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Handbook Introduction

The purpose of this handbook is to provide students in the CD area with information and guidelines that will aid in the completion of their degrees. This information has been taken from a variety of available resources both inside and outside of York University. It is important to note however, that this information will change from time to time at the original source. Subsequently, **information in this handbook should be confirmed by referring to the original source** as the original information supersedes that reported in this document. Furthermore, although future editions of this handbook will be updated to reflect any changes in the original documents, students should continue to verify the information at the original source.

It should be noted that official policies and guidelines for completing M.A. and Ph.D. work at York University are available from the Faculty of Graduate Studies website and the Graduate Studies Calendar. If a discrepancy is observed between this handbook and the FGS policies, the information from FGS should be viewed as the official policy.

The website for FGS is <http://www.yorku.ca/grads/>

CLINICAL DEVELOPMENTAL PROGRAM
YORK UNIVERSITY

We would like to take this opportunity to welcome students to the Clinical-Developmental Program at York University. This handbook was made to help guide you through the graduate process and to make your journey a little easier. There are a lot of forms to fill out and people that you need to talk to during your years at York. A lot of the information found in this handbook is from various other sources, but we hope to save you some time and frustration by putting it all together for you.

You will notice that not only does this handbook contain official and unofficial information about your studies at York, it also contains a section on 'Life Outside of Graduate School'. Yes, it is possible. And, it is necessary. While your time at York will be a busy one, it is most important to maintain perspective, avoid burnout and be productive. Locking yourself in your office and reading for days at a time will not help you accomplish these goals. The current graduate students at York University have some suggestions to get you out and enjoying what Toronto has to offer.

We hope you will enjoy your time at York University. Please keep a copy of this handbook for your records and refer to the timeline at the beginning of the handbook for a quick reference on how to proceed through the program in a timely manner. If you have any suggestions to make this handbook better, please feel free to talk with one of the CD area student reps, who are announced at the start of each academic year by the Director of Clinical Training.

Enjoy your time in the CD Program!

August

If you are applying for federal and/or provincial scholarship applications, then you should

- 1) Order transcripts now from your undergraduate universities for scholarship applications
- 2) Send out reference letter requests
- 3) Start drafting out your written portions, and set up a meeting to discuss/review with your supervisor

Applications are online mid-August... what do you have to lose?

September

First week after

Labour Day

CD Area orientation!

Remainder of Sept

Psyiloquy – PhD1 students will present their MA thesis and refreshments will be served so that we can all start the year on a social note! This is a great opportunity for incoming students to meet students already in the program. All CD students are welcome to attend.

Funding: Submit complete **Doctoral CIHR**, (and OGS equivalent) applications to grad department (if applicable).

Brown Bag: Applying for external funding. All are welcome.

October/November

First Friday of Nov

Clinical Practicum Day – Location TBA. Find out about potential assessment and intervention practicum sites from all over Southern Ontario.

Oct to Nov
(if applicable)

Funding: Submit **Doctoral SSHRC/NSERC** (and OGS equivalent) applications to grad department

November -December

See the Graduate Handbook for more information on these scholarships.

Brown Bag: Preparing for Internship Interviews. For students who have just applied.

Funding: Canadian Graduate Scholarship and Ontario Graduate Scholarships due for MA students.

April

Mid-late

Brown Bag: Applying for internships (for those thinking of applying in the next year or two).

Late

Send a copy of your CD Area Progress Tracking Form (see Appendix E) to your supervisor and the CD area administrative assistant for the year-end evaluation.

May to June

TBA

CD Area Spring Party

TBA

Cohort meetings with the DCT

promote in-house experiential learning in assessment and intervention, there is a need to integrate YUPC graduate training opportunities by CD faculty more systematically throughout the CD curriculum at both the M.A. and Ph.D. levels.

- In 2010, current and past graduate students completed two surveys about the CD Area. Based on their responses, it was suggested to expand graduate training in intervention modalities, integrate additional clinical training into the M.A. Degree, and be mindful of student workload issues. In 2010 and 2011, graduate students were also provided an opportunity to participate in a Student Town Hall Session to review and approve the proposed curriculum changes presented in this document.
- The introduction of recently accredited Clinical Psychology graduate training programs in southwestern Ontario (Clinical Psychology Applied Developmental Emphasis Graduate Program at the University of Guelph and the School and Clinical Child Psychology Graduate Program at OISE/University of Toronto) has increased the competitiveness for practicum and internship placements in the GTA. Ensuring that the CD training at York is current and comprehensive will help to strengthen the scientist-practitioner foundation of York students and keep them competitive and successful throughout all stages of their training.

Professionalism and Ethical Conduct – discussed at the Year End Meeting of CD faculty and based on input from instructors and supervisors

Before starting the program

March/April

You will have received your letter of acceptance. Information regarding the ½ course teaching assistantship available to you is included in your acceptance package.

Applying for the TA has two parts: 1. Filling out the application; 2. Contacting the TA administrator in July (currently Alistair Mapp, amapp@yorku.ca) to discuss your schedule and what courses you could TA.

Initiation of a criminal reference check is recommended. This is to ensure that all of our students have no record of police offenses involving vulnerable persons (children, persons with special needs). This check is required for the York University Psychology Clinic. The reference check process requires you to contact Louise Hartley, the Director of the York University Psychology Clinic for forms and to begin the process. She can be reached at lhartley@yorku.ca.

September

TA Day, TA duties

Meet with the course instructor to fill out the workload form (available in room 209 BSB), submit to room 209 BSB by September 30.

Research Assistantship and Supervision Agreement form must be filled out with supervisor and submitted to psychology graduate office by end of month. Forms are available from the Psychology Graduate Office.

December

Canada Graduate Scholarship (and accompanying OGS components) or full Ontario Graduate Scholarship application due to Psychology Graduate Office.

January

15 Plans for your thesis should be well underway.

30 Blanket application for teaching assistantships (TA) due, end of month. Forms available from 209 BSB.

March

Early YUPC Intake Training.

15 Submit a draft copy of your proposal to your supervisor.

April

5 Draft copy of proposal should be returned with revisions – if not, talk to your supervisor. Talk to your supervisor about setting up your committee. Your supervisor will contact a second faculty member for you. Do your revisions and resubmit your proposal to your supervisor this month.

Summer of M.A. 1

Revise and resubmit thesis proposal to your supervisor as needed. Be aware that this may take several resubmissions. Submit your approved proposal to your committee. Once your committee has approved it, submit the final approved proposal to the Graduate Office with the proposal approval form signed by your committee. Work out a timeline with your committee regarding deadlines so that you are on schedule to defend by the end of MA 2.

It is recommended that your proposal is approved by your committee by the end of Summer MA1 (August 31).

Prepare ethics package and complete online certificate program for submission to the Graduate Office (TCPS 2.0 Certificate).

Forms include:

- 1) TD1 (Thesis/Dissertation Proposal Submission form)
- 2) TD2 (Human Participants Research Protocol)
- 3) TD3 (Informed Consent Document)
- 4) TD4 (Statement of Relationship between Proposal and an Existing HRPS Approved Project)

The Graduate Office will then submit these forms to the Faculty of Graduate Studies. All forms are available in the Psychology Graduate Office and can be found in Appendix C.

During the Summer, opportunities often present themselves to observe clinical work in the York University Psychology Clinic (YUPC). This is a great opportunity to see and learn about some of the assessment skills you will be learning in the Fall.

Louise Hartley, clinic director, will send emails to the CDAREA listserv asking for volunteers. Please do respond in a timely manner if you wish to be considered for these sessions, as there will be course and curriculum requirements requiring participation in the clinic.

M.A. 2**Required Courses and Professional Experience:****Psychology 6920 3.0** Clinical and Diagnostic Assessment of Children and Adolescents**Psychology 6955 3.0** Developmental Psychopathology**Psychology 6965 1.5** Clinical Developmental Psychology: Cross Cultural and Diversity Issues (.25 FCE course)**MA Program Sanctioned YUPC Hours (see table in MA1 section for details)****Professionalism and Ethical Conduct - discussed at the Year End Meeting of CD faculty and based on input from instructors and supervisors****September**

-TA Day, TA duties

Meet with the professor to fill out the workload form (available in room 209 BSB), submit to room 209 BSB by September 30.

October

Beginning

Once you hear from FGS regarding ethics approval, you can begin collecting your data!

November

First Friday

Attend Practicum Day to see which sites may be of interest to you.

December1st week

Contact assessment practicum sites. Some require reference letters and transcripts (give 2-3 weeks for this). Update CV.

Contact CD Area Director of Clinical Training/Assessment Practicum Course Director. Discuss choices of practicum sites with them to make sure they are appropriate. Remember, you will not

be allowed to go on practicum unless you are in the Ph.D. program (i.e., your thesis is finished).

January
Throughout

Work on applications to Assessment Practicum sites.
Mock Interviews will take place to prepare you for the process.

30

Blanket application for TA due, end of month. Review workload form from September for TA.
Note: Any changes, get signed by course instructor, submit to 209 BSB.

February/March

Feb 1

Due date for practicum applications, as per the universal application date for the GTA.

Late February – March

Practicum interviews, good luck! Match Day is usually the third Wednesday in March. Once you have an offer, the practicum agreement form must be signed by the site supervisor and the CD Area Director of Clinical Training/Assessment Practicum Course Director.

Throughout

You are hopefully analysing your data for your thesis!!

Spring/Summer M.A. 2

Throughout

Finish your thesis, schedule your defence (your supervisor must find an outside examiner and Chair for you), preferably before Summer. You must defend before September 15th to apply to transfer to the Ph.D. program without requiring Provisional Status! If you want to convocate in the fall, the defense must be scheduled earlier (August).

May

1

(Ideally) Submit the final copy of your thesis to your supervisor. You will have to make revisions and resubmit to your supervisor until it is ready to go to your committee. Plan your time accordingly.

July

1

Submit the completed thesis draft to your committee once your supervisor has approved it. Once your committee approves the thesis, have them sign the Oral Defence form indicating that you are ready to defend your thesis. You must submit this form to the Graduate Office a minimum of 3 weeks prior to your defence date.

Your supervisor should find a date for your defence that will work for you and your committee before you submit the form.

August

1

Once you have completed your M.A. thesis defence and all coursework, you must apply for Ph.D. status. Get the form from the Psychology Graduate office (BSB 296), which must be signed by your supervisor. There is a processing fee that is paid to FGS.

15

If you require provisional status, a letter must be sent to the Psychology Graduate Office by each of your thesis committee members stating you will be defending by Fall of Ph.D.1.

Provisional status is conditional on the support of the CD Area. A letter of support must be sent by the Director of Clinical Training and all documentation must be sent by August 15th. This is only done in exceptional circumstances; a student can defend in September of their PhD1 year, with the permission of their supervisor and the Graduate Director.

Professionalism and Ethical Conduct - discussed at the Year End Meeting of CD faculty and based on input from instructors and supervisors

September

Begin assessment practicum. Make sure all necessary forms are filled out. Keep track of hours weekly (150 hrs direct service with clients required, 300 hrs total), including direct supervision, tests administered, ethnicity of clients seen, other work (report writing, feedback, etc.). See section below on Assessment Practicum. Submit time sheet to Course Director monthly.

A new website has been secured in order to input and track practicum and program-sanctioned hours:

<https://time2track.com/solutions/students/>

This website will produce APPIC-ready output for easy reporting of clinical hours when applying for a pre-doctoral internship.

Approach a supervisor for your Academic Breadth Comprehensive (ABC) Paper. Once you have decided on a topic, begin working on your ABC proposal. Start thinking about a second reader.

30

TA Workload form submitted, as before.

November

First Friday

Attend Practicum Day to look at sites for intervention practica.

15

M.A. thesis must be defended or you cannot apply for intervention practicum.

15

Contact intervention practicum course director to discuss potential sites.

Ph.D. 2**Typical Courses and Professional Experience:**

Intervention Practicum (off-site, usually 2 days per week)

Psychology 6930P 3.0 (full year) Intervention Strategies with Children Practicum Course (at York)

Possible to take a statistics course (you will need to take **two 3.0 stats courses** to graduate)

One elective, if possible – must take 2 electives over the PhD

PhD Program Sanctioned YUPC Hours (make sure you have completed the one assessment case as the primary examiner; see table in PhD1 section for details)

Professionalism and Ethical Conduct - discussed at the Year End Meeting of CD faculty and based on input from instructors and supervisors

Ideal to be completing ABC paper

September

Early Begin intervention practicum. Keep track of hours weekly as in assessment practicum. Same requirements re: hour allocation.

30 TA Workload form submitted, as before.

January

31 Blanket application for TA due. Also look at teaching positions, if interested.

31 Review workload form

During January Submit your ABC proposal to your project supervisor and ensure enough time for revisions and resubmissions. Once this is approved, send to your second reader.

Spring/Summer

Throughout

Get a draft of your dissertation proposal in to your supervisor. It must be approved by your committee (supervisor and two others) before the end of PhD 3. Start working on your ethics forms (same as in M.A.) while you are waiting. Start discussing committee members.

April 30

Submit Dissertation Supervisory Committee form and prospectus to the Graduate Office.

Ph.D. 3**Typical Courses and Professional Experience:**

**Any remaining required courses from PhD 1 and 2
 Remaining electives (if not taken in previous years)
 PSY 6490B 3.0 Ethical Issues in Professional Practice***

PhD Program Sanctioned YUPC Hours (second case conducted in the PhD program should involve a supervisory role; see table in PhD1 section)

Professionalism and Ethical Conduct - discussed at the Year End Meeting of CD faculty and based on input from instructors and supervisors

September

30 TA Workload form submitted, as before.

Throughout If not done, begin analysing your ABC data (if applicable) and/or begin writing your final ABC paper.

December

End of month Dissertation Proposal should be returned to you. If not, talk to your supervisor. Get started on those revisions after the holidays.

January

10 Get 2nd proposal draft in to your supervisor.

31 Blanket application for TA due. Also look at teaching positions, if interested.

30 Review TA workload form.

February

1 Proposal should be returned to you. If not, talk to your supervisor.

10 Resubmit proposal to your supervisor for (hopefully) final review. Once your supervisor is happy with the proposal, submit it to your committee.

15 It is a good idea to set up a meeting at this point with your committee members to discuss your proposal. Try to set up your meeting for mid-March at the latest.

March

15 Meet with your committee. Discuss your proposal and any changes that you should make. Start working on any suggested revisions. This should be submitted to ethics by the end of April. If your project is in a hospital, school or other centre, find out about ethics procedures for these places.

April

30 Your proposal should be submitted to ethics. Make sure all your tests are ordered, practice them if necessary, get all questionnaires ready, etc. Ethics should take 4 to 6 weeks. Do all preparations in this time.

Spring/Summer

Throughout Start collecting your data once ethics approval has been received. Collect as much as you can (if not all of it) this Summer.

June/July

Throughout Start figuring out where you are going to apply for internships. Think about what locations are best for you and why. Look at the APPIC website and talk to those sites that you are interested in. This requires a lot of time and preparation – check with your references about letters and give references a reasonable amount of time to send letters.

August

Mid-to-end

Set up an appointment with the Director of Clinical Training. You must meet with them for permission to apply to internship sites and to review your clinical training experience.

At this point, you should be collecting data for your dissertation. You should have a timeline regarding your dissertation and plan to have your dissertation finished before you leave for an internship. Minimally, you must have all coursework and your minor paper completed, dissertation proposal approved, and data collected by November 15. It is best (and easiest for you) if you defend before you go.

Ph.D. 4**Typical Courses and Professional Experience:**

Remaining electives (if not taken in previous years)

September

Throughout

Attend the internship application meeting if you haven't already. Check out the APPIC website for applying for internships and decide where you are going to apply. Order all transcripts, letters of recommendation and other information you will need. You must apply to accredited (CPA and/or APA) sites through APPIC. This will often require you to spend your internship year outside of Toronto, and possibly even Ontario. Applications are generally due in November and require a lot of time and preparation, so make sure you set aside time for this! Think of a good reward to give yourself when you are finished!!

30

Submit TA workload form, as before.

November

Early to Mid

Applications for internship sites are due. After all this hard work, you deserve a break.

December

1-5

You will find out where you will have interviews for internships.

End of month

All of your dissertation data should be collected. You should start analyzing your data. Try to have your data analysis done by beginning of January.

January

30

Review TA workload form.

Throughout	Interviews for internships. Prepare yourself for each site – make a list of your goals and how each site fits with those goals. Talk with other students about their experiences, especially other interns at the sites you are considering.
20	Dissertation should be returned to you. If not, talk to your supervisor. Begin revisions.
<u>February</u>	
Late	APPIC Match Day – Where will you be going for your internship?
<u>March</u>	
Throughout	Take the month to write. Have a draft copy of your dissertation to your supervisor by the end of the month.
<u>April</u>	
20	Dissertation should be returned to you. Begin revisions.
30	Give the second draft of your dissertation to your supervisor. Talk about defence, external members, Dean’s Representative, etc.
<u>May</u>	
31	Your dissertation should be ready to go to your committee. You may have resubmitted several other drafts to your supervisor over the last month. Once your dissertation is ready, make sure each member of your committee has a hard copy.
<u>June</u>	
25	Your committee should have returned your dissertation to you with comments/revisions, if any. Work on those suggestions. Try to set up a date for your defence.
<u>July</u>	
End of month	It is a good idea to defend your dissertation by the end of the month. If you are moving, this will

give you time to pack and go. If not, you will have a very much deserved month off before starting your internship. If you cannot take a full month, at least take a couple of weeks. The internship year is going to be very busy!

Ph.D. 5

At this time, you may be attending either a full- or part-time internship. A full-time internship takes one year to complete, while a part-time internship is generally taken over two years. You have completed all your academic requirements, and this is the last hurdle. Sites require about 1800 internship hours, generally involving rotations in different areas of practice. Once this is finished, and the PhD completed, you will need to go on the “temporary register” at the College of Psychologists and one more year of supervised practice is required. Also, registration exams (in Ontario, these include an ethics and jurisprudence exam, the Examination for Professional Practice in Psychology (EPPP) and an invitation to a final oral exam) are generally taken during the year of supervised practice.

Those who have elected to wait a year to apply to internship, please see the timelines and procedures for PhD4 above. Everyone takes their own path to get to the final stage, and life circumstances or the nature of the dissertation may mean an extra year before you apply for internship. That is perfectly fine! This is not a competition between peers, but a personal journey to where you want to be. No one will ask you about that in job interviews. ☺

CD Courses and Electives

M.A. Degree

- 6131 3.0 Univariate Analysis I
- 6132 3.0 Univariate Analysis II
- 6020 3.0 Historical and Theoretical Foundations of Contemporary Psychology A, OR 6030 3.0 Historical and Theoretical Foundations of Contemporary Psychology B
- 6610 3.0 Social and Emotional Bases of Development
- 6900 3.0 Issues in CD Psychology: A Proseminar in Ethics, Practice, and Research
- 6905 3.0 Biological and Cognitive Bases of Development
- 6910 3.0 Psychoeducational Assessment of Children and Adolescents
- 6920 3.0 Clinical and Diagnostic Assessment of Children and Adolescents
- 6955 3.0 Developmental Psychopathology
- 6965 1.5 Diversity Issues in Children, Youth and Adults in Clinical Practice
- 6820A 6.0 Research Practicum (330 Hours)

Other Requirements:

- Professionalism and Ethical Conduct
- Program Sanctioned YUPC Hours (30 hrs YUPC intake plus one assessment case that is co-supervised by a senior level PhD student)

PhD Degree:

- 6 credits in quantitative methods (see Graduate Program in Psychology Handbook for list)
 - Note: Qualitative Research Methods as a statistics course requires special permission (Contact Lori-Anne Santos for form)
- 6930 3.0 Clinical Developmental Interventions: Foundations
- 6480 3.0 Clinical Developmental Interventions: Advanced Skills
- 6490B 3.0 Ethical Issues in Professional Practice
- 6910P 6.0: Assessment Practicum
- 6930P 6.0: Intervention Practicum
- Minimum of two 3-credit elective courses, or equivalent, at the 6000 level

Other Requirements:

- Professionalism and Ethical Conduct
- PhD Program Sanctioned YUPC Hours (2 cases: one as primary examiner and one in supervision role)
- ABC paper

ELECTIVES (Note that not all courses are offered every academic year):

- Psychology 6925 3.0: Supervision and Clinical Consultation
- Psychology 6940 3.0: Clinical Developmental Assessment and Treatment of Adolescent Disorders
- Psychology 6950 3.0: Learning Disabilities: Theories, Research, Diagnosis and Treatment
- Psychology 6945 3.0: Applied Pediatric Neuropsychology
- Psychology 6960 3.0: Autism and Developmental Delays
- Psychology 6750 3.0: Special Topics Seminar, as specified by the Clinical-Developmental Area
- Psychology 6750R 3.0: Special Topics Seminar, as specified by the Clinical-Developmental Area
- Psychology 6780 3.0: Clinical and Educational Issues in Human Development
- Psychology 6150D 3.0: Constructivist and Functional Methods in Development
- Psychology 6620A 3.0: Clinical-Developmental Perspectives on Social and Personality Development
- Psychology 6415 3.0: Multicultural Counselling
- Psychology 6520B 3.0: Programme Evaluation
- Psychology 6560A 3.0: Group Processes and Group Psychotherapy
- Psychology 6245 3.0: Complex Systems Approach to Interpersonal Change
- Psychology 6640B 3.0: Topics in Cognitive Development
- Psychology 6660A 3.0: Developmental Psycholinguistics
- Psychology 6670 3.0: The Psychology of Reading
- Psychology 6690 3.0: Comparative Developmental Psychology
- Psychology 6720 3.0: Development of Affect, Consciousness and Social Cognition

- Psychology 6760 3.0: The Development of Complex Symbolic Skills
- Psychology 6980 3.0: Indigenous Peoples Mental Health
- Psychology 6770 3.0: Developmental Neuropsychology
- Psychology 6665 3.0: Lifespan Cognitive Development & Change: The Role of Neuroplasticity
- Psychology 6455 3.0: Current Issues in Health Psychology

“Source of funding for conference presentations; source of applications for various grants, fellowships, and scholarships; and the centre of your universe when making arrangements for thesis or dissertation defence.” – PGSA Survival Guide:

www.psych.yorku.ca/pgsa/main.html

The Faculty of Graduate Studies is the administrative body overseeing all graduate programs. General information is available at their website, <http://gradstudies.yorku.ca/>. They deal with registration, course enrollment, financial and scholarship support issues, student complaints, and thesis/dissertation defense paperwork. A complete list of staff is available at, <http://gradstudies.yorku.ca/faculty-staff/>.

Please note that students are encouraged to direct their questions first to the Psychology Graduate Office, who are in constant contact with FGS, and will help you to navigate any communications with the staff in the administrative office there.

CANADIAN UNION OF PUBLIC EMPLOYEES (CUPE) 3903

143 Atkinson Building Phone: (416) 736-5154 (voicemail only) Fax: (416) 736-5480

Learning Experiences for all CD students

York University Psychology Clinic (YUPC)

The YUPC is a state-of-the art community mental health and training centre associated with the Department of Psychology in the Faculty of Health at York University. The clinic officially opened in the Spring of 2009 and provides a range of leading edge, effective mental health services on a fee for service basis to community members from around York University. The clinic has 13 interview rooms - 9 with video recording capability and 7 with 1-way mirrors. The clinic can support full practicum placements for the optional third practicum in PhD 3, and also offers opportunities for graduate psychology students in the clinical developmental area to gain program sanctioned training hours in the clinic based on their educational level within the program. Please visit the clinic's web-site (www.yupc.org) to learn more.

Clinical-Developmental Brown Bags and Clinic Rounds

These Brown Bags and Rounds are designed to enhance your graduate experience by providing students with information about practicum sites (and how to apply to them!), and by providing more senior level students with experience in presenting clinical cases in a clinical rounds type of setting. Another goal of the brown bags is to foster a greater sense of community in our program and give students more opportunities to meet and share experiences with others from the program. Regular email announcements are sent with the exact dates, topics, and location. We hope that you will find this to be an invigorating learning experience!

Additional Graduate Diplomas or Stream

Additional Program Training:

1. Health Psychology Graduate Diploma Program

<http://healthpsychdiploma.info.yorku.ca/>

2. Quantitative Methods Diploma

<http://qm.info.yorku.ca/quantitative-methods-diploma/>

3. Neuroscience Graduate Diploma

<http://neuroscience.gradstudies.yorku.ca/>

4. Clinical Neuropsychology Stream

<http://psychology.gradstudies.yorku.ca/areas-of-specialization/neuropsychology/>

Research Practicum

In your MA 1 year you are going to spend 10 hours per week working with your supervisor on an agreed upon research project. This can range from working on a literature review or writing a paper, to collecting data for a study. The form on the next two pages outlines this contract between you and your supervisor. One copy should go to each of the following: the Grad Office, your supervisor, and the CD Area Secretary. Keep a copy for your own records.

The research practicum agreement form can be found in Appendix A.

Thesis and Dissertation Committee and Proposal Process

All information can be found in the Psychology Graduate Student Handbook:

<https://psychology.gradstudies.yorku.ca/files/2019/05/Handbook-2019-2020-FINAL-1.pdf>

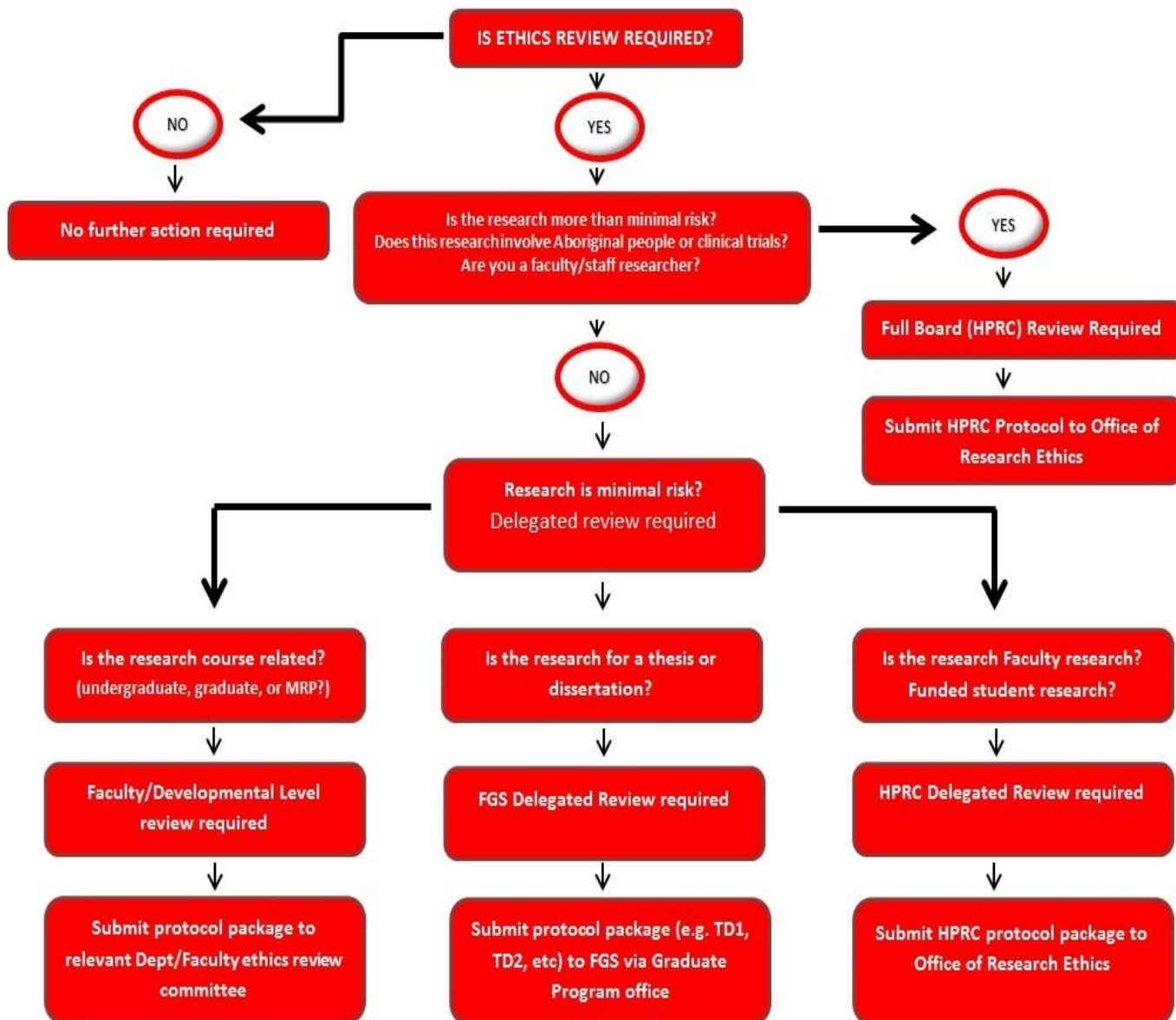
or from Faculty of Graduate Studies:

<http://gradstudies.yorku.ca/current-students/thesis-dissertation/general-requirements/#section2b>

All relevant proposal and ethics **forms can be found at:**

<http://gradstudies.yorku.ca/current-students/thesis-dissertation/forms/>

To better understand which ethics review process, form and committee is appropriate for your research, please consult the **Decision Chart: Full Board & Delegated Ethics Review Processes** below:



Additional Thesis and Dissertation Information

All information can be found in the Psychology Graduate Student Handbook:

<https://psychology.gradstudies.yorku.ca/files/2019/05/Handbook-2019-2020-FINAL-1.pdf>

Or from Faculty of Graduate Studies:

<http://gradstudies.yorku.ca/current-students/thesis-dissertation/general-requirements/#section2b>

Academic Breadth Comprehensive (ABC) Paper

Each Ph.D. candidate is required to write an Academic Breadth Comprehensive (ABC) Paper on a topic chosen in consultation with their supervisor. The ABC paper is intended to foster breadth of psychological knowledge and therefore must be in an area not directly related to the candidate's dissertation research. With permission, the topic may be chosen from a field outside psychology.

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.

Additional information regarding committee, proposal, and the ABC paper can be found in the Psychology Graduate Handbook:

<https://psychology.gradstudies.yorku.ca/files/2019/05/Handbook-2019-2020-FINAL-1.pdf>

AP Rev. Aug 2006

Clinical Developmental (CD) Psychology Area, York University
Dispute Resolution and Grievance Process

The Clinical Developmental Area recognizes that students may encounter difficulties from time to time during their time in the program. We want students to have a positive experience in the program and thus we hope that any difficulties which do arise can be dealt with early on and constructively. We have developed this document to inform students about some suggested ways to help resolve difficulties and to make you aware of the official procedures available, should you ever need them.

Please note: This is not a legal document and is not official University policy. If a formal complaint is being considered, students should see the FGS policies in the Graduate Program Handbook and the FGS website.

In general when difficulties arise, it is often best to try to deal with them directly and seek a resolution (e.g., perceived unfairness regarding a course grade, differences in expectations between a student and a supervisor regarding RA responsibilities). This is not easy but is often effective and may be a good learning experience. However, as a student, you are clearly in a hierarchical relationship in which you frequently have less power than faculty and we recognize this may be awkward for you.

So, if your attempt to deal with the situation is unsuccessful or you find it impossible to address, your next recourse is usually the Director of Clinical Training (DCT) who is responsible for the program academically and professionally. He or she will try to listen respectfully and help generate and evaluate various solutions or options to address the situation, which might include taking actions such as speaking with the other faculty member, having a joint meeting, etc. depending on the situation and your wishes.

If the DCT is unable or unwilling to help you address the situation, or wishes that the Area as a whole should make a decision (or the DCT is the person with whom you are having difficulty), you may petition the Area (more likely if it is an "area" matter; Appendix F). The DCT or another faculty member will present your case at a monthly meeting of the CD Area (excluding student reps).

Alternately, you may speak to the Graduate Program Director (GPD), especially if it is a graduate program or FGS matter. He or she will advise you regarding possible next steps including petitions and appeals beyond the Psychology Department. These are also outlined in the Graduate Program Handbook and the FGS website.

You also have access to the University's Ombudsperson's office, an arms-length office designed to provide fair conflict resolutions within the University.

The Office of the Ombudsperson and Centre for Human Rights is located at York University in S327 Ross. Information can be found on their website (<http://ombuds.info.yorku.ca/>) or they can be reached by email (ombuds@yorku.ca).

In general, the following are the sequences to follow regarding whom to talk to (and in what order) regarding a concern of various kinds:

Academic:

- Academic issue including specific course grade appeal etc.
 - 1) course director 2) DCT 3) GPD
- Thesis/dissertation research
 - 1) supervisor 2) DCT 3) Area 4) GPD
- General progress in CD Area
 - 1) supervisor 2) DCT 3) Area 4) GPD

Clinical/Interpersonal:

- Within Practicum Courses (6910P and 6930P)
 - 1) practicum course director 2) DCT 3) Area
- Outside Practicum Courses (i.e., optional 3rd practicum, program-sanctioned hours, internship)
 - 1) DCT 2) Area

For further information regarding Grievance and Complaint Procedures, you may consult:

FGS Policies and Regulations as well as Petition Forms at:

<http://gradstudies.yorku.ca/current-students/student-services/resolution-support/>

Procedures Used to Hear Appeals by Students against Decisions of Graduate Programmes Concerning Academic Issues (FGS Calendar, 2007-2009)

The graduate programme will make the initial decision on any academic issue, including an evaluation based on academic judgement (for example, course grades, research review papers, qualifying examinations). **Note:** Appeals of course grades will be heard by the graduate programme or undergraduate department responsible for issuing the grade using the procedures set out by the programme or department.

If the graduate student is dissatisfied with the initial decision of the graduate programme on any academic issue, excluding an evaluation based on academic judgement, they may appeal **within fourteen days from the date on which they were notified of that decision** notice given to the Dean of Graduate Studies.

Once a notice of appeal is received, the Dean of the Faculty of Graduate Studies or his/her delegate will attempt through an informal discussion with the graduate student and graduate programme to resolve the issue.

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

The appeal committee will hold a meeting that will be a new proceeding. Only material that has been presented previously can be used at this time. The student will first present their side of the proceeding, to which the graduate programme may respond. The onus will be on the student to establish the facts and merits of their appeal. The student will be provided with an adequate opportunity to know the evidence and nature of the case against them before the hearing and to respond to it during the hearing in accordance with the Senate Appeals Committee advisory documents. The student will be responsible for assembling and distributing the documentation in support of their position, and presenting their appeal to the appeal committee.

When the appeal committee reaches a decision, they will notify the graduate student and the graduate programme in writing of their decision and the reason for this decision. The decision of the appeal committee will be the decision of the Faculty of Graduate Studies on the appeal. If the graduate student and/or the graduate programme disagrees with the Appeal Committee's decision, either or both may appeal to the appropriate Senate committee.

Year End Evaluations

The year-end evaluation is an important exercise in the Graduate Program in Psychology. It provides the Program with an opportunity to acknowledge good progress and performance and, where appropriate, to point out places where better progress and performance might be made. The evaluation may be used in determining the Program ranking of applications for internal scholarships, fellowships and other awards. It may also be used to aid in determining the level of support given to a continuing student from the G.A. budget. It is also essential in the CD area for our annual accreditation reports. Satisfactory progress in academic, clinical, and interpersonal areas is required by the program.

From *students*: A completed **Progress Tracking Form** (see form in Appendix E) which has been discussed with and signed by the supervisor should be submitted to the **CD Area Secretary (Room 101 BSB)**. It is strongly suggested that students send a copy of this document to their supervisors, for use in completing their reports as described below. Students should keep a computer-file copy of the Progress Tracking Form on file and add to it every year.

From *principal supervisors*: A written report on each student they are supervising should be submitted to the **CD Area Secretary** (Deadline is usually in Mid-May). An assessment of the student's progress and, if in their opinion, progress has not been wholly satisfactory, some indication of the reasons and any intervention that they or the Director might make in order to improve the student's performance. Also to be included:

1. An estimate of date of completion of:
 - (i) Course requirements,
 - (ii) Practicum/internship requirements,
 - (iii) ABC Paper
 - (iv) Dissertation or thesis (provide names of supervisory committee members)

If these estimates have changed from those given in the previous year, then reasons for the change should be provided.

2. An assessment of the overall academic quality of the student's work and contribution.
3. Any concerns or recommendations.

From *clinical supervisors*: Clinical work is undertaken during M.A.2 (assessment courses), Ph.D. 1 (assessment practicum) and Ph.D. 2 (intervention practicum). The respective assessment and intervention course directors will provide a letter outlining the student's clinical progress.

CD faculty will convene an annual meeting in which the progress of each student is discussed. A letter to the student will follow outlining the student's progress, and any recommendations the faculty may have with regards to the student's movement through the program and any concerns related to clinical or interpersonal issues.

Clinical Developmental (CD) Area, York University
Information on the Collection, Use, and Sharing of Students' Personal Information

In accordance with the Personal Information Protection and Electronics Documents Act (PIPEDA), the University Privacy Policy, and in keeping with the spirit of the Personal Health Information and Protection of Privacy Act (PHIPPA), we in the CD Area want students to fully understand what information is collected, stored, disclosed, and shared about them, and for what reasons, within the CD Area and the Psychology Graduate Program.

Please note: This is not a legal document and is not official University policy, but is simply intended to help students be fully informed.

We abide by a number of general principles enshrined within various pieces of privacy legislation and policy including:

- only relevant information is collected, information is collected for particular reasons and is needed for those reasons
- information is "used" by the organization for particular purposes which includes certain limited sharing of information
- you have access to your information (with certain exceptions)
- your personal information is stored securely and kept confidential (again with certain exceptions).

Main Student Files (paper files)

The Graduate Program in Psychology maintains your official file. These files are kept securely in the Graduate Office while you are a student and for at least 7 years following graduation or withdrawal from the graduate program. The files include academic, financial, and professional training materials.

Academic & Financial:

- all application materials including undergraduate transcripts, GREs and letters of recommendation
- letters confirming admission and acceptance to the program
- all course grade sheets submitted by course instructors
- all annual progress evaluation materials submitted by student (progress tracking form, CV)
- all annual progress feedback letters from the CD Area
- forms documenting advisory committee appointments and changes (MA, Minor Area Paper, and Dissertation)
- documentation regarding MA and PhD theses (proposal approval, submission to FGS/Ethics, schedule oral, revisions complete, etc.)
- petitions for any reason (extensions, exemptions to any FGS regulation, etc.) and associated documentation (letters of support, explanation, etc.)
- scholarship information

- CUPE hiring documents (which include personal and banking information)
- any disciplinary documentation

Professional Practice-related:

- Police check indicating no criminal record and clearance to work with vulnerable persons
- For each Practicum (Assessment Practicum, Intervention Practicum, Optional Third Practicum):
 - practicum agreement form signed by external supervisor, student, and DCT and/or practicum course director
 - record of practicum activities and hours
 - interim and final evaluations of the student's practicum work by practicum site supervisors
 - grade for practicum work (by course director of practicum courses, by DCT for other practica)
 - any other relevant materials concerning the student's performance while on practicum and clinical competence
- For Internship
 - internship agreement form signed by external supervisor, student, and DCT
 - internship evaluations (for each rotation or interim and final)
 - any other relevant materials concerning the students performance while on internship and clinical competence
- Any letters or emails documenting any concern regarding the student's personal/professional competence.

In addition, the following electronic files are maintained by the Graduate Office or by FGS:

- a cumulative record of course registrations and marks
- a spreadsheet of all scholarships and awards
- a spreadsheet of summarizing all students' progress

Purpose and Accessibility. Student files, both hard copy and electronic versions, are accessible to the Graduate Program staff, the Director of Clinical Training, and the student's supervisor. They need access to this information to administer the program, ensure your progress in the program, summarize your accomplishments for year-end evaluations, scholarship ratings, prize nominations, and so on. In addition, the DCT is required to review your entire file prior to signing off on your AAPI application for Internship. You (or a duly appointed representative of yours) can have access to your file, with certain exceptions (e.g., letters of reference, items including another student's name, etc.), by making a request to the GPD or Graduate program staff.

From time to time, files are reviewed in order to complete reports to the Faculty of Graduate Studies and the Ontario Council of Graduate Studies. In addition, site visitors for the Accreditation Panel of the Canadian Psychological Association may review student files for the purposes of reviewing the quality of the training program and adherence to the accreditation standards.

Any concerns or complaints about the collection, storage and use of students' private information may be directed to the Graduate Program Director. All concerns will be discussed with the complainant and investigated thoroughly.

CD Area Specific Information Sharing Practices

There is another set of files kept by the administrative support person for the DCT of the CD Area. These include copies of some of the documents (e.g., progress tracking forms, end-of-year letters) in the "official" files in the Graduate Office and some CD-specific forms and information:

- Progress-tracking forms for the past two years
- Year-end Evaluation letters from DCT for the past two years
- Program-sanctioned hours form(s) documenting additional clinical hours approved by the DCT or CD Area to fill clinical gaps and/or be counted towards Internship
- Internship application (APPI) Part 1 and Part 2, including DCT letter of permission to apply

In addition, the CD administrative support person also maintains electronic databases with contact information for all students in the CD program, so that she and the DCT can contact students as needed. Information is also gleaned from progress-tracking forms and CVs for purposes of CPA Accreditation summary reports (non-identifiable).

Purpose and Accessibility. These files are accessible to the Director of Clinical Training and students' supervisors. They need access to the information to administer the CD-specific aspects of the program, summarize your accomplishments for year-end evaluations, and so on. In addition, the DCT will review this information (especially the program-sanctioned hours forms) prior to signing off on your AAPIC application for Internship. In addition, site visitors for the Accreditation Panel of the Canadian Psychological Association may review these files. You can have access to your file by making a request to the DCT. Any concerns or complaints about the collection, storage and use of students' private information in these files may be directed to the DCT.

Information Sharing within the CD Area:

Within the CD Area faculty, information regarding students is routinely shared in the following ways:

- informally, faculty often provide feedback (often positive) to each other about their students
- the DCT will usually copy your supervisor on emails to you or about you
- Practicum Course Directors (6910P and 6930P) will routinely discuss your progress with your external Practicum Supervisor (often with you present as well) external Practicum Supervisors may discuss your progress with the DCT

Year-end Evaluation Process:

During the annual Progress Evaluation, all CD faculty meet to review the progress of every student. The discussion is based primarily on the Progress Tracking form submitted by the

student and the letter submitted by the supervisor summarizing the student's progress, accomplishments, plans, and any concerns or extenuating circumstances. Other faculty who know the student via coursework, practica, TA, RA, etc. share their observations as well, so as to obtain a more well-rounded picture of the student. This is especially important, and in the student's best interest, when the student is struggling or if there is some tension between student and supervisor. The DCT takes all information into consideration in writing the end-of-year progress letter to each student (which includes the gist of the discussion) or taking other action as determined by the Area. The purpose of this exercise is to give constructive and regular feedback to students about their progress, provide official notification of any academic or professional concerns and suggested remedial actions, as well as to ensure the integrity of the program and meet accreditation standards.

For further information regarding Privacy issues, you may consult:

University Policies on Access to Information & Protection of Privacy, Records & Information Management at www.yorku.ca/secretariat/policies

FGS Policies and Regulations as well as Petition Forms at <http://gradstudies.yorku.ca/current-students/regulations/>
The Information and Privacy Office, York University N945 Ross(info.privacy@yorku.ca)

The Office of the Ombudsperson & Centre for Human Rights, York University S327 Ross
<http://ombuds.info.yorku.ca/> or email ombuds@yorku.ca

The Information and Privacy Commissioner of Ontario: www.ipc.on.ca

The Privacy Commission of Canada: <https://www.priv.gc.ca/en>

Teaching Assistantships and Funding

All information can be found in the Graduate Program in Psychology Handbook:

<https://psychology.gradstudies.yorku.ca/files/2019/05/Handbook-2019-2020-FINAL-1.pdf>

Practica

(Personal Communication with Dr. Adrienne Perry, Dr. Rob Muller & Dr. Yvonne Bohr)

The GTA Clinical Practicum Day generally occurs on **the first Friday of November**. Attend and get an idea of some of the sites offering assessment and intervention placements. This is an opportunity to speak with some of the supervisors at the site in order to determine whether the site will suit your interests. **It is the responsibility of our program to ensure that students receive the proper training in an appropriate training environment. Therefore, students are required to get clearance from CD faculty members regarding the practica sites they will be applying to. Students will receive an email from the DCT regarding this following practicum day, which usually happens in November. This clearance will be required for assessment, intervention, and third practicums.**

During the aforementioned meeting/email, three general themes will be discussed: a) Sites people have typically gone to (the more popular sites, as well as those viewed as providing quality placements), b) Sites that people haven't typically gone to, but are good sites nonetheless, and c) General criteria to exercise in choosing a site.

February 1st is the deadline to submit an application for sites participating in the GTA Match process. A meeting/interview with sites who express an interest in you may follow. During the application decision period from November to January, maintain contact with the Course Director in order to obtain feedback with regards to the search, provide updates on potential interviews with sites, and to ask any questions.

During the Summer term, the Course Director may assign readings in advance of the course in the Fall. Prior to the intervention practicum, it is a good idea to read books and articles regarding various forms of therapy, and to ask your site supervisor for some recommendations of readings before you begin the practicum. If you have any questions, discuss them with both the Course Director and your site supervisor. The intervention practicum course (6930P) is run concurrently with the intervention practicum.

NOTE: Contact with the Course Director should be maintained throughout the process. Acceptance of a placement must first be approved by the Course Director as well as the CD area DCT.

Courses in Preparation for Practica (Taken during MA):

Psychoeducational Assessment of Children and Adolescents (6910 3.0)

This course involves the learning and administration of several cognitive and academic tests. As part of the course, students will be required to administer and interpret selected psychological tests to children/adolescents in order to practice the skills being

taught. Students learn how to evaluate different tests for validity and reliability. Students also discuss basic standards of professional clinical practice.

Over the Summer, students may wish to begin familiarizing themselves with selected tests that will be covered in the course (to be referred to in the course outline). These tests are available in the resource centre (**BSB 162B**). Students should also begin to think about where they would be able to obtain children to test. In the past, students have tested children in their neighbourhood, relatives, or family friends. **Consent from the parents will be required prior to testing** (a consent form is provided by the professor/department), and the child will receive a small remuneration for participating (\$10-\$20 as decided by the course director). **No standardized testing of children should occur prior to the start of the Introduction to Assessment class.**

Clinical and Diagnostic Assessment of Children and Adolescents (6920 3.0)

This course involves more behavioural and clinical observation and assessment techniques. Observation of children in natural settings, interviewing and report writing are important clinical skills further developed in this course. Students learn to integrate information from various sources and develop skills in diagnostic formulation. Students may also have the opportunity for observation in the York University Psychology Clinic.

Courses to Prepare for Practica (Taken in PhD):

Intervention Strategies with Children (6930 3.0)

This course is the introductory course taken prior to starting the intervention practicum, during Ph.D. 1. It involves reading and discussion of several intervention and therapeutic methods used in the treatment of children and adolescents.

CD Interventions: Advanced Skills (6970 3.0)

This course will train students in a modality of treatment, such as CBT. There is often a case component to the course, integrating YUPC training.

Courses taken During Practica (Taking in PhD)

Assessment Practicum (6910P 3.0)

Students should have an assessment practicum site set up before September of their 3rd year (Ph.D. 1). Determine what requirements you need for your site before starting (for example, criminal check, medical evaluation and/or vaccinations, site identification requirements, workload entry requirements (often tracking of your hours is required if the site is funded by the government etc., but also for your professional tracking record). A course is held concurrently at York along with the off-site practicum experience. The course is usually held every month during both the Fall and Winter terms.

Intervention Practicum (6930P 3.0)

Start looking for practicum sites in **early November of the year prior to the practicum** (usually MA 2), at the GTA Practicum Day fair. February 1st is the deadline for applications to sites participating in the GTA Match process. It is a good idea to contact the Practicum Course Director and DCT before applying to practicum sites. Interviews typically take place in February to March, and sites will notify students of placements in March, usually the third week.

Additional Information on Intervention Practicum Site Selection

In the process of seeking a site for your intervention practicum, it is expected that you will consult with the professor who is scheduled to teach your intervention practicum course. During the Fall of your Ph.D. I year, please contact the professor by email and let him/her know which sites you are considering.

In considering sites for the intervention practicum, the following criteria must be met:

1. All sites must provide supervision by a licensed psychologist. There must be a *minimum of one hour per week* of individual supervision. Group supervision is welcome, but it must be in addition to the individual supervision.
2. It is recommended that there be at least two licensed psychologists at your site (we recognize that in practice this is often unattainable; so at a *minimum*, there must be one).
3. The clinical work that you would take part in must be intervention focused. Clinical assessments do not qualify. While clinical assessments are good experiences, they do not meet criteria for intervention practica.
4. By clinical intervention, we mean psychological treatment. Any well-accepted, evidence-based modality is reasonable, such as cognitive-behavioural, parent guidance, family, emotion-focused, play, parent-child interaction therapy, psychodynamic, watch-wait-wonder, and so on.
5. Short or long-term therapy are both reasonable. By short term therapy, we mean treatments that often last about 8 to 14 sessions. In such treatments, the time limit is assumed from the start. Longer term therapies usually last throughout the course of the practicum.
6. Throughout most of the intervention practicum, students should carry approximately 5 cases in their caseload at any one time. This may include any mix of individual, family, or group therapy cases, depending on the site. It sometimes takes a couple of months to reach that number of ongoing cases.
7. Short term consultations, brief inpatient work, didactic psychoeducation groups, and co-therapy with the supervisor all count as clinical work during the practicum

and are strongly encouraged. They will enrich your clinical training. However, they do not replace basic therapy skill development.

8. In your setting, intervention should ideally be offered to a range of age groups, such as pre-school, school-aged, adolescent, infant & parent. It is important that the entire training experience *not* be with just one single age group.
9. In your setting, intervention should ideally be offered to children with a range of problems and disorders, such as eating disorders, ADHD, depression/anxiety, developmental delay, trauma, parent-child conflict, underachievement, and so on. It is important that the entire training experience *not* be with just one single problem domain.

When you have determined which sites you would like to apply to, in the late Fall you will put a list together, and email it to the intervention practicum professor listing the proposed sites, and how each site meets the above criteria (you can do this in point form).

You may only apply to these sites once you have received the expressed approval of the intervention practicum professor.

Please note that it is important to inform your chosen sites of the Friday time of 6930P, the practicum course associated with the practicum placement. Attendance is mandatory for the course.

Practicum Applications and Evaluation

When starting your assessment or intervention practicum, you and your clinical-site supervisor(s) will be required to complete a **Practicum Agreement Form** (available in the grad office; see Appendix B for a copy of the form). This form outlines the details of the practicum (i.e., length of practicum, estimated hours), as well as provides the department with information pertaining to your site-supervisor.

In addition, **prior to the start of the Winter term, as well as at the completion of the practicum**, an evaluation form will be completed by the student and site-supervisor outlining the student's progress to date with regards to client characteristics, clinical hours, and a variety of core competencies.

It is recommended that students review both forms prior to beginning their practica, so that they can gain a better understanding of what is expected of them during their time at their placement, and what criteria will be utilized in their evaluation. **Copies of the agreement and evaluation forms are provided in Appendix B of this document.**

NOTE: For the purposes of the assessment and intervention practica, **students will be required to complete a vulnerable persons screening at their local police station.**

This is also required for the CD program. It is strongly suggested that they be completed during the Summer in anticipation of the beginning of the practicum for the coming year. Forms are available in the **graduate office**.

Tracking Clinical Hours

Throughout your assessment and intervention practica, you should be keeping detailed records of your clinical hours. These hours include: a) **supervision** (Individual, group, peer, classroom), b) **Direct Service** (Interviewing, assessment, Individual and/or group intervention), c) **Number of clients** (as well as demographic information such as client gender, age, ethnicity, and sexual orientation); d) **Indirect Service** (Report writing, consultations, literature review), e) **Professional Development** (i.e., reading, literature reviews), f) **Research**, and g) **Other relevant activities** (i.e., meetings). When recording, it is strongly recommended to be breaking down your hours in terms of the required APPIC categories (i.e., client ethnic background, age brackets) as well, such that calculating hours will be much easier when it comes time to complete the APPIC process. Go to www.appic.org for more information on what types of hour breakdowns are required, as well as to obtain further information on the APPIC internship application process.

Students wishing to obtain additional clinical experience beyond their two practica have two options:

1. An optional formal third clinical practicum (up to 300 hours at a recognized setting)
2. Program-sanctioned hours (more flexible – see form in Appendix D)

It is recommended that these situations be discussed with the Director of Clinical Training in advance.

**CLINICAL-DEVELOPMENTAL AREA
GRADUATE PROGRAM IN PSYCHOLOGY**

Practicum Training Requirements

(Updated May 2014)

In accordance with the Standards of the Canadian Psychological Association (CPA), through which we are accredited, it is a requirement that students participate in “*systematic and intensive training in the application of psychological principles and skills to human problems*”. This training is provided through practicum (and later internship) experience, offered in a graduated and sequential fashion, integrated with the program curriculum. Doctoral programs are expected to help students locate and select suitable practicum settings and are responsible for monitoring students' experience (such as through an associated course). Regular liaison between the practicum settings and the program faculty is expected.

According to CPA (2011), *“Practicum training incorporates and covers the following activities:*

1. *an understanding of, and a commitment to, professional and social responsibility as defined by the statutes of the ethical code of the profession (CPA Canadian Code of Ethics),*
2. *the ability to conceptualize human problems,*
3. *awareness of, and sensitivity to, the full range of human diversity,*
4. *an understanding of one's own characteristics, strengths and biases, and the impact these have upon professional functioning,*
5. *skill in psychological assessment, intervention, and consultation, which includes more than one type of assessment (e.g., intelligence testing, behavioural assessment, personality testing, neuropsychological assessment) as well as more than one type (e.g., cognitive-behavioural, interpersonal) and mode (e.g., individual, group, family) of intervention,*
6. *skill in writing reports and progress/session notes, and*
7. *the use of research to inform practice and the ability to use practice experiences to inform and direct research.”*

The CPA Standards proscribe the amount of face-to-face direct service and the amount and type of supervision expected during a student's total practicum experience prior to internship. In the York Clinical Developmental (C-D) Area, these experiences will be gained via:

- 1) York University Psychology Clinic involvement;
- 2) an Assessment-focused Practicum (6910P);**
- 3) an Intervention-focused Practicum (6930P);**
- 4) Program-sanctioned hours (supervised clinical experience pre-approved by the Director of Clinical Training), and
- 5) an optional third practicum (in some cases).

This document is focused on the requirements for 2) and 3) above.

The two mandatory CD Practica (6910P and 6930P) have the following requirements, based on the CPA Standards and CD Program policy:

Assessment (6910P): The focus is on the use of psychological testing and other assessment methods in clinical practice with children and adolescents. This typically entails: test administration; scoring and interpretation of tests, questionnaires, and interview measures; clinical interviewing of children/adolescents as well as parent interviewing; consultation with other professionals; observational techniques; feedback to clients, parents and other professionals; and report writing. The typical expectation is that a **minimum of five full assessments** will be conducted, and that the **student will have primary responsibility for at least one assessment from intake to feedback by the end of the practicum**. Students should gain as much breadth as possible in terms of various assessment measures, age groups, and presenting issues.

Intervention (6930P): The focus is on the use of therapeutic or other intervention/prevention strategies in clinical practice with children, adolescents, and families. As well, experience in assessment for therapy, case conceptualization, consultation, case conferences, and report writing should be included. Students should gain as much breadth as possible in terms of a range of modalities or approaches, and a range of client ages, diversity factors, and presenting issues.

Settings

Appropriate clinical placements in the community are arranged on an individual basis by the student. Potential settings are to be vetted prior to application, through the Practicum Course Director and/or Director of Clinical Training. The CD Program will provide information and support to students in the process of seeking practicum settings, including activities such as practicum information fairs, brown bag sessions regarding applications, mock interviews, etc., through the specifics of these may vary from year to year. Practicum agreement forms should be completed in the Spring of the year prior to the practicum and must include relevant information ensuring that the student's training needs and the CPA Standards will be met. These must be approved in writing by the Director (or designate, such as Practicum Course Directors) prior to the beginning of the Practicum, typically in the Spring before the practicum begins.

Duration

The practicum is completed during the academic year, typically 2 days/week from the beginning of September to the end of April for approximately 32-34 weeks in total.

Hours per practicum

- **minimum of 150 hours direct service** experience (direct contact with clients: testing, therapy, interviewing, in-room observation, feedback, etc.)
- **minimum of 40 hours formal supervision** with Practicum Supervisor, 75% of which is individual 1:1 supervision (see below)
- **40 hours group supervision with faculty** Course Director via course and individual meetings as needed

Concurrent Practicum Courses and Faculty Liason

During the practicum, students are enrolled in Psych 6910P Assessment Practicum or 6930P Intervention Practicum. The course directors for these courses have the responsibility to communicate with the practicum supervisors. As per CPA Standards, regular communication is expected between the faculty and practicum supervisors. At least one in-person meeting, usually at the practicum site, with or without the student, is conducted over the year. Additional communication will occur as needed, either in the form of meetings or via phone or email.

Supervision

On-site supervision is to be provided by a Registered Psychologist or in some cases, a Registered Psychological Associate, to whom the student is assigned. It is important that there be two potential supervisors available in the setting and/or a clear back-up plan to protect the student in the event the primary supervisor is not able to fulfill the role for any reason (e.g., maternity leave, illness, resignation, loss of job, etc.).

A **minimum of 40 hours of formal supervision** is required. While group supervision can be a useful and time-effective means to provide supervision and case, individual 1:1, supervision time is seen as a critical piece of the student's professional and personal growth. CPA Standards require that 75% of the supervision is individual.

An **additional 40 hours of supervision is provided by the CD faculty member** responsible for the practicum course, through class meetings, individual meetings and joint meetings with the on-site supervisor.

Evaluation

Evaluation is on a Pass/Fail basis, submitted by the practicum course director, based on feedback from the practicum supervisor's interim (Jan) and final (May) evaluations, as well as the course director's evaluation of the in-class portion. The course director's evaluation should include an on-site meeting with the practicum supervisor in the practicum setting whenever possible.

**APPROVAL OF “PROGRAM-SANCTIONED” HOURS
 (ADDITIONAL CLINICAL EXPERIENCE)**

Background

The CD Program provides enough clinical experience via the two practica and YUPC program requirements to meet standards for CPA accreditation and, following an internship, our students easily exceed the minimum clinical hours requirement for registration with the College of Psychologists. However, from time to time students do engage in extra clinical training or experience for one or more of the following reasons:

- a) the student identifies a gap in their training which they seek to fill;
- b) the program identifies a gap or feels the student needs additional clinical training;
- c) the student is involved in some way (working, volunteering, collecting data, etc.) in a clinical setting, though this is not officially connected with the CD program;
- d) the student is seeking to strengthen their credentials in preparation for internship applications.

Regarding the fourth point, students often worry that they do not have "enough hours" to make them competitive in applying for internships. The APPIC internship application process makes provision for "program-sanctioned hours" to be added to official practicum hours in a student's application, but there is no common standard or definition of "program-sanctioned" among DCTs. Thus, a fair and consistent way of approving such experience is needed, which is what prompted the development of the table below:

Q. What are the YUPC program requirements and when are they done in the MA and PhD program?					
	Activity	Notes	Program-Sanctioned Hours	Part of CD program	Count in Time2Track (for internship)
MA (for students entering the program in 2016-17 onwards)	30 hours phone intake	<ul style="list-style-type: none"> • Begin in Spring of MA1 year • Complete over 12-14 mo. period • Requirement waived or reduced to part-time if student enters at PhD 	No	Yes (tracked by YUPC manager)	Yes
	One full assessment case	<ul style="list-style-type: none"> • Complete in Spring-Summer of MA2 after taking PSYC 6910 	No	Yes (tracked by YUPC manager)	Yes

		<ul style="list-style-type: none"> Completed with senior student supervisor 			
PhD	One full assessment case in PhD1/2	<ul style="list-style-type: none"> Students can complete this case working in pairs if they complete it during the academic term (up until April 30th of the PhD1 year); after April 30th of PhD1, students are expected to complete the case on their own. 	No	Yes (tracked by YUPC manager & 6910P instructor)	Yes
	One full case as a supervisor in PhD ¾	<ul style="list-style-type: none"> Case is completed with MA2 student; Licensed supervisor is expected to provide feedback on supervision 	No	Yes (tracked by YUPC manager)	Yes
Q. What counts as program sanctioned hours?					
MA or PhD	<ul style="list-style-type: none"> Non-paid, supervised clinical work outside of the YUPC (e.g. Asperger's mentoring program) 		Yes¹	No	Yes
	<ul style="list-style-type: none"> Additional assessment/intervention work or clinical supervision done in the YUPC that is not part of the program requirements, but typically done to fill a gap in the student's training. 		No	No	Yes
	<ul style="list-style-type: none"> Paid clinical work supervised by a member of the CPO (external sites; not to exceed 10 hours per week) 		No	No	Not formally counted, but is described
	<ul style="list-style-type: none"> Supervised clinical research endeavors (e.g. administration of clinical tests; conducting clinical interviews) 		Typically no; some exceptions apply ²	—	Should be discussed with DCT

¹ Clinical work that is being conducted outside of the YUPC should be approved in advance by the DCT

² Decisions will be made on a case-by-case basis depending on the nature of the experience.

This chart should help to clarify some of the confusion pertaining to what counts and does not count as program sanctioned hours. Ultimately, your collective clinical training experiences (i.e. practica, hours accumulated as part of course work and outside of course work in the YUPC) will be counted in Time2Track for the purpose of applying to internship. It is up to each student to ensure clinical training is tracked carefully. Total clinical hours submitted on Time2Track are verified at time of internship application by the DCT.

Please note that a Taskforce is working with CPA to further clarify the tracking of clinical training hours. This Taskforce will be publishing a White Paper (hopefully in 2021) that should help standardize tracking across all clinical training programs.

It should be emphasized, however, that considerable discussion among training directors indicates that a) there is no "magic number" of hours required and b) breadth and depth of experience and "fit" with the training setting are more important to internship directors and supervisors than sheer quantity of hours accumulated.

Criteria for Program-sanctioned Clinical Experience Hours

- The activity must be a valid clinical experience providing Psychological Service(s) as defined in the CPO Standards of Practice (i.e., not clerical or research assistant work for a psychologist), but may include clinical work in the context of a research project under certain circumstances
- It must be supervised by a member of the College of Psychologists of Ontario, who assumes professional responsibility for the work
- The amount of supervision will depend on experience of the student and the nature of the work, but should approximate that of an official Practicum (i.e. 1 hour individual supervision per week; min. 1 hour per 20 total hours or 10 face-to-face hours)
- The Supervisor will complete and sign a brief evaluation form to confirm the number of hours worked by the student, and to indicate that the work was satisfactory
- The activity may take place in a variety of contexts: agency/clinic, private practice, hospital, school, etc. and may be paid or unpaid
- A minimum number of hours is not required. Students may work any amount of time (e.g., 2-week block of full-time work, 1 day/week for 4 months, etc.)
- The activity should be approved in advance by the Director of Clinical Training, whenever possible, using the Advanced Approval of Clinical Experience form. Final number of hours worked and evaluation must then be submitted when the work is completed, using the Program Sanctioned Hours Form. Until this becomes common practice, i.e., for students applying in the next few years, some activities may be approved retroactively, using the Program Sanctioned Hours Form (see pages 52-53 correct for the form)
- Hours should be documented in detail as per www.appic.org categories

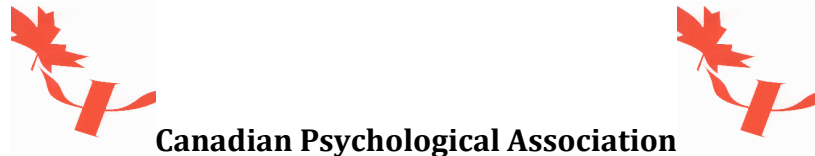
Pre-Doctoral Internship

In order to apply for internship, the CD Area requires that the following program requirements have been completed:

- 1) All core CD area courses must be done before applying.
- 2) ABC paper must be accepted by the committee.
- 3) Dissertation proposal must be accepted.
- 4) Dissertation data must be mostly (3/4 collected) if not fully collected.

All information can be found in the Graduate Program in Psychology Handbook:

<https://psychology.gradstudies.yorku.ca/files/2019/05/Handbook-2019-2020-FINAL-1.pdf>



Canadian Psychological Association

The Canadian Psychological Association sets out to unite, promote, and advance the practice of psychology in Canada. The student section is the largest section in CPA and you should strongly consider becoming a member (see website for details). Being a part of CPA is a great way to become networked with other students from across Canada and become aware (or make others aware) of issues facing today's Canadian students in Psychology. In addition to great journals, CPA publishes a quarterly newsletter (PSYNOPTIS) that addresses hot topics in Canadian psychology. Each issue has a student corner that focuses on information for students by students. Here are just a few of the helpful Psynopsis articles you can access for free via the CPA website ([ww.cpa.ca](http://www.cpa.ca)):

Badali, M.A., & Habra, M.E. (2003). [Self-care for Psychology Students: Strategies for Staying Healthy & Avoiding Burn Out](#). Psynopsis: Canada's Psychology Newspaper, 25(4),14.

Pillai, R. (2002). [One Student's Take on Award Applications](#). Psynopsis: Canada's Psychology Newspaper, 24(4), 13.

Brotto, L. (2002). [Chronicles of a Clinical Psychology Internship Applicant - Part I: Things I Wish I Had Known Earlier](#). Psynopsis: Canada's Psychology Newspaper, 24(1), 20-21.

Paré, N. (2001). [Things I Wish I Had Known Earlier: A Look Back on my Journey as a Graduate Student](#). Psynopsis: Canada's Psychology Newspaper, 23(4), 14-15.

Chambers, C.T., & Newth, S.J. (1998). [Maximizing your relationship with your research supervisor](#). Psynopsis: Canada's Psychology Newspaper, 20, 16.

Don't forget that there are other great professional resources such as:

1. [Pillai Riddell, R., & Badali, M. \(Eds.\). \(2017\). *Match made on earth, 2nd edition*.](#)
2. Psychology Works fact sheets on how psychologists are involved with a variety of disorders (many disorders both child and adult)
3. Canadian Code of Ethics for Psychologists, Third Edition.

Other Resources

Student Accessibility Services

(a) Location: W128 Bennett Centre for Student Services

Tel: 416-736-5383

Provides educational support to students with documented learning disabilities, attention disorders, and Autism Spectrum Disorder (ASD).

(b) Location: N204 Bennett Centre for Student Services

Tel: 416-736-5350

Provides educational support to students with documented mental health disabilities.

(c) Location: N108 Ross Building

Tel: 416-736-5140

TTY: 416-736-5263

Provides educational support to students with documented physical, sensory & medical disabilities.

Site: <http://accessibility.students.yorku.ca/>

Student Counselling and Development

The SCD offers a range of services including personal counselling for individuals and couples, group programs and workshops, learning skills assistance, a learning disabilities program, and time management programs. There is no charge for these services and all interviews at the SCD are strictly confidential.

Location: N110 Bennett Centre for Student Services

Tel: 416-736-5297

Site: <http://counselling.students.yorku.ca/>

Glendon Counselling Services

Glendon Counselling Services offers a range of services to Glendon students, including personal counselling, career counselling and services for students with disabilities and learning skills instruction.

Location: Glendon Hall, 111A

Tel: 416-487-6709

Email: counselling@glendon.yorku.ca

Site: www.glendon.yorku.ca/counselling/

The Centre for Women and Trans People (CWTP)

The CWTP is a feminist, anti-racist, pro-choice, queer positive and trans-positive, volunteer-driven, social justice organization committed to breaking the social isolation

that women and trans people face on and off campus through programming, socials and events. Along with peer support, a resource base, and efforts to make the campus safer, the CWTP promotes individual and collective empowerment through skill-building, education and decolonization.

Location: 322 Student Centre

Tel: 416-736-2100 ext. 33484

Email: cwtpyork@gmail.com

Site:

<https://yorku.campuslabs.ca/engage/organization/centreforwomenandtranspeople>

Trans Bisexual Lesbian Gay Asexual at York (TBLGAY)

TBLGAY is a student-run organization that offers community referrals, a resource library, and a drop-in space where queer, trans and asexual students and community members can go to hang out and make new friends in the community.

Location: A449 Student Centre

Tel: 416-736-2100 ext. 20494

Email: tblgay@yorku.ca

Glendon Women and Trans Centre (GWTC)

GWTC is dedicated to providing a positive space where no person is judged based on their gender, race, religion, or sexual orientation. We work to promote the preservation of all human rights and administer the Glendon Food Bank and Emergency Shelter.

Location: D124 Hilliard Residence

Tel: 416-487-6720 (Office of Student Affairs)

Email: glendonwtc@gmail.com

Sites: www.facebook.com/groups/40179743672/ (English)

<https://www.facebook.com/GlendonWTC/> (French)

GLgbt*

GLgbt* is a group that promotes a supportive environment for lesbian, gay, bisexual, transgender, questioning and queer folks or any individual with diverse sexual or gender identities on York University's Glendon campus. The group hosts community-building social events and awareness campaigns throughout the year.

Emails: coordinator.glgbt@gmail.com or glendonlgbt@gmail.com

Legal Services

The Community and Legal Aid Services Program (CLASP), located on the first floor of the Osgoode Law Hall, offers free assistance to students in need of legal advice re: landlord-tenant disputes, parking and traffic offenses, family law, and small claims court action. Appointments can be made between 9:30 am and 7:00 pm on Mondays and Tuesdays, 9:30

am to 4:30 pm on Wednesdays and Thursdays, and 9:30 am and 3:30 pm on Fridays.
Phone 736-5029.

Childcare: The York University Cooperative Daycare Centre

The York University Cooperative Daycare Centre is a non-profit, cooperative organization that has served the York University community for thirty years. Our Daycare Centre is committed to providing a caring, educational, and multicultural environment to 119 children of parents who are students, graduate students, staff and faculty of York University.

Site: <http://daycare.info.yorku.ca/>

Lee Wiggins Childcare Centre

The Lee Wiggins Childcare Centre (LWCC) provides innovative childcare in a family group setting to the York community, with a particular focus on the needs of students. We are a not-for-profit organization, offers an holistic approach to early childhood development in a safe, positive, inclusive environment with a 5:1 Staff personnel to children ratio.

Site: <http://yorkuchildcare.ca/>

Security

The Security Control Centre operates 24 hrs/day. Uniformed security officers regularly patrol campus buildings, pathways, parking lots, and roads by foot, bicycle, and car. In the event of an emergency you can contact the office from an emergency phone — marked by fluorescent blue beacons — or by dialing ext 33333.

If you are worried about working alone in a classroom, lab, or office after hours you can call Security Services, ext. 58000 and report your name, location, length of time you expect to be there, and contact number, and you may request a security escort to your car or bus stop when you are ready to leave.

If you've locked yourself out or lost your keys to a university office or building, you can call Security to let you in. You will need to provide identification and/or a description of the space and its contents. Phone ext. 58000.

Keys

Keys to your office should be obtained from your advisor. When working after hours make sure you close the BSB entrance door behind you (it tends to stay open due to the wind). Do not open the door for keyless strangers. If you lock your keys in your office during regular hours, you can borrow the master key from Laura Tortorelli in the Chair's Office to get back in. After hours you can call security for assistance at 736-5333. A swipe card to enter BSB on weekends can be obtained from Mary Maleki in the Resource Centre on the first floor of BSB just off the Hebb Computer lab.

Exercise on and off campus

Check out <http://www.yorku.ca/sprtyork/index.asp> for both intramural and recreational sports. Your student fees cover free access to the Tait McKenzie gym. You need only pay \$15 for a shoe tag. York offers a fair amount of courses and exercise classes at a reasonable rate. There are also many clubs you can join off campus, in your neighbourhood. Check to see if they have student rates. If you wish to join a team sport, check out Toronto Central Sport at http://www.tcssc.com/sports_leagues.shtml for a listing of groups, locations, prices and times. They offer both Summer and Winter programs.

APPENDICES

Appendix A: Research Practicum Agreement

Appendix B: Clinical Practica Forms

Practicum Agreement Form

Clinical-Developmental Practicum and Internship Training Evaluation Form

Appendix C: Standardized CV Formation for Clinical Practicum Applications

Appendix D: Program Sanctioned Hours

Appendix E: Other

CD Area Tracking Form

Appendix F: CD Area Petition Form

APPENDIX A: RESEARCH PRACTICUM AGREEMENT

FACULTY OF GRADUATE
STUDIES

Graduate Program
in Psychology

297 Behavioural
Science Bldg.
4700 Keele St.
Toronto ON
Canada M3J 1P3
Tel 416 736 5290
Fax 416 736 5814
www.yorku.ca/grdpsych

Student Name: _____ Student #: _____

Supervisor: _____

Area: _____ Level : _____

PLEASE CIRCLE ONE ('A' refers to first practicum, B; second, C; third):

6820A.06

6820B.06

6820C.06

6820A.03

6820B.03

6820C.03

A practicum consists of 10 hours of work per week for the academic year for course credit (6).

What are the **DATES** over which the practicum will extend?

_____ to _____

Number of hours per week: average 10/week Total number of hours: 320

1. What is the nature of the research on which the student will be working (an attached 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.)

PLEASE PRINT

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

Phone Number: _____ Email: _____

Practicum Supervisor's Name *(print)*

Practicum Supervisor's Signature

Student's Signature

Date

Please return completed form to the Program Office, Room 297, B.S.B.

Students are advised to keep a copy of this agreement for their records.



APPENDIX B: CLINICAL PRACTICA FORMS

York University Graduate Program in Psychology Clinical & CD Practicum Agreement Form (revised Spring 2014)

Student Name: _____

Student number: _____

Please circle one:

Clinical Area	CD Area
6440P 6.0	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 name and 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?

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:



**FACULTY OF
GRADUATE STUDIES**

**Graduate Program
in Psychology**

297 Behavioural
Science Bldg.
4700 Keele St.
Toronto ON
Canada M3J 1P3
Tel 416 736 5290
Fax 416 736 5814
www.psychology.gradstudies.yorku.ca

RE: Process for Workplace Safety and Insurance Board Coverage

The Ministry of Training, Colleges and Universities (MTCU) has implemented a new streamlined process for students enrolled in an approved Ontario university program that requires them to complete placements in the workplaces as part of their program of study.

The Workplace Educational Placement Agreement (WEPA) Form has been replaced by the Postsecondary Student Unpaid Work Placement Workplace Insurance Claim Form. Placement Employers and Training Agencies (universities) are not required to complete and sign the online *Postsecondary Student Unpaid Work Placement Workplace Insurance Claim Form* for each placement that is part of the student's program of study in order to be eligible for WSIB coverage. Instead, this form only needs to be completed when submitting a claim resulting from an on-the-job injury/disease. Please note that universities will be required to enter their MTCU- issued Firm Number in order to complete the online claim form.

The new form has been posted on the Ministry's public website at:

<http://www.forms.ssb.gov.on.ca/mbs/ssb/forms/ssbforms.nsf/FormDetail?OpenForm&ACT=RDR&TAB=PROFILE&SRCH=&ENV=WWE&TIT=1352&NO=022-13-1352E> (English) or

<http://www.forms.ssb.gov.on.ca/mbs/ssb/forms/ssbforms.nsf/FormDetail?OpenForm&ACT=RDR&TAB=PROFILE&SRCH=&ENV=WWF&TIT=1352F&NO=022-13-1352F> (French)

Please note that all WSIB procedures must be followed in the event of an injury/disease. York University will keep the signed original of the placement letter on file and ensure that the Practicum Centre has a copy.

Declaration

By signature of an authorized representative here under we confirm our commitment to immediately report any workplace injuries or disease to the student's university.

Signature: _____ Title: _____

Name: _____ Date: _____

Distribution

A copy with the original signature is to be returned to York University and a copy is to be kept by the Practicum Centre. **Clinical-Developmental Area Practicum & Internship Evaluation Form**

York University Graduate Program in Psychology

Interim or Final Evaluation

(Revised May 2014)



Instructions to students:

- *Print out a summary of your hours from Time to Track and give it to your supervisor along with this form*
- *Each supervisor you worked with during the current practicum/internship should complete a separate form*
- *Supervisors should discuss their ratings with the student and both should sign*

Student Name: _____

Supervisor Name: _____

Today's date: _____

Please Check One:

- Assessment – PSYC 6910P
- Intervention – PSYC 6930P
- Optional 3rd – PSYC 6460P
- Internship – PSYC 6840

Instructions for supervisors:

Based on the work this practicum/internship student has completed under your supervision, please evaluate him/her within each of the core competencies listed on this form. Please rate the student on each of the major areas of evaluation that follow in this form. Please review each area regardless of whether the practicum is an Assessment or Intervention practicum or Internship, but feel free to mark N/A if necessary for Area #2 or #3. Feel free to add comments at any point throughout this form.

In addition, please complete the section on work habits, provide an overall rating (satisfactory or not) at the end of the practicum evaluation/internship form, and review your evaluation with the student you are supervising. Finally, please ensure that both you and the student sign the form.

RATING	DEFINITION OF RATING
1=Unsatisfactory	Student has demonstrated an insufficient proficiency in a specific skill/knowledge area (i.e., he/she would have to exhibit considerable improvement in this area in order to attain a rating of competent).
2=Approaching Competent	Student has demonstrated some proficiency in a specific skill/knowledge area but requires further instruction and/or experience to attain a rating of competent.
3=Competent	Student has demonstrated proficiency in a specific skill/knowledge area, as would be expected for this level of training.

Area # 1: Interpersonal Relationships with Clients:

Please use the following rating scale when rating the following core competency area:

1= Unsatisfactory 2=Approaching Competent

3=Competent

Demonstrates the ability to establish and maintain a constructive working alliance with children.	1	2	3	NA
Demonstrates the ability to establish and maintain a constructive working alliance with adolescents.	1	2	3	NA
Demonstrates the ability to establish and maintain a constructive working alliance with parents.	1	2	3	NA
Demonstrates the ability to establish and maintain a constructive working alliance with families.	1	2	3	NA
Demonstrates knowledge of theories and empirical data related to the professional relationship.	1	2	3	NA
Demonstrates effective communication skills.	1	2	3	NA
Recognizes and is sensitive to verbal and nonverbal cues.	1	2	3	NA
Demonstrates sensitivity to cultural and other individual differences (e.g., gender, religion).	1	2	3	NA
Demonstrates a good awareness of his/her personal values/biases and their influence in clinical work.	1	2	3	NA
Understands client's transference reactions and uses this information constructively.	1	2	3	NA
Understands own countertransference reactions and uses this information constructively.	1	2	3	NA
Maintains appropriate professional boundaries.	1	2	3	NA
Other: (specify) _____	1	2	3	NA

Overall rating of interpersonal relationships with clients:	1	2	3	NA
---	---	---	---	----

Supervisor comments:

Area # 2: Assessment and Evaluation

Please use the following rating scale when rating the following core competency area:

1= Unsatisfactory 2=Approaching Competent

3=Competent

Demonstrates ability to administer psychological tests.	1	2	3	NA
Demonstrates competency in scoring and interpreting psychological tests.	1	2	3	NA
Demonstrates sound, useful conceptualizations of cases from assessment data.	1	2	3	NA
Gathers relevant interview data appropriately.	1	2	3	NA
Produces well organized, well written, accurate and informative psychological reports.	1	2	3	NA
Demonstrates the ability to determine which assessment methods are best suited to the task at hand based on the research literature.	1	2	3	NA
Demonstrates effective listening and observational skills during assessments	1	2	3	NA
Shows awareness of standards for psychological tests and measurements	1	2	3	NA
Effectively communicates assessment results to client(s)	1	2	3	NA
Under supervision, effectively communicates diagnosis to client(s)	1	2	3	NA
Communicates assessment recommendations in a helpful manner to client(s)	1	2	3	NA
Delivers a case presentation of an assessment	1	2	3	NA
Other: (specify) _____	1	2	3	NA
Overall rating of assessment and evaluation:	1	2	3	NA

Supervisor comments:

Area # 3: Intervention and Consultation

Please use the following rating scale when rating the following core competency area:

1= Unsatisfactory 2=Approaching Competent

3=Competent

Helps formulate appropriate therapeutic/treatment goals in collaboration with the client(s)	1	2	3	NA
Demonstrates knowledge of intervention approaches and techniques	1	2	3	NA
Selects appropriate intervention methods based on research literature	1	2	3	NA
Demonstrates basic empathy skills	1	2	3	NA
Demonstrates effective listening and observational skills during treatment.	1	2	3	NA
Conducts interventions that are well-timed and effective	1	2	3	NA
Is aware of when to make referrals or consult with other professionals	1	2	3	NA
Demonstrates appropriate consultations with other professionals	1	2	3	NA
Demonstrates an understanding of the process of treatment and uses this information appropriately	1	2	3	NA
Maintains appropriate notes of treatment sessions	1	2	3	NA
Reviews treatment progress when appropriate	1	2	3	NA
Delivers a case presentation of intervention process & outcome	1	2	3	NA
Other: (specify) _____	1	2	3	NA

Overall rating of intervention and consultation:	1	2	3	NA
--	---	---	---	----

Supervisor Comments:

Area # 4: Ethics and Standards

Please use the following rating scale when rating the following core competency area:

1= Unsatisfactory 2=Approaching Competent

3=Competent

Demonstrates good knowledge of ethical principles and applies them appropriately	1	2	3	NA
Demonstrates good knowledge of standards of professional conduct	1	2	3	NA
Demonstrates the ability to resolve ethical dilemmas	1	2	3	NA
Proactively identifies potential ethical dilemmas and addresses these appropriately	1	2	3	NA
Demonstrates knowledge of factors that may influence the professional relationship (e.g. boundary issues)	1	2	3	NA
Is aware of professional responsibilities to clients	1	2	3	NA
Is aware of professional responsibilities to mental health Professionals	1	2	3	NA
Is aware of professional responsibilities to Psychology as a discipline	1	2	3	NA
Is aware of professional and legal responsibilities to society	1	2	3	NA
Is aware of jurisprudence and local policies & procedures relevant to psychological assessment and intervention	1	2	3	NA
Is aware of own professional limits and acts accordingly	1	2	3	NA
Deals with problematic ethical situations responsibly, including challenging others when appropriate	1	2	3	NA
Other: (specify) _____	1	2	3	NA

Overall rating of ethics and standards:	1	2	3	NA
---	---	---	---	----

Supervisor comments:

Area #5: Use of Supervision & Professional Development

Please use the following rating scale when rating the following core competency area:

1= Unsatisfactory 2=Approaching Competent

3=Competent

Shows a desire to improve self professionally	1	2	3	NA
Willing to alter practice based on new learning	1	2	3	NA
Receives and utilizes feedback appropriately	1	2	3	NA
Receives and utilizes constructive criticism appropriately	1	2	3	NA
Recognizes own limits and seeks help from supervisor when necessary	1	2	3	NA
Recognizes own limits and seeks help from peers or others when necessary	1	2	3	NA
Makes efficient use of supervision time (e.g., comes to supervision prepared)	1	2	3	NA
Is able to work independently	1	2	3	NA
Demonstrates appropriate initiative	1	2	3	NA
Demonstrates ability to work collaboratively with other professionals	1	2	3	NA
Demonstrates the ability to work collaboratively with peers	1	2	3	NA
Represents the profession in a professional manner	1	2	3	NA
Other: (specify) _____	1	2	3	NA

Overall rating of use of supervision & professional development:	1	2	3	NA
--	---	---	---	----

Supervisor comments:

Work Habits

Please use the following rating scale when rating the following core competency area:

1= Unsatisfactory 2=Approaching Competent

3=Competent

Punctuality	1	2	3	NA
Time management	1	2	3	NA
Ability to plan and prioritize tasks	1	2	3	NA
Task completion/follow through	1	2	3	NA
Ability to work with other staff	1	2	3	NA
Motivation/enthusiasm	1	2	3	NA
Adaptability/flexibility	1	2	3	NA
Trustworthiness	1	2	3	NA
Record keeping practices	1	2	3	NA
Dependability, reliability	1	2	3	NA
Ability to work independently	1	2	3	NA
Demonstrates good self care strategies	1	2	3	NA
Demonstrates good coping strategies to manage personal and professional stressors	1	2	3	NA
Other (specify): _____	1	2	3	NA
Other (specify): _____	1	2	3	NA

Overall rating of work habits:	1	2	3	NA
--------------------------------	---	---	---	----

Supervisor comments:

SUMMARY PAGE

Has the student completed any specialized training in assessment, evaluation, or diagnosis during this practicum/internship? (If yes, please specify nature and extent of training)

Has the student completed any specialized training in intervention and consultation during this practicum/internship? (If yes, please specify nature and extent of training)

Student's strengths:

Clinical competencies recommended for further development:

<u>OVERALL RATING:</u> Satisfactory: ____ or Unsatisfactory: ____
--

Supervisor Name _____

Signature: _____ **Date:** _____

***Student Name** _____

Signature: _____ **Date:** _____

* student signature indicates that student has reviewed the evaluation with his/her supervisor.

Please return this form to:
Clinical-Developmental Director of Clinical Training
c/o Graduate Psychology Office, BSB Room 297,
York University, 4700 Keele St., Toronto, Ont., M3J 1P3

APPENDIX C: STANDARDIZED CV FORMAT FOR PRACTICUM APPLICATIONS

Name

Degrees

Contact Information (work , home, cell number [any of these or all]) (address) (email)

- **Education**, including degrees, places and dates, and note name of dissertation topic
- **Clinical Experience (listed in reverse chronological order)**
 - **List of practica in reverse chronological order – for each list the types of presenting problems/diagnosis, tasks that you completed (interviews, assessment, reports, feedback, therapy, etc.), and hours completed (direct and indirect should add up to about 300 – a bit less is okay)**
 - **YUPC experience**
 - **Other clinical experiences at York University**
 - **Prior clinical experience if any (work or training in another program)**
- **Tests Administered (I would move this forward in an application, particularly for assessment practica)**
 - **Note each test with ages of administration, number of times administered and number of times scored.**
 - **Can be alphabetical, or by order of number of times administered (the most at the top)**
- **Courses taken (for our core courses, include a sentence on what the content of the course was and a sentence on any skills you learned) – reverse chronological order**
- **Workshops or training experience attended (e.g.. EFT, ADOS, etc)**
- **Research Experience (reverse chronological order)**
- **Teaching Experience (reverse chronological order) – can include TA experience**
- **Publications**
- **Professional or academic presentations**
- **Honours, scholarships, fellowships or awards**
- **Professional organization memberships**
- **Volunteer or service work**
- **Other paid work in past (this is optional)**

APPENDIX D: PROGRAM-SANCTIONED HOURS

Clinical-Developmental Program Advanced Approval of Clinical Experience

Name of Student: _____ Date: _____

Reason for Extra Clinical Experience:

Nature of Clinical Activity (population seen in clinical activity):

Paid [] or Unpaid []

Projected number of Clinical Hours to be completed:

Name & Address of Clinical Activity Site:

Name of Supervisor:

Frequency and Nature of Supervision (e.g. face-to-face, individual):

PROGRAM-SANCTIONED HOURS CLINICAL EXPERIENCE CHECKLIST

*Note: Non-paid, supervised clinical work outside of the YUPC counts as Program-Sanctioned hours. You do not need to complete this form for clinical work completed in the YUPC (regardless of whether the work was done as part of the program requirements or in addition to program requirements).

	Yes	No
Is the activity a valid clinical experience in Psychological Service(s) as defined in the CPO Standards of Practice		
Is the activity supervised by a member of the College of Psychologists of Ontario who assumes professional responsibility for the work?		
Does the amount of supervision approximate that of an official Practicum?		
Will the Supervisor be able to complete and sign a brief evaluation form to confirm the number of hours worked, and to indicate that the work was satisfactory?		

Decision by DCT:

- [] approved
 [] rejected – reason:
 [] refer to CD Area

 Director of Clinical Training

 Date

**Clinical-Developmental Program Program-sanctioned Hours Approval
(after completion)**

Name of Student:

Date:

Reason for Extra Clinical Experience:

Nature of Clinical Activity (population seen in clinical activity):

Name & Address of Clinical Activity Site:

Name of Supervisor:

Was this work approved in advance?

yes

no – why not?

Was clinical experience paid or unpaid ?

Nature of Supervision (e.g. face-to-face, individual):

Hours Completed: Face-to-face Hours:

Supervision Hours:

Support (reports, scoring, meetings, etc.) Hours:

Total Number of Hours

Supervisor Statement:

I hereby confirm that _____ completed the stated number of clinical hours at the above-named setting under my supervision and that the work completed was satisfactory.

Supervisor Signature

Name of Student

Date

Decision by DCT:

approved

rejected – reason:

refer to CD Area

Director of Clinical Training

Date

**APPENDIX E: CD Tracking Form (Spring 2020 version)
 Clinical-Developmental Psychology Area
 Student Progress Tracking Form**

Instructions: This Progress Tracking Form is to be completed by the student and submitted to the student's supervisor for review. **Please indicate all new information for the past academic year using highlighting.** Past information should remain as this is a document of your cumulative progress in the program. The information on this form will be used by the Director of Clinical Training as the basis for the year-end evaluation of the student, together with other relevant information from faculty in the CD Area.

Current Date: _____ Email: _____

Name: _____ Academic Supervisor: _____

Year entered M.A. Programme _____ Year just completing: M.A. Year _____
 Full-Time _____ or Part-Time _____

Details on your M.A.

If you entered at the PhD level, complete only MA level requirements you were required to make up. *Indicates requirements if entered program in 2013/14 onwards.

Courses Completed:

The following are required courses (add any electives taken in PhD section)	Term completed (e.g. W 2019, FW 2019-20)	Course Director	Grade
6020 3.0 or 6030 3.0 (History)			
6130 6.0 (Univariate)			
6610 3.0 (Social & Emotional Bases of Development)			
6905 3.0 (Biological & Cognitive Bases of Development)			
6910 3.0 (Psychoeducational Assessment)			
6920 3.0 (Clinical & Diagnostic Assessment)			
6955 3.0 (Developmental Psychopathology)*			

6965 1.5 (Diversity Issues in Children, Youth and Adults in Clinical Practice)*			
6900 3.0 (Issues in CD Psychology - A Proseminar in Ethics, Practice, and Research)*			

Practica and YUPC program requirements during MA:

	Completed?	Supervisor(s)	Total hours	Grade
Research Practicum (first year in program)	<input type="checkbox"/> completed			
YUPC: 30 hours phone intake	<input type="checkbox"/> completed			
YUPC: One full assessment case	<input type="checkbox"/> completed			

M.A. Thesis:

Topic: (Please indicate title of thesis)	Expected Date of Completion	Date of Completion	Committee Members
MA Thesis Proposal Approved (MA1 Summer)			
Defended and Accepted (must defend before end of MA2 Summer term)			

Details on your Ph.D.

Academic Supervisor: _____

Year entered Ph.D. Programme _____

Year just completing: Ph.D. Year _____

Full-Time _____ or Part-Time _____

Courses Completed:

The following are required, elective and audited courses	Term completed (e.g. W 2019, FW 2019-20)	Course Director	Grade
Ph.D.			
6140 6.0 (Multivariate)			
6490 3.0 (Ethics)			
6930 3.0 (Intervention Strategies with Children)			
6480 3.0 (Brief Psychotherapy & Short-Term Treatment)*			
Electives:			
1.			
2. *2 electives required if entered MA program in 2013/2014 onwards.			
3. (if entered MA program before 2013)			
Extra:			

Academic Breadth Comprehensive Paper:

Topic (Please state title)	Expected Date of Completion	Date of Completion	Committee Members
Proposal Approved			
Accepted			

Dissertation:

Topic: (Please state title)	Expected Date of Completion	Date of Completion	Committee Members
Proposal Approved (PhD2-3 – Committee formed & proposal approved by end of PhD3 latest [FGS])			
All Data Gathered			
Data Analyzed			
First Draft			
Final Manuscript ready for Defence			
Defended and Accepted			

Internship:

	Expected Start Date Month/Year	Actual Start Month/Year	Actual Completion Month/Year	Internship Site	Supervisor(s)
Plan to apply (if program approves)					
Internship accepted				Site: CPA accredited? ____ no ____ yes	
Internship completed					

Funding Received:

External Scholarships (e.g. CIHR, SSHRC, etc.)	Funding Body	Year Received	Year Ends	Value
Internal York Scholarships (e.g. LaMarsh studentship, FGS travel award)				
Research Assistantship				

Teaching Assistantship				

Other Employment:

<i>Did you work more than an average of 20 hours a week in employment outside of the programme? These hours do not include teaching and research assistantships.</i>	<input type="checkbox"/> no <input type="checkbox"/> yes (please give brief rationale)
--	---

CD Area Participation:

	List activity and year of participation
Participation in CD Area committee	
Helped out with CD Area activity (e.g., social, open house, practicum day)	
Attended Brown Bag sessions	<input type="checkbox"/> no <input type="checkbox"/> yes # attended ____ (year)
Attended Clinical Rounds	<input type="checkbox"/> no <input type="checkbox"/> yes # attended ____ (year)
Attended Neuropsychology Rounds	<input type="checkbox"/> no <input type="checkbox"/> yes # attended ____ (year)
Attended Faculty Job talks	<input type="checkbox"/> no <input type="checkbox"/> yes # attended ____ (2019)
Member of professional society/association (e.g., CPA) (CPA)	

For Students in the Neuropsychology Stream Only

Year of Acceptance Into Stream: [] at entry into program [] other (specify year: _____)

Completion of:	Yes/No
Psyc 6325 Clinical Neuroanatomy (or equivalent)	
Psyc 6320 Human Neuropsychology: History and Syndromes	
Psyc 6945 Applied Pediatric Neuropsychology	
Psyc 6330 Cognitive Neurorehabilitation (Recommended, not required)	
One external practicum with supervised experience in neuropsychological assessment	
Dissertation topic relevant to clinical neuropsychology. State topic:	
Internship with major rotation/experience in clinical Neuropsychology	
Regular attendance at Clinical Neuropsychology Rounds	

Participation in Diploma Programs	
Quantitative Diploma	___ No ___ Yes
Health Diploma	___ No ___ Yes

FOR ALL STUDENTS -- ADDITIONAL EXPERIENCE ACQUIRED:

Author/co-author of Papers/Presentations/Posters: Indicate: Author(s), date, title, location in APA style (cumulative over graduate program)

Author/co-author of Workshops/Colloquia: Indicate: Speaker(s), date, title, location

Conferences/Workshops Attended: Indicate: date, title, location

Additional Information Influencing/Reflecting Your Progress to Date (e.g. extenuating circumstances such as illness, parental leave, family illness):

Member of a professional or research society (e.g., CPA, SRCD, etc., including student affiliates)?

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 respond to CPA accreditation bodies.

1. Have you been hired into a post-doctoral position? _____ If yes, please describe:

Name of Setting:

Title of your position

Begin and end dates

2. Have you been hired into another employed position?

Employer

Type of Setting

Date of Employment

APPENDIX F: CD Area Petition Form

STUDENT PETITION: AREA APPROVED

Student's Name: _____ Date: _____

Area: _____ Level of Studies: (e.g. Ph.D. 1) _____

Nature of Request:

Reasons for Request:

Student's Signature

Supervisor's Signature (indicating approval)

Area Coordinator's Signature
(indicating area approval)

This request is _____ approved _____ not approved

Director's signature

Date

If not approved, give reasons for not approving.

If this petition is denied, the student may request that the matter be taken to the Programme Executive Committee. The student has the right to have his/her supervisor and any other person present at the meeting. He/she has the right to request that no student executive committee members be present if he/she wishes the matter to remain private.

