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), in the Undergraduate office. 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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  - Breadth Tracking Form
Program Overview

Our Graduate Program in Clinical Psychology is accredited by the Canadian Psychological Association (CPA). Note that we were also accredited by the American Psychological Association (APA) until August 31, 2015, at which time APA accreditation of Canadian university programs was discontinued. 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. Stewart Madon, 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, SMadon@cpa.ca website: http://www.cpa.ca

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, psychodiagnostic, 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. In a typical year, the program receives approximately 170-180 applications. 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, Jill Rich.
# PROGRAM REQUIREMENTS

## MA Program

### MA-1

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>Foundations of Clinical Psychology A</td>
<td>6421 3.0</td>
</tr>
<tr>
<td>b)</td>
<td>Foundations of Clinical Psychology B</td>
<td>6422 3.0</td>
</tr>
<tr>
<td>c)</td>
<td>Assessment in Psychology</td>
<td>6430 6.0</td>
</tr>
<tr>
<td>d)</td>
<td>Univariate Analysis I</td>
<td>6131 3.0</td>
</tr>
<tr>
<td>e)</td>
<td>Univariate Analysis II</td>
<td>6132 3.0</td>
</tr>
<tr>
<td>f)</td>
<td>Research Practicum</td>
<td>6820A 6.0</td>
</tr>
<tr>
<td>g)</td>
<td>Thesis Proposal</td>
<td>no course enrolment necessary</td>
</tr>
<tr>
<td>h)</td>
<td>Clinical Neuropsychology Stream students must also have confirmed attendance at Clinical Neuropsychology Rounds</td>
<td></td>
</tr>
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*Students are strongly encouraged to submit a prospectus by Feb 28 and a proposal by June 15 of the MA-1 year. See section on MA Thesis Guidelines for more details.*

### MA-2

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>Evidence-Based Principles of Psychotherapy</td>
<td>6436 3.0</td>
</tr>
<tr>
<td></td>
<td>Approaches to Psychotherapy: Advanced Study</td>
<td>6437 3.0*</td>
</tr>
<tr>
<td></td>
<td>Clinical Neuroanatomy</td>
<td>6325 3.0**</td>
</tr>
<tr>
<td>b)</td>
<td>Clinical Practicum I</td>
<td>6430P 6.0 (Y)</td>
</tr>
<tr>
<td>c)</td>
<td>Complete and Defend Thesis</td>
<td>no course enrolment necessary</td>
</tr>
<tr>
<td>d)</td>
<td>Clinical Neuropsychology Stream students must also have confirmed attendance at Clinical Neuropsychology Rounds</td>
<td></td>
</tr>
</tbody>
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*Note: *Psychology 6437 is required for General Clinical Psychology students only  
**Psychology 6325 is required for students in the Clinical Neuropsychology Stream only (may be taken during the MA-1 or MA-2 summer).*
PhD Program for General Clinical Psychology Students*

PhD-1

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

PhD-2

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) 6 credits in courses specializing in quantitative methods from the statistics courses offered in graduate psychology, chosen from a list of courses approved by the program. 6140 6.0 (Y)

PhD-3 and 4

a) Elective at 6000 level (either one full year, or two half year)
b) ABC Paper
   (must be completed and approved by the end of PhD-3 -- 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-2 (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-1

a) Psychodiagnosics* 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-2

a) Historical & Theoretical Foundations of Contemporary Psychology A or B** 6020 3.0 OR
   6030 3.0
b) Practicum II** (must include supervised experience in neuropsychological assessment) 6440P 6.0
c) 6 credits in courses specializing in quantitative methods from the statistics courses offered in graduate psychology, chosen from a list of courses approved by the program. 6140 6.0 (Y)
d) Confirmed attendance at Clinical Neuropsychology Rounds

PhD-3 & 4

a) Clinical Neuropsychology** 6450 3.0 OR
   Human Neuropsychology: History and Syndromes** 6320 3.0 OR
   Cognitive Neurorehabilitation** 6330 3.0
b) ABC Paper: (must be completed and approved by the end of PhD-3 -- 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-2 (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)

Note:  * 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.
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 before the start of the MA-2 year (August 31).

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-2 or 3 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.

1. 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. Students should note that the general Graduate Psychology MA Thesis Guidelines require students to have their MA thesis approved by both committee members and submitted to the graduate office by the end of their MA-1 year (i.e., Aug 31). However, students in the Clinical Program are strongly encouraged to submit their proposal by June 15 to ensure that ethics approval is received prior to data collection.

2. 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.

3. 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 (ABC paper, clinical competency exam, dissertation proposal and research, extra practicum or program-sanctioned hours)</th>
</tr>
</thead>
</table>
| PhD-1 Year _____ | • Ethics (R)  
• Psychodiagnostics (R)  
• Advanced Interventions (R) | |
| PhD-2 Year ______ | • Practicum (R)  
• History and Theory of Contemporary Psychology (R)  
• 6 credits of statistics and/or qualitative research methods (R) | |
| PhD-3 Year ______ | | |
| PhD-4 Year ______ | typically the year to apply for internship | |
| PhD-5 Year ______ | typically the internship 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 | |
Dissertation Planning

The stages of PhD dissertation research vary, depending on the nature of the research and the student’s timeline for completion. For complete information on the dissertation proposal and committee requirements, please refer to the *Graduate Program in Psychology Handbook*. Note that for students in the Clinical Psychology program, the dissertation proposal **must** be approved by all committee members before the student applies for pre-doctoral internship.
Academic Breadth Comprehensive (ABC) Paper

The ABC 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 ABC Paper Committee consists of two full-time faculty members of York’s Graduate Program in Psychology. The student’s research supervisor can provide assistance in choosing and defining a topic suitable for the ABC Paper and in identifying appropriate faculty members to serve on the Committee. Typically, students pick a topic in which they are interested, but that is different from their anticipated area of dissertation research, and then approach an appropriate supervisor. When selecting an ABC paper committee, keep in mind that the two members may not also both be on the student’s dissertation committee (although one member may overlap and that person can be the primary research supervisor). This is so that the student gets experience working with a variety of supervisors. The ABC paper can consist of work done within the department or in an external site (e.g., practicum).

A brief (3-5 pages) written proposal of the ABC 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 ABC Paper must be completed and approved by the end of the summer term of the PhD-3 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://psychology.gradstudies.yorku.ca/practicum. 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. Students should be aware that practicum placement at a fee-for-service clinic is generally not allowed.

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. The application deadline for practicum sites in the GTA is around February 1, and interviews are scheduled after that. There is now a common GTA practicum placement notification day, which is typically the third Monday in March.

3. After accepting a placement with a supervisor in a practicum setting, students are 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 or a 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 can allow a student to take a third clinical applied practicum provided that the student has completed all course work and either the ABC paper or an approved PhD dissertation proposal. Please note that this option is available 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/
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.
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 34yof 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 ABC 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 ABC 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.

Internships are competitive and students are often anxious about the number of clinical hours they feel they need in order to be competitive for popular internship sites. While clinical hours are important and should be tracked carefully, the most competitive students applying for internship are usually those who have a balanced application. All things being equal, it is better to have met the minimum number of clinical hours and to have all of your dissertation data collected than is it to have a lot of extra clinical hours at the expense of being behind on your dissertation.

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.

**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 \( \frac{1}{2} \) 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.
Criteria for Advancement to the PhD Clinical Program

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.
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. 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 reason
thereof. 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.
APPENDICES

- 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
RESEARCH PRACTICUM AGREEMENT

Student Name ________________________________________________

Student Number ____________________________________________

Supervisor _________________________________________________

Area ___________ Level of Study __________

PLEASE CIRCLE ONE:

<table>
<thead>
<tr>
<th>6820A 6.0</th>
<th>6820B 6.0</th>
<th>6820C 6.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>6820A 3.0</td>
<td>6820B 3.0</td>
<td>6820C 3.0</td>
</tr>
</tbody>
</table>

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.
York University Graduate Program in Psychology

Clinical & CD Practicum Agreement Form
(revised spring 2014)

Student Name: _____________________________  Student number: __________________

Please circle one:

Clinical Area
6440P 6.0

CD Area
6910P (Assessment Practicum)
6930P (Intervention Practicum)

6460P 6.0 or 3.0 (indicate which)
Optional Third Practicum

SETTING AND NATURE OF EXPERIENCE

1. What is the nature of the setting? (e.g., inpatient unit, children’s mental health centre, private practice, school board, etc.)

2. What is the client population (in terms of age group, diagnostic group, etc.)

3. What is the approximate number of clients student is expected to see?

4. What professional activities will the student be involved in?

   a) What types of assessments?

   b) What types of intervention?

   c) Other professional training or experience
TIME COMMITMENT
5. When will the practicum begin and end?

Start date   End date

6. How many days per week is the student expected to be engaged in Practicum activities? Are there any specific days/times that are necessary for student to be onsite?

SUPERVISION
7. Who will be the Primary supervisor?

Please complete the Abbreviated CV form attached, keeping to a 2-page maximum length (required for CPA accreditation)

8. Amount & type of supervision planned (e.g., 1 hour/week, individual, group, delegated, other professionals, interns, etc.)

9. Secondary or backup supervisor (clear back up plan in case Primary Supervisor becomes unavailable for any reason)

SIGNATURES
Supervisor Name and Setting Full Mailing Address:

______________________________________________

______________________________________________

Phone: ___________________________

Email: _____________________________

________________________
Signature of Practicum Supervisor

________________________
Signature of Student

________________________
Signature of Clinical or CD Area DCT
Abbreviated Curriculum Vitae for Programme's Faculty

Name: _________________________________________________________

Highest Degree Earned:  Ph.D. ______ 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: ____  Speciality (e.g., Clinical, Counselling, Clinical Neuropsychology): _______________________

Licensure:  No: _____ Yes: ____  Province(s): ___________________________

Primary Appointment:

Position: ______________  Setting: ___________________________

Academic Position, Rank, Tenure-Status (if applicable): _______________________

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:
INTERNETNOSHIP AGREEMENT
Clinical and Clinical/Developmental Areas PhD students only

Student Name ________________________ Student Number ___________________

Area _______________________

PLEASE CIRCLE ONE:

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

Name:  

Academic Supervisor:  

Year entered MA Programme: ______  Year just completing (MA-1 or MA-2): ______

Year entered PhD Programme: _____  Year just completing (e.g., PhD-1, PhD-2): ______  Full-time or part-time? ____

Are you in the General Clinical Stream (General) or the Neuropsychology Stream (CNP)? ________

Indicate if you are doing a diploma program (e.g., Health, Quantitative, or Neuroscience): __________

**Required courses are listed below. Complete each row for courses you have completed.** (note: Neuropsychology courses are listed below required MA and PhD General Clinical courses). Add rows as needed for additional elective or breadth courses taken.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Term(s) Completed (e.g., Sep-Dec 2017 or FW17 for full-year)</th>
<th>Course Director</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA 6130A&amp;B</td>
<td>6.0 - Univariate (prior to 2014)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA 6131</td>
<td>3.0 - Univariate Analysis I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA 6132</td>
<td>3.0 - Univariate Analysis II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA 6420</td>
<td>6.0 – Foundations of Clinical Psychology</td>
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<tr>
<td>MA 6430</td>
<td>6.0 – Assessment in Psychology</td>
<td></td>
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<tr>
<td>MA 6820A</td>
<td>6.0 - Research Practicum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA 6435</td>
<td>3.0 - Evidenced-based Principles of Psychotherapy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA 6436</td>
<td>3.0 - Approaches to Psychotherapy: Advanced Study* (not req for CNP students)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA 6430P</td>
<td>6.0 - Clinical Practicum I (in-house)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PhD 6440</td>
<td>6.0 - Psychodiagnosics</td>
<td></td>
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<tr>
<td>PhD 6445P</td>
<td>6.0 – Advanced Intervention</td>
<td></td>
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</tr>
<tr>
<td>Course Number</td>
<td>Course Title</td>
<td>Notes</td>
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<tr>
<td>6490B 3.0</td>
<td>Ethical Issues in Professional Practice</td>
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</tr>
<tr>
<td>6020 OR 6030 3.0</td>
<td>Historical &amp; Theoretical Foundations of Contemporary Psychology A</td>
<td>(indicate whether 6020 or 6030)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Alternative History/Theory requirement (e.g., Historiography)</td>
<td></td>
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</tr>
<tr>
<td>any Statistics or approved methods course 3.0</td>
<td>(specify course)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>any Statistics or approved methods course 3.0</td>
<td>(specify course)</td>
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### Neuropsychology Stream

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>6335 3.0</td>
<td>Clinical Neuroanatomy</td>
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</tr>
<tr>
<td>6320 3.0</td>
<td>Human Neuropsychology: History and Syndromes</td>
<td></td>
</tr>
<tr>
<td>6450 3.0</td>
<td>Principles of Neuropsychological Assessment</td>
<td></td>
</tr>
<tr>
<td>6330 3.0</td>
<td>Cognitive Neurorehabilitation</td>
<td></td>
</tr>
</tbody>
</table>

**Elective Courses (list course number and title of course below) add lines if needed**

Elective:

Elective:

Elective:

**Breadth Courses (list below)**

**NOTE:** If you have taken a grad course for a breadth domain, do NOT list your UG courses (NP students only complete social psych below)

**Biological bases domain** (fulfilled with undergrad courses OR grad course):

**COURSE(S):**

**Cognitive-affective domain** (fulfilled with undergrad courses OR grad course):
**COURSE(S):**

Social psychology domain (fulfilled with undergrad courses OR grad course):

**COURSE(S):**

**MA Thesis**

<table>
<thead>
<tr>
<th>Title or Topic</th>
<th>Expected Date of Completion</th>
<th>Date of Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Use this column as a projected timeline for things that haven’t been done yet.)</td>
<td>(Use this column to indicate parts of the thesis that have been completed.)</td>
</tr>
<tr>
<td>Committee Members</td>
<td>List committee members here. Indicate if they are intended or if committee is officially formed.</td>
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</tr>
<tr>
<td>Proposal</td>
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<tr>
<td>Data Collection</td>
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<tr>
<td>Data Analysis</td>
<td></td>
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<tr>
<td>First Draft</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral Defence</td>
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</tbody>
</table>

**Clinical Practica:** The Clinical Practicum agreement form must be completed and signed by the Director of Clinical Training in the spring before the practicum training begins. If you are doing a practicum or anticipated program-sanctioned hours in the coming year, indicate in the table below the expected start date. Add rows as needed.

<table>
<thead>
<tr>
<th>Location</th>
<th>Supervisor(s)</th>
<th>Start-End dates (month/year – month/year)</th>
<th>Direct hours Assessment</th>
<th>Direct hours Therapy</th>
<th>Supervision hours</th>
<th>Total hours</th>
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</thead>
<tbody>
<tr>
<td>2nd Practicum 6440P (first external)</td>
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<tr>
<td>3rd Clinical Practicum 6460P (Optional)</td>
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<td>YUPC Program-sanctioned Hours</td>
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<tr>
<td>Other Program-sanctioned Hours</td>
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</table>

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<thead>
<tr>
<th>Academic Breadth Comprehensive (ABC) Paper (formerly Minor Area Paper)</th>
<th>Expected Date of Completion</th>
<th>Date of Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Use this column as a projected timeline for things that haven't been done yet.)</td>
<td>(Use this column to indicate parts of the thesis that have been completed.)</td>
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</tr>
<tr>
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<tr>
<td>Committee Members</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposal</td>
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<tr>
<td>Submission to grad office</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Clinical Competency Examination (skip this item if you are MA-1, MA-2, or PhD-1)</th>
<th>Expected Date of Completion</th>
<th>Date of Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>(If not done, use this column to indicate your plans.)</td>
<td>(Use this column to indicate parts of the thesis that have been completed.)</td>
<td></td>
</tr>
<tr>
<td>Date of Exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examiners (list only if exam is scheduled or completed)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dissertation</td>
<td>Expected Date of Completion</td>
<td>Date of Completion</td>
</tr>
<tr>
<td>--------------</td>
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</tr>
<tr>
<td></td>
<td>(Use this column as a projected timeline for components that haven’t been done yet.)</td>
<td>(Use this column to indicate parts of the thesis that have been completed.)</td>
</tr>
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<td>Title or Topic</td>
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<td></td>
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<td>First Draft</td>
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<td></td>
</tr>
<tr>
<td>Oral Defence</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Predoctoral Internship** *(If currently on internship or going on internship this fall, indicate the following)*

| Name of internship site and location |                   |
| Accreditation status |                   |
| Internship Director’s name and e-mail |                   |
| Salary (indicate whether Canadian or US dollars) |                   |

**Scholarships/Grants/TA Received:**
### Participation in Clinical-Area Events, YUPC Activities, and Learning Experiences:

<table>
<thead>
<tr>
<th>Area activities, such as Sep Orientation Day, Feb Open House, etc.</th>
<th>Specify the Area events you were involved in here</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brown Bag sessions</td>
<td>Specify the ones you attended (or viewed afterward) here</td>
</tr>
<tr>
<td>Attended Clinic Rounds</td>
<td>Specify the ones you attended here</td>
</tr>
<tr>
<td>Clinical Neuropsychology Rounds</td>
<td>Specify the ones you attended (or viewed afterward) here</td>
</tr>
<tr>
<td>YUPC Clinic learning and training activities (e.g., phone intakes, conducting assessments, psychotherapy, leading or observing a group, etc.)</td>
<td>Specify YUPC activities here.</td>
</tr>
<tr>
<td>Health Psychology rounds</td>
<td># attended:</td>
</tr>
<tr>
<td>Other rounds</td>
<td>Specify here.</td>
</tr>
</tbody>
</table>
ADDITIONAL EXPERIENCE ACQUIRED:
Note: For the following items, please do not refer me to your CV. If the information is in your CV, then please copy and paste here.

Memberships in Professional Societies or Associations:

Publications (past 2 years only): List in APA style for individual entries, but list in reverse chronological order rather than alphabetical (most recent at the top). Include papers in press or under review (submitted for publication).

Conference Presentations (oral or poster), past 2 years only: Indicate: Author(s), date (month & year), title, location
NOTE: rather than alphabetizing, please list in reverse chronological order so most recent is at the top. Include talks and posters that are accepted for presentation to an upcoming conference.

Conferences Attended (past 2 years): Indicate date (month and year), title, location

Workshops/Colloquia: Indicate: Speaker(s), date (month and year), title, location
NOTE: include rounds attended at area hospitals

Additional Information Influencing/Reflecting Your Progress to Date:

Have you been involved in any other type of professional service delivery in the past year? Please describe
If you have graduated or will be graduating in the next year, please answer the following questions. This information is very important for the program to be able to provide to CPA.

1. Have you been hired into a postdoctoral training position? __________ Please give details:
   
   Name of Setting:
   Title of your position (clinical or research):
   Anticipated begin and end dates:

2. Have you been hired into an employment position?

   Employer:
   Type of Setting:
   Date of Employment:

file: Clinical area Progress Tracking Form, rev April 13, 2018
<table>
<thead>
<tr>
<th>Clinical Area</th>
<th>Internal/External Practicum and Internship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Evaluation Form</td>
<td>Department of Psychology, York University</td>
</tr>
<tr>
<td>Interim (<strong>) or Final (</strong>)</td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Student Name: ______________________</th>
<th>Student No. ______________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum I (6430P): _____</td>
<td>Practicum II (6440P): _____</td>
</tr>
<tr>
<td>Internship (6840): ______</td>
<td>Practicum III (6460P): _____</td>
</tr>
</tbody>
</table>

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:_________________________________________________________

<table>
<thead>
<tr>
<th>Total hours of direct service (assessment): __________</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours of direct service (intervention): __________</td>
<td></td>
</tr>
<tr>
<td>Total hours of direct service (other): __________</td>
<td></td>
</tr>
<tr>
<td>Total hours of indirect service (assessment): __________</td>
<td></td>
</tr>
<tr>
<td>Total hours of indirect service (intervention): __________</td>
<td></td>
</tr>
<tr>
<td>Total hours of indirect service (other): __________</td>
<td></td>
</tr>
<tr>
<td>Total hours of individual, face-to-face supervision: __________</td>
<td></td>
</tr>
<tr>
<td>Total hours of other supervision: _____________________</td>
<td></td>
</tr>
</tbody>
</table>
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) **Unsatisfactory** 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

<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 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

<table>
<thead>
<tr>
<th></th>
<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 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

<table>
<thead>
<tr>
<th></th>
<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:

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

1 2 3 4 5 N/A

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:

Ethics and Standards

1 2 3 4 5 N/A

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., copies of the test data and final report) is prepared by the student and submitted for review to 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, _______________________________ _______________________, 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 material submitted. 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 __________________ for the purpose of completing his/her competency examination.

Name: _______________________________________________
Signature: _______________________________________________
Witness:  _______________________________________________  
Date:  _______________________________________________
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, transcript, summary) is prepared by the student and viewed only by 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, __________________________, in order to demonstrate my skill and understanding of psychotherapy theory and practice, using the materials from one of our sessions as an example. Your name, and any other identifying information, will be deleted from all the material submitted to the examiners. All rules of confidentiality that apply at [institutions where therapy took place] __________________________, also apply to the material gathered and used for the competency exam; these materials (i.e., transcript, audio recording, summary) will all be destroyed when the exam is completed.

By signing below, you consent to having __________________________, a psychology graduate student at __________________________, use the information (audio recording, transcript, summary) gathered during your therapy session on (date) __________ for the purpose of completing his/her competency examination.

Name: _______________________________________________
Signature: _______________________________________________
Witness: _______________________________________________
Date: _______________________________________________
CLINICAL 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: ________________________________ Supervisor: ______________________________
Year Started MA: _______ Year Started PhD: _______ Current Date: __________________

Breadth Requirements: CPA requires students to complete course work in each of the following five content areas: Biological; Cognitive-Affective; Social; History/Theory; and Individual Differences. The last two areas are covered by the required core curriculum courses in Clinical psychology. The other three areas can be fulfilled by completing:
• one full course, or two half courses at the senior undergraduate level with a final grade of A- or better, or
• one half-course at the graduate level with a final grade of B+ or better.

Based on a review of the student’s transcripts, course syllabi and possibly reading material, indicate whether the student has met the breadth requirement for each of the areas listed below:

I. Biological bases of behaviour (e.g., Biological Bases of Behaviour, Physiological Psychology, Neuropsychology, Psychopharmacology)

No ☐ Yes ☐ If yes, document the relevant course name(s) and code(s) that fulfil the criterion:

Course name code full-half year grade
1. ____________________________________________ / __________ / __________ / __________ / __________

Course name code full-half year grade
2. ____________________________________________ / __________ / __________ / __________ / __________

II. Cognitive-affective bases of behaviour (e.g. Learning, Sensation, Perception, Cognition, Motivation, Emotional Bases of Behaviour)

No ☐ Yes ☐ If yes, document the relevant course name(s) and code(s) that fulfil the criterion:

Course name code full-half year grade
1. ____________________________________________ / __________ / __________ / __________ / __________

Course name code full-half year grade
2. ____________________________________________ / __________ / __________ / __________ / __________

III. Social bases of behaviour (e.g., Social Psychology, Cultural and Ethnicity, Group Processes, Sex Roles, Organizational & Systems Theory)

No ☐ Yes ☐ If yes, document the relevant course name(s) and code(s) that fulfil the criterion

Course name code full-half year grade
1. ____________________________________________ / __________ / __________ / __________ / __________

Course name code full-half year grade
2. ____________________________________________ / __________ / __________ / __________ / __________
For students who have not met one or more of the breadth requirement(s), below is a list of graduate courses that could fulfil each domain:

I. Biological Bases of Behaviour

- 6216 3.0: Topics in Cognitive Neuroscience: Rational and Emotional Processing
- 6235 3.0: Brain Mechanisms of Movement in Health and Disease
- 6235 3.0: Topics in Motor Function and Dysfunction
- 6250A 3.0: Advanced seminar in perception
- 6253 3.0: Fundamentals of Neuroscience II: Circuits
- 6256 3.0: Principles of Neural Coding
- 6257 3.0: Fundamentals of Neurosciences I, Structures, Neurons and Synapses
- 6260 3.0: Visuospatial Memory and Goal Directed Action
- 6265 3.0: Perception and action
- 6270 6.0: Physiology psychology
- 6278 3.0: Brain and Behaviour: Cognitive Systems
- 6320 3.0: Human Neuropsychology: History and Syndromes
- 6325 3.0: Clinical Neuroanatomy
- 6690 3.0: Comparative Developmental Psychology
- 6905 3.0: Biological and Cognitive Bases of Development

II. Cognitive-Affective Bases of Behaviour

- 6216 3.0: Topics in Cognitive Neuroscience: Rational and Emotional Processing
- 6250A 3.0: Advanced seminar in perception
- 6278 3.0: Brain and Behaviour: Cognitive Systems
- 6320 3.0: Human Neuropsychology: History and Syndromes
- 6330 3.0: Cognitive Neurorehabilitation
- 6335 3.0: Functional Neuroanatomy
- 6450 3.0: Principles of Neuropsychological Assessment
- 6465 3.0: Stress and Coping
- 6640A 3.0: Theories in Cognitive Development
- 6640B 3.0: Topics in Cognitive Development
- 6720 3.0: Development of Affect, Consciousness and Social Cognition
- 6905 3.0: Biological and Cognitive Bases of Development
- 6910 3.0: Psychoeducational assessment of children and adolescents
- 6950 3.0: Learning disabilities: Theories, Research, Diagnosis, and Treatment
- 6955 3.0: Lifespan Cognitive Development and Change
III. Social Bases of Behaviour

- 6150B 3.0: Social Methods
- 6160 3.0: Cross Cultural Psychology
- 6171 3.0: Interpersonal Relationships
- 6172 3.0: Stereotyping, Prejudice & Discrimination
- 6173 3.0: Personality Processes and the Social Self
- 6174 3.0: Organizational Psychology
- 6175 3.0: Social Psychology of Intergroup Relations
- 6245 3.0: Complex Systems Approach to Interpersonal Change
- 6340 3.0: Psychology of Gender
- 6400 3.0: Contemporary Issues in Social and Personality Psychology
- 6405 3.0: Social Cognition
- 6410 3.0: Social Psychology
- 6415 3.0: Multicultural Counselling
- 6560A 3.0: Group Processes and Group Psychotherapy
- 6610 3.0: Social and Emotional Bases of Development
- 6620A 3.0: Clinical-Developmental Perspectives on Social and Personality Development
- 6720 3.0: Development of Affect, Consciousness and Social cognition

Comments:

1 This course can only be used to meet breadth requirements in one domain (i.e., Biological or Cognitive-Affective)
2 This course can only be used to meet breadth requirements in one domain (i.e., Cognitive-Affective or Social) Revised: Feb. 10, 2016