 hours).

**Practicum I (MA)**

Practicum I (Psychology 6430P 6.0) is taken in-house, in the student’s second year of MA studies.

**Practicum II (PhD)**

Practicum II (Psychology 6440P 6.0) involves 660 hours of supervised training at an external setting and is taken in the second year of the PhD program. (note: Training must include neuropsychological assessment for students in the Clinical Neuropsychology Stream.)

NOTE: When students undertake their Practica, they may find that they spend additional hours on activities such as studying individual cases, learning testing materials, writing intake summaries, etc. It is important for students to keep record of these substantive additional hours to their training and to present these alongside the 990 hours when applying for a predoctoral internship. Practicum hours are recorded on Time2Track, which is a secure web-based system for tracking practicum training hours and information about clients. York provides access to this system at no charge to the students.

The Clinical and CD Areas have reviewed the evidence for the numbers of hours students are normally expected to have taken before applying for predoctoral internships. The 990 hours is fully adequate. What is more important is the quality (i.e., depth and breadth of the student’s training) and the balance of the training. An example of the latter would be having substantive training in both assessment and intervention approaches.

The practicum III option is provided for students who seek to add to the quality of their training given that they are progressing through the program in a timely manner. This third practicum has become more normative than optional in recent years.

Choosing a Practicum II Location

1. **Each student is asked to meet with a faculty member from the Practicum Committee to discuss the choice of a practicum location.** To assist the student, the Student Practicum Committee has endeavoured to provide a relatively up-to-date listing of practicum locations which is available on-line at: http://www.yorku.ca/gradpsyc/clinicalpracticum/index.html The Clinical area secretary (in 281 BSB) also has a copy of our up to date accreditation “Self-Study” binder which contains an easy to peruse appendix containing information about each clinical applied practicum that has been used in recent years.
2. Students who are eligible for external practica are encouraged to attend the Annual GTA Practicum Day Fair usually held in November (hosted by York University in recent years) where there are opportunities to meet with practicum coordinators and supervisors from almost all of the settings in the Greater Toronto Area. Students should meet with their supervisors and Director of Clinical Training to review their interests and training needs. Most practicum sites have an application deadline around February 1, and interviews are scheduled after that. There is now an agreed-upon GTA practicum placement notification day which was March 18th in 2013 and will likely continue to be the third Monday in March.

3. Once a student has accepted a placement with a supervisor in a practicum setting, she/he is required to notify the Director of Clinical Training by email.

4. The student obtains a “Practicum Agreement Form” from the Graduate Office or downloaded from the practicum website (see above). This form is completed by the Practicum Supervisor and agreed to by the student. **The details entered on this form need to be clear and specific so that the student, supervisor, and Director of Clinical Training know in advance what kind of training will be provided.** Among the details to be negotiated or clarified with the practicum supervisor are: (a) number of hours of supervision per week designating individual and group (if the latter occurs), (b) skills to be learned (e.g., particular intervention skills, assessment tools), (c) depth of learning anticipated (e.g., if student is going to learn CBT then indicate how substantively this will be covered; if doing assessment, indicate whether the student will be learning interpretation, formulation, intervention planning informed by the assessment, etc.), (d) the clientele, (e) expected obligations and privileges, (f) optional additional training/experience from other professional personnel on site, and (g) evaluative feedback format. In general, the Practicum Agreement Form outlines some mutually agreed specificity of the expectations for the Practicum training experience for all parties.

5. **The student must submit the Practicum Agreement Form to the Director of Clinical Training.** The DCT will contact the practicum supervisor to confirm arrangements. Often, however, the setting and the practicum supervisor have provided such services before and a phone contact between the DCT and practicum supervisor is not necessary. The DCT would contact the student if, upon reviewing the Practicum Agreement Form, there is insufficient information to approve it, or if there is some question(s) regarding the choice of the practicum setting.

6. After reviewing the Practicum Agreement Form and possibly confirming the arrangement with the practicum supervisor, the DCT will sign the Form and give it to the Clinical area secretary. One copy will be given to Connie or another secretary in the Graduate Office, so the student can be registered for credit in the Practicum. Sandra Locke (secretary to the Chair of the Department) will also be informed so that she can arrange for a Contract Letter to be sent to the practicum supervisor. This is critical in order for the supervisor to receive a stipend for providing practicum supervision. **THE ONUS IS ON THE STUDENT**
TO ENSURE THIS CONTRACT IS SENT. The student must therefore ensure that the name and address of the practicum supervisor are included in the Practicum Agreement Form. The Contract Letter is then signed by the Department Chair and sent by Sandra Locke on the Chair’s behalf.

Practicum III

In recent years, students have been encouraged to obtain additional clinical experience by completing a third external practicum. The Director of Clinical Training allows a student to take a third clinical applied practicum provided that the student has completed all course work and either the minor area paper or an approved PhD dissertation proposal. Please note that this option is intended for students who are progressing through the program in a timely manner (thus the required completion of courses and either PhD paper or dissertation proposal). For example, a student may wish additional training in assessment or intervention skills. It is critical that by taking the Practicum III the student is not delaying his/her progress towards the completion of the PhD requirements.

Practicum Evaluation

In January and May of each year, practicum supervisors submit grades and written comments on the work of their students to the Graduate Office. These reports are placed in the student’s file.

Supervisors are encouraged to review evaluations of student performance in their practica with the student before the evaluations are submitted to the Graduate Office. Practicum evaluation reports are available in the Program Office for inspection by the student at any time.

Tracking Practicum Hours

Students are required to track all of their practicum training hours. This includes direct contacts with clients as well as individual and group supervision. Client demographic information (kept anonymously and confidentially) is also required to be tracked. In order to do this efficiently and conveniently, York University graduate students who are about to begin their first external practicum will be provided with access to the Time2Track secure web-based service: http://time2track.com/
Credit for Courses Taken from Another Department at York or from Another University

Instruction in related fields is encouraged and available through electives and additional courses from the Department of Psychology, from other Departments at York University or from another university. Students must obtain approval from the Director of Clinical Training and from the Graduate Director for credit of courses taken outside of the Department of Psychology. To petition for course credit approval for a course taken from outside the Department of Psychology or from outside of the University you need to complete the relevant petitions form, obtainable from the Graduate Department of Psychology office. The form is to be returned to the Graduate Director for his/her approval after the signatures signifying that approval of the Supervisor, Director of Clinical Training, or any other faculty member involved have been obtained. Should the petition be denied, you may request that the matter be taken to the Program Executive Committee. Once Departmental approval is obtained for a course from outside of York University, the approved petition is next sent to the Faculty of Graduate Studies for consideration and disposition.
Clinical Competency Examination

Each PhD candidate in the Clinical Area of specialization is required to demonstrate a reasonable standard of competence in both psychological assessment and intervention. These skills are evaluated by means of a written submission and an oral examination of the student’s performance of these activities.

A student is eligible for the Competency Examination upon completion of Clinical Practicum II. Students who intend to go on internship in PhD-4 must successfully complete the Competency Exam by October 1st of PhD-3, which is the fall in which they apply for internships. This allows successful completion of the competency exam to be noted in the internship application and letters of reference. This means that the Examination should be scheduled no later than Sep 15 of the fall in which internship applications are submitted. All other Clinical students must complete the Competency Exam by the end of PhD-3 (i.e., August 31). Students who do not complete the Clinical Competency Exam prior to PhD-4 will not be eligible for TA positions in PhD-4.

The purpose of the Clinical Competency Examination is to ensure that students have sufficient clinical skills to be ready for internship. Students who do not pass the Competency Exam will be given a specific remediation-training plan. In such situations the psychologists supervising the remediation training would be required to meet with the examining committee and collectively judge if the student has progressed sufficiently to apply for internship (see end of this document for further elaboration of how this timing would play out). Students who pass the exam will be given feedback and recommendations for further training that they may wish to obtain during the internship year or during additional practicum experiences.

Requirements

In preparing for the examination, the student is required to submit to each member of the Examining Committee a package consisting of two sets of materials on a client(s) with whom he/she has worked. This package must be submitted to the examining committee 3 weeks before the scheduled examination. Preferably, the work will have been completed in a practicum setting, but, at the very least, it must have been done under the supervision of a registered psychologist. The assessment and intervention materials can be from a single client, or the assessment can be from one client and the intervention from another (which is generally the case). It is recommended that current cases are used if possible, so that the Examining Committee can get a picture of the student’s current abilities and performance level.

The materials submitted for the intervention component of the examination include:
(a) a statement describing the student’s approach or orientation to psychotherapy;
(b) a case summary that includes the history and formulation of the problem;
(c) a summary report of the particular therapy session presented, in which the issues covered are contextualized in regard to the therapy with that client (such as which session it was with the client and how the student’s behaviour in the transaction accords with the demands of his or her theoretical orientation); and
(d) a digital recording and printed transcript of the psychotherapy session.

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For the assessment component of the examination, the student provides:
(a) a brief case history, which may be subsumed in the psychological report in a background section or may be submitted separately;
(b) a full psychological report (i.e., the kind that is normally sent to another mental health professional and/or released to the client); and
(c) the test data upon which the report is based (i.e., full copies of the tests administered, not just summary sheets).

The assessment has to be more than just a psychodiagnostic assessment (i.e., not just a SCID or a MINI or clinical interview only). The assessment should be integrative and comprehensive (i.e., both cognitive and diagnostic assessment OR personality and diagnostic assessment). For example, if it is a personality assessment there should be a variety of personality and emotion measures, including some combination of self-report, objective, and projective measures, not just a PAI or MMPI or MCMI. If it is a cognitive assessment, it has to be more than just a WAIS.

The student must also enclose a copy of the consent form signed by the client(s) indicating permission for all materials used in the Competency Examination (note: the signature should be whited out for anonymity). See Appendix for sample consent form templates for assessment and intervention cases. Any ambiguity encountered in this regard must be discussed with the Chair of the Clinical Area Student Programme Committee before proceeding with the selection of a case.

NOTE: It is the student’s responsibility to make three copies of all materials and to provide one set of materials to each examiner.

Composition of the Committee

The Examining Committee consists of three members, two full-time faculty of York’s Graduate Programme in Psychology and a registered psychologist who is not a core faculty member from the Clinical area. In most cases, the external member is a practicum supervisor who is familiar with the student’s work but who has not directly supervised the student on the case(s) presented for the Competency Examination. It is up to the student to recruit the outside person and one of the two faculty members. The student’s Academic Advisor can be a member of the examination committee so long as he or she does not also serve on both the PhD thesis committee and the Minor PhD Paper. (In other words, a faculty member can be on no more than two of these three committees.) The second faculty member is nominated by the Chair of the Student Programme Committee on behalf of the Clinical Area. All full-time faculty who are registered psychologists and whose primary affiliation is with the Clinical or Clinical-Developmental Areas are eligible for nomination. The assignment is made on a rotational basis for faculty in the Clinical Area, although an attempt is made to select an examiner whose interests and expertise fit with at least one of the submitted cases. A Clinical-Developmental Area faculty is nominated only when necessary, such as when the material presented by the student (e.g., child assessment, play therapy, etc.) is relevant to a given faculty member’s area of specialization.

In short, the student arranges two of the three examiners. It is recommended that at least one of the examiners be a former clinical supervisor, provided that he/she...
has not supervised the student on either of the cases presented (to avoid a conflict of interest). If this proves to be difficult to put in place, then the student should notify the Chair of the Student Programme Committee, who will assist in finding an examiner for the student. The Chair of the Area Student Programme Committee should be consulted by the student prior to setting the date for the Competency Examination.

The examination is open to others who might wish to observe the examination provided the student is informed of this and the observers do not interfere with the examination process. Ideally, students who have not taken the competency exam are encouraged to attend the competency examination of other students, with their permission. (You can contact the Student Programme Committee chair for the schedule of upcoming examinations.)

The Nature of the Examination

The examination is conducted orally. The examiners are typically interested in the student’s knowledge pertinent to the material presented. The questions often lead to a collegial and collaborative discussion of assessment and intervention issues. The exam is NOT intended to be an adversarial confrontation.

For the assessment component, the student is examined on her/his psychological report in light of the data that informed the report (test data, clinical observations, theory, etc.). Within this framework, the examiners may address the student’s knowledge of personality theory, psychological (or neuropsychological) disorders, psychodiagnostic formulations, or psychometrics.

In terms of intervention, examiners are generally interested in matters such as (a) the student’s depth of understanding of the theory that informs the case formulation and the methods of the therapeutic approach undertaken, (b) the relation between the student’s statement of theoretical orientation and the practice of therapy, as reflected in the case presented, (c) the student’s sensitivity to issues arising in the psychotherapy process, (d) the student’s awareness and management of boundary issues, etc. In both aspects of the examination, the examiners may also focus on the student’s knowledge of ethics and standards of professional conduct. Overall, examiners look for evidence to ascertain that the student is well grounded and well on the road to thinking and acting as a clinical psychologist.

Evaluation

A Chair of the examining committee is selected at the time of the examination. Competence in assessment and intervention procedures are evaluated separately. The Examining Committee will either: (a) unanimously agree that the student has met reasonable standards of competence in assessment and intervention practice, or (b) make specific recommendations through its Chair for remedial tutelage in one or both areas to be undertaken prior to re-examination.

In the event that a student fails either the assessment and/or intervention portions, the examination committee will provide written feedback outlining where the report and/or presentation failed to meet the standards of competency. The feedback
should provide direction for improvements, which would subsequently be used by both the student and the Student Programme Committee. The student would be directed to the Student Programme Committee for consultation. A copy of this feedback would be given to the Director of Clinical Training and be kept in the student’s Clinical Area file.

The student has a maximum of three opportunities for examination. Re-examination, if necessary, must be scheduled within one year of the previous exam. Students requiring re-examination are referred to (and strongly encouraged to consult with) the Student Programmes Committee in preparing for re-examination.

Guidelines for Arranging the Examination

1. Consult with your supervisor and the Chair of the Area Student Programme Committee (currently Jill Rich, jbr@yorku.ca) prior to making the decision to take the examination.

2. Select and contact two examiners (one outside of York and one Clinical York faculty member) who are willing to serve on the examining committee during a general time frame (NOT a specific date and time at this point).

3. Notify the Chair of the Area Student Programme Committee at least 4 weeks in advance of the desired examination date to give the Committee time to arrange for the third examiner. When you write to the Chair, be sure to provide a brief description of each of your cases that includes the age, sex, basic referral question and therapy approach for the intervention case as well as the age, sex, and referral question plus tests administered for the assessment case. For each case, also indicate where and in what context the clinical service was provided (see examples below)

a. intervention: 58yof, client-centered therapy for adjustment issues related to cancer treatment seen during Advanced Intervention, supervised by Alberta

b. assessment: 18yom, referred for anger and adjustment issues; tests administered: Multidimensional Anxiety Questionnaire; Centre for Epidemiological Studies Depression Scale ; BDI II; Illness Intrusiveness Ratings Scale; TAT; Sentence Completion Test; Measure of Psychosocial Development; Montreal Cognitive Assessment, conducted at CAMH during Practicum II, supervised by XX.

c. intervention: CBT for panic attacks in 23yom, seen during Advanced Intervention, supervised by Les.

d. assessment: 38yom, query adult ADHD. Tests included WAIS-IV, WRAML-2, WIAT-II, Rey-O, Woodcock Fluency tests, Trail Making Test, Symptom Check List-90, Behaviour Rating Inventory of Executive Function, and the Conners Adult ADHD Rating Scales, seen at North York General during Practicum II, supervised by XX.

e. intervention: EFT, CBT, and DBT combined in an integrative approach for 47yof with high levels of anxiety and low self-esteem, seen in Advanced Intervention, supervised by Lynne.
f. assessment: a 34yo female with an acquired brain injury plus a long-standing history of anxiety and depression. The assessment included intelligence, memory, personality and projective testing, seen in YUPC, supervised by Harvey.

4. Be sure to indicate if any faculty are ineligible to be on the committee (i.e., someone who is on both the dissertation and minor area paper committees). You may also confidentially tell the Chair if there is a particular faculty member you do not want on your committee for personal reasons.

5. Once the Chair of the Student Programme Committee informs you of the third examiner, arrange a date and time that are agreeable to all three examiners.

6. Fill out the Clinical Competency Examination Arrangement Form indicating the names, affiliations, and e-mail addresses of the three examiners. Submit the form to the Chair of the Student Programme Committee with all the information.

7. The Student Programme chair will sign off on the form and submit it to the graduate office. The secretary of Graduate Studies in Psychology will reserve a room and will contact the student and examiners to let them know.

8. Each of the three examiners should receive an examination package with all the materials at least 3 weeks before the examination date.

9. The Chair of the Examining Committee is chosen at the examination itself. That person ensures that the Clinical Competency Examination Evaluation Form is completed at the end of the examination and submits it to the Graduate Programme Office.

Note: In the event that the competency exam takes place in August of PhD-3, and remediation is required by the examining committee, it may not be possible to complete the remediation prior to the internship application deadline that fall (now PhD-4). In such a case, the student would have to complete the remediation by January and either resubmit materials or undergo a second competency examination to obtain the committee approval prior to following through with the Internship Match.
Pre-Doctoral Internship

All students in the PhD program in Clinical Psychology are required to complete a predoctoral internship.

All coursework and the minor area paper and an approved PhD dissertation proposal and the Clinical Competency Examination must be completed prior to applying for internship. Internship settings will require the Director of Clinical Training to complete a verification of eligibility for internship application, which indicates that the applicant has completed the program requirements prior to entering the internship. A student who has not met the requirements will not be permitted to apply for internship.

NOTE: Students may complete the PhD dissertation and oral defence PRIOR to entering the predoctoral internship. The Faculty of Graduate Studies (FGS) will allow a student to complete the PhD oral defence prior to completing the predoctoral internship. Moreover, some internship sites actually prefer or even require applicants to complete their PhD dissertation prior to internship.

NOTE: Students are allowed to register for part-time graduate status when taking the predoctoral internship. To do this, students must notify their supervisor and the Director of Clinical Training who can e-mail their approval to the Psychology Graduate Office.

Applying to Pre-Doctoral Internships

Students must meet with the Director of Clinical Training to discuss their plans for Internship and Internship setting.

There are a variety of resources available to assist students in the preparation for and application to predoctoral internships. The Association of Psychology Postdoctoral and Internship Centers (APPIC) website (http://www.appic.org) provides details of the application and matching process (including the standardized internship application form), as well as an online directory of internship settings. The APPIC form (called the AAPI) is a common application form used for both Canadian and American internship settings. The Canadian Council of Professional Psychology Programs (CCPPP) also has an excellent website (http://www.ccppp.ca) that details the process of applying to internships, and provides other information such as an internship directory, possible interview questions etc. The CCPPP website contains important information for letters of reference as well. The York Psychology Resource Centre, also houses a great deal of information. Mary Maleki maintains information that the Clinical Director receives regarding various internship programs. This information includes application forms, stipends offered, and what the setting offers and looks for in the applications.

When deciding where to go for your internship, you need to consider your progress through the program, reflect on your career goals, and identify sites that are a good fit with your personal and professional goals. Students should apply to 10 - 15 sites in order to increase the likelihood of a successful match (i.e., 80-90% match rate).
After you have decided where to apply, the next step is to prepare the application. The AAPI is long and time-consuming, and students need to be thoughtful in their responses. It is a good idea to obtain a copy of the application form early in your training, so that you can update it as you obtain experience. Internship Training Directors will look for care in preparing the application, letters of reference that provide a positive and honest recommendation, a match between the student’s goals and that of the setting, the student’s skill set, grades, and research involvement.

The next stage is the interview. Research the site and prepare questions, as well as anticipate those that may be asked of you (both the CCPPP and APPIC websites provide tips on possible questions). Again, settings will look for goodness of fit and students’ sophistication in thinking.

Finally, there is a match day in early February. The Internship Matching Program (the "Match") run by APPIC is described in detail the National Matching Service website (http://www.natmatch.com/psychint). Briefly, however, the match process is as follows:

1. Applicants apply directly to the internship programs in which they are interested, and applicants and programs interview each other independently of the Matching Program.

2. No offers are made by programs during the interview period. After all interviews are completed, each applicant submits a Rank Order List on which the applicant lists the desired programs, in numerical order of the applicant's preference (first choice, second choice, etc.). Applicants may rank as many programs as they wish. Similarly, each internship program submits a Rank Order List on which the program lists the desirable applicants, in order of the program’s preference. These lists are submitted to National Matching Services by a predetermined deadline. The lists submitted by both applicants and programs are considered strictly confidential.

3. The Match then places applicants into positions based entirely on the preferences stated in the Rank Order Lists. Each applicant is placed with the most preferred program on the applicant’s Rank Order List that ranks the applicant and does not fill its positions with more preferred applicants. Similarly, each internship program is matched with the most preferred applicants on its Rank Order List, up to the number of positions available, who rank the program and who do not receive positions at programs they prefer. (An example and a more detailed description of how the matching process is carried out are provided at another link in the website.)

4. Applicants and Programs are notified of the results on a predetermined release date. Results are distributed to applicants by e-mail and the internet. Please see the National Matching Services web site for the specific timeline of this year’s Match. That address is: www.natmatch.com/psychint

5. It is possible that all of a particular program's positions will not be filled in the Match, and that some applicants will be left unmatched. APPIC operates a Clearinghouse for unplaced applicants and programs with unfilled positions, which will begin operation shortly after the distribution of the Match results.
Will all internship sites be participating in the Match?

All of the 575+ APPIC-member predoctoral internship programs are required to recruit all of their positions via the Matching Program (APPIC member programs are those which are listed in the APPIC Directory). In addition, we expect that some non-APPIC member programs will also choose to participate.

While internship applicants are not required to participate in the Match, virtually all students will find it highly advantageous to do so. An internship applicant who does not participate in the Match can only be offered a position as follows: (a) by an internship program that does not participate in the Match, or (b) upon conclusion of the Match, by an internship program that participated in the Match but had one or more positions left unfilled.

The results of the Match are absolutely binding upon all parties. If you participate in the Match, you agree to accept the internship site with which you are matched. Similarly, internship sites are obligated to accept the applicants with whom they are matched.

In the unfortunate event that you are not matched with any internship site, you may use the APPIC Clearinghouse. The Clearinghouse will begin operation on APPIC Match Day, and will remain open through the summer. Internship programs may use the Clearinghouse to list unfilled internship positions. For more information on the APPIC Clearinghouse, see the "Clearinghouse" page at the APPIC web site, www.appic.org.

Criteria and Procedures for Choosing Non-CPA/APA Accredited Internships

Students are expected to complete internships in APA- or CPA-accredited settings. However, this may not be possible for all students. The position of the York Clinical program is that all such internships - which it is hoped will be the exception - should be in settings that meet with the same criteria standards as sites that are accredited with CPA and APA. For the Director of Clinical Training to approve such placements, documentation must be provided to demonstrate that the training is equivalent to an accredited internship.

In accord with the CPA and APA standards, the following criteria must be met.

1. The settings must demonstrate support for internship training, preferably through adequate and stable budgeting for training operations. Internships should have financial support.

2. The training should be co-ordinated by an experienced practitioner, who is a member of the College of Psychologists of Ontario or the equivalent governing body in other jurisdictions. All supervisors should be equally credentialled by the appropriate governing body.

3. The internships will consist of one year of full time training, or half-time over a period of two years.
4. The internship must have a formal system for evaluating the progress of the students. There must be a system for performance feedback, plus due process and grievance procedures.

5. The internship training consists of an organized and coherent set of experiences, allowing for the integration and synthesis of clinical experiences. There should be an organized didactic component.

6. Supervision on both an individual and group basis must total a minimum of 4 hours per week. However, individual face to face supervision must comprise a minimum of 2 hours per week.

   There are other highly desirable criteria, some of which can best be judged by a visit to the setting rather than through documentation. These include:

1. A respect for issues of cultural and individual differences. It is desirable that trainees and staff reflect these values.

2. Intern and staff relationships are characterized by mutual respect and courtesy. Training occurs in a facilitative positive atmosphere.

3. Time is made available for research - normally ½ day per week.

4. Adequate facilities are provided, including office space, audio-visual resources and computer resources.

   **If a student wishes approval for an internship in a nonaccredited setting, the following steps should occur:**

1. Documentation must be provided to the Director of Clinical Training, which demonstrates that the proposed program meets the criteria as outlined above. The documentation is necessary to demonstrate that the internship is potentially accreditable. Documentation should include CVs of the relevant supervisory personnel. The documentation and request for approval must meet the normal time guidelines required for application to accredited internships.

2. Following receipt of the documentation, the Director of Clinical Training, or his/her delegate should conduct a visit to the setting. If this is not possible, for example because of distance, there should be a telephone conversation with the setting’s training director or primary supervisor(s).

   Following this process, the Director of Clinical Training may grant approval for the proposed internship placement.
Guidelines for Approval of Nonaccredited Internship Settings

Dear Clinical Area Students:

As a CPA-accredited program, we strongly encourage students to seek out accredited internship programs. In the exceptional cases where this is not possible, we are responsible for ensuring that nonaccredited settings meet accreditation standards as much as possible, and want to encourage these sites to develop their program toward the goal of ultimately achieving accreditation. As such, we wish to work collaboratively with you and the setting to ensure the highest quality placement for your clinical training. We lay out below a procedure and summary of criteria for applying for a non-accredited internship.

When considering a nonaccredited part- or full-time internship, in conjunction with your proposed placement primary supervisor, you should draft a letter that will allow the practica/internship committee to consider the application with respect to CPA accreditation criteria. For this purpose, we have presented below a condensed version of CPA accreditation criteria to be used in drafting the proposal. The practica/internship committee of the Clinical Area will use these guidelines to evaluate the application for a nonaccredited internship setting. While we recognize that not all of these criteria will be fully met by potential internship settings, and that such settings offer valuable experiences to students, we do wish to ensure that as many of these criteria are satisfied as much as possible.

Please address in your proposal how the potential setting addresses each of the points below. Please also attach the CVs of each of your setting supervisors to the proposal.

1. Every program has a philosophy of training (explicates its values and principles re teaching and training)

2. Goals and objectives (which operationalize the philosophy of training)
   a. must be in writing - brochure which is available to applicants
   b. consistent with the philosophy/mission of the host institution and the doctoral program from which interns come
   c. respects the scientific basis of psychological practice
   d. service demands do not erode training goals (no more than 2/3 of time providing direct service)
   e. other activities include consultation to other service providers, interdisciplinary team functioning, treatment or program evaluation
   f. organized and coherent sequence of experiences with varied exposure to problems & populations & experiences increase in complexity, facilitates integration/synthesis of experiences
   g. administrative, educational, supervisory support provided
   h. director of training specified (PhD, registered, senior professional with some experience in training)
   i. financial remuneration of interns
   j. full-time - at least 1800 hours, part-time 900 hours

3. By the end of the internship, interns must be eligible for registration and accordingly must have experience in a range of assessment and intervention procedures, consultation, and program development and evaluation
   a. Includes training in empirically supported interventions, and in more than one treatment modality
4. Research opportunities; professional practice informed by science

5. Written individualized training plan is completed by the Director of Training or primary supervisor and the intern at the beginning of the year and/or rotation; detailed training objectives and caseload expectations

6. Scheduled supervision at minimum of 4 hours per week by qualified psychologists (registered, PhD - 2 hours for part-time)

7. Whenever possible, training and experience in providing supervision

8. Interns are given feedback about their progress on an ongoing basis (written and consistently applied format that reflects program's goals and objectives, with explicit assessment of interns progress in meeting these); completed at regular, predetermined points; intern and training director given a copy

9. Intern progress reported in writing to the director of training of the doctoral program;
   a. at least twice and in the event of remediation/difficulty; synthesizes supervisors’ evaluations

10. Program has written minimum standards for successful completion of the program that is presented to the intern in advance of the year
    a. Remediation identification and process procedures specified
    b. At the start of the year, interns presented with a document outlining the program's policies and procedures to appeal decisions by the program

11. Programs demonstrate understanding and respect for diversity in intern evaluation procedures and in training/educational experiences

12. Training staff represents an organized group of psychologists who collaborate and meet regularly
    a. report to a chief psychologist or professional practice leader;
    b. staff of the program is sufficiently stable and of sufficient number to not be compromised by the loss of a staff member
    c. are registered and have PhD
    d. other professionals may contribute to training

13. At least two interns are enrolled in the program
    a. interns have formal opportunity to contribute to programme planning and development;
    b. interns formally evaluate the program including quality/quantity of supervision and instruction and aspects of the host institution and its staff;
    c. format and timing of interns evaluations of supervisors/program respect position of trust assumed by the program (e.g., interns complete evaluations after supervisors complete evaluations);
    d. interns made aware of ethical standards and codes of conduct and federal/provincial regulations governing practice in the institution
14. Facilities and resources - quiet work space, secure storage, means of communication, appropriate space to carry out client activities, clerical support including means of documentation, AV resources for supervision, computer access, library facilities

15. Program has methods and mechanisms for monitoring progress in achieving goals and objectives of the internship program

   a. includes preparedness of graduates to apply for registration and applicability of knowledge gained to postdoctoral training and employment

Postdoctoral Positions

APPIC has a search page for postdoctoral positions as well as for those applying to communicate with each other: www.appic.org. Many postdoctoral positions are also announced at “newpsychlist” which can be joined by sending “subscribe newpsychlist your name” to: listserv@lists.apa.org. You may also consider joining APA’s “practice” listserv to network with practising professionals who may be able to direct you to potential supervisors/sites.
Criteria for Advancement and Transfer of Regular Students To the PhD Clinical Program, and Admissibility of Special Students to the Clinical MA and PhD Programs

Advancement from Clinical MA to Clinical PhD Candidacy

Advancement in status from MA to PhD candidacy is **not automatic**. Students who have successfully completed the requirements of the MA Program **must apply for advancement** to the PhD Program.

To apply for advancement, the following documents must be submitted to the Director of Clinical Training by August 1:

1. An application form (available in the Graduate Office) indicating (a) Completion or statement of intent to complete all MA requirements by November and (b) approval of the student’s advancement by his/her advisor.

2. Two letters of reference in support of the advancement, one from the MA thesis supervisor and one from a practicum supervisor.

The application, along with the student’s academic record in the MA Program, is reviewed by the Director of Clinical Training with input from the Clinical Area Student Program Committee. Subsequently, a recommendation is forwarded to the Director of the Graduate Program who then decides whether advancement is to be recommended to the Dean of the Faculty of Graduate Studies.

The student should allow a minimum of 4 weeks for his/her application to be processed.

Criteria for Transfer into the Clinical PhD Program (from within York’s Graduate Program in Psychology)

The following are criteria that the Director of Clinical Training and the Student Program Committee will examine when deciding whether to endorse an application from a York University psychology graduate student to transfer into the PhD Program in Clinical Psychology.

1. The student has demonstrated high academic standing and has completed or will be completing a Psychology MA degree at York by October. Students not having completed the MA will not be allowed to transfer. Thus, the procedures for making a transfer are delayed until the student has completed all requirements for the MA degree in psychology within the Area program they are currently registered. York students completing their MA in another area have to apply with the rest of the applicant pool in the fall, be submitted to the rating process, and make the short list. Note that GRE scores are required. The raters must not be either of the two faculty members who write letters of support for the transfer (see Criterion 2 below) nor the potential supervisor.
2. There are a minimum of two letters of recommendation from York Psychology faculty that support the transfer. These letters should provide information that clearly indicates that the student has demonstrated a high academic standard and is capable of PhD studies and training within the Clinical Psychology Program.

3. There is a supervisor who is a member of the Clinical Psychology Program who has expressed his/her commitment to supervise the student.

4. There is good evidence, based on a detailed letter from the student and an interview with the Director of Clinical Training, that the student is not only strongly motivated to enter the PhD Program in Clinical Psychology, but he/she is also aware of the academic and training requirements, and is prepared to meet the standards of our Program. The student should be aware of the professional challenges. In short, the decision to enter the clinical program ought to be well informed and well thought out.

5. The student will agree to take the MA-level courses appropriate to her/his gaining sufficient preparation for taking the required PhD courses. Determination of what MA courses need to be taken is done on a case-by-case basis by the Student Program Committee with input from the Director of Clinical Training.

Judgment about admissibility to the Clinical Program will be based on the five criteria listed above plus an evaluation of all the documents included in the student’s initial MA application file (i.e., submitted when first applying to our Graduate Program). The principle being followed here is that a student transferring into the Clinical PhD program should have been admissible as an MA student to the Clinical Area at the time of application to the Graduate Program.

Procedure

The first step is for the student to submit to the Director of Clinical Training a letter that provides a detailed rationale for requesting a transfer into the Clinical PhD Program by no later than August 1. The letter must be accompanied by documentation addressing the five criteria listed above. The student then arranges a meeting with the Clinical Director to discuss the request for a transfer.

The second step is for the Director of Clinical Training to forward the application documents to the Student Program Committee for a recommendation.

Assuming approval of a recommendation to endorse the transfer, the third step is for the Director of Clinical Training, the new Supervisor, and the student signing the Change of Area Form (available in the Graduate Office) and submitting this to the Director of the Graduate Program in Psychology.

Criteria for Admissibility as Special Student

All applications for “special student” status are required to meet with the Director of the Graduate Program and the Director of Clinical Training prior to applying for admission to courses to determine whether or not (a) they are capable of meeting the requirements of the courses and, in the case of students with English as a second
language (b) they are reasonably proficient in oral English to participate in and benefit from the courses. Although there are Faculty-wide regulations (see http://www.yorku.ca/grads) concerning required scores on the TOEFL and the MELAB (Michigan English Language Assessment Battery), poor command of oral English makes it difficult to teach such students and makes them virtually unsuitable for enrolment in experiential courses.

Special students will have low priority for enrolment in theory courses and it is only under exceptional circumstances that they will be allowed to enrol in experiential courses.

In any given year, the complement of “special students” who in one way or another seek admission to graduate level clinical courses should be no greater than the relevant courses can accommodate. Normally, transfer students from within the Psychology Graduate Program will have priority over “special students.”
FACULTY AND PROGRAM REGULATIONS

Generally, the place to start with program petition and appeals is with your academic supervisor and the Director of Clinical Training. Below is a copy of the petition and appeals policies in the Faculty of Graduate Studies. These policies are posted in the Faculty of Graduate Studies Handbook, accessible from the FGS website (http://www.yorku.ca/grads/index.htm), and the Graduate Program in Psychology Handbook (http://www.yorku.ca/psycgrad/)

Department of Psychology Graduate Program
Policies Regarding Petitions and Appeals

PETITIONS

Students may petition for exemption from any regulation of the Graduate Program in Psychology or of the Faculty of Graduate Studies. There is a form for petitions that require faculty approval (e.g., extension of time to remove an incomplete) and a form for petitions that require area approval (e.g., exemption from an area requirement). These forms are available from the Psychology Graduate Program office. The form is returned to the Director for his/her approval after the signatures signifying that approval of the Supervisor, Director of Clinical Training, or any other faculty member involved have been obtained by the student. Should the petition be denied, the student may request that the matter be taken to the Program Executive Committee. If the rule that is being petitioned is a Faculty of Graduate Studies regulation, the approved petition is next sent to the Faculty of Graduate Studies for consideration and disposition.

ACADEMIC HONESTY

Students should be aware that the offences against the standard of academic honesty have been broadened to include activities that are related to the research enterprise. Although most students would not be surprised to find that behaviours such as fabricating results and falsifying results constitute academic dishonesty, some might not know that actions such as misrepresenting research results or the methods used, failing to give credit to collaborators as joint authors, or the listing as authors of others who have not contributed to the work, and submitting data collected with other students or faculty members for publication without their permission all constitute examples of academic dishonesty. Students should read the section on academic honesty in the Faculty of Graduate Studies Calendar so that they are familiar with the Faculty’s policy on this topic.

Faculty of Graduate Studies Regulations and Policies

I. Procedures Used to Hear Appeals by Students against Decisions of Graduate Programs Concerning Academic Issues

1. The graduate program shall make the initial decision on any academic issue, including an evaluation based on academic judgement (for example, course grades, research review papers, qualifying examinations).
Notes:
1. Appeals of course grades shall be heard by the graduate program or undergraduate department responsible for issuing the grade using the procedures set out by the program or department. 2. In the case of internal and external clinical practica that involve evaluation based on clinical and or professional judgments students are to undertake several steps before bringing their concern to the graduate program director. First the student is advised to speak with the supervising / evaluating psychologist in order to seek resolution of the concern. If the graduate student is dissatisfied with the decision of the supervising / evaluating psychologist the student is to request a meeting with the clinical area director of clinical training. The DCT will meet with the student individually to seek resolution of the concern. If the graduate student is dissatisfied with the decision of the Director of Clinical Training the DCT will arrange a meeting with a) the student; b) the supervising / evaluating psychologist; c) the chair of the practicum and internship committee and, if applicable, d) the practicum director at the placement site in order to seek resolution of the students concern. If a resolution to the concern still can not be found then the student is directed to consult with the psychology graduate program director.

2. If the graduate student is dissatisfied with the initial decision of the graduate program on any academic issue, excluding an evaluation based on academic judgement, he or she may appeal within fourteen days from the date on which he or she was notified of that decision by notice thereof served on the Dean of Graduate Studies.

3. On receipt of the notice of appeal, the Dean of the Faculty of Graduate Studies or his/her delegate shall attempt through an informal discussion with the graduate student and graduate program to resolve the issue without recourse to the further procedures hereinafter provided.

4. If no agreement is reached through informal discussion, then both the graduate student and the graduate program shall each select a faculty member of the Faculty of Graduate Studies to serve on an appeal committee to be established to hear and to decide the appeal. A third faculty member for the appeal committee, who shall serve as chair of the committee and shall not be from the graduate program involved, shall be appointed by the Dean of the Faculty of Graduate Studies.

5. The appeal committee shall hold a meeting which shall be a de novo proceeding. The appellant shall first present his/her side of the proceeding, following which the graduate program may respond. The onus will be on the appellant to establish the facts and merits of his/her appeal. The appellant shall be provided with an adequate opportunity to know the evidence and nature of the case against him or her before the hearing and to respond to it during the hearing in accordance with the Senate Appeals Committee advisory documents. The appellant shall be responsible for assembling and distributing the documentation in support of his or her position, and presenting his/her appeal to the appeal committee.

6. The appeal committee may reach any decision that could have been rendered by the graduate program. When the appeal committee reaches a decision, it shall notify the graduate student and the graduate program in writing of its decision and the
The decision of the appeal committee shall be the decision of the Faculty of Graduate Studies on the appeal.

7. If the graduate student and/or the graduate program disagrees with the Appeal Committee's decision, either or both may appeal to the appropriate Senate committee.

II. STRUCTURES AND PROCEDURES REGARDING STUDENT CONDUCT

A. Governing Principles
   Disciplinary matters should be resolved speedily, fairly, and if possible informally within the unit of the University where they arise. Where disciplinary matters have their origin in a dispute between individuals, an attempt should be made to use mediation procedures to secure an outcome which is satisfactory to the disputants, as well as consistent with the expectations of the University. However, all disciplinary matters, whatever their origin, ultimately involve injury to the University's mission, reputation, interests or communal wellbeing, and are subject to these procedures for that reason.

B. Complaints and Investigation

1. A complaint concerning student conduct may be made by any member of the University to a "complaints officer" including:
   i) Masters, Deans or the Principal of Glendon College, the Director of Libraries, or the Provost, or a person designated by any of these as the "complaints officer" in a unit under their jurisdiction;
   ii) the University Complaint Centre (in the Office of Student Affairs); or
   iii) special complaints centres established to deal with particular concerns, as identified from time to time in Appendix A.

2. i) Upon receipt of a complaint, a complaints officer shall determine whether or not to process it, or to refer it to one of the other complaints officers referred to in paragraph 1. In the event that a complaint may be appropriately dealt with by more than one complaints officer, the complainant shall be so advised, and afforded a choice as to the complaints officer who shall be charged with the matter.
   ii) No complaint shall be deemed to be invalid by reason of having been brought initially to, or thereafter dealt with by, the wrong complaints officer, but every effort shall be made to assist the complainant to carry the matter forward in the manner most convenient and acceptable to the complainant.
   iii) The Provost shall have responsibility for coordinating all complaints procedures and officers, and for securing the assistance of the Department of Security and Safety Services and other departments, where required.

Please refer to the Faculty of Graduate Studies Website, Regulations for further information on the complaints procedures concerning student conduct.
III. Faculty of Graduate Studies’ Policy for Graduate Programs on Intellectual Property Relationships Between Graduate Students and Their Supervisors

Students should refer to the Faculty of Graduate Studies’ policy on intellectual property with respect to authorship, publication, individual agreements, education and information, and dispute resolution. As well, graduate programs may have program-specific policies. Students should also be familiar with the document entitled Intellectual Property and the Graduate Student at York University, an excerpt from the Faculty of Graduate Studies’ Task Force on Intellectual Property Report.

IV. Program Policy Regarding Outside Employment

Canadian Psychological Association (CPA) accreditation standards stipulate that graduate students in a clinical psychology program do not work more than 20 hours per week in outside employment.

The faculty of graduate studies at York University stipulates that full time graduate students do not work more than 10 hours per week in outside employment. Current information regarding this policy is available in the Faculty of Graduate Studies calendar.

Graduate students who hold tri council grants (i.e. SSHRC, NSERC, and CIHR) are limited, by the terms of the various scholarships, to working no more than 450 hours per calendar year. Students are advised to consult the terms of their scholarship carefully.
Professional Issues

Life after Graduate School

On April 29, 2000, the Clinical and Clinical Developmental Areas held the first ever Professional Development Day. The event was a great success with a lot of important information shared with students. Guest speakers representing different areas of psychological practice included:

**Industry:** Dr. Lynne Angus (presented information gained through interviews with several psychologists working within industry), and Dr. Anne Mellers

**Hospital:** Dr. Brenda Spiegler.

**Private Practice:** Dr. Marsha Rothstein

**The College of Psychologists of Ontario:** Dr. Janet Polivy

One of the key messages delivered to students was that we need to “step outside the box”, and stop thinking of ourselves as “technicians.” Instead, we must remember that we have learned a set of skills that are transferable to a wide range of contexts. We can identify problems/needs, develop programs based on empirical research, and design and conduct program evaluations. We have the skills necessary to be leaders and problem solvers - the skills that are sought in the current workplace. We need to be aware of our personal strengths and weakness, and appropriately match our career plan.

In her presentation, Dr. Rothstein identified a number of issues to consider when developing one’s career plan. The following is a summary of several of these issues.

**HOW TO CREATE A MARKETING PLAN**

1. Where is the Opportunity? Consider the existing market in terms of:
   a) **types of practices**
      - e.g., rehabilitation
      - neuropsychology
      - educational psychology
      - mediation
      - affective disorders
      - medical legal assessments
      - forensic psychology
      - industrial organizational psychology.....

   b) **Populations**
      - children: paediatric, pre-teen, adolescent…
      - psychiatric patients
      - employees
      - offenders
      - elderly
      - disabled
      - multicultural clients
      - accident victims
      - chronic pain.....

   You need to think of yourself as a product that you can market.
   
   Talk to colleagues and practising psychologists to learn about the opportunities/needs that exist.

   Apply the same discipline and organization that you demonstrated in writing your dissertation to developing a business plan.
   
   Develop a written plan.

   Find out who is doing what where, with whom, and how are they doing it?
c) **Assessment and Treatment Modalities**
- psychoanalytic
- interpersonal psychology
- CBT
- emotionally focused therapy
- brief psychotherapy
- individual
- couples
- groups….

Combine a, b, and c into all the possible combinations and permutations (e.g., CBT with anxious students within a educational psychology position). Is it doable and efficacious? Does it sound like something that would interest you? Is there a need?

d) **Social Trends/Changes**
- increased stress
- increased violence
- family dysfunction
- rights for disabled
- no fault insurance
- victim compensation
- Internet….

Network - have “information interviews” (about 15 minute information gathering interviews) with psychologists working within areas that you are considering. Remember to leave a CV with them!

e) **Who Pays for the Service**
- government
- insurance
- client
- EAPs
- corporation….

Of course, while we try to save the world, we also need to think about how we are going to get paid. We need to become comfortable with the fact that we have an important knowledge and skill set that we are selling.

2) Identify gaps in the marketplace - what are existing/emerging issues
- e.g., elderly (stroke rehabilitation, neuropsychology, depression…)
- violence (in the school, workplace…)
- children - anxiety disorders
- young women/men - eating disorders

3) Self-Assessment:
   - Be aware of your skills, aptitudes, interests, career/family/recreational goals

4) Integrate all of this into your personal Career Plan
APPENDICES

- Sample Elective Courses Taken by Clinical Graduate Students
- Research Practicum Agreement Form
- Clinical Practicum Agreement Form
- Internship Agreement Form
- MA Progress Tracking Form
- PhD Progress Tracking Form
- Clinical Supervisor's Evaluation Form (Practicum & Internship)
- Template for Gaining Consent for Clinical Competency Examination (Assessment case)
- Template for Gaining Consent for Clinical Competency Examination (Therapy case)
- Competency Examination Application Form
- Breadth Tracking Form
- Article: "Chronicle of An Internship Applicant"
- Article: “How to get the internship you really want”
- Article: “How to survive the search for an internship”
- Article: “Internship Facts and Figures”
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<tr>
<td>Human Neuropsychology: History and Syndromes</td>
<td>6320</td>
<td>3.0</td>
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<tr>
<td>Clinical Neuroanatomy</td>
<td>6425</td>
<td>3.0</td>
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<tr>
<td>Current Issues in Health Psychology</td>
<td>6455</td>
<td>3.0</td>
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<td>Interpersonal Relationships</td>
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<td>3.0</td>
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<tr>
<td>Complex Systems Approach to Interpersonal change</td>
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<td>Psychology of Death and Dying</td>
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<td>3.0</td>
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<td>Eating Disorders: Nature, Assessment and Treatment</td>
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<tr>
<td>Family Therapy</td>
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</tr>
<tr>
<td>Stress, Coping and Health</td>
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<td>3.0</td>
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<td>Grounded Theory Methodology</td>
<td>6475</td>
<td>3.0</td>
</tr>
<tr>
<td>Brief Psychotherapy and Short-Term Treatment</td>
<td>6480</td>
<td>3.0</td>
</tr>
<tr>
<td>Supervision and Consultation in Behaviour</td>
<td>6925</td>
<td>3.0</td>
</tr>
</tbody>
</table>

*Not all courses are available every year*
RESEARCH PRACTICUM AGREEMENT

Student Name _____________________________________________

Student Number ____________________________________

Supervisor ____________________________________

Area ___________ Level of Study ______

PLEASE CIRCLE ONE:

6820A 6.0   6820B 6.0   6820C 6.0

6820A 3.0   6820B 3.0   6820C 3.0

RESEARCH PRACTICUM AGREEMENT: A practicum consists of 10 hours of work per week for the academic year for course credit.

This form must be filled out and signed by both the student and practicum supervisor if the student is to receive practicum credit.

1. What is the nature of the research on which the student will be working? (A 200-300 word outline should be sufficient.)
2. What are the duties of the student? (Please include such activities as library research, experimental design, data analysis, data collection, pilot testing, report writing, where relevant, as well as any other duties which may be involved.)

3. What is the student's commitment over the year? (i.e., will it be an average of 10 hours per week spread out over the year, will it be concentrated in shorter more intense time periods, etc.)

4. The faculty member's policy regarding publishing credit (if relevant) has been explained to the student? Yes _______ (please check).
What are the dates over which the practicum will extend?

_________________________________________________________________________

Number of hours per week: ________ Total number of hours: ___________

_________________________________________________________________________

**PLEASE PRINT**

Practicum Setting and mailing address (if other than York):

_________________________________________________________________________

Phone Number: _____________________

_________________________________________________________________________

Practicum Supervisor’s Name

Practicum Supervisor’s Signature

_________________________________________________________________________

Student’s Signature

Date

*Please return completed form to the Graduate Program Office, Room 297 BSB
Students are advised to keep a copy of this agreement for their records.*
CLINICAL PRACTICUM AGREEMENT

For Clinical-Developmental Program:

Student Name: ___________________ Student number: ___________________

PLEASE CIRCLE ONE:

6910P Assessment  6930P Intervention

CLINICAL PRACTICUM AGREEMENT: A practicum consists of a minimum of 330 hours, over a minimum of 8 months (Fall, Winter). A minimum of 150 hours of direct service and 40 hours of supervision.

For Clinical Area Program:

Student Name: ___________________ Student number: ___________________

PLEASE CIRCLE ONE:

6440P 6.0 (for PhD students)  6460P 6.0 or 6460P 3.0* (Optional for PhD Students)

CLINICAL PRACTICUM AGREEMENT (NOTE: Practicum course 6440P consists of 20 hours of work per week for the academic year for course credit. Practicum course 6460P can be either a full course credit consisting of 20 hours of work per week for the academic year or a *½ course credit may be only 10 hrs a week.)

This form must be filled out and signed by both the student and practicum supervisor if the student is to receive practicum credit.

What are the duties of the student to be? Please include, if relevant, such activities as: individual therapy, group therapy, family therapy, psychological testing, learning about ethical and professional standards and codes of conduct, applied research, and community consultation, as well as any other activities in which the student will be involved. Please indicate the number of clients the student will likely work with directly, including the number of anticipated contact hours and the kind of preparation the student will receive (e.g., role play, vicarious learning from observing others, psychological professionals and videos, previewing example formats/protocols, etc.). Please record any ancillary services/experiences the student will learn from. Also describe how the student will be supervised and the amount of time which is to be allocated to such supervision on a weekly basis.
What are the dates over which the practicum will extend ______________________

Number of hours per week: _________ Total number of hours: _________________

________________________________

PLEASE PRINT

Practicum Setting and full mailing address:

____________________________________________________________________________

____________________________________________________________________________

Phone Number: ________________________________________________________________

Practicum Supervisor’s Name        Practicum Supervisor Signature        Email address

____________________________________________________________________________

Student’s Signature                Date

____________________________________________________________________________

Signature of Director of Clinical Training in your Area

Please return two copies of the completed form. The original to the Graduate Psychology Program Office, Room 297, B.S.B. and a copy to the Clinical area secretary in 281 BSB. As well, students are advised to keep a copy of this agreement for their records. Please attach an abbreviated curriculum vitae for your clinical supervisor. The template for the abbreviated CV is attached.
Abbreviated Curriculum Vitae for Program’s Faculty

Name:________________________________________________________

Highest **Degree** Earned: PhD _____ Psy.D. __ Ed.D. __ Other _____

Date of Degree: ___________ University Awarding Degree: ___________

CPA/APA Accredited: No: ___ Yes: ___ Specialty (e.g. Clinical, Counselling,
Clinical Neuropsychology) __________

**Internship** Completed: No: ___ Yes: ___ Year: ___ Setting _____________

CPA/APA Accredited: No: ___ Yes: ___ Specialty (e.g. Clinical, Counselling,
Clinical Neuropsychology: ______

Licensure: No: ___ Yes: ___ Province(s): __________________________

Primary Appointment:

Position: ___________ Setting: ___________

Academic Position, Rank, Tenure-Status: ___________________________

**Professional Service Delivery** (list activities, responsibilities and/or positions):
_________________________________________________________________

**Professional Honours & Recognition** (e.g. Fellow of Professional or Scientific Society; Diplomate):
_________________________________________________________________

**Member is Professional Societies/Associations:** (please specify which ones) _____________

**Publications** in Last Five Years:

**Presentations** to Professional or Scientific Groups in Last Five Years:

**Funded Research Grants or Training Contracts** in Last Five Years (include funding source, duration of funding, total direct costs):

**Other Professional Activities** in Last Five Years: _____
INTERNSHIP AGREEMENT
Clinical and Clinical/Developmental Areas PhD students only

Student Name ________________________ Student Number ___________________

Area ______________________

PLEASE CIRCLE ONE:

6840 6.0 6840A 3.0 6840B 3.0
Clinical Internship OR Clinical Internship I PLUS Clinical Internship II

CLINICAL INTERNSHIP AGREEMENT: An internship consists of one year (12 months) supervised, professional service, either full-time or part-time.

This form must be filed out and signed by both the student and internship supervisor if the student is to receive credit.

What are the duties of the student to be? Please include, if relevant, such activities as: Individual therapy, group therapy, family therapy, psychological testing, learning about ethical and professional standards and codes of conduct, applied research, and community consultation, as well as any other activities in which the student will be involved. Also describe how the student will be supervised and the amount of time which is to be allocated to such supervision.
What are the dates over which the internship will extend?
________________________________________

Number of hours per week: _____________ Total number of hours: _____________

________________________________________

PLEASE PRINT

Internship Setting and full mailing address:
________________________________________________________________________
________________________________________________________________________

Phone number: _______________________________

________________________________________

Internship Supervisor’s Name  Internship Supervisor’s Signature  Email address

________________________________________

Student’s Signature  Date

Signature of Director of Clinical Training in your Area

Please return two copies of the completed form. The original to the Graduate Psychology Program Office, Room 297, B.S.B. and a copy to the Clinical area secretary in 281 BSB. As well, students are advised to keep a copy of this agreement for their records.
Date: ____________________

General Information:
Name: ____________________ Academic Supervisor: ____________________
Year entered MA Program __________ Year just completing: MA Year ______

Full-Time ______ or Part-Time ______

Courses Completed:

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<td>6430.06 (Assessment)</td>
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<th>Expected Date of Completion</th>
<th>Date of Completion</th>
<th>Committee Members</th>
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ADDITIONAL EXPERIENCE ACQUIRED:

Memberships in Professional Societies or Associations

Papers/Presentations/Posters: Indicate: Author(s), date, title, location

Conferences Attended: Indicate: date, title, location

Workshops/Colloquia: Indicate: Speaker(s), date, title, location

Additional Information Influencing/Reflecting Your Progress To Date:

file: MA progress tracking form
Graduate Program in Psychology
Clinical Psychology Area
Student Progress Tracking Form (PhD-General Stream)

Date: _________________

General Information:
Name: _________________________________________________  Academic Supervisor: _______________________________________

Year entered PhD Program __________  Year just completing: PhD Year ______

Full-Time _____ or Part-Time _____

Courses Completed:

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Electives:

Clinical Practica:

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<td>Competency Exam</td>
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<th>% of hrs. in assessment</th>
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</table>

**Scholarships/Grants/TA Received:**
### Scholarships/Grants/TA

<table>
<thead>
<tr>
<th>Scholarships/Grants/TA</th>
<th>Funding Body</th>
<th>Year Received</th>
<th>Year Ends</th>
<th>Value</th>
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### ADDITIONAL EXPERIENCE ACQUIRED:

**Current Memberships in Professional Societies or Associations**

**Papers/Presentations/Posters (to date):** Indicate: Author(s), date, title, location

**Conferences Attended:** Indicate: date, title, location

**Workshops/Colloquia:** Indicate: Speaker(s), date, title, location

**Additional Information Influencing/Reflecting Your Progress To Date:**

file: PhD Tracking Form
### Student Progress Tracking Form (PhD-Clinical Neuropsychology Stream)

**Date:** _________________

**General Information:**
- **Name:** ______________________________________________
- **Academic Supervisor:** ____________________________
- **Year entered PhD Program:** __________
- **Year just completing:** PhD Year _____ Full-Time _____ or Part-Time _____

#### Courses Completed:

<table>
<thead>
<tr>
<th>The following are required, elective and audited courses</th>
<th>Date Started/ Date Completed (mo/yr)-(mo/yr)</th>
<th>Course Director</th>
<th>Grade or audit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PhD</strong></td>
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<tr>
<td>6130A&amp;B (Univariate)</td>
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<tr>
<td>6140 6.0 (Multivariate)</td>
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<tr>
<td>6020 3.0 (A. History &amp; Theoretical Foundations) OR 6030 3.0 (B. History &amp; Theoretical Foundations)</td>
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<tr>
<td>6440 6.0 (Psychodiagnostic)</td>
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<td>6445 6.0 (Advanced Interventions)</td>
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<tr>
<td>6490B 3.0 (Ethics)</td>
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<tr>
<td><strong>Electives:</strong></td>
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<tr>
<td>6450 3.0* (Clinical Neuropsychology)</td>
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<tr>
<td>6320 3.0* (Human Neuropsychology: History and Syndromes)</td>
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<td>6425 3.0* (Clinical Neuroanatomy)</td>
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<tr>
<td>6330 3.0* (Cognitive Neurorehabilitation)</td>
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Clinical Practica:

<table>
<thead>
<tr>
<th>Practicum II (must include neuropsychological assessment)</th>
<th>Location/ Accreditation Status</th>
<th>Started / Completed Year / Months</th>
<th>Supervisor(s)</th>
<th>% of hrs. in intervention</th>
<th>% of hrs. in assessment</th>
<th>Total hours</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Optional Practicum III</td>
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Other Requirements:

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<th>Requirement</th>
<th>Topic</th>
<th>Expected Date of Completion</th>
<th>Date of Completion</th>
<th>Committee Members</th>
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<tbody>
<tr>
<td>Minor Area Paper</td>
<td>Proposal Approved</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Accepted</td>
<td></td>
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<tr>
<td>Competency Exam: Assessment case must be neuropsychological</td>
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<tr>
<td>Attendance at Clinical Neuropsychology rounds</td>
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<td></td>
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<td>Statement of attendance confirmed by Clinical Neuropsychology rounds committee</td>
</tr>
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</table>
Dissertation:

<table>
<thead>
<tr>
<th>Topic (must be relevant to clinical neuropsychology):</th>
<th>Expected Date of Completion</th>
<th>Date of Completion</th>
<th>Committee Members</th>
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<tbody>
<tr>
<td>Proposal Approved</td>
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<td>All Data Gathered</td>
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<td>First Draft</td>
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<td>Defended and Accepted</td>
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Internship (must include major rotation in neuropsychology):

<table>
<thead>
<tr>
<th>Location/ Accreditation Status</th>
<th>Started/ Completed Year/Months</th>
<th>Supervisor(s)</th>
<th>% of hrs. in intervention</th>
<th>% of hrs. in assessment</th>
<th>Total hours</th>
<th>Grade</th>
<th>Paid yes/no</th>
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**Conferences Attended:** Indicate: date, title, location

**Workshops/Colloquia:** Indicate: Speaker(s), date, title, location

**Additional Information Influencing/Reflecting Your Progress To Date:**
Clinical Area
Internal/External Practicum and Internship
Student Evaluation Form
Department of Psychology, York University
Interim ( ) or Final ( )

Instructions to students: Please complete Part A before giving this form to your supervisor. Each supervisor you worked with during your practicum should complete a separate form.

Part A: Description of clinical activities (completed by Student):

The description below refers to work completed under the supervision of the supervisor completing the present evaluation.

Student Name: ___________________________ Student No. ___________________________
Practicum I (6430P): _____ Practicum II (6440P): _____ Practicum III (6460P): _____
Internship (6840): _______

Type of setting:___________________________________________________________

Total number of clients seen: ________
No. of Inpatients: ___________ No. of Outpatients: ___________

Type of cases (i.e., nature of presenting problem):__________________________
________________________________________________________________________

Age range:_____________________

Services provided:________________________________________________________

Total hours of direct service (assessment):__________

Total hours of direct service (intervention):__________

Total hours of direct service (other):___________

Total hours of indirect service (assessment):__________

Total hours of indirect service (intervention):__________

Total hours of indirect service (other):___________

Total hours of individual, face-to-face supervision:__________

Total hours of other supervision:_________________
Part B: Evaluation of Core Competencies:

Please indicate your evaluation of this student within each area of competency listed below based on the work they have completed under your supervision.

A rating of **(1) Un satisfactory** indicates the supervisee has shown insufficient mastery of the skill/knowledge area and would have to exhibit considerable change in order to obtain a satisfactory evaluation.

A rating of **(2) Conditional** indicates the supervisee has demonstrated some mastery of the skill/knowledge area but requires further instruction and/or experience to bring him or her to up to a satisfactory level.

A rating of **(3) Satisfactory** means the supervisee has adequately mastered the skill/knowledge area.

A rating of **(4) Very Good** means the supervisee has mastered the skill/knowledge area to a greater extent than most students.

A rating of **(5) Excellent** means the supervisee has demonstrated an outstanding mastery of the skill/knowledge area.

When completing the evaluation please consider the supervisee’s level of development. For example, if the supervisee is completing Practicum II or III a satisfactory rating means that, *within the areas of work completed during the practicum*, the student has achieved a level of competency that would be expected of students entering a predoctoral internship.

### Interpersonal Relationships with Clients

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<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
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</thead>
</table>

*This refers to such competencies as:*

- Demonstrates the ability to develop and maintain a constructive working alliance.
- Demonstrates knowledge of theories and empirical data related to the professional relationship.
- Demonstrates effective communication skills.
- Demonstrates a good awareness of his/her personal values/biases and how they might influence the provision of psychological services.
- Demonstrates sensitivity to cultural and other individual differences.
- Understands and uses own counter-transference productively.
- Recognizes and is sensitive to the verbal and nonverbal messages of clients.

*If necessary, please comment/elaborate below:*
Assessment and Evaluation

1 2 3 4 5 N/A

This refers to such competencies as:

- Demonstrates knowledge of assessment issues
- Proficiently administers Psychological tests
- Demonstrates competency in scoring and interpreting Psychological tests
- Demonstrates ability to develop sound, useful conceptualizations of cases
- Gathers relevant interview data appropriately
- Is able to write a well-organized psychological report
- Able to determine which assessment methods are best suited to the task at hand
- Demonstrates effective listening and observational skills

If necessary, please comment/elaborate below:

Intervention and Consultation

1 2 3 4 5 N/A

This refers to such competencies as:

- Formulates appropriate therapeutic treatment goals in collaboration with the patient
- Conducts interventions that are well-timed and effective
- Demonstrates good knowledge of intervention approaches/techniques
- Is aware of when to make referrals or consult
- Selects appropriate intervention methods
- Demonstrates basic empathy skills

If necessary, please comment/elaborate below:
**Research**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
</tr>
</thead>
</table>

This refers to such competencies as:

- Demonstrates knowledge of effectiveness of available treatment options
- Seeks out professional writings as needed
- Is able to critically evaluate research findings
- Shows good critical reasoning skills

*If necessary, please comment/elaborate below:*

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**Ethics and Standards**

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<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
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</thead>
</table>

This refers to such competencies as:

- Demonstrates good knowledge of ethical principles and applies them appropriately
- Demonstrates good knowledge of standards of professional conduct
- Demonstrates the ability to resolve ethical dilemmas
- Proactively identifies potential ethical dilemmas
- Demonstrates a knowledge of factors that may influence the professional relationship (e.g. boundary issues)

*If necessary, please comment/elaborate below:*
Part C: Specialized Training:

If relevant, please describe and evaluate the supervisee’s mastery of skills/knowledge not covered in Part B.

Part D: Use of Supervision and Professional Development:

1 2 3 4 5 N/A

This refers to such competencies as:

- Recognizes own limitations and seeks help when necessary
- Attempts to educate self
- Willing to alter practice based on new learning
- Receives constructive criticism appropriately
- Makes efficient use of supervision time
- Manages time effectively
- Able to work independently and assumes an appropriate level of initiative
- Demonstrates the ability to work collaboratively with other professionals
- Completes written work in a timely manner
- Demonstrates positive coping strategies to manage personal and professional stressors

*If necessary, please comment/elaborate below:*
Part E: Summary of Student’s

a) Strengths

b) Clinical competencies in need of continuing development

Any Further comments
Part F: Overall evaluation of Student:

[ ] Pass  [ ] Fail

A “pass” will be translated into a grade of ‘A’ and “fail” will be translated into a grade of ‘C’. In some cases a grade of ‘I’ (incomplete) will be submitted if a student has failed to complete the internship / practicum requirements. The director of clinical training at York will also have the discretion to translate a “pass” to a grade of ‘A+’ if there were exceptional reasons to do that based on outstanding comments by the supervisor and / or if every domain (e.g. interpersonal relationships with clients) is given the highest rating of 5.

Signatures:

Supervisor__________________________________________________

Signature:_________________________________ Date:___________________

Supervisee________________________________________________________

Signature:_________________________________ Date:___________________

This section completed by York University Clinical Area Director

FINAL GRADE: ________________

CLINICAL AREA DIRECTOR SIGNATURE: _______________________________
Sample for Gaining Consent for Use of Patient Records in Clinical Competency Examination (Assessment Case)

Client Information and Consent Form

As part of the requirements for the doctoral degree in Clinical Psychology at York University, students are required to complete a clinical competency examination. This oral examination involves presenting a psychological assessment completed by the student under the supervision of a registered psychologist from an approved clinical setting. The material (i.e., the test data and final report) is viewed only by the student and the examining committee. The committee consists of three psychologists who are licensed to practice in the Province of Ontario.

Your test data and final report will be discussed by me, [student’s name here], in order to demonstrate my skill and understanding of assessment, using your evaluation as an example. Your name, and any other identifying information, will be deleted from the material. All rules of confidentiality that apply at [original institution], also apply to the material gathered and used for the competency exam. The copies made will be destroyed when the exam is completed.

By signing below, you consent to having ________________________, a psychology graduate student at ____________________________, use the information (including test materials and final report) gathered during your psychological assessment on (date) ____________ for the purpose of completing his/her competency examination.

Name: _______________________________
Signature: ____________________________
Witness: _____________________________
Date: ________________________________
Sample for Gaining Consent for Use of Patient Records in Clinical Competency Examination (Therapy Case)

Client Information and Consent Form

As part of the requirements for the doctoral degree in Clinical Psychology at York University, students are required to complete a clinical competency examination. This oral examination involves presenting a therapy case completed by the student under the supervision of a registered psychologist from an approved clinical setting. The material (i.e., audiotape/videotape, transcript, summary) is viewed only by the student and the examining committee. The committee consists of three psychologists who are licensed to practice in the Province of Ontario.

Your therapy will be discussed by me, [student’s name here], in order to demonstrate my skill and understanding of assessment, using your evaluation as an example. Your name, and any other identifying information, will be deleted from all the material. All rules of confidentiality that apply at [original institution], also apply to the material gathered and used for the competency exam. The copies made will be destroyed when the exam is completed.

By signing below, you consent to having __________________________, a psychology graduate student at __________________________, use the information (audiotape/videotape, transcript, summary) gathered during your psychological assessment on (date) ___________ for the purpose of completing his/her competency examination.

Name: __________________________
Signature: _______________________
Witness: ________________________
Date: _________________________
COMPETENCY EXAMINATION

Application for Examination

Submit to Dr. J. Rich

The room for the examination is arranged by the graduate office. You should ensure that your committee members receive copies of relevant documentation 3 weeks in advance. Any questions or requests concerning the examination or the committee members should be directed to Dr. J. Rich: Phone: (416) 736-2100 X30561. jbr@yorku.ca

Date:

Student name: Student number:

Tel. Number: e-mail:

Year of Study: Supervisor:

Date and Time of Examination:

Committee Member 1: Affiliation:
e-mail: phone:

Committee Member 2: Affiliation:
e-mail: phone:

Committee Member 3: Affiliation:
e-mail:
(Arranged by Dr. Rich)

Approved by Dr. J. Rich: _____________________
(Signature)

Room: ______________________
(Arranged by grad office)
Course Review and Course Plan for Meeting the Breadth Requirements

Student: ____________________________  Current Date: ____________________________
Supervisor: __________________________
Year Started MA: __________  Year Started PhD: __________

Breadth Requirements: Students must complete course work which covers each of the following six content areas and achieve a grade of A- or better in each: Biological; Cognitive-Affective; Social; History/Theory, Individual Differences; and Development. The last 3 areas are covered by the required core curriculum courses in clinical and an elective graduate level course. The other 3 areas can be fulfilled by completing 1 full course, or two half courses at the senior undergraduate level with a final grade of A- or better. To fulfill the requirement at the graduate level, one half-course is required with a final grade of B+ or better. Note entry requirement for the GRE Subject Test is at a minimum percentile rank of 75%.

1. Based upon a review of the student’s transcripts, course syllabi and possibly reading material is biological bases of behaviour requirement achieved?
   Yes ☐  No ☐
If student does not meet this requirement, list name, number of York course to be taken and when:
Biological (e.g., Biological Bases of Behaviour, Physiological Psychology, Neuropsychology (but not as sole coverage), Psychopharmacology):

<table>
<thead>
<tr>
<th>Course name</th>
<th>code</th>
<th>full-year</th>
<th>grade</th>
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</table>

Potential Graduate courses for the student to take include:
- Psych 6230 6.0: Learning
- Psych 6235 3.0: Topics in Motor Function and Dysfunction
- Psych 6216 3.0: Topics in Cognitive Neuroscience: Rational and Emotional Processing
- Psych 6250A 3.0: Advanced seminar in perception
- Psych 6265 3.0: Perception and action
- Psych 6270 6.0: Physiology psychology
- Psych 6905 3.0: Biological and cognitive bases of development
- Psych 6257 3.0: Fundamentals of Neurosciences I, Structures, Neurons and Synapses
- Psych 6270 3.0: Brain and Behaviour: Cognitive Systems
- Psych 6690 3.0: Comparative Developmental Psychology

Once the student has met this requirement, document relevant courses taken.

<table>
<thead>
<tr>
<th>Course name</th>
<th>code</th>
<th>full-half year</th>
<th>grade</th>
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</table>

2. Based upon a review of the student’s transcripts, course syllabi and possibly reading material is cognitive-affective bases of behaviour requirement achieved?
   Yes ☐  No ☐
If student does not meet this requirement, list name, number of York course to be taken and when:
Cognitive-Affective (e.g. Learning, Sensation, Perception, Cognition, Motivation, Emotional Bases of Behaviour):

<table>
<thead>
<tr>
<th>Course name</th>
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<th>full-half year</th>
<th>grade</th>
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</table>

Potential Graduate courses for the student to take include:
- Psych 6216 3.0: Topics of cognitive neuroscience: Rational and emotional processing
- Psych 6230 6.0: Learning
- Psych 6905 3.0: Biological and cognitive bases of development (so as not used to meet requirements for biological bases of behaviour)
- Psych 6910 3.0: Psychoeducational assessment of children and adolescents
- Psych 6950 3.0: Learning disabilities: Theories, research, diagnosis, and treatment
- Psych 6335 3.0: Functional Neuroanatomy
- Psych 6640A 3.0: Theories in Cognitive Development
- Psych 6640B 3.0: Topics in Cognitive Development
- Psych 6720 3.0: Development of Affect, Consciousness and Social Cognition
- Psych 6955 3.0: Lifespan Cognitive Development and Change
- Psych 6720 3.0: Development of Affect, Consciousness, and Social Cognition

Once the student has met this requirement, document relevant courses taken.

<table>
<thead>
<tr>
<th>Course name</th>
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<th>full-half year</th>
<th>grade</th>
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3. Based upon a review of the student’s transcripts, course syllabi and possibly reading material is social bases of behaviour requirement achieved?
Yes [ ] No [ ]
If student does not meet this requirement, list name, number of York course to be taken and when:
Social (e.g. Social Psychology, Cultural and Ethnicity, Group Processes, Sex Roles, Organizational & Systems Theory):

<table>
<thead>
<tr>
<th>Course name</th>
<th>code</th>
<th>full-half year</th>
<th>grade</th>
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Potential Graduate courses for the student to take include:
- Psych 6410 3.0: Social Psychology
- Psych 6405 3.0: Social Cognition
- Psych 6160 3.0: Cross Cultural Psychology
- Psych 6171 3.0: Interpersonal Relationships
- Psych 6245 3.0: Complex Systems Approach to Interpersonal Change
- Psych 6610 3.0: Social and Emotional Bases of Development
- Psych 6620A 3.0: Clinical-Developmental Perspectives on Social and Personality Development
- Psych 6415 3.0: Multicultural Counselling
- Psych 6560A 3.0: Group Processes and Group Psychotherapy
- Psych 6720 3.0: Development of Affect, Consciousness and Social cognition (so as not used to meet requirements for cognitive aspects of behaviour)
- Psych 6172 3.0: Stereotyping, Prejudice & Discrimination
- Psych 6173 3.0: Personality Processes and the Social Self
- Psych 6174 3.0: Organizational Psychology
- Psych 6175 3.0: Social Psychology of Intergroup Relations
- Psych 6340 3.0: Psychology of Gender
- Psych 6400 3.0: Contemporary Issues in Personality and Social Psychology

Once the student has met this requirement, document relevant courses taken.

<table>
<thead>
<tr>
<th>Course name</th>
<th>code</th>
<th>full-half</th>
<th>year</th>
<th>grade</th>
<th>Course name</th>
<th>code</th>
<th>full-half</th>
<th>year</th>
<th>grade</th>
</tr>
</thead>
</table>
| The Following Breadth Requirements are to be Taken at the Graduate Level
| 4. Individual Difference and Development (two half courses or one full course at the graduate level or one half course at the graduate level; also note that at least one half course must have a developmental across the lifespan focus to meet APA requirements) Required Graduate Courses | Year to be Taken |
| At Master's level                         |                                                |
| Foundations of Clinical Psychology 6420 6.0 (Y) | ____________________                     |
| Assessment in Psychology 6430 6.0 (Y)       | ____________________                     |
| At doctoral level                         |                                                |
| Psychodiagnosics 6440 6.0 (Y)              | ____________________                     |

If student entered the Clinical Program at the doctoral level, review his/her Master's level transcripts and course syllabi to determine if he/she has successfully completed course work that covers the material taught in Foundations of Clinical Psychology and Assessment in Psychology. List courses taken and attach course syllabi

<table>
<thead>
<tr>
<th>Course name</th>
<th>code</th>
<th>full-half</th>
<th>year</th>
<th>Course name</th>
<th>code</th>
<th>full-half</th>
<th>year</th>
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5. History & Theory (one half courses at the Graduate level)

Graduate Course

<table>
<thead>
<tr>
<th>Course name</th>
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<th>year to be taken</th>
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</table>

Potential Graduate courses for the student to take include:
Historical & Theoretical Foundations of Contemporary Psychology A or B Psych 6020 3.0 OR Psych 6030 3.0

For students requesting an exemption form any of these courses because they have fulfilled the course requirement from another graduate program, a copy of the graduate transcript with relevant courses highlighted must be attached to this form together with the related course syllabi. If necessary, details on the readings used in the course should also be attached.
Chronicles of a clinical psychology internship applicant –

Part I: Things I wish I had known earlier

Lori A. Brotto, MA, University of British Columbia
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Internship is something that is at the back of the clinical psychology student’s mind from the very first day of graduate school. We hear about the illustrious “match day” from more senior students and although we don’t fully understand what it entails, we are well aware that for many students it is the day when “their fate is determined”. As junior graduate students in clinical psychology we also hear numerous anecdotal stories from our seniors, such as their terrible experiences in trying to recall hours they’d accrued five years earlier, or more catastrophic stories such as failure to get the perfect letter of recommendation because that professor has since passed away. Year after year, I have watched my more senior colleagues going through the same ordeals, though I never quite understood the specifics of the process until just recently when I encountered my own set of internship application mishaps. This article is designed both for potential applicants in next year’s internship pool, and also for first-year students who will not be contemplating internship for several years to come. Unlike other internship articles you may have read or will read, this one is intended to share with you some specific information on the internship process based on my own experiences. This article is the first of three in a series that is designed to (1) prepare you for the internship application process, (2) take you through the interview and match phases, and (3) provide a post-hoc perspective when internship is complete.

**THINGS TO CONSIDER FROM VERY EARLY ON IN YOUR GRADUATE CAREER**

1. Recording your clinical hours
All clinical students are told from the very first day of our clinical endeavors to keep good records of our training. I, like many others, believed I was being very thorough in keeping a log of the number of hours, the general type of client seen, and the type of therapy modality employed. I had faithfully done so for my first few years of clinical work and felt as though my record keeping would prevent me from going through what other students, who had not diligently recorded their clinical hours, went through at the time of internship applications. These basics of record keeping are critical; however, there are a number of more specific types of information that must be tracked from your initial clinical experience right through to your first day on internship. It is possible to download the APPIC application (otherwise known as the AAPI) and use this detailed information to guide your record keeping. I personally did download the AAPI but found it not only confusing and daunting in my early years as a graduate student, but also difficult to locate the precise information that I needed to log my hours. For those of you who would prefer a “nuts and bolts” approach that does not require the AAPI, here is the information that you should record. You can create your own type of personalized database or diary book in which to record this information. These should be recorded separately for Masters and Doctoral work if your Masters degree did not lead to your PhD.

**Intervention & assessment hours:**
- Total hours and number of different clients directly seen, including their ages, in individual therapy vs. career counselling vs. group therapy vs. family therapy vs. couples therapy vs. school counselling vs. miscellaneous experiences not fitting into one of these categories
- Number of hours spent doing psychodiagnostic test administration (eg., personality inventories, objective and projective tests, intelligence tests, etc.) and doing neuropsychological test administration. It is critical to keep a complete list of each type of test you administered (this also includes standardized self-report tests such as the Beck Depression Inventory and structured interviews such as the SCID-IV). You
should note how many times you administered each of these tests to a real client in a clinical setting vs. a mock administration to a classmate for educational purposes. Additionally, how many integrated reports have you written based on these assessment tools (keep separate for adults and children)?

- Did you ever supervise another student in assessment or therapy?
- Were you ever involved in program development or outreach planning?
- Did you conduct outcome assessments of programs/projects?
- Were you involved in systems intervention?

**Support activities**
- Carefully record your supervision hours. You should tally separately the number of hours spent in one-on-one supervision, group supervision, and peer supervision or consultation.

**Treatment settings**
- Record the specific settings in which each of your assessment and treatment experiences have taken place (i.e., child guidance clinic, community mental health center, university psychology clinic, forensic setting, inpatient or outpatient hospital, military, schools, counselling center, etc.).

**Other information**
- Have you led or co-led groups? Keep specific details.
- Record the ethnicity of each client you have seen.
- Record the sexual orientation of each client you have seen. Note that in some circumstances this may be difficult information to obtain. Do the best you can to collect this information if possible.
- Record specific disabilities of each of your clients. For example, is there a physical/orthopedic disability? Are they blind or deaf? Do they have a learning or cognitive disability? Developmental disability? Serious mental illness?
- Note the number of women vs. men seen.

**Teaching experience**
- Record any experience with teaching (this includes being a teaching assistant) that you have accrued. Were you ever asked to do a guest lecture?

**Other clinical experiences**
- In addition to training you've accrued through formal practica, you may have other clinical experience. For example, you can list any clinical experience you have obtained prior to graduate school, clinical assessments you are conducting as part of your dissertation, volunteer activities, etc. It is very important that you discuss with your director of clinical training to determine which of your experiences are considered "program sanctioned" and which are "extra hours."
- Also record the number of hours spent on writing reports, reviewing the case, reading the literature relevant to your clinical work, and attending grand rounds, case conferences, or other didactic seminars relating to your case.

Overall, accounting for every last hour is not critical to your AAPI, but careful record keeping from an early stage can certainly circumvent the problem of either feigning hours or underestimating how many you truly did accrue.

2. **Letter of recommendation**
Most internship sites require that you submit three letters of recommendation with your application; however, the range is two - four letters. There are three very important points to make about letters of recommendation. Firstly, it is important to keep in mind that most, if not all, graduate students have a wealth of clinical experience, excellent research projects, and other activities that provide them with breadth and perspective. To this end, different applicants can appear quite comparable.
Letters of recommendation can differentiate applicants because of “extra” information included, often relating to interpersonal style, ability to be a team member, etc. A strong letter of recommendation is critical, but a luke-warm letter can do far more harm than good. Keep this in mind when selecting your letter writers. Secondly, many sites require that letters come from registered clinical psychologists, and may discourage those from psychiatrists, physicians, or masters level professionals. This is an important issue today, especially given that students are gaining valuable training in multidisciplinary settings and may be supervised by other, non-psychologist professionals. Despite the value in gaining broad experiences with multidisciplinary teams, it is important that a licensed clinical psychologist be involved in your training. Ensure that you have received supervision from at least 3 different clinical psychologists in addition to your work with other health professionals. Finally, some students choose to apply for internship at the same sites in which they have gained most of their clinical experiences in graduate school. In such cases, the clinical psychologists who had supervised your training may be the very people on the internship admissions committee, and to avoid conflict of interest, they may decline to write you a letter of recommendation. A student may not realize this until it is too late, and as such, may be forced to postpone internship applications for another year while they accrue more clinical hours in a different setting. My advice here would be to try to accumulate your letters of recommendation from different settings. If you think that you may want to apply for an internship at a site where you are currently gaining experience, you may wish to clarify with your letter-writer where they stand on this issue. Your research supervisor can also provide a letter of recommendation, even if that person has not supervised your clinical work, or if you are not seeking a research-focused internship. Often it is your research supervisor who can comment best on your leadership, writing, and teaching skills. Overall, keep potential reference letter writers in mind from your very first clinical experience. You may wish to ask your first year practicum supervisor to write you a letter of recommendation immediately after your practicum has ended, and ask this person to file this letter for future use.

THINGS TO CONSIDER ONE YEAR BEFORE COMPLETING YOUR APPLICATIONS

1. Website addresses and e-mails to bookmark
   The most important website that you will be frequently using throughout the application process is www.appic.org. Students may wish to familiarize themselves with this website well before the application process. There are various list-serves available to students through this website. Match-news is a list-serve that all internship candidates must register for and it contains valuable up-to-date information about the APPIC matching program. I subscribed to match-news one year before I went through the application process myself so that I had some early familiarity with the procedures. While this is not critical, I personally found it very helpful to read early on about how the match system operates, and what the clearinghouse is. I also strongly recommend becoming a member of Intern-network, an unmoderated list-serve available to current applicants, current interns, and directors of clinical training. This list-serve was especially helpful in clarifying numerous questions relating to the application form (e.g., should I double or single-space my essays?). You may choose to register for Intern-network far in advance of the time you will be applying as it could be helpful in avoiding surprises. One year before your applications are due you may wish to keep an eye open for upcoming workshops and conventions focused on internship. For example, I attended the APA Graduate Student (APAGS) convention on internship at this year’s APA in San Francisco. I found this intensive workshop incredibly helpful in providing step-by-step suggestions for how to approach internship applications and interviews. APAGS in general provides very helpful information on internship, and publish an internship workbook every year with sample AAPIs, cover letters, thank you letters, and interview tips. Their website is: www.apa.org/apags/. Other conferences, such as the Association for the Advancement of Behaviour Therapy, also provide internship workshops and seminars. There was something very reassuring about hearing the questions of other students that paralleled my own concerns.
Another very useful website, by Dr. Donna Pincus and Dr. John Otis, is www.psychzone.com. This site contains a list of potential interview questions that applicants may want to prepare several months beforehand.

2. Sample assessment report
Several internship sites require that the applicant submit a sample integrated report that they have written. While some students may opt for creating a mock sample report, this may require a considerable amount of time and unnecessary energy. It is recommended, instead, to obtain a copy of a report you had written, and remove all identifying information before attaching it to your application. It is very important that you obtain the proper permission from a supervisor before using a previously written report as this report is not the property of the student. In some cases, the setting in which the report was written may require that the student contact the client to obtain approval, even though identifying information will be removed. My personal advice here is this: if you have written a “good” integrated report and think that you might want to use it one day in your internship applications, obtain permission from the client at the time. Then print out an extra copy of the report replacing all identifying information, such as names of people, cities, hospital record numbers, addresses, etc., with X’s. Then, file this report in a safe location for future use. Even if you do not end up using that report, you may potentially save yourself from unnecessary hassle at the time of internship applications.

THINGS TO CONSIDER DURING THE APPLICATION PROCESS

1. Citizenship requirements
Most students will use the APPIC on-line directory to access potential internship sites of interest. It is possible to use specific keywords and exclusionary criteria to obtain a short-list of sites that you may be interested in. In addition to this, you may wish to speak to leaders in your field, or other more senior students whom you admire, in order to determine what sites may be of interest. As a caution, you may wish to include in your short-list programs that are currently not CPA or APA approved. A site may be currently undergoing the process of accreditation at the time you are completing your applications. My recommendation here is to contact each site to inquire about accreditation status, and not to rely solely on the APPIC directory for such information. It is also critical to consult with your department’s requirements for accreditation. Additionally, several American sites list on the APPIC directory that they do not accept Canadian students. There was one particular site in New Jersey that I was extremely interested in, but after reading on the APPIC directory that this site accepts only American citizens, I removed them from my wish-list. It was only after discussing this issue with the training director from that site at a recent conference that I learned that they often do take Canadian citizens, despite what the APPIC directory lists. My advice here is if there is a site you are very interested in, but you think you may not be eligible, contact the training director for that internship site directly. It would be unfortunate to learn of a potential experience well after the application due date.

2. APPIC vs CCPPP
The Association of Psychology Postdoctoral and Internship Centre (AAPIC) will be your major source of information about the internship match process and sites. All students completing a predoctoral internship in clinical psychology will be required to use the match program to secure an internship position. However, there are additional Canadian internship sites, belonging to the Canadian Council of Professional Psychology Programs (CCPPP), which are not located in the APPIC directory. A complete listing of these sites can be found at www.ccppp.ca. This site also contains valuable information on internship interviewing and hours documentation tips. It is important to note that there
are several APA and/or CPA accredited internship sites that are not located in the APPIC directory but which are located at the CCPPP website.

By no means have I provided an exhaustive list of all of the important things to consider early on in the internship process. I have included bits of information based on my own experience. I strongly encourage students to talk to more senior students, both pre- and post-internship. Encourage your training director to hold internship information meetings in which students at every stage can voice their concerns and experiences. I found the experience of internship application preparation parallel to my experience with comprehensive exams. In the months before there is a vague sense of anticipatory panic about how much work needs to get done. The actual process can seem overwhelming for many students, and may generate negative feelings about the necessity of doing such tedious and time-consuming work. However, once the process is complete, you become filled with a wonderful feeling of accomplishment for having integrated so much information over so many years of graduate work and compiled it into a single written exam (in the case of comps) or into an APPIC application (in the case of internship applications). It is my hope that this information will be useful to you and help to make the application process an enjoyable one.

Chronicles of a Clinical Psychology Internship applicant - Part II: The Interview and Match process
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Unlike Part I of this series, which appeared in the Winter 2002 issue of Psynopsis, and was intended for clinical psychology graduate students at all levels of their program, this article is geared towards those students who will be going through the internship process in the near future. Following the application stage, the Interview process represents the second significant hurdle in securing an internship position. In my experience, there is a relatively short, if not non-existent, period of “down time” between the completion of applications and the scheduling of interviews. What follows is a summary of what I found to be some important aspects of the interview and match processes.

THE INTERVIEW PROCESS

Communicating with sites
There are several important points to consider on the topic of communicating with sites. First, ensure that you regularly check your e-mail as this seems to be the method of choice for communication by a growing number of internship sites. If you have multiple e-mail addresses, ensure that you are checking the correct one. Some internship sites prefer to telephone their short-listed candidates in order to schedule interviews. As with e-mail, ensure that you are checking your telephone messages on a very regular basis. If you unable to access your messages, make arrangements with a trusted person to do so for you. Another method of communication is traditional snail-mail. With the ease and efficiency of e-mail, however, this method of communication is becoming faded out. Your AAPI will contain both your home address as well as your university address; therefore, be sure to check both mailboxes for site information. You may even wish to alert your department’s receptionist that you will be receiving important mail from prospective internship sites. The take-home message here is this: Be sure that you are available, and if you are not, make arrangements with a trusted person to check your telephone messages, e-mail, and snail mail. Another caution to consider is that you will be hearing from most of your interview sites in December – a time when Canada Post is incredibly
busy with holiday deliveries. If you have not heard from a site but your friend has, try to be patient for a few days. I had mentioned the APPIC list-serve, “intern network” in Part I of this series (register for it at www.appic.org), which is available to all intern candidates, current interns, and training directors. About mid-December this became a venue for communication among intern candidates to let each other know which sites they had heard from, and what was that method of communication. While the intern-network list-serve was very helpful in this regard, it also became a source of neurotic trepidation for some candidates who had not heard from a site while others had. My advice is this: Use this list-serve at your discretion – especially if you are highly anxiety-prone!

### Booking your interviews

Perhaps one of the most memorable aspects of the interview process is the significant dent made in your savings account! If your interviews involve air travel, APPIC makes pre-arranged travel deals with several of the major airline carriers. This information is made available on the APPIC website (www.appic.org) by early December, and although most of the discounts apply to air travel within the USA, there is usually one Canadian carrier included in the special. I found the web-based flight centers, such as travelocity.ca and expedia.ca, to have excellent last-minute specials. In some instances, your most affordable and reliable option will be Travelcuts, a student discount ticket agent. When booking your flights, be sure to verify if it is a direct flight or if it involves several stop-overs before your destination (Note that discount flights are less costly because they usually involve several connecting legs). If you are prepared for the lengthy delays incurred by plane changes and layovers, you can maximize your time by using it to (1) prepare for your interviews, (2) catch up on dissertation-related reading, or (3) take along a lap-top and work on dissertation or other academic activities. (I opted for the last choice and found that some of my most creative writing moments surfaced while sitting at the departure gate). Another important aspect to consider about flying in December and January is that this is a time with the highest likelihood of delays or cancellations due to poor weather conditions. Thus, it would be wise not to schedule your cross-country interviews one day after another. As I write this section, I am at an airport departure gate waiting for a flight that was scheduled to leave 8 hours ago! Fortunately, I was able to schedule each of my interviews so that I arrive at my destination city the night before an interview. I would recommend doing the same so that if there are delays, it would still be possible to take an early morning flight on the day of the interview. The APPIC website also contains discount information on rental car agencies and hotels throughout Canada and the USA. Additionally, the internship site may have a list of nearby hotels with whom they have prearranged deals for student travellers.

### Getting to your interviews – on time!

Be mentally prepared for delays, flight changes, or cancellations. If a flight delay overlaps into the time that you should be at your interview, telephone your interviewers directly. Another important point is this: Carry all of your items with you – Do not check in your baggage! No one will know (except you) if you have been wearing the same pants four days in a row! Pack very conservatively and keep contact information for the hotel and the interview in a convenient location in case of delays. Cellular phones come in handy here, especially if your delay involves sitting on the plane tarmac for several hours (this happened to a friend of mine– he called the training director from the tarmac and she gladly rescheduled his interview). Most major cities have good public transportation systems to and from the airport, and a significant amount of money can be saved traveling by bus instead of taxi. I found the internet quite useful in learning about each city’s public transportation system, bus schedules, and fares. If you have some time the night before your interview, plan your route for the following day. You will be more relaxed if you arrive several hours early than if you rush in 15-20 minutes late! If you take appropriate steps to minimize the intrusiveness of logistical details, you can save your resources for the one-on-one interactions at the interview.
Staying grounded during interviews

In the rush of traveling from a delayed flight to your series of interviews (which may be at different parts of a large hospital), it can be easy to neglect caring for yourself. Always carry snacks (e.g., dried fruit, chocolate, powerbars – depending on your preference) with you to soothe hunger pangs. While away from home you may still have sites trying to contact you. My advice here is: Be accessible during your interviews! Try to remain connected to your home base while away from home. This may require some creative planning on your part. Have a trusted friend or neighbour collect your snail-mail while you are out of town. I received some very important information from a site while I was interviewing at another site. Fortunately, I was able to retrieve this information, thus putting me in a situation where I could act appropriately and in enough time. Remember that the purpose of your travel is to have a successful interview. Enjoy this time. If you are gregarious you will have no difficulties introducing yourself to the various training staff, interns, and administrators you will meet. If you are more timid, this may be a good time to practice your assertiveness skills. Be confident, but not arrogant. If mental imagery helps achieve this goal, then go for it! Whatever you do, remember that quite often first impressions make lasting impressions. Think carefully before you share personal information. And most importantly, be polite! Take the time to meet with and thank the administrative staff who booked your interview. Ask for e-mails of the various individuals you meet so that you can e-mail them a thank you note. As soon as possible following your interview, document your experience and take note of information that was not apparent in the brochure. I found writing a pro vs. con list to capture the features of each site very helpful as it helped jog my memory several weeks later when formulating my Rank-Order List. I wrote my thank-you letters the same day of that interview, then saved and stored them to be sent away once all of my interviews were complete. The physical toll of flying, especially if your plans involve much east-west travel, can throw your system for a loop. Try to take care to ensure that you are getting the sleep you need, in addition to the nutrition and hydration you will need at this time more than ever.

The post-interview follow-up

Your thank-you notes should be sent shortly after your final interview. The note should highlight key aspects that may help the recipient to identify you, such as novel research projects or clinical training opportunities discussed. The consensus on intern-network this year was that e-mail thank you notes were appropriate, especially if the primary mode of communication between you and the site was via e-mail. Snail-mail thank you notes are also appropriate; however, a site may not receive your thank-you note in time before submitting their Rank-Order List. As a common courtesy, you should send thank-you notes to all sites interviewed, even if you are no longer interested in that site. One caveat to keep in mind, however, is that sharing rank-related information is in violation of the APPIC rules. You should avoid admitting to a site that they are your top-ranked choice, and instead use creative methods to indirectly express this such as, “My visit to the X internship reinforced my strong interest in your program” or “I believe the opportunities your site offers matches very well with my goals for internship”.

THE MATCH PROCESS

Submitting your ranks

Applicants usually have 1-2 weeks after their final interview before their official Rank-Order List must be certified with the National Matching Services. During this time, you may want to consider the positive and negative aspects, both professionally and personally, of each internship site visited. There are several published articles (Stewart & Stewart, Prof Psych Res Pract, 1996,27,295-303; Stewart & Stewart, Prof Psych Res Pract, 1996,27, 521-6) that highlight important aspects to consider when formulating your list. In cases where the order of preference is not apparent, you may wish to use a mathematical computation to help in making your decision (Stewart & Stewart, 1996).
Some factors to consider while formulating your list are: match with professional interests, opportunity for specialized training, quality/quantity of supervision, geography, reputation of the site, research opportunities, cost of living, and collegiality among staff, to name only a few. It is advisable to consult with your program’s Director of Clinical Training before officially submitting your list.

Once your ranking of sites is complete, you are ready to enter and certify this information at the National Matching Services website. I would recommend entering this information several days in advance of the due date in case you encounter computer difficulties. Another issue to keep in mind is time zones and the need to adjust your time to deadlines in Eastern Standard Time.

The “waiting game”
Once your Rank-Order List is certified with National Matching Services, there is usually a 2 ½ week wait before Match Day. During this time, staff at National Matching Services work hard to ensure all information from applicants and sites is correct, and if there are errors (e.g., you enter a site code that does not exist) they will notify you ASAP! This may be the first time in several months where you are able to catch up on professional and personal neglected activities. I found sharing of experiences with other applicants over the intern-network list-serve to be very helpful in easing some of the anxiety leading up to Match Day and it served as a forum for support and reassurance among applicants during this uncertain time.

Match Day
Statistics reveal that Match Day goes very smoothly for most people, including those that have matched with an internship site through the Clearinghouse. After Match Day, the new intern will communicate with the site’s Training Director directly. Additional questions about training opportunities may have been raised, and clarification on the intern’s responsibilities is outlined in a contract. The final hurdle before the internship officially begins a few months later involves completing research projects and if possible defending the doctoral dissertation – a topic that involves another series of Psynopsis articles!

I hope that this process of sharing my personal experiences will help to answer some questions for the future internship candidate. I would encourage each of you to speak with upper-level students who have gone through the process, your own clinical supervisors, as well as those from other sites. I believe that the better prepared applicants will have the resources available to make the internship application, interview, and match stages an exciting one, instead of an anxiety-ridden chore. I look forward to sharing my personal experiences on internship with you next year in the summer 2003 issue of Psynopsis. In the meantime, Good Luck to all prospective internship applicants!

Lori’s Bio
Lori Brotto is a doctoral student in clinical psychology at the University of British Columbia. She is currently completing her doctoral dissertation which involves the psychophysiological assessment of sexual arousal in pre- and postmenopausal women. Lori will be beginning a predoctoral internship at the University of Washington’s Department of Psychiatry and Behavioral Sciences, after which she plans to continue her research career in the area of women’s sexuality.