

Clinical Program Manual

2018 - 2019

for

M.A. Clinical Psychology

Ph.D. Clinical Psychology

Department of Psychology

Lakehead University

PREFACE

The Clinical Program Manual (CPM) is a policy and procedure document for the MA Clinical Psychology and CPA*-accredited PhD Clinical Psychology programs at Lakehead University. [The PhD program is accredited by the Canadian Psychological Association (CPA) for a four-year term until the 2017-2018 academic year (initial accreditation 2006). A site visit occurred in March 2018 and the Accreditation Panel's decision about re-accreditation will be communicated in Fall 2018]. The information in the CPM is based on departmental documents, current practices, and university policies and procedures. The current CPM applies to all students regardless of year of entry into the program, unless otherwise indicated. The most recent version includes the most relevant and recent advice and suggestions. If there is a discrepancy between the CPM and the university calendar at year of entry to the program, the latter prevails. However, students should be aware that the CPM provides details beyond what the calendar provides.

Copies of the CPM are made available to all Clinical Psychology graduate students, Psychology faculty and Psychology Adjunct faculty members, and Clinical Supervisors either in hard format or in electronic copies. Departmental and university guidelines, policies and procedures might change over time. The CPM will be revised accordingly.

The graduate clinical programs at Lakehead University have sibling graduate MSc and PhD Psychological Science programs. Information on all Psychology graduate programs can be found on the departmental website <http://psychology.lakeheadu.ca> and in the Graduate Program Manual (GPM).

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TABLE OF CONTENTS

I. Overview	
Philosophy.....	5
Goals.....	5
Objectives.....	5
Values.....	6
Theoretical Orientation.....	6
Professional and Research Interests.....	6
II. Administrative Structure	
Governance of the Clinical Programs.....	7
Director of the Clinical Programs (DCP).....	7
Clinical Placement Coordinator.....	8
Clinical Practice and Research Exam Coordinator.....	8
Test Library Coordinator.....	8
List of Clinical Core Faculty	9
Clinical Core Meetings.....	9
III. Graduate Clinical Programs in Psychology	
M.A. in Clinical Psychology.....	10
Ph.D. in Clinical Psychology.....	12
Non-Credit Required Courses.....	15
Research Seminar (Psychology 5600/6660).....	15
Master's Thesis (Psychology 5901).....	15
M.A. Practicum (Psychology 5091).....	15
Ph.D. Practicum (Psychology 6090).....	16
Ph.D. Internship (Psychology 6092).....	16
Clinical Practice and Research Exam (formerly called the Clinical Practice Comprehensive Examination (Psychology 6811).....	16
Science Comprehensive Examination (Psychology 6812).....	16
Ph.D. Dissertation (Psychology 6901)	17
Additional Non-Credit Experiences.....	17
Clinical Seminar Series.....	17
Thesis and Dissertation Defense Presentations	17
Application to the Ph.D. Program.....	17
Internal Applicants.....	17
External Applicants.....	18
Graduate Clinical Psychology Programs Schedule.....	18
IV. Clinical Placements	
M.A. Clinical Practicum.....	19
Ph.D. Clinical Practicum.....	19
Ph.D. Internship.....	20
Practicum and Internship Supervisors.....	20
Practicum and Internship Guidelines.....	20
A. Liability insurance coverage.....	21
B. Coverage for Work-Related Injuries Sustained on Practicum/Internship	21
C. M.A. and Ph.D. Practicum sites.....	21
D. Ph.D. Internship sites.....	21
E. Approval of clinical settings.....	22
F. Clinical supervision.....	23

G. M.A. and Ph.D. practicum requirements.....	24
H. Requests for Additional Practicum Hours	25
I. Ph.D. internship requirements.....	26
J. In summary – what to submit	27
APPIC Application Process.....	28
Inter-Professional Education (IPE).....	28
Guidelines Regarding Sequence of Training.....	29
M.A. Practicum.....	29
Ph.D. Practicum.....	29
Ph.D. Internship.....	29
V. Monitoring of Student Progress and Annual Report.....	31
Professional Training Remediation Plans.....	32
VI. Program Evaluation.....	33

LIST OF APPENDICES

1. Clinical Practice and Research Examination (Psyc 6811).....	34
2. Graduate Clinical Program Deadlines.....	36
3. Listing of Lakehead University Clinical Psychology Placement Settings	38
4. Clinical Placement Learning Expectations.....	46
5. Supervision Log.....	49
6. Lakehead University Clinical Psychology Practicum Evaluation Form.....	51
7. Graduate Student Report on Completion of Clinical Placement Form.....	58
8. Practicum Site Hours and Diversity of Clients Seen.....	61
9. Practicum/Internship Check-Off Lists.....	64
10. Practicum Experiences Form.....	67
11. Lakehead University Clinical Psychology Internship Evaluation Form.....	70
12. Clinical Graduate Student Annual Report Forms.....	77
13. Clinical Graduate Student Annual Report Feedback Forms.....	87
14. A List of Potential Adverse Consequences of Starting Internship Prior to Dissertation Completion.....	92
15. Clinical Psychology Student Information and Agreement Form	95
16. Practicum Extension Request Form for Psychology 5091 and 6091.....	102
17. Graduating Student Information Sheet	104
18. Guidelines for Applications to Non-accredited Internship Training Programs	106
19. Clinical Science Comprehensive Examination (Psychology 6812).....	110

I. OVERVIEW

Philosophy

The mission of the M.A. and Ph.D. programs in Clinical Psychology at Lakehead University is to pursue excellence in psychological research, professional education, and training, as well as public and community service. We are committed to fostering a community of intellectual excellence that promotes an evolving understanding of psychological science and the provision of high-quality graduate education and training in the profession of psychology. The program strives to develop and nurture skills within our students that are grounded in science, critical thinking, and ethics, so that they may serve as competent researchers, clinicians, and educators. We are dedicated to increasing the scientific understanding of the behaviour of individuals, groups and social systems, and to the application of this understanding to enhance the functioning and well-being of individuals, groups, and societies.

The program adheres closely to the scientist-practitioner model of training and practice in psychology. Specifically, we subscribe to the view that the practitioner who can critically evaluate research findings will make the soundest contributions to society and the profession by supporting evidence-based practice. Similarly, a clinical researcher who is knowledgeable about best practices will make the most significant contribution to clinical research.

Goals

Our professional goal is to train our students at a doctoral level in clinical and research skills that allow them to pursue a career in professional practice that is informed by science, and/ or a career in academic/research settings that require highly trained clinical psychology researchers. The programs provide generalist training that allows career flexibility in urban or rural practice settings, and in academic institutions. Opportunities to gain knowledge and skills in northern, rural, and cultural issues are available through coursework, research, and clinical training. Health care issues have been at the forefront in northern Ontario for many years. Distinctive geographic and population characteristics pose unique considerations for clinical service delivery and the recruitment and retention of healthcare professionals. It is hoped that our programs will contribute to research knowledge associated with northern and rural issues in clinical psychology and assist in the retention of practicing clinical psychologists in the region. To this end, students are provided with a comprehensive background in the field to prepare them for working with the wide range of mental health issues that confront clinical psychologists in urban and rural settings. Clinical training opportunities in northern Ontario hospitals, clinics, and agencies are available to the students.

Objectives

Our objectives are to provide our students with knowledge in the following areas:

1. The five core content areas in psychology, namely biological, social, cognitive-affective, individual bases of behaviour, and history and systems of psychology.
2. Research methods and advanced statistics
3. Test construction and measurement
4. Scientific and professional ethics and standards in accordance with the Canadian Psychological Association Code of Ethics for Psychologists, Practice Guidelines for Providers of Psychological Services, and the College of Psychologists of Ontario Standards of Professional Conduct.
5. Psychological assessment
6. Intervention
7. Program development and evaluation

8. Interpersonal relationships
9. Diversity issues in clinical psychology
10. Consultation and clinical supervision
11. Information to launch careers in research and professional practice

Values

- *Science-based practice.* The program adheres to the Scientist-Practitioner model of training. The value of evidence-based practice is appreciated and applied to training in assessment, treatment, and outcome evaluation. It is hoped that new research can be used to enhance service delivery and the well-being of the mental health population as a whole
- *Learning.* We view learning as a continuous lifelong process. It embraces the principles of intellectual freedom and academic inquiry.
- *Ethical and responsible practice.* The program strives to prepare students who are ethical and professional in their research, clinical, and teaching activities. The ethical principles of the field are emphasized so that students come to value the dignity of the individual, the importance of the promotion of human welfare, and the maintenance of scientific, academic, and professional integrity.
- *Diversity.* Training is grounded in an appreciation of cultural diversity and the unique needs of Indigenous persons and rural, remote and underserved populations. Training is provided in courses and clinical practica in the adaptation of approaches to assessment, treatment, and the interpretation of data that are sensitive to individual differences. Moreover, the program attempts to provide a “generalist” approach to training that is responsive to the varied interests, needs, and goals of its learners.
- *Interdisciplinarity and interprofessional practice.* Our commitment to learning transcends specific programs and disciplines. There are opportunities for collaboration between psychology and other academic units within the university, including Women’s Studies, and Gerontology. A focus is also on training future interprofessional team members.

Theoretical Orientation

The primary theoretical orientation of the program is cognitive-behavioural. However, students are exposed to other theoretical orientations in their courses (e.g., psychodynamic, interpersonal, systems, feminist). Additionally, our students work with faculty or clinical supervisors in the various clinical settings, both within and outside of Thunder Bay, on their research and clinical activities. Both exposure to and familiarity with different theoretical orientations is gained when the students are trained with different supervisors.

Professional and Research Interests

The professional and research interests of the Clinical Faculty span a broad range, and their research expertise include both quantitative and qualitative strategies of analyses. Students are encouraged to work with the Psychological Science Faculty as well to broaden their scope of research training and become familiar with other areas of Psychology. The research interests and clinical interests (where applicable) of Psychology faculty members are detailed in the Graduate Program Manual.

II. ADMINISTRATIVE STRUCTURE

Governance of the Clinical Programs

1. The Director of the Clinical Programs (DCP) and the Core Clinical Faculty assume all responsibility and authority for the operation of the program, including admissions to the program.
2. All decisions relating to issues about the M.A. Clinical and Ph.D. Clinical Psychology programs are made by the Clinical Core in consultation with the clinical graduate students via their student representatives. However, changes in program requirements have to be approved by the Department of Psychology.
3. The Director of the Clinical Programs (DCP) is responsible for the administration of the M.A. and Ph.D. Clinical Psychology programs, in consultation with the Clinical Core. The DCP abides by the standards as set out in the document *Accreditation Standards and Procedures for Doctoral Programs and Internships in Professional Psychology 5th Revision* (Canadian Psychological Association, 2011), and strives to align the policies and procedures described herein regarding the M.A. and Ph.D. program in Clinical Psychology with those standards.
4. The core clinical faculty consists of faculty members whose doctorates are in clinical, counseling, or school psychology [CPA Standard IV (B)].
5. The core, adjunct, and complementary faculty “who supervise students in the provision of professional service are appropriately credentialed and registered in the jurisdiction in which the service is provided.” [CPA Standard IV (H)].
6. A Clinical Placement Coordinator elected by the Clinical Core is responsible for “monitoring and evaluating practicum facilities and internship settings and for overseeing student progress within them” [CPA Standard IV (E)]. More details are provided below in the section *Clinical Placement Coordinator*. The DCP performs the same role for internships.
7. A Clinical Practice Comprehensive Examination Coordinator elected by the Clinical Core, is responsible for the organization of the comprehensive examination. More details are provided below in the section *Clinical Practice Comprehensive Examination Coordinator*.
8. A Test Library Coordinator elected by the Clinical Core, is responsible for the operations of the Test Library. More details are provided below in the section *Test Library Coordinator*.
9. The Department of Psychology has an advisory body, the Graduate Studies Committee (G.S.C.), which is responsible for the development and implementation of general policies and procedures that affect the M.A. Clinical, Ph.D. Clinical, M.Sc. Psychological Science, and the Ph.D. Psychological Science programs. It is also responsible for liaising between the Department and the Faculty of Graduate Studies on matters relating to general graduate education (see the GPM for further details).

Director of the Clinical Programs (DCP) – Dr. Amanda Maranzan

The DCP is elected by the Clinical Core and the decision is ratified by a departmental vote during the September departmental meeting. The term of the DCP is for a period of 3 years and is renewable. The duties of the Director of the Clinical Program include but are not limited to:

- a. Program planning and development requisite to the annual reporting and self-study process;
- b. Overseeing and delegating the professional and administrative tasks, which are necessary to the operation of the program;
- c. Liaising with the Faculty of Graduate studies, the Registrar and Accreditation Office staff and ensuring timely submission of annual reports and annual fees, selecting site visit teams and scheduling site

- visits, and responding to inquiries and requests for information from the Accreditation Office;
- d. Addressing and tracking student concerns and issues such as leaves, extensions, and the satisfactory completion of program requirements;
 - e. Facilitating the internship application process for PhD students through APPIC (i.e., advising students with regards to readiness and the application process, reviewing and approving student requests for internship application, and reviewing progress).

The DCP works closely with the Clinical Placement Coordinator, Clinical Practice Comprehensive Examination Coordinator, and the Test Library Coordinator for the smooth operation of all aspects of the clinical programs. The DCP conducts regular Clinical Core meetings in which clinical core faculty and student representatives meet to discuss and decide on matters relevant to the clinical graduate programs and signs off on relevant forms and documents (e.g., signs off on all APPIC internship forms and on internship placements).

The DCP represents the clinical programs at the G.S.C. level. He/she informs the G.S.C. of the status and progress of the programs. The DCP reports to the Clinical Core and to the Department for the purpose of transparency, accountability, and consultation.

Clinical Placement Coordinator – Dr. Aislin Mushquash

The Clinical Placement Coordinator is elected by the Clinical Core to a three-year renewable term to assist with the responsibilities associated with clinical placements. The duties of the Clinical Placement Coordinator include liaison with practicum settings, advising students with regards to MA and PhD practicum and PhD internship placements, reviewing and approving student requests for placements and their placement agreements, monitoring student progress, and addressing difficulties that might arise during the students' clinical placements. If professional training remediation plans are required, these will be developed by the Clinical Placement Coordinator in consultation with the DCP, the student, and where necessary the clinical core faculty. The Clinical Placement Coordinator and/or the DCP will implement such remediation plans and monitor the progress of the student in difficulty.

Clinical Practice and Research Examination Coordinator – To be determined

The Clinical Practice and Research Examination Coordinator is elected by the Clinical Core to a three-year renewable term to assist with the responsibilities associated with the Psychology 6811 examination. Duties of the coordinator involve approving the initial proposal (i.e., the focus and format of the examination) of each student's project and ensuring that the final mark is submitted to the Registrar.

Test Library Coordinator – Dr. Josephine Tan

The Test Library Coordinator is elected by the Clinical Core to a three-year renewable term to look after the Psychology Test Library which contains the Department's collection of psychological assessment resources. Duties include maintaining a listing of test materials currently in the library, conducting periodic reviews of test catalogues and relevant literature to identify test instruments that should be acquired, consulting clinical faculty on a regular basis in order to determine their test needs, maintaining the security of the test library and ensuring that only qualified individuals have access to its materials, assisting in the development of funding requests to the Administration, and providing the DCP with an annual update on the status of the test library. A listing of the test library holdings can be accessed by contacting the Graduate Administrative Assistant.

List of Clinical Core Faculty:

Dr. Ron Davis
Dr. Amanda Maranzan
Dr. Aislin Mushquash
Dr. Chris Mushquash
Dr. Kirsten Oinonen
Dr. Ed Rawana
Dr. Deb Scharf
Dr. Josephine Tan

Clinical Core Meetings

On average, the Clinical Core meets once per month to review the status of the programs, address any issues or difficulties that might arise, identify short-term and long-term objectives, and plan for the accomplishment of the objectives and annual reports to the Canadian Psychological Association Accreditation Panel. The DCP and Coordinators also report their activities at these meetings. The Clinical Core meetings might take place more frequently during January, February, and March to review graduate applications for admission. Ad hoc meetings also occur whenever an issue in the program arises. Clinical Core meetings are attended by the core clinical faculty and the M.A. and Ph.D. Clinical Student Representatives. Student Representatives participate fully in the meetings. However, they are excluded from discussion on confidential matters involving specific students and faculty members. These issues are discussed during the in-camera portion of the meeting. To protect confidentiality, Student Representatives do not have access to the files of applicants to the clinical programs and do not evaluate the applications, although they have the opportunity to share their views on the selection process and its criteria. Further information on roles and responsibilities of the Student Representatives can be found in the Graduate Program Manual. For the 2018-19 academic year (and beyond if deemed mutually beneficial), the Department Chair may also attend Clinical Core meetings in an ex-officio (non-voting) capacity in order to enhance departmental communication, to maximize the chair's ability to understand the clinical program's needs and strengths, and to maximize the Chair's ability to advocate for program resources. The Department Chair does not attend the in-camera portion of the meeting unless invited.

III. GRADUATE CLINICAL PROGRAMS IN PSYCHOLOGY

The Department of Psychology at Lakehead University offers an M.A. in Clinical Psychology and Ph.D. in Clinical Psychology. The objective of the MA program is to prepare students for doctoral-level training. Thus, it is expected that students who enroll in the M.A. program will apply to the Ph.D. program. A formal application is required. Those who show satisfactory progress and interpersonal suitability for clinical work in their M.A. program will normally be approved for continuation into the Ph.D. program. Registration in the Ph.D. program is permitted by the Registrar's Office only after all M.A. program requirements have been completed.

Students must familiarize themselves with all regulations relating to graduate study at Lakehead University.

- (a) The Master's level regulations can be found at:
<http://navigator.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=23&chapterid=5691&topicgroupid=18972&loaduserredits=False>
- (b) The Doctoral level regulations can be found at:
<http://navigator.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=23&chapterid=5691&topicgroupid=18973&loaduserredits=False>
- (c) Additional graduate regulations specific to the Faculty of Health and Behavioural Sciences can be found at: (scroll to view "Psychology Graduate Programs Regulations")
<http://navigator.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=23&chapterid=5692&topicgroupid=18976&loaduserredits=False>

M.A. in Clinical Psychology

The M.A. in Clinical Psychology requires the completion of 6 FCEs (full course equivalents) over two years of study. Students must register in the following courses:

- (a) Psychology 5151 – Multivariate Statistics for Behavioural Research (0.5 FCE)
- (b) Psychology 5201 - Clinical Assessment Techniques (1.0 FCE)
- (c) Psychology 5271 - Ethical and Professional Issues (0.5 FCE)
- (d) Psychology 5551 - Clinical Interviewing (0.5 FCE)
- (e) Psychology 5571 – Psychotherapy (0.5 FCE)
- (f) Psychology 5901 - M.A. Thesis (2.0 FCE)
- (g) One FCE elective at the graduate level (1.0 FCE)
- (h) Psychology 5600/9600 - Research Seminar (non-credit required course)
- (i) Psychology 5091 – M.A. Practicum (non-credit required course)

It is expected that the average student will take two years to complete the program. The *List of Graduate Deadlines* in Appendix 2 outlines specific dates by which different stages of the thesis (Psychology 5901) must be completed. The Master's Practicum (Psychology 5091) will typically be taken in the summer of the M.A. year 2 after students have successfully completed their M.A. course work (with the exception of the thesis defense). M.A. students must register yearly in Psychology 5901 (M.A. Thesis) and Psychology 5600/9600 (Research Seminar).

Note that not every course is offered annually. Typically, Psychology 5201, 5271, 5311, 5551, 5571, and 5600/9600 will be offered every year while the remaining courses might be offered every second year. *Students are strongly advised to enroll in the courses that they require or desire in the year that they are offered instead of waiting for the next rotation as it will unduly prolong their time in the program.*

The recommended sequence for the M.A. program is provided below:

Year 1

- (a) Complete all required coursework:
 - *Psychology 5151 Multivariate Statistics for Behavioural Research (0.5 FCE)*
 - *Psychology 5201 Clinical Assessment Techniques (1.0 FCE)*
 - *Psychology 5271 Ethical and Professional Issues (0.5 FCE)*
 - *Psychology 5551 Clinical Interviewing (0.5 FCE)*
 - *Psychology 5571 Psychotherapy (0.5 FCE)*
- (b) Take the elective courses (total of 1.0 FCE), if schedule permits.
- (c) Take *Psychology 5600/9600 Research Seminar*.
- (d) Work on *Psychology 5901 M.A. Thesis (2.0 FCE)*.
- (e) Take any courses that are pre- or co-requisites to the program (e.g., *Psychology 3201, 4111*). These would have been outlined in the offer of admission and must be completed within the first year.

Year 2

- (a) Complete any outstanding elective courses.
- (b) Take *Psychology 5600/9600 Research Seminar*.
- (c) Complete *Psychology 5091 M.A. Practicum*, typically in the summer of Year 2. Students can commence their practicum only after all M.A. required courses have been completed, their M.A. thesis proposal has been approved by the M.A. Thesis Supervisory Committee¹, and they have signed and returned the Clinical Psychology Student Information and Agreement Form (see appendices).
- (d) Complete all requirements related to *Psychology 5901 M.A. Thesis* by August 31st of Year 2.²

Course Syllabi – Students are advised to keep each course syllabus from every course completed in preparation for registration as a psychologist. Should you register with the College of Psychologists of Ontario or another college, you will be asked to supply detailed descriptions of all the courses you have taken. It will be your responsibility to provide course descriptions.

NOTE: M.A. students who have made satisfactory progress in their program, and have their M.A. thesis proposal approved by their Thesis Supervisory Committee by September 30th of Year 2 are permitted to apply to the Ph.D. program as internal applicants (see p. 17). Those who do not make this deadline will have their application considered against a pool of external applicants. Only students who have completed all their M.A. program requirements by August 31st of Year 2¹ will be permitted to register in the Ph.D. program if admitted.

¹ The written proposal and proposal oral defense are passed by the Committee, as indicated by submission of the appropriate forms.

² The absolute, final date for thesis submission to Graduate Studies is one day prior to the last day to register in September.

Ph.D. in Clinical Psychology

General Description

The PhD in Clinical Psychology covers education and training in the following domains:

- (A) The four **cognate areas** in Psychology: Biological, Cognitive-Affective, Social, and Individual Differences

Cognate Areas	Courses (select 1 course from each cognate area)
I. Biological	Psyc 5111 Cognitive Neuropsychology Psyc 5471 Psychopharmacology Psyc 5475 Behavioural Endocrinology Psyc 5491 Clinical Psychopharmacology Psyc 5751 Special Topics in Biological Psychology Psyc 5801 Specialized Readings and Research Techniques Psyc 5811 Specialized Readings and Research Techniques
II. Cognitive-Affective	Psyc 5075 Mood Disorders Psyc 5111 Cognitive Neuropsychology Psyc 5801 Specialized Readings and Research Techniques Psyc 5811 Specialized Readings and Research Techniques
III. Social	Psyc 5110 Interpersonal Behaviour in Psychopathology Psyc 5250 Evaluation in a Health & Social Services Context Psyc 5130 Social Cognition Psyc 5801 Specialized Readings and Research Techniques Psyc 5811 Specialized Readings and Research Techniques Psyc 6331 Psychosocial Problems Across the Life Span Psyc 6531 Community and Rural Psychology
IV. Individual Bases of Behaviour	Psyc 5011 Correctional Psychology Psyc 5035 Health Psychology Psyc 5055 Eating Disorders and Obesity Psyc 5211 Psychogerontology Psyc 5415 Learning Disabilities Psyc 5801 Specialized Readings and Research Techniques Psyc 5811 Specialized Readings and Research Techniques

Note: Course descriptions are provided in the current Lakehead University calendar. Successful completion of an honours level undergraduate psychology thesis in a relevant area may be credited towards one applicable cognate area.

- (B) **Historical and scientific foundations of general psychology** - This may be satisfied by an advanced level undergraduate course (Psyc 4611 History of Psychology) or by a Special Topics course at the graduate level (Psyc 5731 Special Topics in Psychology).

(C) Foundations of professional practice – All five courses listed below are required.

Foundations of Professional Practice	Courses
1. Scientific and Professional Ethics and Standards	Psyc 5271 Ethical and Professional Issues
2. Research Design and Methodology	Psyc 5711 Research Methods and Program Evaluation
3. Statistics	Psyc 5151 Multivariate Statistics for Behavioural Research
4. Test Construction and Psychological Measurement	Psyc 5201 Clinical Assessment Techniques Psyc 6251 Advanced Assessment Techniques

(D) Specific professional skills - All courses listed below are required except for the ones that are asterisked (*).

Specific Professional Skills	Courses
1. Psychological Assessment	Psyc 5201 Clinical Assessment Techniques Psyc 5091 Master's Practicum Psyc 5271 Ethical and Professional Issues Psyc 5551 Clinical Interviewing Psyc 6090 Ph.D. Practicum Psyc 6092 Ph.D. Internship Psyc 6251 Advanced Assessment Techniques
2. Intervention	Psyc 5091 Master's Practicum Psyc 5071 Couple and Family Therapy* Psyc 5311 Cognitive-Behavioural Therapy Psyc 5571 Psychotherapy Psyc 5731 Special Topics: Group Therapy* Psyc 5731 Special Topics: Addiction Intervention* Psyc 6011 Dialectical Behaviour Therapy* Psyc 6090 Ph.D. Practicum Psyc 6092 Ph.D. Internship
3. Consultation	Psyc 5091 Master's Practicum Psyc 5731 Special Topics: Clinical Supervision* Psyc 6090 Ph.D. Practicum Psyc 6092 Ph.D. Internship Psyc 6531 Community and Rural Psychology*
4. Program Development and Evaluation	Psyc 5711 Research Methods and Program Evaluation
5. Interpersonal Relationships	Psyc 5091 Master's Practicum Psyc 5110 Interpersonal Behaviour and Psychopathology* Psyc 5271 Ethical and Professional Issues Psyc 5731 Special Topics: Clinical Supervision* Psyc 5731 Special Topics: Group Therapy* Psyc 6090 Ph.D. Practicum Psyc 6092 Ph.D. Internship Psyc 6531 Community and Rural Psychology* Psyc 6751 Cultural Issues for Clinical Psychologists
6. Clinical Supervision	Psyc 5731 Special Topics: Clinical Supervision* Psyc 5091 Master's Practicum Psyc 6090 Ph.D. Practicum Psyc 6092 Ph.D. Internship

Details about the PhD Clinical Psychology program requirements

The Ph.D. in Clinical Psychology requires, over 4 years of full-time study, the completion of 6 FCE's (3 FCE required courses and 3 FCE elective courses), plus the following non-credit courses (see the following pages for more information):

- Ph.D. Practicum (Psychology 6090)
- Clinical Practice and Research Examination (Psychology 6811) only for students starting on or after September 2017]
- Clinical Practice Comprehensive Examination (Psychology 6811) plus the Science Comprehensive Examination (Psychology 6812) only for students starting prior to September 2017
- Ph.D. Internship (Psychology 6092)
- Ph.D. Dissertation (Psychology 6901) and
- Research Seminar (Psychology 6660/9660).

Ph.D. students in Years 1, 2 and 3 must register yearly in Psychology 6901 (Ph.D. Dissertation) and Psychology 6660/9660 (Research Seminar). A description of the program and courses can be found in the current copy of the University Calendar: http://calendar.lakeheadu.ca/current/programs/Graduate_Studies/gradpsycprog.html

Information regarding the transfer of credits from previous graduate degrees to the Ph.D. degree (i.e., Advanced Standing) can be found in the Faculty of Graduate Studies Doctoral Regulations: <http://mycoursecalendar.lakeheadu.ca/pg622.html>

The recommended sequence of the PhD program is shown below :

1st – 2nd Year

*Psyc 5311	Cognitive-Behavioural Therapy (0.5 FCE)
*Psyc 5711	Research Methods and Program Evaluation (0.5 FCE)
*Psyc 6211	Psychopathology of the Adult (0.5 FCE)
*Psyc 6231	Psychopathology of Childhood and Adolescence (0.5 FCE)
*Psyc 6251	Advanced Assessment Techniques (0.5 FCE)
*Psyc 6751	Cultural Issues for Clinical Psychologists (0.5 FCE)
Psyc 6811	Clinical Practice Comprehensive Exam (non-credit program requirement for students starting the program prior to September 2017. Must be enrolled by spring/summer of Year 2, and completed before the beginning of the Year 3); Clinical Practice and Research Examination (non-credit program requirement only for those starting the program on or after September 2017. The exam should be completed by June of PhD Year 2)

* These courses are typically offered only every other year. Students must take these courses when offered.

During the first year, students must also take any pre- or co-requisites of the program. These would have been outlined in the offer of admission and must be completed within the first year.

1st – 3rd Year

Psyc 6660	Research Seminar (non-credit required course). Must be enrolled for the first 3 years of the program except for periods when attending clinical placements that are located outside of Thunder Bay.
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Psyc 6090	Ph.D. Practicum (non-credit required course). Must be enrolled by spring/ summer of Year 1 and completed before application for Ph.D. Internship placements through APPIC in the fall of Year 3.
Psyc 6901	Ph.D. Dissertation (must be enrolled from year 1 until completion; proposal and proposal defence must be completed before application for internship)
Psyc 6812	Science Comprehensive Exam (must be enrolled by September 30 of Year 2 and completed by August 31 Year 3 of the Ph.D. program; only for those starting the program before April 2017). Although not required, students are encouraged to start this exam in year 1.
Six electives	Complete 6 graduate half-courses (total of 3.0 FCE) from the 4 cognate areas (see pp. 11-12). A given half-course can fulfill only one of these cognate requirements. These 6 elective graduate half-courses are normally completed over the first 3 years of the Ph.D. program. However, all required courses must be completed in the first 2 years of the Ph.D. program.

4th Year

Psyc 6092	Ph.D. Internship (This is normally undertaken in 4 th year of the Ph.D. program. However, satisfactory progress on other program requirements is a prerequisite).
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Course Syllabi – Students are advised to keep each course syllabus from every course completed in preparation for registration as a psychologist. Should you register with the College of Psychologists of Ontario or another college, you will be asked to supply detailed descriptions of all the courses you have taken. It will be your responsibility to provide course descriptions.

Non-Credit Required Courses

Research Seminar (Psychology 5600/9600 for M.A., Psychology 6660/9660 for Ph.D.)

Please see description in the Graduate Program Manual. All M.A. and Ph.D. clinical students are required to attend the Research Seminar. Those who are completing their program requirements (e.g., clinical placements) out of town are not required to attend if the distance does not permit them to do so. Those who are undertaking their clinical placements in town and who are within traveling distance are expected to make arrangements with their clinical supervisors to attend the Research Seminars.

Master's Thesis (Psychology 5901)

M.A. students are required to complete a Master's thesis. They are required to enroll in it during every year of their program. For further information, refer to section IV: *M.A. Thesis and Ph.D. Dissertation Policy and Procedure* in the Graduate Program Manual.

M.A. Practicum (Psychology 5091)

M.A. students are required to successfully complete a 400-hour practicum after they have successfully completed their M.A. required courses and have their M.A. thesis proposal approved by their M.A. Thesis Supervisory Committee³. Prior to starting the practicum, students must have signed and returned the Clinical Psychology Student Information and Agreement Form (see appendices). To ensure that they make

³ The written proposal and proposal oral defense are passed by the Committee, as indicated by submission of the appropriate forms.

timely progress in their thesis, students normally start their practicum either in the Fall/Winter or the summer of the M.A. Year 2. Students are expected to have discussed their plans for their practicum with their thesis supervisor before beginning their practicum. The Practicum Coordinator may ask students if they have done so prior to signing off on their request to start their practicum. For more information, refer to section IV *Clinical Placements*.

Ph.D. Practicum (Psychology 6090)

Ph.D. students are required to successfully complete 600 hours of clinical practica. They are expected to enroll in the course by spring/summer of Year 1. It is highly recommended that students complete the PhD practicum before they apply for Ph.D. internship placements to improve their APPIC application. Prior to starting the practicum, students must have signed and returned the Clinical Psychology Student Information and Agreement Form (see appendices). Students are expected to have discussed their plans for their practicum with their dissertation supervisor before beginning their practicum. The Practicum Coordinator may ask students if they have done so prior to signing off on their request to start their practicum. For more information, refer to section IV *Clinical Placements*.

Ph.D. Internship (Psychology 6092)

Clinical Ph.D. candidates are required to complete a twelve-month (2000 hour equivalent) internship. Internship settings are designated and approved by the program, and clinical supervision is provided by registered doctoral-level professional psychologists who are approved by the program. . Prior to Internship application, students must have completed all coursework, the Clinical Practice and Research Examination, the dissertation proposal defense, the dissertation data collection, and have provided a complete draft of their methods and results section to their Dissertation Supervisory Committee. Prior to commencement of an Internship, students are (a) required to have completed the PhD Practicum, (b) strongly encouraged to have completed the Science Comprehensive Examination (applicable only to students who commenced the PhD program prior to September 2017), and (c) strongly recommended that a full draft of the dissertation be completed. It should be noted that internship sites are very likely to give preference to students who are further along in their dissertation. Students are very strongly discouraged from pursuing non-accredited internships unless there are extenuating circumstances. Students must apply for accredited internship through APPIC; only in unique circumstances (e.g., family issues or area of specialization) will students complete a non-APPIC internship. Non-APPIC internships will be evaluated for equivalency to the CPA accreditation standards for internships as in the Guidelines for Applications to Non-Accredited Internship Training Programs (see Appendix 18 for guidelines). For more information, refer to section IV *Clinical Placements*.

Clinical Practice and Research Examination (Psychology 6811) (only for students entering the Ph.D. program on or after September 2017)

Please note that requirements related to Psychology 6811 and 6812 are different for students who entered the PhD program before September 2017 and for those who enter the program on or after September 2017. More details on Psychology 6811 are provided in Appendix 1.

Science Comprehensive Examination (Psychology 6812) (for students entering the Ph.D. program before September 2017 only)

The Science Comprehensive Exam can be started upon entry into the program and should be completed by the end of PhD Year 3. Ph.D. students are required to register for Psychology 6812 no later than September 30th of Year 2 and to complete the course by the end of Year 3 (August 31). More details on Psychology

6812 are provided in Appendix 19. Psychology 6812 is not required for students entering the PhD program on or after September 2017.

Ph.D. Dissertation (Psychology 6901)

Ph.D. students are required to complete a Ph.D. dissertation. They are required to enroll in it during every year of their program. For further information, refer to sections on *M.A. Thesis and Ph.D. Dissertation Policy and Procedure* in the Graduate Program Manual. Students need to keep in mind that timely progress in the dissertation is very important. See Appendix 14 for further details. Students will not be permitted to apply for internship until a complete draft of their methods and results section has been provided to their Thesis Supervisory Committee. This is in accordance with the Canadian Council of Professional Programs' (CCPPP) recommendation that all dissertation data be collected prior to applying for internship.

Additional Non-Credit Experiences

Clinical Seminar Series

It is expected that all students will attend all Clinical Seminar Series presentations. Many of these are offered through the Northwestern Ontario Psychology Internship Consortium (NORPIC) and emails about the presentations will be sent out regularly. These presentations are intended to increase the breadth of clinical training. They serve as a supplement to the knowledge gained in courses and practica. Senior Ph.D. students are also strongly encouraged to present at least one clinical case presentation within this forum and should contact the Director of the Clinical Program to organize such presentations. Topics and speakers are vetted through the Clinical Core Faculty as appropriate.

Thesis and Dissertation Defense Presentations

It is expected that all students will attend as many thesis/dissertation defenses as possible during their graduate training. Exposure to the defense process prepares a student for their own thesis defense and adds breadth to research training and one's knowledge base.

Application to the Ph.D. Program

Internal Applicants

M.A. students who meet the following criteria may apply to the Ph.D. program as internal applicants: (a) evidence of satisfactory progress in their program, (b) acceptance of their M.A. thesis proposal by their M.A. Thesis Supervisory Committee by September 30th of their 2nd Year, and (c) have a full-time Psychology faculty member who is willing to supervise their Ph.D. dissertation. The advantages to being an internal applicant include not having to compete with an external pool of applicants and knowing early whether they will be admitted into the Ph.D. program. The application process for internal candidates is listed below.

- (1) Complete a Graduate Studies Application Form online:
<https://www.lakeheadu.ca/academics/graduate/programs/doctoral/psychology-clinical/node/7250>
- (2) Obtain a letter from a full-time Psychology faculty member in the Department of Psychology indicating an agreement to supervise the student's dissertation project should they be accepted
- (3) Have your current thesis supervisor submit your Progress Report to the Graduate Administrative Assistant

(4) Submit a full academic curriculum vitae (cv) that includes your research productivity in APA format
The deadline for submitting the application is October 31 of M.A. Year 2.

Review of applications will involve review of the materials noted above, MA thesis proposal and defense evaluation forms, MA Supervisor Progress Checklist Forms, transcripts, time to completion, and any relevant available information about clinical and professional suitability and competencies. Applications will be reviewed by the committee.

If the application is successful, the student can be registered in the Ph.D. program in the fall term of the following year on the condition that they have completed all their M.A. program requirements by August 31⁴. This condition is set by the Office of Graduate Studies and by the Registrar's Office. This means that the student must have successfully defended the thesis, completed all forms related to completion of and graduation from the M.A. program, and provided the Office of Graduate Studies with the required electronic copy of the thesis by the deadline.

External Applicants

Students who have completed their Masters degree in Clinical Psychology at another institution may apply to the Ph.D. program. The application process is detailed in the Lakehead University Calendar (see *Graduate Studies*). Information on the requirements for admission into the Ph.D. program is detailed in the Lakehead University Calendar (see *Faculty of Social Sciences and Humanities Graduate Programs – Department of Psychology*).

Graduate Clinical Programs Schedule

Please see Appendix 2 for the Graduate Schedule that summarizes the deadlines for the M.A. Clinical and Ph.D. Clinical programs.

⁴ The absolute, final date for thesis submission to Graduate Studies is one day prior to the last day to register in September.

IV. CLINICAL PLACEMENTS

M.A. Clinical Practicum

Students in the M.A. program are required to complete 400 hours of clinical practica. This is normally undertaken in the spring/summer of M.A. Year 2 after the student has taken Psyc 5201 Clinical Assessment, Psyc 5271 Ethical and Professional Issues, Psyc 5551 Clinical Interviewing, and Psyc 5571 Psychotherapy, and has had his/her thesis proposal approved by the M.A. Thesis Supervisory Committee⁵. In order to be credited for Psyc 5091 Master's Practicum, students must be registered in the course. The practicum placement also has to be approved by the Clinical Placement Coordinator prior to starting the practicum (see **Practicum and Internship Guidelines** below). Hours completed prior to having the practicum approved (i.e., having the forms signed) will not be counted. Prior to starting the practicum, students must also have signed and returned the Clinical Psychology Student Information and Agreement Form (see appendices). Given that 25% of the Ph.D. practicum hours must be spent in formally scheduled supervision (*Accreditation Standards and Procedures for Doctoral Programs and Internships in Professional Psychology 5th Revision*, Canadian Psychological Association, 2011), M.A. practicum students should use that as a guideline for how much supervision is required. At a minimum, however, at least 4 hours per week must be spent in formally scheduled supervision with the primary supervisor for students doing a full-time practicum placement. Additional supervision hours may be obtained from secondary supervisors. Supervision type and quantity is expected to vary with the student's experience and the setting. It is strongly advised that students familiarize themselves with the APPIC internship application early on in their M.A. degree to ensure that they are aware of the reporting requirements related to the number and type of practicum experiences. This will ensure that students choose appropriate practica and track their hours properly. Students may wish to use Time2Track to track their practicum experiences. Students are able to complete the 400 hours at one or multiple sites – but it often depends on supervisor availability. Students are encouraged to seek out and plan their placements early.

Ph.D. Clinical Practicum

Students in the Ph.D. program are required to complete 600 hours of clinical practica supervised by doctoral-level psychologists. This may be undertaken any time during the Ph.D. program but it has to be completed prior to the Ph.D. Internship. In order to be credited for Psyc 6090 Ph.D. Practicum, students must be registered in the course. The practicum placement also has to be approved by the Clinical Placement Coordinator prior to starting the practicum (see **Practicum and Internship Guidelines** below). Students are expected to have discussed their plans for their practicum with their dissertation supervisor before beginning their practicum. The Practicum Coordinator may ask students if they have done so prior to signing off on their request to start their practicum. Hours completed prior to having the practicum approved (i.e., having the forms signed) will not be counted. Prior to starting the practicum, students must also have signed and returned the Clinical Psychology Student Information and Agreement Form (see appendices). A small portion of the clinical practicum (not more than 10%) could entail involvement in research activities that take place at the training site. According to the standards set out in the document *Accreditation Standards and Procedures for Doctoral Programs and Internships in Professional Psychology 5th Revision* (Canadian Psychological Association, 2011), at least 150 of the 600 practicum hours must be spent in formally scheduled supervision (a maximum of 25% of the supervision hours can involve group supervision). A minimum of 300 of the 600 hours must also involve direct client contact. The remaining hours are called support activities. Students may wish to use Time2Track to track their practicum experiences. To ensure breadth of training, students are encouraged to complete their practica at multiple sites with multiple supervisors. Students are encouraged to seek out and plan their placements early.

⁵ The written proposal and proposal oral defense are passed by the Committee, as indicated by submission of the appropriate forms.

Ph.D. Internship

Students in the Ph.D. program are required to complete a 2000-hour (or 1 year full-time equivalent) internship. Students normally apply for internship in the fall of PhD year 3 and commence the internship in the fall of Ph.D. Year 4. Students should meet with the DCP in the fall of year 2 to evaluate their readiness for internship to ensure that they are on track. In the summer prior to PhD year 3, students should also follow-up with the DCP for a final consultation about plans to apply. In situations where students are behind on dissertation progress, it is in their best interest to wait a year to apply. Students must apply for accredited internship through APPIC; only in unique circumstances (e.g., family issues or area of specialization) will students complete a non-APPIC internship. Non-APPIC internships must be approved by the DCP and will be evaluated for equivalency to Internship Accreditation Standards as in the Guidelines for Applications to Non-Accredited Internship Training Programs (see Appendix 18 for guidelines). The internship placement has to be approved by the DCP and the Clinical Core (see **Practicum and Internship Guidelines** below). Prior to Internship application, students must have completed all coursework, Psychology 6811 (Clinical Practice Comprehensive Examination or the Clinical Practice and Research Examination), the dissertation proposal defense, and have provided a complete draft of their methods and results section (i.e., data must be collected) to their Dissertation Supervisory Committee. Prior to commencement, students must also have completed the PhD Practicum and are strongly encouraged to have completed the Science Comprehensive Examination (for students who started the PhD prior to September 2017). Additionally, students are reminded that they are exempt from tuition fees while on internship as long as all other program requirements are completed.

In order to apply for internship, the program must determine that a student is ready to apply for internship. Thus, students must seek approval of the DCP to proceed with their applications. The APPIC process for their internship application requires the DCP to complete a section of the APPIC form that asks whether students have demonstrated: (a) that they possess the emotional stability and maturity to handle the challenges of graduate training, (b) that they possess the theoretical / academic necessary foundation for effective counselling / clinical work, (c) that they possess the skills necessary for translating theory into integrated practice, (d) awareness of, and practices according to, the current ethical guidelines for psychologists, and (e) the capacity to participate in supervision constructively and modify his / her behavior in response to feedback. The DCP is also required to comment on the progress of the student in the doctoral program, including the completion of course work, the comprehensive examinations, and the dissertation. All of these factors play a role in determining student readiness for internship.

Practicum and Internship Supervisors

A listing of Psychology supervisors at the clinical placement sites in the city is provided in Appendix 3. Further information on the clinical faculty members, adjunct faculty members, and some potential clinical supervisors who provide clinical supervision can be found in Appendix 1 of the Graduate Program Manual. In addition, it is strongly recommended that all students read all information about potential clinical supervisors on the public register of the relevant regulatory body's website before contacting the supervisor about a placement. Public registers include information about a psychologist's authorized areas of practice; authorized client populations; terms, conditions, and limitations; and discipline and proceedings. Thus, by reading about their potential supervisor, students will learn more about professional registration and gain information that may be useful in selecting a practicum supervisor. Any questions or concerns about the public register from the relevant regulatory body should be brought up with the Clinical Placement Coordinator or the DCP. For Psychologists registered with the Ontario College of Psychologists, this information can be found at: https://members.cpo.on.ca/public_register/new

Practicum and Internship Guidelines

IMPORTANT: *No student registered in the M.A. and Ph.D. Clinical Psychology program is permitted to engage in any clinical activity unless under supervision.* This is for the protection of the public and in compliance with the College of Psychologists of Ontario Standards of Professional Conduct (2017) and with the Canadian Psychological Association Code of Ethics for Psychologists (Fourth Edition). M.A. and Ph.D. students are required to notify and consult with the Clinical Placement Coordinator prior to making arrangements for a practicum. Ph.D. students who are applying for internships through APPIC have to have sections of their application forms filled out and signed by the DCP. All internships must be approved by the DCP.

A. Liability insurance coverage. All students on **unpaid** M.A. practicum and Ph.D. practicum have liability insurance from Lakehead University as long as the clinical activities they are undertaking are requirements of their degree program. Students on **paid** practicum or internship will *not* receive liability insurance coverage through the university. Instead, they will have to check with their placement settings to see if they are covered by the setting or if they are required to purchase their own liability insurance coverage. Students should consult with their clinical supervisors, the Clinical Placement Coordinator, or the DCP about how to obtain their own liability insurance coverage.

B. Coverage for Work-Related Injuries Sustained on Practicum/Internship. Students on **unpaid** M.A. practicum, Ph.D. practicum, and Ph.D. internship placements will have their insurance at work covered by the Ministry of Training, Colleges, and Universities (MTCU) for the duration of their placements. This insurance is specific to accidents incurred during the placement. The Work/Education Placement Agreement form is available from the Graduate Administrative Assistant and should be completed and returned prior to the commencement of the unpaid placement. Students who are on **paid** M.A. practicum, Ph.D. practicum, and Ph.D. internship placements in Ontario may have insurance coverage by the Workers Safety and Insurance Board (WSIB) through their placement setting. However, students must check this with the workplace/organization prior to undertaking the placement.

C. M.A. and Ph.D. Practicum sites. Selection of M.A. and Ph.D. practicum sites depends on the type of training the student wishes to pursue. For example, some students are interested in working with children while others prefer working with adults. In the past, some students have worked at many different placement sites during their M.A. or Ph.D. practica to obtain a variety of experiences. However, given the short duration of the practicum, students should strongly consider the value of choosing one or two placements that offer them variety and continuity in training. In order to be competitive for a CPA accredited internship, it is strongly recommended that students obtain breadth in their training in terms of both clinical experiences (e.g., assessment, intervention) and client groups (e.g., children, adolescents, adults, and older adults). Also, it can be beneficial to receive supervision from a few different clinical supervisors. It is also recommended that students in the Ph.D. practicum gain experience with supervision. Students should consult with the Practicum Coordinator before they decide on specific training sites or programs. The Practicum Coordinator keeps a current list of training sites that are typically available to students and has information on the protocol to approach those sites when inquiring about potential placements. The list is also updated and circulated to students at least once a year, and is posted in the mailroom.

D. Ph.D. Internship sites. Selection of an internship site depends on the type of practicum experience that the student already has and the type of population he or she wishes to declare his or her competency in for professional registration with a provincial or state professional regulatory board. Ph.D. students on internship typically work in a few clinical settings in order to gain breadth and depth in training. Students **must** apply for accredited internship through APPIC; only in unique circumstances (e.g., family issues or

area of specialization) will students complete a non-APPIC internship. (see *APPIC Application Process* below). Information on a number of clinical internship sites is available from the Test Library and from postings in the Department. A listing of pre-doctoral internship programs in clinical psychology that are accredited by the Canadian Psychological Association is available from <http://www.cpa.ca/accreditation/CPAaccreditedprograms/>.

We do recognize that certain circumstances prevent some individuals from leaving Thunder Bay for internship. Such students are encouraged to apply through APPIC to Thunder Bay's Northwestern Ontario Psychology Internship Consortium (NORPIC) which is accredited by CPA. Further details about this local internship are found at <http://www.norpic.net/>.

Students must apply for accredited internship through APPIC. In rare circumstances where this is not possible, students must seek consultation and approval from the Director of the Clinical Program regarding the proposed structure of a non-accredited internship. All internships must be CPA-accredited or its equivalent. For a description of the requirements of a CPA-accredited internship, see an outline of these requirements the *Accreditation Standards and Procedures for Doctoral Programmes and Internships in Professional Psychology* (the tables at the end of the document are particularly useful): <http://www.cpa.ca/accreditation/resources/>. Students requesting approval to complete a non-accredited internship must follow the program's Guidelines for Applications to Non-Accredited Internship Training Programs (see Appendix 18 for guidelines). This policy reflects the fact that students choosing to pursue a non-accredited internship must work with the DCP to ensure and demonstrate how it meets the requirements of a CPA-accredited internship. Students who need to develop a non-accredited internship should first discuss possibilities with the DCP. The next step would be to contact sites directly for more information and to inquire about possible arrangements with potential clinical supervisors.

E. Approval of clinical settings. Some of the clinical settings that students wish to train in are unfamiliar to the program. When looking for practicum or internship sites, certain characteristics are considered by the program prior to approving those sites for the students:

- CPA accredited sites preferred (particularly for internships). While APA accredited sites also meet the program's requirements, students should be aware that Canadian students have recently faced difficulty crossing the U.S.-Canadian border when attempting to leave the country to start their internship. PhD clinical training must be supervised by experienced doctoral level registered psychologists.
- MA-level clinical training can be supervised by either doctoral level Registered Psychologists or experienced masters-level registered Psychological Associates.
- The training program offers breadth and depth of clinical experience with respect to diversity of client population and presenting problems.
- The graduate student is exposed to increasingly complex cases under appropriate and meaningful supervision.
- Settings provide the following to their trainees: Assessment, intervention and consultation strategies related to clinical practice, and where possible, opportunities for clinical research, program evaluation, supervision training, and inter-professional experience.

The first step in selecting a practicum setting is a conversation between the student and the Clinical Placement Coordinator on the student's general and specific interests in terms of the clinical experience they are trying to develop, and any current gaps in the student's training. The next conversation is about both their preparedness for the demands of the placement, and the complementarity of the MA and doctoral placements to ensure sufficient depth and breadth of training experiences. For more senior students, the Placement Coordinator will also have thorough documentation on their past placements, and can assess the

extent to which a proposed practicum site meets their current needs. Once the student and the Coordinator have agreed on the type of experience that suits the student's training objectives, and how well the proposed site might meet his or her needs, the Practicum Coordinator will provide information on the protocol to follow when approaching particular sites to inquire about potential placements. Once a match had been made (i.e., the supervisor can accommodate the student and meet the student's training needs), the student and the site supervisor will develop an explicit training plan (Clinical Placement Learning Expectations Form) in consultation with the Coordinator. The student and site supervisor then sign the form, and submit it back to the Coordinator for final review and a signature indicating approval. If the match is not good for any reason, then the Coordinator will work with the student until a match is found. This process continues until a good match is obtained.

F. Clinical supervision. For PhD practica, clinical supervisors must be doctoral-level psychologists registered or licensed in the province or state in which they practice. For MA practica, clinical supervisors can be registered Psychological Associates who hold a Master's level degree or registered doctoral-level psychologists. All clinical supervision must be provided by practitioners registered with their relevant college of psychologists. Master's level supervisors and registered health professionals from other clinical disciplines may be involved in the supervision on the condition that they are not the primary supervisor, and that the primary supervisor is a doctoral-level registered/licensed psychologist. The primary supervisor is the individual who oversees the progress of the practicum or internship student, is responsible for the majority of the supervision, and who signs off on the clinical documents prepared by the student. For the purpose of documenting supervision hours, only supervision provided by doctoral-level psychologists (PhD, PsyD, or Ed.D.) or psychological associates (for MA level students) counts for program requirements and the APPIC internship application.

In each placement, students can receive a combination of individual and group supervision. However, the 2011 CPA Accreditation Standards provide the following standards related to supervision:

- a) **Seventy-five percent of the supervision provided to a student during practicum training will be individual supervision defined by the following criteria:**
- The supervision is provided by the supervisor who is accountable for the psychological service the student delivers directly to patients/clients, and
 - Individual supervision consists of visual and/or verbal communication in person between a supervisor and supervisee in which
 - ▶ the supervisor observes the supervisee deliver psychological service (i.e. either in the room with the supervisee and/or patient/client or with the use of one-way mirrors), or
 - ▶ the supervisor and supervisee review audio or video tapes of the supervisee's delivery of psychological service, or
 - ▶ the supervisor and supervisee engage in case discussion (i.e. the supervisee provides an oral report of his or her delivery of psychological service to an identified patient/client).

It should be noted that individual supervision can occur between the supervisor and supervisee as the only participants or it can occur in a group format among a number of supervisors and supervisees.

- b) **Twenty-five percent of the supervision provided can be either individual or group supervision defined as activities or meetings in which**
- students participate in the supervision received by another intern or trainee, or

- some combination of interns and supervisors meet to review or discuss some method or technique of psychological service delivery, particular problems or disorders, or a professional or ethical issue affecting practice.

G. M.A. and Ph.D. practicum requirements. After the student has made arrangements for a practicum at a site with approval from the Clinical Placement Coordinator, he or she needs to note the following:

Prior to starting an M.A. or Ph.D. practicum, students should:

- Check whether they need to have their own liability insurance. Students on unpaid practica will have their liability insurance covered through the university. Students on paid practica will have to either secure their own liability insurance coverage or have coverage through their training site.
- Complete a copy of the Ministry of Training, Colleges, and Universities (MTCU) insurance form if on unpaid practicum and return it to the Graduate Administrative Assistant for processing. Students who are on paid practicum in Ontario may have insurance coverage through the Workplace Safety and Insurance Board (WSIB). However, they will have to check with the organization.
- Complete with their supervisor the *Clinical Placement Learning Expectations form* (see Appendix 4). This form is to be signed by both the student and the supervisor, and provided to the Clinical Placement Coordinator for review and signature. The original copy will be placed in the student's file. If the student is engaged in two or more rotations/programs in their practicum, then separate *Clinical Placement Learning Expectations* forms should be completed for each rotation/program. Students should consult with the Clinical Placement Coordinator and clinical supervisors throughout their time in the program to ensure that they obtain an appropriate breadth and depth of clinical experiences. The completion of the *Clinical Placement Learning Expectations* form is a good time to ensure that both short-term and long-term training goals will be met.

During the course of the practicum, the student should:

- Keep a log of their supervision hours with the primary and secondary supervisors by using the *Supervision Log* (see Appendix 5). This is fashioned after that used by the College of Psychologists of Ontario and permits the student to review the amount of time spent on supervision and the types of issues discussed during supervision. The *Supervision Log* is to be forwarded to the Clinical Placement Coordinator at the end of the practicum to be placed in the student file. Students are asked to keep a copy of the sheets for their own information prior to submitting it to the program.
- Document the types and duration of the clinical activities in order to collect essential data for APPIC application and/or professional registration with a regulatory body. Time2Track can be used for this purpose (see below). The student and the DCP need the information to complete APPIC forms. For the purpose of the program, the student needs to add up the total number of hours undertaken in various activities during the entire practicum: assessment, intervention/therapy, clinical documentation, supervision, professional development (conferences, readings required for the practicum, etc.), and other types of activities specific to the practicum experience. Review of the online APPIC application forms will help determine information that needs to be collected. General information can be found at: <http://appic.org/AAP-APPA> . An example of the main application (AAPI) form is found at: http://appic.org/Portals/0/downloads/AAP-APPA_Sample_PDF.pdf .
- Students may use the program Time2Track (available to purchase at <http://time2track.com>) to document their clinical activities and practicum hours. Students may then print off all statistics relevant to the current practicum and their overall clinical activities and provide these to the Practicum

Coordinator and the Graduate Administrative Assistant at the end of each practicum. Time2Track can be used to track clinical training hours for practicum, internship, and licensure.

At the end of an M.A. or Ph.D. practicum in each setting or in each program/rotation, students should:

- Undergo evaluation by his/her primary supervisor. The *Lakehead University Clinical Psychology Practicum Evaluation Form* (see Appendix 6) is to be completed by the supervisor who reviews and co-signs it with the student. The form is then forwarded to the Clinical Placement Coordinator who reviews and signs it, and places it in the student's file. If the student has more than one primary supervisor, it is requested that separate evaluations be undertaken with each supervisor. If secondary supervisors are involved in the student's training and it is the opinion of the primary supervisor that an evaluation by the secondary supervisor would be useful and informative, the program will also appreciate receiving evaluations from the secondary supervisor. Students wishing additional feedback may wish to request a mid-practicum evaluation as well.
- Complete the *Graduate Student Report on Completion of Clinical Placement* form (see Appendix 7)
- Complete the *Practicum Site Hours and Diversity of Clients Seen* (see Appendix 8)
- Complete the *Practicum Check-Off List* (Appendix 9) and the *Practicum Experiences Form* (see Appendix 10)
- Maintain a copy of all forms and submit the originals to the Clinical Placement Coordinator

A new process for providing feedback to clinical supervisors and the program about supervision is currently being developed. Students should follow this new process once it is adopted in order to: (a) further develop skills in providing feedback, (b) maximize their practicum experiences with their supervisors and contribute to the practicum experiences of future students, and (c) provide the program and supervisors with constructive feedback for program improvement.

H. Requests for Additional Practicum Hours. Students wishing to complete additional practicum hours beyond the 400 hours at the MA level or the 600 hours at the PhD level may make a request for them. However, it should be noted that the 2011 CPA Accreditation Standards state that "the Panel strongly encourages students to focus on quality (e.g., variety of issues and populations) over quantity (e.g., amassing a large number of hours) when completing their practica. The Panel believes that ... practicum requirements could be achieved in as few as 600 and no more than 1000 hours of practicum training." Additional hours can only be completed after receiving formal approval from the Clinical Placement Coordinator and the Director of the Clinical Program (DCP). Prior to approving a practicum extension, the Clinical Placement Coordinator will consult with the student's thesis/dissertation supervisor to determine progress on the thesis/dissertation. Practicum extension requests will only be approved when the student is on-time or ahead of time with respect to thesis/dissertation deadlines and other program requirements. Requests for additional hours are considered approved when the Practicum Extension Request Form has been signed by the Practicum Coordinator as well as the DCP. Please note that formal approval is not required to complete up to 25 hours over the 400 or 600 hours if those hours are necessary to complete reasonable assessment or treatment already initiated within the 400 or 600 hours. Clinical training hours completed above the 400/600 hour limit without prior approval will not be counted as official practicum hours. To seek approval, students should complete the Practicum Extension Request Form (see Appendix 16) and submit it to the Clinical Placement Coordinator.

I. Ph.D. Internship requirements. Students must apply for internships through APPIC (see section below on **APPIC Application Process**). After the student has been accepted for an internship at a site, he or she needs to note the following:

Prior to starting a Ph.D. internship, students should:

- Check whether they need to have their own liability insurance. Students on unpaid internships (on rare occasions) will have their liability insurance covered through the university. Students on paid internships will have to secure their own liability insurance coverage or have their coverage through their training site.
- Complete a copy of the Ministry of Training, Colleges, and Universities (MTCU) insurance form if on unpaid internship and return it to the Graduate Administrative Assistant for processing. Students who are on paid internships will have their insurance covered through the Workplace Safety and Insurance Board (WSIB). They will have to sign a WSIB form at work to obtain the insurance.
- All students applying for internship must submit all of the items listed below to the Graduate Administrative Assistant and the DCP prior to starting internship. It is best to submit the information electronically all at once, and ideally as soon as all of the information is available.
 - An electronic and hard copy of their full APPIC application
 - A list of the sites applied to through APPIC and the accreditation status of each
 - The number of interviews offered to them and the number with CPA accreditation
 - The number of interviews completed
 - The number of internship sites they ranked
 - The outcome of the APPIC Phase 1 match for them
 - The outcome of the APPIC Phase 2 match (where relevant)
 - A copy of the letter of offer from the matched internship site which states all terms of the training including start and end date and amount of stipend

At the beginning of the internship, the student should:

- Complete with the supervisor the *Clinical Placement Learning Expectations* (see Appendix 4). This form is to be signed by both the student and the supervisor, and forwarded to the DCP for review and signature. The original copy will be placed in the student's file. Normally, the student is engaged in two or more rotations/programs in the internship in which there are different primary supervisors. In these situations, separate *Clinical Placement Learning Expectations Agendas* should be completed for each rotation/program. Internship sites that use their own forms could submit them in lieu of the Clinical Placement Learning Expectations form.

During the course of the internship, the student should:

- Keep a log of their supervision hours with the primary and secondary supervisors by using the *Supervision Log* (see Appendix 5). This is fashioned after that used by the College of Psychologists of Ontario and permits the student to review the amount of time spent on supervision and the types of issues discussed during supervision. The *Supervision Log* is forwarded to the DCP at the end of the clinical placement to be placed in the student file. Students are asked to keep a copy of the sheets for

their own information prior to submitting it to the program. Internship sites that use their own forms could submit them in lieu of our forms.

- Document the types and duration of the clinical activities to collect essential data for professional registration with a regulatory body. For the purpose of the program, the student needs to add up the total number of hours undertaken in various activities during the entire internship: assessment, intervention/therapy, clinical documentation, supervision, professional development (conferences, readings required for the practicum, etc.), and other type of activities specific to the internship experience.

At the mid-point of an internship rotation, the student should:

- Undergo evaluation by their clinical supervisor(s) using the *Lakehead University Clinical Psychology Internship Evaluation Form* (see Appendix 11). If a CPA-accredited internship setting prefers to use its own forms, these can be submitted instead. If an unaccredited internship prefers to use its own form, the program would appreciate having a copy of the setting's completed form as well.
- Review the evaluation form and sign it with the supervisor(s) before the form is returned to the DCP for review and signing. The original is placed in the student's file. If the student has more than one primary supervisor, it is requested that separate evaluations be undertaken with each supervisor. If secondary supervisors are involved in the student's training and it is the opinion of the primary supervisor that an evaluation by the secondary supervisor would be useful and informative, the program will also appreciate receiving evaluations from the secondary supervisor.

At the end of Ph.D. internship rotation, students should:

- Be evaluated by his/her primary supervisor on the *Lakehead University Clinical Psychology Internship Evaluation Form*—(see Appendix 11). The evaluation form is to be completed by the supervisor who reviews and co-signs it with the student. The form is then forwarded to the DCP who reviews and signs it. The original is placed in the student's file. If the student has more than one primary supervisor, it is requested that separate evaluations be undertaken with each supervisor. If secondary supervisors are involved in the student's training and it is the opinion of the primary supervisor that an evaluation by the secondary supervisor would be useful and informative, the program will also appreciate receiving evaluations from the secondary supervisor.
- Complete the *Graduate Student Report on Completion of Clinical Placement* form (see Appendix 7)
- Complete the *Practicum Site Hours and Diversity of Clients Seen* (see Appendix 8) and the *Internship Check off List* (see Appendix 9).
- Maintain a copy of all forms and submit the originals to the DCP

J. In summary – what to submit: Students submit to the DCP:

- At the beginning of the practicum or internship rotation: the *Clinical Placement Learning Expectations (or equivalent)*
- Mid-way through a Ph.D. internship rotation: the *Lakehead University Clinical Psychology Internship Evaluation Form (or equivalent)*
- At the end of the M.A. practicum, Ph.D. practicum or Ph.D. internship rotation: the *Lakehead University Clinical Psychology Practicum/Internship Evaluation Form*, the *Supervision Log*, the *Practicum/Internship Site Hours and Diversity of Clients Seen*, and the *Graduate Student Report on Completion of Clinical Placement* form.

NOTE: ALL FORMS RELATING TO CLINICAL PLACEMENTS CAN BE OBTAINED FROM THE GRADUATE ADMINISTRATIVE ASSISTANT AND FROM A SHARED GOOGLE DRIVE FOLDER.

APPIC Application Process

Students must apply for accredited internship through APPIC. To do so, students must apply through the APPIC Match process although non-accredited sites also participate in the APPIC process. For more information, please see www.appic.org and <http://www.appic.org/Match/About-The-APPIC-Match>. Additional information on the APPIC match can be gained from the DCP, upper-year students, and sessions at annual conferences (e.g., CPA, APA). Note that the application process requires preparation time, that there is an application deadline depending on the internship site and that a section in the online APPIC form requires completion by the DCP. Hence, students are advised to start the application process and forward all relevant information and documents to the DCP in a timely fashion to meet the APPIC site application deadline. Students usually start the application process early in the summer before their third year in the program.

Inter-Professional Education (IPE)

Interprofessional education is an important component of our program and students are encouraged to seek out opportunities in this area. It is important to become a skilled collaborator in both research and the provision of health care. IPE involves the interaction of two or more professions who learn with, from, and about each other. It is important that students develop both knowledge and skills that maximize their ability to collaborate with other professions. Students are strongly encouraged to take advantage of any opportunities to interact with, work with, and learn from other professions. Such opportunities for professional development will occur in class, during leisure time, in practica, during internship, and post-licensure. Two ways that a student could develop in this area are: (a) to join the campus IPE organization (see below) and (b) to take advantage of, or inquire about, opportunities to shadow other professionals in a practicum site. A part of IPE is to help educate other professionals about our discipline as well. The following is a good website about IPE and it provides some basic information about all the health professionals that psychologists may work and collaborate with:
<http://www.ipe.uwo.ca/Professionals/clinical.html> .

Lakehead University has a student-led organization called the Lakehead Interprofessional Student Society (LIPSS). The focus is on promoting interprofessional practice among learners in order to foster collaborative, holistic, patient-centered care. Student are encouraged to become involved in this organization. Information can be found at: <http://lipss.lusu.ca/> .

Psychology participates in the annual Inter-Professional Education (IPE) initiative that is coordinated by the Northern Ontario School of Medicine. IPE offers a unique opportunity where practicum students from different disciplines come together to learn with, from, and about one another to enhance collaboration and improve quality of care to patients. Students will be notified about the IPE opportunity every year in the event they are interested in being a part of this initiative.

Guidelines Regarding Sequence of Clinical Training

MA Practicum:

- Prior to starting the M.A. Practicum, students must complete all MA required coursework, have their MA thesis proposal approved by their MA Thesis Supervisory Committee⁶, complete and submit the Clinical Psychology Student Information and Agreement Form (Appendix 15), and consult with the Clinical Placement Coordinator.
- The MA practicum is normally undertaken in the spring/summer of Year 2 of the program.
- Typically, training at this level will focus more on assessments, psychoeducational activities, and group intervention although other activities (e.g., individual therapy, consultation) might also be part of the training program.

PhD Practicum:

- Students can start their PhD practicum at any time during their program after consulting with the Clinical Placement Coordinator.
- Typically, training at this level focuses on expanding the breadth and depth of clinical experience beyond that already obtained at the MA level. The Clinical Placement Coordinator will be able to provide guidance during individual consultation sessions with individual students.
- It is highly desirable for practicum students to develop not only assessment, intervention, and consultation skills, but also those relating to program evaluation and supervision.
- At this stage students should ensure that they have clinical experience with two or more age groups in order to best prepare for a generalist internship experience (e.g., children, adolescents, adults, older adults).
- Part of the PhD practicum experience should entail some Inter-Professional Education activities (see above).
- No more than 10% of the total PhD practicum hours can be dedicated to research activities that are carried out at the training site.

PhD Internship:

- The internship is normally undertaken in PhD year 4; however this depends on progress on other program requirements.
- Students who are planning to embark on an internship within a year should consult with the DCP.
- Students are expected to apply for accredited internships.
- Students must apply for APPIC internships; at the time of application, they should have successfully completed their PhD coursework, collected their dissertation data, completed their Clinical Practice Comprehensive Examination (or the Clinical Practice and Research Examination) and either have completed or are working towards the completion of their PhD practicum, dissertation, and/or their Science Comprehensive Examination (for students who started the PhD program prior to September 2017). It is also strongly encouraged that they have completed a draft of their dissertation methods and results sections.

⁶ The written proposal and proposal oral defense are passed by the Committee, as indicated by submission of the appropriate forms.

- It is expected that students who start their internship will have at least already completed all their PhD coursework, Clinical Practice Comprehensive Examination, Science Comprehensive Examination (for students who started the PhD program prior to September 2017), and have a draft of their dissertation. It is also strongly recommended that students have completed their dissertation.

V. MONITORING OF STUDENT PROGRESS AND ANNUAL REPORT

Student progress is tracked through satisfactory completion of courses and comprehensive examinations, clinical placement evaluations by clinical supervisors, and an annual review by the Clinical Faculty. Both M.A. and Ph.D. Clinical Psychology students are required to submit an annual report (see Appendix 12) by April 7th of each year to the Graduate Administrative Assistant who will forward it to the DCP. It should be noted that annual reports may be used for determining the allocation of any internal scholarships available.

In the annual report, the students are expected to provide evidence of satisfactory progress and the likelihood of continuation. Upcoming plans for the summer are also reviewed. Students are evaluated on several criteria that are relevant to competence as a professional psychologist with a scientist-practitioner training:

1. Academic Work – evaluated on the basis of (a) course grades (each student is required to maintain a minimum 70% average with at least B work in each course), (b) expected completion of program requirements, and (c) the comprehensive examinations.
2. Clinical Skills – evaluation on the basis of performance in practicum, internship, and the clinical aspects of academic courses.
3. Research – evaluated on the basis of progress of the thesis/dissertation. Research activities unrelated to the thesis/dissertation are encouraged insofar as they do not impede the progress of the thesis/dissertation.
4. Professional Suitability – The Department may require any student to withdraw from the program at any time throughout the academic year or following the results of examinations at the end of any academic term, if s/he has been found unsuited, on consideration of competence or professional fitness, for the practice of clinical psychology. This right to require withdrawal prevails notwithstanding any other provision in the Department's rules or regulations. A student may be required to withdraw when he or she has: (1) been guilty of such conduct which, if participated in by a practicing clinical psychologist, would result in violation of the standard of conduct and regulations of the College of Psychologists of Ontario, Code of Ethics published by the Canadian Psychology Association or the Ethical Principles of Psychologists published by the American Psychological Association, (2) in any clinic or practicum practiced incompetently due to ongoing impairment of functioning, (3) jeopardized professional judgement through self-interest, or (4) demonstrated behaviour with respect to other students, colleagues, faculty, or the public which is exploitative, irresponsible, or destructive.
5. Professional Development Activities and accomplishments are noted.

Following submission of the written annual report, the DCP in collaboration with the clinical faculty reviews the students' reports to identify areas of strengths and difficulties and give feedback to the students who are experiencing difficulties. See feedback forms in Appendix 13. Students whose difficulties require remediation will be involved in the development of either an Academic Remediation Plan (see the Policy on Program Deadlines and Academic Remediation in the Graduate Program Manual) or a Professional Training Remediation Plan (see below).

In situations involving extenuating external circumstances, the program attempts to work with the student to arrive at a solution. Depending on the situation, the student might be given extensions to deadlines for course completion in consultation with the course instructor and/or research supervisor or be advised to take a leave of absence with the support of the program. Students are always encouraged to work with the DCP in order to arrive at a solution that best fits their circumstance.

Professional Training Remediation Plans

Students may be identified as having a need for a professional training remediation plan by themselves, their practicum or internship supervisors, Clinical Faculty members, and/or through the annual report and feedback process. Such students will develop, with the DCP, a remediation plan with objectives, means (e.g., extra courses, directed readings, additional hours of clinical training), and timelines to be followed. Faculty members in the Department of Psychology and clinical supervisors whose input into the process is necessary will be consulted and be an active part of the remediation process.

The plan should include the following: (1) identification of the problem, (2) goals of the professional training remediation plan, (3) process by which the goals are to be achieved, and (4) criteria and timeline for meeting the goals of the plan. The plan should be provided in writing by the DCP, and signed by all parties, i.e., the DCP, the student, and the instructor/supervisor involved. The original is kept on the student's file and a copy is given to the student. The DCP monitors the progress of the student in meeting the goals of the remediation plan. The progress of the student is revisited either before or in the next annual review, depending on the nature of the difficulty and the remediation plan. The outcome of the remediation plan has to be documented in writing by the DCP and placed in the student file.

If the student fails to meet the goals of the professional training remediation plan, the student, instructor/supervisor involved, and the DCP can meet to either renew or revise the remediation plan. Only one renewal or revision will be approved. If the student still does not meet the goals of the renewed or revised professional training remediation plan, the Departmental Chair and if appropriate, the Dean of Graduate Studies will be consulted about options such as alternate remediation plans. In extreme cases, termination of the program may be required and is recommended as a last resort. In particular, it should be noted that in cases of professional unsuitability, termination of the program may be the only option. In such cases, counseling about career alternatives will be offered.

Students can appeal decisions relating to any aspect of the remediation plan, in accordance with the reappraisal and appeal procedures by the Senate Academic Appeal Committee (see <http://policies.lakeheadu.ca/policy.php?pid=116>). Students may also enlist the assistance of the Ombuds office (343-8061) that offers confidential, impartial and independent support service.

VIII. PROGRAMME EVALUATION

Every year, the clinical faculty will review program goals, objectives and outcomes in a systematic fashion. The following data will be compiled and examined on an annual basis:

1. Number of applicants per year to the MA Clinical and to the PhD program, and number admitted.
2. Appropriate course offerings to enable students to complete their program requirements in a timely fashion and that will accommodate faculty leave.
3. Academic performance of students in courses as evidenced by a mark of not less than 70% and success in their comprehensive examinations.
4. Clinical performance of students as reflected in their success in securing clinical placements particularly in APA/CPA accredited settings, and evaluation of their practicum/internship performance by clinical supervisors.
5. Caliber of students as indicated in their poster or oral presentations at scholarly meetings, publications, and success in securing scholarships and awards.
6. Professional identification as demonstrated in the number of students who are members or student affiliates in professional and/or research associations, number who attended conferences, meetings and/or workshops.
7. Professional achievements of graduates from the program as evidenced by their passing the EPPP, JEE, supervised practice, and oral registration exam, resulting in their registration for autonomous practice, awards and recognition from professional organizations.
8. Career choices of students that are commensurate with their type and level of training.
9. Updates in the standards from the College of Psychologists of Ontario and legislation governing the practice of psychology, and changing trends that would impact on the graduate training of clinical psychology students will be tracked.
10. Student feedback: students provide feedback via their student representatives during the Clinical Core meetings, departmental meetings, and GSC meetings.
11. Supervisor feedback: Clinical supervisors provide feedback to the program about general strengths and weaknesses of student preparation for practica. This occurs during twice yearly meetings with clinical faculty and through other formal and informal contact.

Information from the above will be used to determine any gaps or weaknesses in the contents, policies and procedures of the program to inform changes or requests for resources that might be required. Some of the above will be gathered in our Graduating Student Information Sheet (see Appendix 17) and the Student Annual Reports (see Appendix 12).

Appendix 1

Clinical Practice and Research Examination (Psyc 6811)

**Doctoral Program in Clinical Psychology:
Clinical Practice and Research Examination**
(amended 23 July 2018)

The purpose of this examination is to assess the Clinical PhD student's ability to critically evaluate and integrate research and clinical practice information in a practice-area of Clinical Psychology, and to demonstrate an understanding of the need for competent empirically-validated clinical care.

The exam has a written and an oral component. The written component can take one of three forms:

- (1) a written comprehensive review paper,
- (2) an original practice-related research project that results in a research paper,
- (3) the development and empirical evaluation of a specific aspect of clinical practice (e.g., assessment, intervention, supervision style, competency models) culminating in a written paper.

The oral component consists of the student completing a one hour public seminar on the exam topic.

The exam must be supervised by a clinical faculty member and any direct clinical work must be supervised by a registered clinical psychologist. The initial proposal (i.e., the focus and format of the examination) must be approved by the Clinical Practice and Research Examination Coordinator as well as the Clinical Practice Research Examination committee consisting of the supervisor and an additional committee member selected by the student.

All three of the following criteria must be met in order for the exam topic and format to be approved:

- (a) the exam topic must have direct relevance to clinical practice;
- (b) the exam project must reflect an integration of theory, empiricism, ethics and professional issues, and clinical and practice issues; and
- (c) the student must take the intellectual and research lead on the exam (i.e., the conceptualization and design is directed by the student).

The two-person Clinical Practice and Research Examination Committee evaluates the final examination paper and the public seminar. Both the paper and the public seminar must be passed by the committee. A pass/fail system will be used and the committee will communicate the pass/fail outcome to the Clinical Practice and Research Examination Coordinator who will ensure that the mark is submitted to the Registrar. Additional feedback will be provided to the student by the committee. Students will be given one opportunity to revise their written examination or one opportunity to redo their oral presentation if either component is failed.

The exam should be completed by June of PhD Year 2. This course requirement must be successfully completed before the student is allowed to apply for the internship.

If a student chooses to collect data as a part of this examination, there may be situations where students wish to count related practical clinical hours as practicum hours. This can only be if the clinical activities are consistent with what would typically be considered appropriate for a PhD-level practicum and after consultation with the Clinical Practicum Coordinator.

Appendix 2

Graduate Clinical Program Deadlines

CLINICAL PSYCHOLOGY GRADUATE DEADLINES (updated September 2017)

Month	MASTER'S LEVEL			PH.D. LEVEL	
	Year 1	Year 2	Year 1	Year 2	Year 3
Sept.	Program Registration Required to attend orientation meeting 1 st week of Sept. G.A. students to contact faculty 1 st week of Sept. "Agreement of a Thesis/Dissertation Supervisor" form due September 30 th .	Program Registration M.A. thesis proposal approved by Thesis Supervisory Committee* ⁴ by Sept. 30.	Program Registration All M.A. requirements must be completed by Aug. 31 to be admitted into the Ph.D. program* ² . "Agreement of a Thesis/Dissertation Supervisor" form due September 30 th .	Program Registration Must register, select committee members and topic for Clinical Practice and Research Exam by September 30 of Year 2. Dissertation proposal approved by Dissertation Advisory Committee* ⁴ by Sept. 30 th .	Program Registration
Oct.		M.A. Thesis proposal defense must be scheduled by Oct 15. Ph.D. application due – Oct.31* ¹		Dissertation proposal defense must be completed by Oct. 31 st .	
Nov.		M.A. thesis proposal defense must be completed by Nov. 30.			
Dec.					
Jan.			Ph.D. Dissertation Supervisory Committee must be chosen by Jan.1 st .		
Feb.					
Mar.					
April	Annual Report Due – April 7* ³ .	Must register for MA Practicum if not done previously. Annual Report Due – April 7.	Must register for PhD Clinical Practicum if not done previously. Annual Report Due – April 7.	Must register for Clinical Comp. Annual Report Due – April 7.	Annual Report Due – April 7.
May					
June				Clinical Comp – need 100% of required course work.	
July					
Aug	MA Thesis Supervisory Committee must be assembled by Aug 31.	Completed M.A. thesis in Grad. Studies by Aug. 31.* ²			Science Comps must be completed by Aug. 31.

*1 Only for internal applicants. Application = Letter of agreement to supervise Ph.D. dissertation from proposed Ph.D. supervisor, application form and fee.

*2 The absolute, final date for thesis submission to Graduate Studies is one day prior to the last day to register in September.

*3 Annual Reports are due April 7th of each continuing year until the program is completed.

*4 M.A. Thesis and Ph.D. dissertation approval by Committee = proposal and proposal oral defense passed by Committee, as indicated by submission of the appropriate form.

REGISTRATION MUST BE KEPT UP EVERY YEAR UNTIL GRADUATION

Appendix 3

Listing of Lakehead University Clinical Psychology Placement Settings

Lakehead University Clinical Psychology Placement Settings & Supervisors

(revised 27 August 2018)

IMPORTANT NOTES:

1. Supervisors for MA practica include Psychological Associates and Clinical Psychologists. Supervisors for PhD practica include Clinical Psychologists.
2. All students must consult with the Practicum Coordinator before any arrangements for clinical placements can be initiated.
3. Following the consultation, students who wish to train at the Thunder Bay Regional Health Sciences Centre (TBRHSC) or St. Joseph's Care Group (SJCG) should contact the respective Practice Lead who coordinate student placements. The Practice Leads are Dr. Mandy McMahan (TBRHSC) and Dr. Wendy Lindstrom-Forneri (SJCG). For the Children's Centre Thunder Bay, please contact Dr. Jennifer Welsh. Please include with your enquiry your CV, placement preference (e.g., bariatrics), learning objectives, anticipated hours, and start and finish dates for your desired placement.

Setting	Supervisor/Email	Activities	Practicum Student Commitment	Contact Information
St. Joseph's Care Group – Mental Health Outpatient Programs	Dr. Sara Hagstrom Ph.D., C. Psych. hagstros@tbh.net	Adult Assessment, Group Therapy, Research	Flexible	St. Joseph's Health Centre 710 Victoria Avenue East Thunder Bay, ON P7C 5P7 Tel: (807) 624-3446
St. Joseph's Care Group – Mental Health Outpatient Programs	Dr. Wendy Lindstrom-Forneri, PhD., C. Psych. lindstrw@tbh.net	Adult Neuropsychological Assessment, Group therapy, possibly some individual therapy	Minimum 300 hours (not available on Fridays)	St. Joseph's Health Centre 710 Victoria Avenue East Thunder Bay, ON P7C 5P7 Tel: (807) 624-3445
St. Joseph's Care Group – Mental Health Outpatient Programs	Dr. Amanda Maranzan Ph.D., C.Psych. kamaranz@lakeheadu.ca	Adult Assessment; Program Evaluation	Tuesdays only	St. Joseph's Health Centre 710 Victoria Avenue East Thunder Bay, ON P7C 5P7 Tel: (807) 343-8322

Setting	Supervisor/Email	Activities	Practicum Student Commitment	Contact Information
St. Joseph's Care Group – Mental Health Outpatient Programs	Dr. Missy Teatero, PhD., C. Psych. teaterom@tbh.net	Adult and Adolescent Assessment, Individual Therapy, and Groups	Either single cases or 300 hours	St. Joseph's Health Centre 710 Victoria Avenue East Thunder Bay, ON P7C 5P7 Tel: (807) 624-3465
St. Joseph's Care Group – Mental Health Outpatient Programs	Kristine Lake, PhD., M.A., C. Psych. Associate lakek@tbh.net	Individual therapy, group therapy	Flexible	St. Joseph's Health Centre 710 Victoria Avenue East Thunder Bay, ON P7C 5P7 Tel: (807) 624-3465
St. Joseph's Care Group – Mental Health Outpatient Program	Tiina Heimonen, MA., C. Psych. Associate heimonet@tbh.net	Individual therapy, psycho-educational groups	Flexible	St. Joseph's Health Centre 710 Victoria Avenue East Thunder Bay, ON P7C 5P7 Tel: (807) 624-3414
St. Joseph's Care Group – Program for Community Recovery	Melanie Morrow, M.A., C. Psych. Associate morrowm@tbh.net	Adult Neuropsychological Assessment	Flexible (not available on Fridays)	St. Joseph's Health Centre 710 Victoria Avenue East Thunder Bay, ON P7C 5P7 Tel: (807) 624-3474
St. Joseph's Care Group – Mental Health Outpatient Programs	Lauren Mount, M.A., C. Psych. Associate mountl@tbh.net	Individual therapy, group therapy	Flexible	St. Joseph's Health Centre 710 Victoria Avenue East Thunder Bay, ON P7C 5P7 Tel: (807) 624-3459
St. Joseph's Care Group – Chronic Pain Management	Dr. Mary Donaghy, Ph.D., C. Psych. donaghym@tbh.net	Adult Assessment, Individual Therapy, Group Psychoeducation, Consultation to Treatment Teams	Negotiable	St. Joseph's Health Centre 710 Victoria Avenue East Thunder Bay, ON P7C 5P7 Tel: (807) 624-3408

Setting	Supervisor/Email	Activities	Practicum Student Commitment	Contact Information
St. Joseph's Care Group – Chronic Pain Management/Personal Development Program	Kerri-Lynne Capulak Andrychuk, M.A. C. Psych Associate capulakk@tbh.net	Adult Assessment, Individual Therapy, Group Psychoeducation, Consultation to Treatment Teams	Flexible	St. Joseph's Health Centre 710 Victoria Avenue East Thunder Bay, ON P7C 5P7 Tel: 807-624-3472
St. Joseph's Care Group - Adult Mental Health Rehabilitation Program	Dr. Carolyn Houlding, PhD., C.Psych. houldinc@tbh.net	Inpatient, Adult Assessment, Individual Therapy, Group Therapy, Programme development	3-4 days/ week for 3-4 months	Lakehead Psychiatric Hospital, 580 Algoma North Thunder Bay, ON P7B 5G4 Telephone (8807) 343 4300 x 4472
St. Joseph's Care Group – Senior's Mental Health Programs	Dr. Edouard St-Pierre Ph.D., C.Psych. estpierr@lakeheadu.ca	Older Adult Assessment, Individual Therapy, Psycho-Educational Programming	Flexible weekly hours, at least 100 hours total	Seniors Outpatient Services St. Joseph's Care Group 35 Algoma Street North Thunder Bay, ON. P7B 5G7
St. Joseph's Care Group – Behavioural Sciences Centre	Dr. Dwight Mazmanian, Ph.D., C.Psych. dmazmani@lakeheadu.ca	Assessment and Treatment	Negotiable	Behavioural Sciences Centre 300 Lillie Street North Thunder Bay, ON P7C 4Y7 Tel: (807) 623-7677 Fax: (807) 623 -7697
St. Joseph's Care Group – Adolescent Inpatient & Day Patient Program	Dr. Edward Rawana, Ph.D., C.Psych. erawana@lakeheadu.ca	Assessment, Treatment, and Consultation	Part-Time, Flexible	Sister Margaret Smith Centre Box 3251 35 Algoma Street North Thunder Bay, ON P7B 5G7 Tel: (807) 343 8453 Fax: (807) 343 9447

Setting	Supervisor/Email	Activities	Practicum Student Commitment	Contact Information
Children's Centre Thunder Bay	Dr. Jennifer Welsh Ph.D., C.Psych. jwelsh@childrenscentre.ca	Child and Adolescents Assessment and consultation	Timing negotiable. Per assessment basis. Vulnerable persons police check required of all student trainees	Children's Centre Thunder Bay 283 Lisgar St. Thunder Bay, ON P7B 6G6 Tel: (807) 346-6279 Fax: (807)343-5061
Children's Centre Thunder Bay	Dr. Fred Schmidt, C. Psych. fschmidt@childrenscentre.ca	Child/ adolescent treatment, assessment and consultation. Population groups include outpatient, day treatment, and residential programs.	Negotiable. Must have a vulnerable persons police check completed.	Children's Centre Thunder Bay 283 Lisgar St. Thunder Bay, ON P7B 6G6 Tel: (807) 343-5016 Fax: (807) 343-5062
Thunder Bay Regional Health Sciences Centre – Adult Forensics Unit	Dr. Paul Johnston Ph.D., C.Psych. johnstop@tbh.net	Risk, Psychopathology, Sexological and Intellectual Assessment, Individual and Group Psychotherapy	Negotiable	TBRHSC 980 Oliver Road Thunder Bay, ON P7B 6V4 Tel: (807) 684-6461
Thunder Bay Regional Health Sciences Centre – Adult Mental Health	Dr. Mandy McMahan, Ph.D., C.Psych. mcmahanm@tbh.net	Assessment, Brief Intervention, Consultation Adult (16+) Individual, Group Assessment, treatment, consultation	Minimum 4 days/week. Days must be from 8:45 am to at least 3 pm	TBRHSC 980 Oliver Road Thunder Bay, ON P7B 6V4 Tel: (807) 684-6447
Thunder Bay Regional Health Sciences Centre – Cardiac Rehabilitation Program	Dr. Mandy McMahan, Ph.D., C.Psych. mcmahanm@tbh.net	Psychoeducation, group facilitation Adults (16+)	A few hours a week	TBRHSC 980 Oliver Road Thunder Bay, ON P7B 6V4 Tel: (807) 684-6447

Setting	Supervisor/Email	Activities	Practicum Student Commitment	Contact Information
Thunder Bay Regional Health Sciences Centre – Regional Bariatric Care Centre	Dr. Julie Riendeau, PhD., C. Psych. riendeaj@tbh.net	Pre-surgical assessment, Group/individual intervention, Consultation Adults (18+)	Flexible	TBRHSC 980 Oliver Road Thunder Bay, ON P7B 6V4 Tel: (807) 684-6908
Thunder Bay Regional Health Sciences Centre – Paediatric Healthy Living Program	Dr. Aislin Mushquash, PhD., C.Psych. mushquaa@tbh.net	Assessment, individual therapy, group therapy, consultation, research	One day per week	TBRHSC 980 Oliver Road Thunder Bay, ON P7B 6V4 Tel: (807) 684-6447
Thunder Bay Regional Health Sciences Centre-Brief Intervention Treatment Team	Sherri Capulak-Tinnes, M.A. C. Psych. Assoc.	Individual brief therapy on an outpatient basis	Negotiable	TBRHSC 980 Oliver Rd Thunder Bay, Ont Tel-(807) 767-9550
Thunder Bay Regional Health Sciences Centre-Adult Mental Health, Brief Intervention Treatment Team	Kristine Knauff, Ph.D., C.Psych. knauffk@tbh.net	Assessment, Brief Intervention, Consultation Adult (16+) Individual, Group Assessment, treatment, consultation	Minimum 4 days/week for 6+ weeks	TBRHSC 980 Oliver Road Thunder Bay, ON P7B 6V4 Tel: (807) 684-6017
Thunder Bay Regional Health Sciences Centre – Centre for Complex Diabetes Care	Sharon Howk-Ventrudo., M.A., C. Psych. Associate howks@tbh.net	Individual/group intervention, Consultation, consultation to inter-professional health-care treatment team	Negotiable	TBRHSC 980 Oliver Road Thunder Bay, ON P7B 6V4 Tel: (807) 684-6955

Setting	Supervisor/Email	Activities	Practicum Student Commitment	Contact Information
Thunder Bay Regional Health Sciences Centre – Brief Intervention Treatment Team	Heather Kozak, M.A., C. Psych. Associate kozakh@tbh.net	Please contact supervisor	Please contact supervisor	TBRHSC 980 Oliver Road Thunder Bay, ON P7B 6V4 Tel: (807) 684-6471
Dilico Anishinabek Family Care	Dr. Christopher Mushquash, Ph.D., C.Psych. chris.mushquash@lakeheadu.ca	Assessment, Treatment, & Consultation	One day per week	Heath Park Site 1115 Yonge Street Thunder Bay, ON P7E 2T6 Phone: (807) 623-8511 Fax: (807) 626-7999
Northern Ontario Assessment and Resource Centre (NOARC), Sudbury	Dr. Alana Holmes Ph.D., C.Psych. alana.holmes@cambriancollege.ca	Adult Assessment (Post-Secondary learners with suspected LD, ADHD and associated disorders); Research (academic accommodations, assistive technology, LD, and transition programs for high incidence disabilities)	Negotiable	Cambrian College 1400 Barrydowne Road Sudbury, ON P3A 3V8 Tel: (705) 566-8101 ext. 7621

Setting	Supervisor/Email	Activities	Practicum Student Commitment	Contact Information
Private Practice	Dr. Scott Sellick, Ph.D., C.Psych. ssellick@tbaytel.net	Therapy provision post serious injury (motor vehicle accident, workplace injury, or work-induced PTSD with first responders). Addressing trauma (including death and other losses), anxiety, depression, and rehab/recovery.	Negotiable	984 Oliver Road – Suite 302 Thunder Bay ON P7B 7C7 Tel: (807) 345-1200
START (Stress, Trauma, Anxiety, Rehabilitation and Treatment) Clinic for Mood and Anxiety Disorders	Dr. Martin A. Katzman, MD, FRCPC mkatzman@startclinic.ca	Adult Assessment, Individual Therapy, Group Therapy, Research	Full-Time	START 32 Park Road Toronto, ON M4W 2N4 Tel: (416) 598 9344 Fax: (416) 598 8198 Website: www.startclinic.ca
Lakehead University Psychology Clinic	Dr. Josephine Tan, Ph.D., C.Psych. jtan@lakeheadu.ca	Assessment, Treatment Adult Individual & Family Intervention	Flexible	Psychology Clinic 955 Oliver Road Thunder Bay, Ontario Tel: (807) 346-7751 Fax : (807) 346-7734
Private Practice	Dr. Barbara Coomes bcoomes@tbaytel.net	Dr. Barbara Coomes, PsyD,CPsych	At present limited to NOARC assessments for learning disability	59 N. Court Street, Suite 104 Thunder Bay ON P7A 4T6 Tel: (807) 345-3925 Fax: (807) 345-3925 Website: drbarbaracoomes.ca

Appendix 4

Clinical Placement Learning Expectations

(Form available from the Graduate Administrative Assistant)

LAKEHEAD UNIVERSITY CLINICAL PSYCHOLOGY CLINICAL PLACEMENT LEARNING EXPECTATIONS

(revised 16 June 2009)

Student Name: _____ Student ID: _____

Type of Clinical Placement (circle one): MA Practicum / PhD Practicum / PhD Internship

Expected start date: _____ Expected end date: _____

Full time or part-time? _____ If part-time, number of hours per week: _____

Name and location of clinical setting, and program/rotation (if applicable):

Name, credentials of supervisor(s): _____

1. What types of clients and presenting problems is the student expected to see? (e.g. child, adolescents, adults, elderly, families, inpatient,outpatient, depression, eating disorders, brain injury). What kinds of clinical activities will the student undertake under supervision?

2. If possible, please identify the specific skills to be acquired by the student and how these skills will be acquired:

(a) Assessment (e.g., specific types of assessment and instruments to be used)

(b) Intervention (e.g., type of treatment/interventions such as group, individual, family, psychoeducation; therapeutic modalities used)

- (c) **Consultation (students should gain some experience in consultation during the M.A. and/or Ph.D. practica)**

- (d) **Programme Development and Evaluation**

- (e) **Clinical Supervision (Please note that students should gain some training in supervision during the Ph.D. practicum. Group supervision may be one way to gain initial experiences and training in this area.)**

3. **Number of clients the student might be expected to see:**

(a) **Assessment:** _____ per week/per month

(b) **Treatment:** _____ per week/per month

4. **Please describe the type of supervision expected to be provided (e.g, direct observation, co-therapy, monitoring through a one-way mirror, review of video or audiotapes). Will the type of supervision vary as the student becomes more skilled? If so, how?**

5. **Amount and schedule of supervision expected to be provided. (Please note that for the Ph.D. practicum, at least 125 of the 600 hour practicum should be spent in formally scheduled supervision.)**

Supervisor signature : _____

Date: _____

Student signature: _____

Date: _____

LU Clinical Placement Coordinator signature: _____

Date: _____

Signatures do not imply contractual or legally binding obligations. The information collected on this form will be used to track the functioning and development of the Lakehead University Psychology Department Clinical Psychology graduate programs for the purpose of accreditation.

Appendix 5

Supervision Log

(Form available from the Graduate Administrative Assistant)

LAKEHEAD UNIVERSITY PRACTICUM OR INTERNSHIP**SUPERVISION LOG**

Student: _____

Supervisor: _____

Name of clinical setting and program/rotation:

Date	Time spent	Nature of contact with supervisor (please be as specific as possible)	Both signatures
------	------------	--	-----------------

Appendix 6

Lakehead University Clinical Psychology Practicum Evaluation Form

(Form available from the Graduate Administrative Assistant)

Lakehead University Clinical Psychology Practicum Evaluation Form
(updated 19 June 2009)

(This form must be completed by each supervisor at the endpoint of each practicum placement. The original should be sent to the Clinical Placement Coordinator.)

Practicum Student: _____ **Type of Practicum:** MA / PhD
Practicum Site: _____ **Dates: from:** _____ **to:** _____
Supervisor: _____ **Rotation:** _____

Supervisor: Please evaluate the practicum student you have supervised on the following items by marking the description that best fits your observations. Use "Not observed/not applicable" for items that do not apply to your rotation. Provide note any special strengths or areas for improvement within each skill area. Additional general comments can be written at the end.

A) KNOWLEDGE AND SKILLS

1. Knowledge of psychological theory and clinical research:

- Not observed/not applicable
- Shows inadequate knowledge and little effort to acquire that knowledge
- Shows less than minimal amount of knowledge related to client's problems
- Shows adequate comprehension and relates theory and research to client's problems
- Shows above average knowledge and displays insight in relating this knowledge to clients
- Demonstrates superior comprehension of theory and research and integrates these into clinical work

Strengths: _____

Areas for Improvement: _____

2. Clinical assessment and testing skills:

- Not observed/not applicable
- Unable to perform basic assessment skills without assistance
- Demonstrates basic assessment skills; needs frequent assistance
- Demonstrates basic assessment skills; occasionally requires assistance
- Demonstrates a variety of assessment skills; requires minimal assistance
- Demonstrates a variety of high level assessment skills; with minimal assistance

Strengths: _____

Areas for Improvement: _____

3. Therapeutic intervention with individual clients:

- Not observed/not applicable
- Unable to implement basic interventions without assistance
- Demonstrates basic intervention skills; needs frequent assistance
- Demonstrates basic intervention skills; occasionally requires assistance
- Demonstrates a variety of intervention skills; requires minimal assistance
- Demonstrates a variety of high level intervention skills; with minimal assistance

Strengths: _____

Areas for Improvement: _____

4. Therapeutic intervention in group settings:

- Not observed/not applicable
- Unable to implement basic interventions without assistance
- Demonstrates basic intervention skills; needs frequent assistance
- Demonstrates basic intervention skills; occasionally requires assistance
- Demonstrates a variety of intervention skills; requires minimal assistance
- Demonstrates a variety of high level intervention skills; with minimal assistance

Strengths: _____

Areas for Improvement: _____

5. Oral presentations:

- Not observed/not applicable
- Presentations are inadequate or reflect inadequate understanding/poorly organized
- Presentations are complete and timely but poorly organized
- Presentations are prompt and reflect adequate understanding
- Presentations are timely, concise, and reflect good understanding
- Presentations are of outstanding quality and reflect excellent understanding

Strengths: _____

Areas for Improvement: _____

6. Written reports and documentation:

- Not observed/not applicable
- Reports consistently inadequate and/or late
- Reports are complete but require frequent revisions
- Reports are prompt and capably completed
- Reports are concise, timely, and reflect good understanding
- Reports are of outstanding quality and reflect excellent understanding

Strengths: _____

Areas for Improvement: _____

7. Professional ethics:

- Not observed/not applicable
- Always fails to consider ethical concerns
- Often fails to consider ethical concerns
- Occasionally fails to consider ethical concerns
- Reliably considers ethical concerns
- Consistently arrives at good ethical decisions even on highly complex matters

Strengths: _____

Areas for Improvement: _____

8. Knowledge of limits of competence:

- Not observed/not applicable
- Regularly fails to consider own limits of competence in work with clients or other professionals
- Often fails to consider own limits of competence in work with clients or other professionals
- Occasionally fails to consider own limits of competence in work with clients or other professionals
- Reliably considers own limits of competence in work with clients or other professionals
- Demonstrates an excellent understanding of limits of competence, consults when necessary, and makes referrals when appropriate

Strengths: _____

Areas for Improvement: _____

B) PERSONAL QUALITIES

9. Initiative/Motivation (Supervisor: include clinical, teaching and research opportunities):

- Not observed/not applicable
- Not motivated at all, unproductive; avoids "doing" when possible
- Shows poor motivation, does work only when instructed to but frequently fails to follow through
- Just getting by; does work when instructed and is able to follow through
- Carries his/her share of the work load; does work without requiring instruction or reminder, and attends to tasks satisfactorily
- Exceeds workload expectations, volunteers or seeks out extra tasks, and attends to them satisfactorily

Strengths: _____

Areas for Improvement: _____

10. Supervision/feedback utilization:

- Not observed/not applicable
- Is not receptive to feedback; no evidence of feedback implementation
- Is receptive to and shows some implementation of feedback
- Is receptive to and implements feedback effectively
- Seeks feedback, is receptive to and implements feedback
- Seeks feedback, generates constructive self correction, and is receptive to and implements feedback

Strengths: _____

Areas for Improvement: _____

11. Self-Awareness of Interpersonal Impact (impact on clients):

- Not observed/not applicable
- Consistently shows no awareness of how his/her behaviour impacts others
- Frequently appears to not consider the impact of own behaviour on others
- Occasionally seems unaware of own impact on others
- Reliably monitors how own behaviour impacts others and makes amends when necessary
- Shows an exceptional awareness of interpersonal impact on others and ability to engage in self-correction

Strengths: _____

Areas for Improvement: _____

12. Self-Awareness of Interpersonal Impact (impact on supervisors and colleagues):

- Not observed/not applicable
- Consistently shows no awareness of how his/her behaviour impacts others
- Frequently appears to not consider the impact of own behaviour on others
- Occasionally seems unaware of own impact on others
- Reliably monitors how own behaviour impacts others and makes amends when necessary
- Shows an exceptional awareness of interpersonal impact on others and ability to engage in self-correction

Strengths: _____

Areas for Improvement: _____

13. Professional presentation (demeanor/dress/grooming):

- Not observed/not applicable
- Consistently acts, dresses, or grooms self in an inappropriate/unprofessional manner
- Often fails to dress professionally or engage in adequate grooming
- Occasionally fails to present self in a professional manner
- Reliably dresses and presents self in a professional manner
- Consistently appears and presents self in a manner that reflects the highest ideals of the profession

Strengths: _____

Areas for Improvement: _____

14. Ability to deal with stress:

- Not observed/not applicable
- Consistently fails to cope with stress with severe adverse impact on professional work and relationships
- Ability to deal with stress is poor with some adverse impact on professional work and relationships
- Ability to deal with stress is fair with occasional adverse impact on professional work and relationships
- Ability to deal with stress is good with little to no adverse impact on professional work and relationships
- Ability to deal with stress is excellent; able to defuse problematic situations before they deteriorate

Strengths: _____

Areas for Improvement: _____

15. Ability to work effectively with multiple demands:

- Not observed/not applicable
- Consistently appears unable to adequately balance, organize and prioritize the multiple demands of the profession
- Often appears unable to adequately balance, organize and prioritize the multiple demands of the profession
- Occasionally appears unable to adequately balance, organize and prioritize the multiple demands of the profession
- Rarely appears to have a problem with balancing, organizing and prioritizing the multiple demands of the profession
- Consistently demonstrates excellent organizational and prioritizing abilities

Strengths: _____

Areas for Improvement: _____

C) INTERPERSONAL FUNCTIONING

16. Relationships with clients:

- Not observed/not applicable
- Unable to establish appropriate rapport with clients
- Fair rapport established; sometimes seemed to be a lack of communication
- Good rapport; listened and communicates concern for patient's problems
- Not only listens and communicates well but instills confidence in ability
- Professional attitude; convinces clients of expertise and puts clients at ease

Strengths: _____

Areas for Improvement: _____

17. Sensitivity to human diversity (e.g., gender, sexual orientation, racial and ethnic identity, disabilities, age) :

- Not observed/not applicable
- Consistently behaves in ways that could be considered offensive to clients with diverse backgrounds
- Often appears unaware and unappreciative of differences related to diverse backgrounds
- Occasionally appears unaware of how own behaviour may be interpreted by clients from diverse backgrounds
- Often demonstrates a good awareness and sensitivity to human diversity
- Consistently demonstrates an excellent awareness and sensitivity to human diversity

Strengths: _____

Areas for Improvement: _____

18. Team participation/Co-worker relationships:

- Not observed/not applicable
- Behavior often undermines team effort
- Behavior has little impact on team
- An active member of the team who works well with the other members
- An active member of the team who elicits the cooperation of others
- An exceptionally active member of the team whose leadership qualities are sought by others

Strengths: _____

Areas for Improvement: _____

19. Relationships with other practicum students:

- Not observed/not applicable

- Consistently fails to show good collaboration and/or collegiality with other practicum students
- Sometimes shows good collaboration and/or collegiality with other practicum students
- Often shows good collaboration and/or collegiality with other practicum students
- Consistently shows good collaboration and/or collegiality with other practicum students
- Behaviour exemplifies an ideal colleague who is regularly sought out by other practicum students due to abilities, knowledge, and willingness to share without reservation

Strengths: _____

Areas for Improvement: _____

General Comments: *(Supervisor, please comment on skills and abilities specific to your particular rotation)*

Supervisor Signature: _____

Practicum Student Signature: _____

Date: _____

Date: _____

Signature of the LU Psychology Clinical Placement Coordinator: _____

Date: _____

*Form is adapted from the version used by Centre for Addiction and Mental Health, Toronto, Ontario, 2004.
Updated 19 June 2009.*

Appendix 7

Graduate Student Report on Completion of Clinical Placement Form

(Form Available from the Graduate Administrative Assistant)

LAKEHEAD UNIVERSITY
DEPARTMENT OF PSYCHOLOGY

Graduate Student Report on Completion of Clinical Placement

Instructions: This report is to be filled out by all MA and PhD Clinical Psychology graduate students when they have finished their clinical training (MA Practicum, PhD Practicum, or PhD Internship) at each clinical setting or in each rotation/programme within a particular clinical setting. Please attach your supervisory log, the APPIC tracking sheets (i.e., breakdown of hours/clients), and the evaluation form that your clinical supervisor(s) have completed. You will be given credit towards your clinical placement training when you have submitted all the required information and completed the amount of training hours specified by your program requirements. Please forward this report and its attachment to the Clinical Placement Coordinator. Thank you.

Today's date: _____ (day/month/year)

Student Name: _____ **Student ID:** _____

Type of clinical placement (tick one): MA Practicum _____ PhD Practicum _____ PhD Internship _____

Name and location of setting: _____

Name of rotation/programme (where applicable): _____

Is your setting CPA accredited? Yes / No **APA accredited?** Yes / No

Name of your primary supervisor(s) and credentials (e.g, Ph.D., C. Psych., diplomate): _____

Name of your secondary supervisor(s) where applicable, and credentials (e.g., Ph.D., C. Psych., diplomate): _____

When did you start your clinical placement? _____ (day/month/year)

When did you finish your clinical placement? _____ (day/month/year)

How many hours in TOTAL did you spend in your clinical placement? _____ hours

What is the breakdown of your clinical placement hours? Please estimate if you are unable to specify precisely.

Direct client contact (treatment): _____ hours Supervision: _____ hours

Direct client contact (assessment): _____ hours

Clinical documentation (notes, reports, writing related to clinical activity): _____ hours

Consultation: _____ hours

Professional development (e.g., attending workshops, conferences, etc.) _____ hours

Other activities (please specify, such as supervising others, and estimate hours): _____

Please provide information about your interprofessional training experiences on placement and the other professions that you worked with (e.g., interprofessional education, interprofessional supervision, and interprofessional care experiences).

What type of experience did you gain from your clinical placement? Specify in the space below the type of activity (e.g., assessment, individual therapy, group therapy, family therapy, consultation, psychoeducation, etc.), type of client population (e.g., adult, adolescents, children, geriatrics, family), type of patient population (e.g, inpatient, outpatient, young offenders, inmates, etc.), and types of problems seen (e.g., depression, bipolar, anxiety disorders, parenting problems, substance use problems, learning problems, etc.).

How many hours in TOTAL have you completed for the MA practicum? _____ hours

How many hours in TOTAL have you completed for the PhD practicum? _____ hours

Any comments or feedback you might have:

Please submit this report along with your supervisory log and supervisor evaluation form to the Clinical Placement Coordinator at your earliest convenience. Thank you.

Appendix 8

Practicum Site Hours and Diversity of Clients Seen

**(Form available from the Graduate Administrative Assistant)
(Please note that a similar Time2Track form can be submitted in
place of this form)**

Practicum Site Hours and Diversity of Clients Seen

Student Name: _____
 Degree/Year (e.g., PhD – II): _____
 Site Name/ Type/Rotation: _____

Start Date: _____ End Date: _____
 Supervisor's Name: _____
 Supervisor's Signature: _____

PRACTICUM SITE HOURS	Current Hours	Cumulative Hours	DIVERSITY OF CLIENTS SEEN	Current Clients	Cumulative Clients
1. Intervention & Assessment Experience			<u>Race/ Ethnicity</u>		
a. Individual Therapy			African American/ Black /African Origin		
Older Adults (65+)			Asian-American/ Asian Origin/ Pacific Isl.		
Adults (18-64)			Latino-a/ Hispanic		
Adolescents (13-17)			American Indian/ Alaska Native/ Pacific Isl		
School-Age (6-12)			European Origin/ White		
Pre-School Age (3-5)			Bi-racial/ Multi-Racial		
Infants/Toddlers (0-2)			International		
b. Career Counseling			Other		
Adults			<u>Sexual Orientation</u>		
Adolescents			Heterosexual		
c. Group Counseling			Gay		
Adults			Lesbian		
Adolescents (13-17)			Bisexual		
Children (12 and under)			<u>Disabilities</u>		
d. Family Therapy			Physical/ Orthopedic		
e. Couples Therapy			Blind/ Visually Impaired		
f. School Counseling Interventions			Deaf/ Hard of Hearing		
1. Consultation			Learning/ Cognitive Disability		
2. Direct Intervention			Developmental Disability		
3. Other			Serious Mental Illness		
			Other		

PRACTICUM SITE HOURS	Current Hours	Cumulative Hours	DIVERSITY OF CLIENTS SEEN	Current Clients	Cumulative Clients
g. Other Psychological Interventions			Gender		
1. Sports Psych/Perf. Enhancement			Male		
2. Medical/Health-Related			Female		
3. Intake Interview/Structured Interview			Transgendered		
h. Psychological Assessment Experience					
1. Psychodiagnostic test administration					
2. Neuropsych Assessment					
3. Other (specify: _____)					
i. Other Psych Experience (1-5)					
1. Supervision of other students					
2. Program Development/Outreach					
3. Outcome Assessment					
4. Systems Interv./Org. Consult/Perf. Improve.					
5. Other					
TOTAL INTERVENTION/ASSMT HOURS [1(a-i)]					
2. SUPERVISION RECEIVED					
a. One-on-One, Face-to-Face Supervision					
b. Group Supervision					
c. Peer supervision/Consultation					
TOTAL SUPERVISION 2(a-c)					
3. Support Activities (chart review, notes, tape review, consulting with peers, planning interventions, assessment interp., report-writing, didactic training)					
TOTAL SUPPORT [3]					
TOTAL APPIC HOURS [1-3]					

Appendix 9

Practicum/Internship Check-Off Lists

(Form available from the Graduate Administrative Assistant)

M.A./PH.D. PRACTICUM CHECK-OFF LIST

All forms must be submitted before a PASS is given.

- Lakehead University Clinical Psychology Clinical Placement Learning Expectations**
 - To be completed before practicum begins
- Insurance Forms**
 - To be completed before practicum begins
- Supervision Log**
 - To be completed during practicum
- Practicum Site Hours & Diversity of Clients Seen**
 - To be completed when practicum is completed
- Practicum Experiences Form**
 - To be completed when practicum is completed
- Practicum Evaluation Form**
 - To be completed when practicum is completed
- Graduate Student Report on Completion of Clinical Placement**
 - To be completed when practicum is completed
- Practicum Extension Request Form**
 - This form is only filled out if you wish to extend your practicum

INTERNSHIP CHECK-OFF LIST

The following must be completed and in the student file's before a mark form can be submitted

- INSURANCE COVERED BY INTERNSHIP SETTING (completed prior to internship start)**
Date: _____

- CLINICAL LEARNING EXPECTATIONS FORM (completed prior to internship start – only required for non-accredited internships)**

Date: _____

- INTERNSHIP APPLICATION DETAILS (submitted prior to internship start)**
 - An electronic and hard copy of their full APPIC application
 - A list of the sites applied to through APPIC and the accreditation status of each
 - The number of interviews offered to them and the number with CPA accreditation
 - The number of interviews completed
 - The number of internship sites they ranked
 - The outcome of the APPIC Phase 1 match for them
 - The outcome of the APPIC Phase 2 match (where relevant)
 - A copy of the letter of offer from the matched internship site which states all terms of the training including start and end date and amount of stipend
Date: _____

- MID-POINT INTERNSHIP EVALUATION FORM (site-specific or LU forms)**
Date: _____

- SUPERVISION LOG (only required for non-accredited internships)**
Date: _____

- END OF INTERNSHIP EVALUATION (site-specific or LU forms)**
Date: _____

Appendix 10

Practicum Experiences Form
**(Please note that a similar Time2Track form can be submitted in
place of this form)**

Practicum Experiences Form

Student Name _____

Degree/Year _____

Practicum Site _____

Start and End Dates _____

Supervisor _____

Supervisor's Signature _____

Intervention and Assessment Experience	Hours	Clients*	Number and Diversity of Clients Seen	Assessment	Intervention
Individual Therapy			Race/ Ethnicity		
Older Adults (65+)			African American/ Black /African Origin		
Adults (18-64)			Asian-American/ Asian Origin/ Pacific Islander		
Adolescents (13-17)			Latino-a/ Hispanic		
School-Age (6-12)			American Indian/ Alaska Native/ Aboriginal		
Pre-School Age (3-5)			European Origin/ White		
Infants/Toddlers (0-2)			Bi-racial/ Multi-Racial		
Career Counseling			Other		
Adults			Sexual Orientation		
Adolescents			Heterosexual		
Group Counseling* (clients = groups)			Gay		
Adults			Lesbian		
Adolescents (13-17)			Bisexual		
Children (12 and under)			Other		
Family Therapy			Disabilities		
Couples Therapy			Physical/ Orthopedic		
School Counseling Interventions			Blind/ Visually Impaired		
Consultation			Deaf/ Hard of Hearing		
Direct Intervention			Learning/ Cognitive Disability		
Other (Specify)			Developmental Disability		
Other Psychological Interventions			Serious Mental Illness		
Sport Psychology/Performance Enhancement			Other (Specify)		
Medical/Health-Related			Gender		
Intake or Structured Interview			Male		
Substance Abuse Interventions			Female		
Consultation			Transgender		
Other (Specify)					

Psychological Assessment			Adult Tests Continued	Admin.	Reports
Psychodiagnostic Test Administration			WAIS-IV		
Neuropsychological Assessment			WIAT		
Other (Specify)			Wechsler Memory Scale-IV		
Students and/or Organizations			Other (Specify)		
Supervision of Other Students			Child and Adolescent Tests Used		
Program Development/Outreach			Barkley-Murphy Checklist for ADHD		
Outcome Assessment			Bayley Scales of Infant Development		
Systems Intervention/Organization Consultation			Behavior Rating Scale of Executive Function		
Other (Specify)			Bender Gestalt		
A. Total Invention and Assessment			Children's Memory Scale		
Supervision Received			Connor's Scales		
Individual			Continuous Performance Test		
Group			Delis Kaplan Executive Function System		
B. Total Supervision			Diagnostic Interviews (Specify)		
C. Support Activities			Million Adolescent Personality Inventory		
Totals			MMPI-A		
Adult Tests Used	Admin.	Reports	Parent Responses Measures (Specify)		
Beck Scales (Specify)			Peabody Picture Vocabulary Test		
Bender Gestalt			Roberts Apperception Test for Children		
Benton Visual Retention Test			Self-Report Measures (Specify)		
Boston Naming Test			WIAT		
California Verbal Learning Test (Specify)			Wide Range Assessment of Memory/Learning		
Delis-Kaplan Executive Function System			WISC-IV		
Dementia Rating Scale-II			Woodcock Johnson-III		
Diagnostic Interviews (Specify)			WPPSI-II		
Million Clinical Multi-Axial Inventory-III			WRAT (Specify version)		
MMPA-2			Other (Specify)		
Multilingual Aphasia Exam					
NEO-PI-R					
Personality Assessment Inventory					
Rey-Osterrieth Complex Figure					
Self-Report Measures (Specify)					
Strong Interest Inventory					

Appendix 11

Lakehead University Psychology Internship Evaluation Form

(Form available from the Graduate Administrative Assistant)

**Lakehead University Clinical Psychology
PhD Internship Evaluation Form**

(updated 2 February 2007)

(This form must be completed by each supervisor at the midpoint and endpoint of the predoctoral internship. The original should be sent to the Clinical Placement Coordinator.)

Check One

Mid year

End of Year

Intern: _____

Internship Site: _____

Dates: from: _____ **to:** _____

Supervisor: _____

Rotation: _____

Supervisor: Please evaluate the intern you have supervised on the following items by marking the description that best fits your observations. Use "Not observed/not applicable" for items that do not apply to your rotation. Provide note any special strengths or areas for improvement within each skill area. Additional general comments can be written at the end.

A) KNOWLEDGE AND SKILLS

1. Knowledge of psychological theory and clinical research:

- Not observed/not applicable
- Shows inadequate knowledge and little effort to acquire that knowledge
- Shows less than minimal amount of knowledge related to client's problems
- Shows adequate comprehension and relates theory and research to client's problems
- Shows above average knowledge and displays insight in relating this knowledge to clients
- Demonstrates superior comprehension of theory and research and integrates these into clinical work

Strengths: _____

Areas for Improvement: _____

2. Clinical assessment and testing skills:

- Not observed/not applicable
- Unable to perform basic assessment skills without assistance
- Demonstrates basic assessment skills; needs frequent assistance
- Demonstrates basic assessment skills; occasionally requires assistance
- Demonstrates a variety of assessment skills; requires minimal assistance
- Demonstrates a variety of high level assessment skills; with minimal assistance

Strengths: _____

Areas for Improvement: _____

3. Therapeutic intervention with individual clients:

- Not observed/not applicable
- Unable to implement basic interventions without assistance
- Demonstrates basic intervention skills; needs frequent assistance
- Demonstrates basic intervention skills; occasionally requires assistance
- Demonstrates a variety of intervention skills; requires minimal assistance
- Demonstrates a variety of high level intervention skills; with minimal assistance

Strengths: _____

Areas for Improvement: _____

4. Therapeutic intervention in group settings:

- Not observed/not applicable
- Unable to implement basic interventions without assistance
- Demonstrates basic intervention skills; needs frequent assistance
- Demonstrates basic intervention skills; occasionally requires assistance
- Demonstrates a variety of intervention skills; requires minimal assistance
- Demonstrates a variety of high level intervention skills; with minimal assistance

Strengths: _____

Areas for Improvement: _____

5. Oral presentations:

- Not observed/not applicable
- Presentations are inadequate or reflect inadequate understanding/poorly organized
- Presentations are complete and timely but poorly organized
- Presentations are prompt and reflect adequate understanding
- Presentations are timely, concise, and reflect good understanding
- Presentations are of outstanding quality and reflect excellent understanding

Strengths: _____

Areas for Improvement: _____

6. Written reports and documentation:

- Not observed/not applicable
- Reports consistently inadequate and/or late
- Reports are complete but require frequent revisions
- Reports are prompt and capably completed
- Reports are concise, timely, and reflect good understanding
- Reports are of outstanding quality and reflect excellent understanding

Strengths: _____

Areas for Improvement: _____

7. Professional ethics:

- Not observed/not applicable
- Always fails to consider ethical concerns
- Often fails to consider ethical concerns
- Occasionally fails to consider ethical concerns
- Reliably considers ethical concerns
- Consistently arrives at good ethical decisions even on highly complex matters

Strengths: _____

Areas for Improvement: _____

8. Knowledge of limits of competence:

- Not observed/not applicable
- Regularly fails to consider own limits of competence in work with clients or other professionals
- Often fails to consider own limits of competence in work with clients or other professionals
- Occasionally fails to consider own limits of competence in work with clients or other professionals
- Reliably considers own limits of competence in work with clients or other professionals
- Demonstrates an excellent understanding of limits of competence, consults when necessary, and makes referrals when appropriate

Strengths: _____

Areas for Improvement: _____

B) PERSONAL QUALITIES9. Initiative/Motivation (Supervisor: include clinical, teaching and research opportunities):

- Not observed/not applicable
- Not motivated at all, unproductive; avoids "doing" when possible
- Shows poor motivation, does work only when instructed to but frequently fails to follow through
- Just getting by; does work when instructed and is able to follow through
- Carries his/her share of the work load; does work without requiring instruction or reminder, and attends to tasks satisfactorily
- Exceeds workload expectations, volunteers or seeks out extra tasks, and attends to them satisfactorily

Strengths: _____

Areas for Improvement: _____

10. Supervision/feedback utilization:

- Not observed/not applicable
- Is not receptive to feedback; no evidence of feedback implementation
- Is receptive to and shows some implementation of feedback
- Is receptive to and implements feedback effectively
- Seeks feedback, is receptive to and implements feedback
- Seeks feedback, generates constructive self correction, and is receptive to and implements feedback

Strengths: _____

Areas for Improvement: _____

11. Self-Awareness of Interpersonal Impact (impact on clients):

- Not observed/not applicable
- Consistently shows no awareness of how his/her behaviour impacts others
- Frequently appears to not consider the impact of own behaviour on others
- Occasionally seems unaware of own impact on others
- Reliably monitors how own behaviour impacts others and makes amends when necessary
- Shows an exceptional awareness of interpersonal impact on others and ability to engage in self-correction

Strengths: _____

Areas for Improvement: _____

12. Self-Awareness of Interpersonal Impact (impact on supervisors and colleagues):

- Not observed/not applicable
- Consistently shows no awareness of how his/her behaviour impacts others
- Frequently appears to not consider the impact of own behaviour on others
- Occasionally seems unaware of own impact on others
- Reliably monitors how own behaviour impacts others and makes amends when necessary
- Shows an exceptional awareness of interpersonal impact on others and ability to engage in self-correction

Strengths: _____

Areas for Improvement: _____

13. Professional presentation (demeanor/dress/grooming):

- Not observed/not applicable
- Consistently acts, dresses, or grooms self in an inappropriate/unprofessional manner
- Often fails to dress professionally or engage in adequate grooming
- Occasionally fails to present self in a professional manner
- Reliably dresses and presents self in a professional manner
- Consistently appears and presents self in a manner that reflects the highest ideals of the profession

Strengths: _____

Areas for Improvement: _____

14. Ability to deal with stress:

- Not observed/not applicable
- Consistently fails to cope with stress with severe adverse impact on professional work and relationships
- Ability to deal with stress is poor with some adverse impact on professional work and relationships
- Ability to deal with stress is fair with occasional adverse impact on professional work and relationships
- Ability to deal with stress is good with little to no adverse impact on professional work and relationships
- Ability to deal with stress is excellent; able to defuse problematic situations before they deteriorate

Strengths: _____

Areas for Improvement: _____

15. Ability to work effectively with multiple demands:

- Not observed/not applicable
- Consistently appears unable to adequately balance, organize and prioritize the multiple demands of the profession
- Often appears unable to adequately balance, organize and prioritize the multiple demands of the profession
- Occasionally appears unable to adequately balance, organize and prioritize the multiple demands of the profession
- Rarely appears to have a problem with balancing, organizing and prioritizing the multiple demands of the profession
- Consistently demonstrates excellent organizational and prioritizing abilities

Strengths: _____

Areas for Improvement: _____

C) INTERPERSONAL FUNCTIONING

16. Relationships with clients:

- Not observed/not applicable
- Unable to establish appropriate rapport with clients
- Fair rapport established; sometimes seemed to be a lack of communication
- Good rapport; listened and communicates concern for patient's problems
- Not only listens and communicates well but instills confidence in ability
- Professional attitude; convinces clients of expertise and puts clients at ease

Strengths: _____

Areas for Improvement: _____

17. Sensitivity to human diversity (e.g., gender, sexual orientation, racial and ethnic identity, disabilities, age) :

- Not observed/not applicable
- Consistently behaves in ways that could be considered offensive to clients with diverse backgrounds
- Often appears unaware and unappreciative of differences related to diverse backgrounds
- Occasionally appears unaware of how own behaviour may be interpreted by clients from diverse backgrounds
- Often demonstrates a good awareness and sensitivity to human diversity
- Consistently demonstrates an excellent awareness and sensitivity to human diversity

Strengths: _____

Areas for Improvement: _____

18. Team participation/Co-worker relationships:

- Not observed/not applicable
- Behavior often undermines team effort
- Behavior has little impact on team
- An active member of the team who works well with the other members
- An active member of the team who elicits the cooperation of others
- An exceptionally active member of the team whose leadership qualities are sought by others

Strengths: _____

Areas for Improvement: _____

19. Relationships with other interns:

- Not observed/not applicable
- Consistently fails to show good collaboration and/or collegiality with other interns
- Sometimes shows good collaboration and/or collegiality with other interns
- Often shows good collaboration and/or collegiality with other interns
- Consistently shows good collaboration and/or collegiality with other interns
- Behaviour exemplifies an ideal colleague who is regularly sought out by other interns due to abilities, knowledge, and willingness to share without reservation

Strengths: _____

Areas for Improvement: _____

General Comments: *(Supervisor, please comment on skills and abilities specific to your particular rotation)*

Supervisor Signature: _____ Intern Signature: _____

Date: _____

Date: _____

*Form is adapted from the version used by Centre for Addiction and Mental Health, Toronto, Ontario, 2004.**Updated 2 Feb 2007.*

Appendix 12

Clinical Graduate Student Annual Report Forms (Clinical Psychology M.A. and Ph.D. Programs)

Updated versions of the Student Annual Report Forms will be distributed to students at least 1 month before the deadline for submission

2018-2019 M.A. Clinical Psychology Graduate Student Annual Report

(revised July 2018)

Instructions: This report pertains to the period **April 1, 2018 to March 31, 2019**. Any references to the ***past year*** refer to this time period. Please complete all sections in typed format. Send one electronic and one signed hardcopy to the Graduate Program Administrative Assistant no later than April 7, 2019. The information will be used to track student's progress and accomplishments, for program evaluation and development, and for annual reporting to CPA. The report will also be used to allocate internal scholarships or graduate funding packages. **Each student should also attach their curriculum vitae (CV) to this annual report. The Canadian Common CV format should be used: <https://ccv-cvc.ca/indexresearcher-eng.frm>**

Name:

Date:

Current Degree Program:

Year / month of entry into current degree program:

List the start and end dates of any program-approved leaves of absence during this degree:

A. COURSE WORK

- Below is a listing of the requirements for the M.A. Clinical Psychology degree. Please complete the table.

Course	If completed:		If in progress/planned:
	Semester (e.g., Fall 2017)	Grade	Semester (e.g., Fall 2017) or indicate "In progress"
Psych 5151 Multivariate Statistics for Behavioural Research			
Psych 5201 Clinical Assessment Techniques			
Psych 5271 Ethical and Professional Issues			
Psych 5551 Clinical Interviewing			
Psych 5571 Psychotherapy			
Psych 5901 M.A. Thesis			
One FCE elective at the graduate level Course: Course:			
Psych 5600 Research Seminar M.A. year 1			
Psych 5600 Research Seminar M.A. year 2			
Psych 5091 M.A. Practicum			
Other courses taken/planned: Course: Course: Course: Course: Course:			
Please indicate your completion of the following courses that are prerequisite to the Clinical MA or PhD programs: <ul style="list-style-type: none"> A senior undergraduate course in the historical 			

and scientific foundations of general psychology (e.g., History of Psychology) <ul style="list-style-type: none"> • A psychometrics course • An undergraduate advanced statistics course 			
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*Please attach your Scientific Research Presentation Attendance Log for the past year to this annual report as evidence of fulfillment of Psychology 6600

- For all courses for which an INCOMPLETE (previously DEF) appears on your transcript, detail exactly what remains to satisfy the course requirement, and planned completion date.

B. THESIS /RESEARCH

- Working title of thesis:
- Name of supervisor
- Names of Thesis Supervisory Committee members
- Provide a short summary (approximately 100 words) of your thesis.
- Tick off the present stage you are in the thesis process. If your progress is not in line with the "Graduate Schedule" please provide the date by which you will complete the outstanding requirement(s).
 - formulation of problem
 - Literature review
 - proposal writing
 - proposal approved by Thesis Supervisory Committee
 - proposal defended
 - ethics approval
 - data collection
 - data analyses
 - writing first draft of results/discussion
 - a complete thesis draft submitted to supervisor
 - full draft of thesis is under revision
 - Full thesis approved by supervisor
 - complete draft approved by Thesis Supervisory Committee
 - Thesis sent to External (External) Examiner
 - Oral scheduled / completed
- If your thesis has not been sent out to the External (External) Examiner, please give your best estimate as the month/year that you plan to have it done.
- Other research: Attach an additional page providing pertinent information regarding your research experiences in the past year that is not directly related to your thesis. Do not list publications and presentations here as that will be provided in section D (Research Accomplishments).

The following section must be completed by the thesis supervisor (this will replace the Thesis/Dissertation Progress Checklist):

- Comments on thesis progress by the supervisor:

- **Please check one of the following:**

The student's thesis/dissertation progress to date could be best described as:

- ___ Ahead of program expectations/deadlines
- ___ Consistent with program expectations/deadlines
- ___ Behind program expectations/deadlines

- Research Productivity*: [] excellent
 [] very good
 [] satisfactory
 [] progress is below/behind what is expected for program year

*overall research productivity should be evaluated based on what is expected from a graduate student at this stage of training in his/her area of research

- Signature of Thesis Supervisor: _____

C. CLINICAL TRAINING

- Please attach a copy of your completed MA Clinical Placement Summary Form
- If you engaged in practicum training in ***the past year***, please provide pertinent details (course number, setting, supervisor, a short description of 100 words or less of the activities, and total hours accumulated).
- If you engaged in clinical activities in ***the past year*** that is not related to practicum training, please provide pertinent details (setting, supervisor, your position at the setting, a short description of 100 words or less of the activities, and total hours accumulated)

D. RESEARCH ACCOMPLISHMENTS

Using **APA format**, list your accomplishments in each of the following areas. Please list **all** presentations/publications **to date** as this information will be used to choose the winner of the New Scientist Award:

- Refereed journal articles published, in press, and submitted (list 3 types separately; do not list articles that are "in progress").
- Conference presentations (posters, papers read)
- Other publications

E. AWARDS

- List in an attachment all scholarships, bursaries and other awards received in ***the past year*** (funding source, name of award, amount of award, period of funding)
- List in an attachment all scholarships, bursaries and other awards applied for in ***the past year*** (date of application, funding source, name of award, amount of award, outcome of application if known). Scholarship application is required in order to be eligible for internal scholarships.
- If you received a Graduate Assistantship in ***the past year***, which faculty member(s) did you work for?
- If you received a Research Assistantship in ***the past year***, which faculty member(s) did you work for?

F. List other Information you deem relevant to your academic and professional experience in ***the past year*** (e.g., conferences or workshops attended, courses taught, membership in professional or research societies). List any additional information that should be considered when allocating internal scholarships.

G. Please tick off all boxes below that are relevant for ***the past year*** (information for CPA accreditation & program advocacy).

	Members/affiliates in professional or research societies	Teaching assistantship
	Authors/coauthors of articles in refereed journals	Research assistantship
	Authors/co-authors of papers presented at scientific or professional meetings	Internal Scholarship or Fellowship
	Authors/co-authors of articles in refereed journals	External Scholarship or Fellowship
	Number of practicum hours completed in past year	Number of clients you provided service to in the past year (practicum)
		Number of clients in Thunder Bay you provided service to in the past year (practicum)

H. Please describe voluntary contributions to the program/department that you might have made that are not related to the program requirements, e.g., serving as a student representative on committees, ad hoc contributions, etc.

I. OUTSIDE EMPLOYMENT

The program is obliged for accreditation purposes to report to CPA the number of graduate students that have worked on average more than 20 paid hours per week in a capacity unrelated to their academic requirements. State whether this applied to you.

J. PROJECTION OF ACTIVITIES OVER THE SUMMER

Outline activities related to your program (research, teaching, academic, clinical/applied, applications for funding, etc.) that have been scheduled or that you plan to do over the upcoming spring and summer terms (May 1 to August 31). [Please note that that students must normally be available geographically and visit the campus regularly for the full duration of their degree, including the summer months (i.e., you are not supposed to be away for the summer). This applies to both Masters and PhD level students in both fields. For PhD students, this residency requirement applies for the first 9 consecutive terms (3 full years). The summer months are meant to be an intensely productive time for advancing thesis and dissertation work as well as other research activities. A graduate student, while still under supervision, may be absent from the university (e.g. visiting libraries, doing field work, attending a graduate course at another institution) provided that, if any such period of absence exceeds four weeks in any one term, they have written approval from both the thesis/dissertation supervisor and the Director of the Clinical Program. This letter must also be submitted to the Faculty of Graduate Studies.]

K. By signing below, I hereby declare that I have not engaged in any unsupervised clinical activity⁷ in in ***the past year***. Furthermore, I have been a full-time graduate student in in ***the past year***. In addition, my signature reflects my recognition of the fact that, as a graduate student in a Clinical Psychology program, I am required to be aware of and follow all the standards of professional conduct, by-laws, regulations, and laws that apply to registered clinical psychologists practicing in the province of Ontario (please review these on an annual basis at the website of the Ontario College of Psychologists of Ontario: <http://www.cpo.on.ca/>).

Signature: _____

Date: _____

⁷ Any service activity deemed to fit within the purview of a psychological practice is considered a "clinical activity" including, but not limited to, psychological assessment and/or intervention concerning a person or persons. "Unsupervised" concerns the conduct of any clinical activity without the expressed knowledge, guidance, and approval of a registered doctoral-level psychologist.

2018-2019 Ph.D. Clinical Psychology Graduate Student Annual Report

(revised March 2017)

Instructions: This report pertains to the period **April 1, 2018 to March 31, 2019**. Any references to the ***past year*** refer to this time period. Please complete all sections in typed format. Send one electronic and one signed hardcopy to Graduate Program Administrative Assistant no later than April 7, 2019. The information will be used to track student's progress and accomplishments, for program evaluation and development, and for annual reporting to CPA. The report will also be used to allocate internal scholarships or graduate funding packages. **Each student should also attach their curriculum vitae (CV) to this annual report. The Canadian Common CV format should be used: <https://ccv-cvc.ca/indexresearcher-eng.frm>**

Name:

Date:

Current Degree Program:

Year / month of entry into current degree program:

List the start and end dates of any program-approved leaves of absence during this degree:

B. COURSE WORK

- Below is a listing of the requirements for the Ph.D. Clinical Psychology degree. Please complete the table.

Course	If completed:		If in progress/planned:
	Semester (e.g., Fall 2015)	Grade	Semester (e.g., Fall 2015) or indicate "In progress"
Psych 5311 Cognitive-Behavioural Therapy			
Psych 5711 Research Methods and Program Evaluation			
Psych 6211 Psychopathology of the Adult			
Psych 6231 Psychopathology of Childhood and Adolescence			
Psych 6251 Advanced Assessment Techniques			
Psych 6751 Cultural Issues for Clinical Psychologists			
Three FCE electives at the graduate level Course: Course: Course: Course: Course: Course:			
Psych 6600 Research Seminar Ph.D. year 1*			
Psych 6600 Research Seminar Ph.D year 2*			
Psych 6600 Research Seminar Ph.D. year 3*			
Psych 6811 Clinical Practice Comprehensive Examination			
Psych 6812 Science Comprehensive Examination			
Psych 6901 Ph.D. Dissertation			
Psych 6090 Ph.D. Practicum			
Psych 6092 Ph.D. Internship			

Other courses taken/planned: Course: Course: Course: Course: Course:			
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*Please attach your Scientific Research Presentation Attendance Log for the past year to this annual report as evidence of fulfillment of Psychology 6600

- For all courses for which an INCOMPLETE (previously DEF) appears on your transcript, detail exactly what remains to satisfy the course requirement, and planned completion date.
- To help you check your own progress, please list the courses that you have already completed to date within each area.

AREA **LIST COMPLETED COURSES HERE**

Biological:

Cognitive-affective:

Social:

Individual:

History of Psychology*

* The requirement that students have competency in the historical and scientific foundations of general psychology can be satisfied by a senior undergraduate course in the History of Psychology or a graduate level Special Topics course in the area. This requirement is typically satisfied prior to starting the PhD program.

- Please provide the following information regarding your Science Comprehensive Examination.

Title or Topic Area:

Name of Supervisor:

Names of Other Committee Members:

Completion Date (Actual or Expected):

B. DISSERTATION/RESEARCH

- Working title of dissertation:
- Name of supervisor
- Names of Dissertation Supervisory Committee members
- Provide a short summary (approximately 100 words) of your dissertation.
- Tick off the present stage you are in the dissertation process. If your progress is not in line with the "Graduate Schedule" please provide the date by which you will complete the outstanding requirement(s).
 - formulation of problem
 - Literature review
 - proposal writing
 - proposal approved by Thesis Supervisory Committee

- proposal defended
 - ethics approval
 - data collection
 - data analyses
 - writing first draft of results/discussion
 - a complete dissertation draft submitted to supervisor
 - full draft of thesis is under revision
 - Full dissertation approved by supervisor
 - complete draft approved by Thesis Supervisory Committee
 - Dissertation sent to External (External) Examiner
 - Oral scheduled / completed
- If your dissertation has not been sent out to the External (External) Examiner, please give your best estimate as the month/year that you plan to have it done.
 - Other research: Attach an additional page providing pertinent information regarding your research experiences in the past year that is not directly related to your dissertation. Do not list publications and presentations here as that will be provided in section D (Research Accomplishments).

The following section must be completed by the dissertation supervisor (this will replace the Thesis/Dissertation Progress Checklist):

- Comments on dissertation progress by the supervisor:
 - **Please check one of the following:**
The student's thesis/dissertation progress to date could be best described as:
 Ahead of program expectations
 Consistent with program expectations
 Behind program expectations
 - Research Productivity*: excellent
 very good
 satisfactory
 progress is below/behind what is expected for program year
- *overall research productivity should be evaluated based on what is expected from a graduate student at this stage of training in his/her area of research
- Signature of Dissertation Supervisor: _____

C. CLINICAL TRAINING

- Please indicate the total number of practicum hours that you have completed to date: _____ hours at MA level (be sure to include practicum hours that were outside of the formal practica courses)
 _____ hours at PhD level
- Please attach a copy of your completed PhD Clinical Placement Summary Form

- If you engaged in practicum training in the past year, please provide pertinent details (course number, setting, supervisor, a short description of 100 words or less of the activities, and total hours accumulated).
- If you engaged in internship training in the past year, please provide pertinent details (course number, setting, supervisor, a short description of 100 words or less of the activities, and total hours accumulated).
- If you engaged in clinical activities in the past year that is not related to practicum or internship training, please provide pertinent details (setting, supervisor, your position at the setting, a short description of 100 words or less of the activities, and total hours accumulated)
- List the internship sites that you applied to in the past year, indicate whether they are APPIC approved, and outcome of your application.

D. RESEARCH ACCOMPLISHMENTS

Using APA format, list your accomplishments in each of the following areas. Please list **all** presentations/publications **to date** as this information will be used to choose the winner of the New Scientist Award:

- Refereed journal articles published, in press, and submitted (list 3 types separately; do not list articles that are “in progress”).
- Conference presentations (posters, papers read)
- Other publications

E. AWARDS

- List in an attachment all scholarships, bursaries and other awards received in the past year (funding source, name of award, amount of award, period of funding)
- List in an attachment all scholarships, bursaries and other awards applied for in the past year (date of application, funding source, name of award, amount of award, outcome of application if known). Scholarship application is required in order to be eligible for internal scholarships.
- If you received a Graduate Assistantship in the past year, which faculty member(s) did you work for?
- If you received a Research Assistantship in the past year, which faculty member(s) did you work for?

F. List other Information you deem relevant to your academic and professional experience in the past year (e.g., conferences or workshops attended, courses taught, membership in professional or research societies). List any additional information that should be considered when allocating internal scholarships.

G. Please tick off all boxes below that are relevant for the past year (information for CPA accreditation).

<input type="checkbox"/>	Members/affiliates in professional or research societies	<input type="checkbox"/>	Teaching assistantship
<input type="checkbox"/>	Authors/coauthors of articles in refereed journals	<input type="checkbox"/>	Research assistantship
<input type="checkbox"/>	Authors/co-authors of papers presented at scientific or professional meetings	<input type="checkbox"/>	Internal Scholarship or Fellowship

	Authors/co-authors of articles in refereed journals		External Scholarship or Fellowship
	Applied for internships Number Applied to through APPIC: _____ Number Ranked through APPIC: _____		Received funded internship for this fall
	Received CPA or APA accredited internship for this fall		Received unfunded internship for this fall
	Attended an internship		Attended a CPA or APA Accredited Internship
	Number of practicum/internship hours completed in past year		Number of clients you provided service to in the past year (practicum/internship)
			Number of clients in Thunder Bay you provided service to in the past year (practicum/internship)

H. Please describe voluntary contributions to the program/department that you might have made that are not related to the program requirements, e.g., serving as a student representative on committees, ad hoc contributions, etc.

I. OUTSIDE EMPLOYMENT

The program is obliged for accreditation purposes to report to CPA the number of graduate students that have worked on average more than 20 paid hours per week in a capacity unrelated to their academic requirements. State whether this applied to you.

J. PROJECTION OF ACTIVITIES OVER THE SUMMER

Outline activities related to your program (research, teaching, academic, clinical/applied, applications for funding, etc.) that have been scheduled or that you plan to do over the upcoming spring and summer terms (May 1 to August 31). [Please note that that students must normally be available geographically and visit the campus regularly for the full duration of their degree, including the summer months (i.e., you are not supposed to be away for the summer). This applies to both Masters and PhD level students in both fields. For PhD students, this residency requirement applies for the first 9 consecutive terms (3 full years). The summer months are meant to be an intensely productive time for advancing thesis and dissertation work as well as other research activities. A graduate student, while still under supervision, may be absent from the university (e.g. visiting libraries, doing field work, attending a graduate course at another institution) provided that, if any such period of absence exceeds four weeks in any one term, they have written approval from both the thesis/dissertation supervisor and the Director of the Clinical Program. This letter must also be submitted to the Faculty of Graduate Studies.]

K. By signing below, I hereby declare that I have not engaged in any unsupervised clinical activity⁸ in the past year. Furthermore, I have been a full-time graduate student in the past year. In addition, my signature reflects my recognition of the fact that, as a graduate student in a Clinical Psychology program, I am required to be aware of and follow all the standards of professional conduct, by-laws, regulations, and laws that apply to registered clinical psychologists practicing in the province of Ontario (please review these on an annual basis at the website of the Ontario College of Psychologists of Ontario: <http://www.cpo.on.ca/>).

Signature: _____

Date: _____

⁸ Any service activity deemed to fit within the purview of a psychological practice is considered a "clinical activity" including, but not limited to, psychological assessment and/or intervention concerning a person or persons. "Unsupervised" concerns the conduct of any clinical activity without the expressed knowledge, guidance, and approval of a registered doctoral-level psychologist.

Appendix 13

Clinical Graduate Student Annual Report Feedback Forms

Additional Comments (if any):

Clinical Faculty Member signature

Director of Clinical Programs signature

Appendix 14

A List of Potential Adverse Consequences of Starting Internship Prior to Dissertation Completion

Potential Adverse Consequences of Starting Internship Prior to Dissertation Completion

There are a number of adverse consequences for students, dissertation supervisors, internship sites, and our program if students start their internships before they have completed all other program requirements. Some of these are described below to ensure that students are fully aware of the importance of completing the dissertation in a timely manner.

- The likelihood of obtaining an internship without having met program requirements may be lower.
 - As a result, students may not receive an ideal internship experience.
 - The program's APPIC match statistics will be adversely affected.
- The student's internship may suffer.
 - Students who are behind on their dissertation may not be able to focus on their internships due to simultaneous data collection, data entry, or other dissertation-related workload.
 - It is less likely that the student will become involved in new research opportunities while on internship, as they will still be focused on the dissertation.
 - Internship directors report a strong preference for recruiting interns who have completed their dissertation and other program requirements.
- The quality of the dissertation may suffer.
 - Students may not spend the appropriate amount of time developing the methods in their proposal.
 - Their dissertation sample size may not be large enough.
 - If grant funds are being used for the dissertation, there are ethical issues involved in using the grant funds for a project with a sample size that is not powerful enough to detect a given effect size.
 - Quality of the dissertation can be affected as it is difficult to supervise at a distance, time to provide feedback takes longer, and communication can be more difficult
 - The supervisor's time could have been better spent supervising higher quality research projects.
 - The supervisor's reputation can be adversely affected as the dissertation is evaluated both outside the department and outside the university.
 - Likelihood of publication is decreased.
 - Low quality dissertations and failure to publish dissertation findings decrease the likelihood of the student obtaining an academic position and/or of obtaining future research funding.
- Students often need to return to the university after internship in order to complete their dissertation
 - Moving back to Thunder Bay after internship (or making repeated trips to Thunder Bay) ends up being more expensive than if the student had simply stayed longer prior to starting internship (e.g., costs of moving, renting for one year, or travel and accommodation costs)
 - If one needs to obtain a time extension to complete the program, it is easier to complete the last four months of an internship in four months than to complete a dissertation in 4 months. Research completion is unpredictable, while internship completion times are quite predictable.
- The student's ability to secure a job after internship is affected if their dissertation is not completed.
 - Students often apply for jobs and/or receive job offers while on internship. This will be less likely if one has not completed their dissertation.
 - Internship sites often hire their interns or recommend interns for other positions. A student who is behind on their dissertation would be less likely to receive a job offer or be in a position to accept a job offer.
- Students who do accept a job after internship (but before completing the dissertation) may be penalized (as are their dissertation supervisors and their new employers).

- Such students may be paid a lower salary as their starting salary will be calculated without having the Ph.D. degree (and one's starting salary usually cannot be altered when in an academic position).
- Such students usually take much longer to complete their dissertation due to the demands of the new job.
- New employers must ensure that the newly hired students are supervised for longer periods as the student cannot begin the College registration process right away.
- Such students may be tempted to cut corners on their dissertation as other demands interfere with their dissertation motivation. This puts the dissertation supervisor and committee members in a very difficult position.
- As new jobs are often dependent on completing the Ph.D. within a certain time frame, such students are even more likely to cut corners on their dissertation.
- The student's dissertation supervisor is penalized as he/she has invested a great deal of time (and perhaps money) in the research project and it is often not completed satisfactorily.
- Such individuals sometimes do not complete their dissertation at all, as other demands get in the way (e.g., new job, family, moving).
- Program Completion Time is Affected
 - Completion time is further increased by long-distance supervision as it takes more time for faculty to provide supervision at a distance (e.g., more time to help with data analyses, to teach new skills, to communicate feedback, to get answers to questions)
 - This is problematic for the program with respect to CPA accreditation.
 - This is also problematic for the university and the dissertation supervisor.

The above information is provided to emphasize the need to complete program requirements in a timely manner, and to ensure that students are fully informed about the potential adverse consequences of not doing so.

Appendix 15

Clinical Psychology Student Information and Agreement Form

Clinical Psychology Student Information and Agreement Form

I understand that Lakehead University's Clinical Psychology MA and PhD programs are professional programs that train students to be both scientists and practitioners. To fulfill the professional practice training component of the program, students engage in professional psychological activities under the supervision of individuals who are both registered Professional Psychologists and Regulated Health Professionals in the Province of Ontario (or other provinces). As such, both supervisors and students must be aware of and abide by all the legislation, standards, and guidelines relevant to members of the College of Psychologists of Ontario (CPO), including but not limited to the items listed in Schedule I attached to this Form. When training in other provinces or countries, students must also be aware of and abide by the legislation, standards, and guidelines relevant to members of the relevant provincial licensing board.

By accepting the offer of admission to Lakehead University's Clinical Psychology MA or PhD Program and enrolling in the program, I expressly agree to comply fully with the Regulated Health Professions Act, the Psychology Act of Ontario, the CPO Standards of Professional Conduct, and the Canadian Code of Ethics for Psychologists. I also agree to comply with all other applicable provincial and federal laws, all of the Rules and Code of Conduct of the CPO and other licensing bodies in provinces or countries where I study or train for my Lakehead University degree, and the rules of the institution in which I am a practicum student or intern.

I understand and agree that, as a student in the Clinical Psychology program, I have the responsibility of producing adequate information for proper evaluation of my professional competence, character, ethics, and other qualifications and for resolving any doubts about such qualifications. The CPO outlines five areas of skill and knowledge that are important for clinical practice identified in Schedule II to this Form. I understand that I should work on developing and demonstrating competency in each of these areas. I also understand that any evidence of professional unsuitability such as failure to abide by any of the legislation, standards, and guidelines relevant to members of the CPO (or other provincial colleges when training in other provinces), could lead to my dismissal from the program.

I understand and agree that my student file may be made available on a confidential basis to site visitors of accrediting bodies for the purpose of evaluating the program and that they may disclose and use the personal information in my file for no other purpose without my consent except to the extent that the law may otherwise require. Otherwise, access to this graduate student file is restricted to those individuals who need to see the documentation enclosed in order to perform their duties. Students have the right to access most information in their file (but not confidential reference letters); all such requests should be forwarded in writing to the Director of the relevant program (i.e., the DCT for the Clinical Program and the DET for the Experimental Program). Please note that some students may have a second confidential file that contains information such as accommodation forms, information regarding appeals, and non-academic sensitive personal information that is relevant to the student's progress in the program. One should contact the Director of the relevant program (i.e., DCT or DET) if one requires access to that information.

I hereby further agree that personally identifiable information about me, including but not limited to my academic and professional qualifications, performance, and character, in whatever form maintained, may be confidentially provided by my academic program to any practicum or internship training site to which I have applied and/or will match for the purpose of evaluation of applications or training performance, developing training plans, enhancing benefits derived from supervision, addressing training areas of weaknesses, and protection of public safety. I further agree that, following any practicum/internship match, similar information may be confidentially provided by the practicum/internship site to my graduate program and by my graduate program to the practicum/internship site. I understand that such exchange of information shall be limited to my graduate program, any practicum site, and/or any internship site, that the information will be disclosed only to and used only by personnel who actually need the information to perform their duties, and that such information may not be disclosed to other parties without my consent except to the extent that the law may otherwise require. This authorization remains in effect for the duration of my enrolment in the program.

I HAVE READ AND UNDERSTOOD AND INTEND TO BE BOUND BY THIS AGREEMENT IN ITS ENTIRETY, INCLUDING ITS SCHEDULES. I EXECUTE THIS AGREEMENT VOLUNTARILY.

Student Name (Please Print)

Signature

Date

Witness Name (Please Print)

Signature

Date

Schedule 1

Legislation, Professional Standards and Guidelines of Relevance to Members of the College of Psychologists of Ontario (version: September 2017)

Ontario Provincial Legislation (www.e-laws.gov.on.ca)

Regulated Health Professions Act, 1991

O. Reg.107/96 Controlled Acts: Forms of Energy

O. Reg.59/94 Funding for Therapy or Counselling for Patients Sexually Abused by Members

O. Reg. 39/02 Certificates of Authorization

Psychology Act, 1991

O. Reg. 209/94 General

O. Reg. 801/93 Professional Misconduct

O. Reg. 74/15 Registration (amended in April 2015)

Personal Health Information Protection Act, 2004

Freedom of Information and Protection of Privacy Act, 1990

Municipal Freedom of Information and Protection of Privacy Act, 1990

Health Care Consent Act, 1996

Substitute Decisions Act, 1992

Mental Health Act, 1990

Children's Law Reform Act, 1990

Child and Family Services Act, 1990

Education Act, 1990

Section 1.(1) Definitions of Exceptional Pupil

O.Reg.298/90, s.11(3)(m) Duties of principals - consent

*Workplace Safety and Insurance Act, 1997, Part IV and V in particular
Insurance Act,1990*

O.Reg. 34/10, Statutory Accident Benefits Schedule

O.Reg. 90/14, Service Providers – Standards for Business Systems and Practices and other Prescribed Conditions

O.Reg. 348/13, Service Providers – Licensing

Federal Legislation (<http://laws-lois.justice.gc.ca/eng/acts/>)

Personal Information Protection and Electronic Documents Act, 2000, Parts I and II

Youth Criminal Justice Act, 2002

Corrections & Conditional Release Act, 1992, s. 85-88 in particular

College of Psychologists of Ontario (www.cpo.on.ca)

Standards of Professional Conduct, 2017

http://www.cpo.on.ca/Standards_of_Professional_Conduct.aspx

Canadian Psychological Association (www.cpa.ca)

The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017

http://www.cpa.ca/docs/File/Ethics/CPA_Code_2017_4thEd.pdf

Practice Guidelines for Providers of Psychological Services, 2001

<http://www.cpa.ca/cpsite/UserFiles/Documents/publications/Practice%20Guidelines2001%282%29.pdf>

Hard copies may be purchased from the Canadian Psychological Association,

141 Laurier Avenue West, Suite 702, Ottawa, Ontario K1P 5J3.

Tel: 613-237-2144 Toll free (in Canada): 1-888-472-0657

Fax: 613-237-1674 E-mail: cpa@cpa.ca

<http://www.cpa.ca/thecpastore/purchasecpapublications>

Canadian Institutes of Health Research (<http://www.cihr-irsc.gc.ca>)

2nd edition of the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans

published by the Canadian Institutes of Health Research, Natural Sciences and Engineering

Research Council of Canada, and Social Sciences and Human Research Council of Canada.

http://www.pre.ethics.gc.ca/pdf/eng/tcps2-2014/TCPS_2_FINAL_Web.pdf

American Psychological Association (www.apa.org)

Standards for Educational and Psychological Testing, 2014 (Available through the American

Educational Research Association Publications <http://www.aera.net/Standards14>, 1430 K Street

NW, Washington, DC 20005 Tel: (202) 238-3200 | Fax: (202) 238-3250)

Schedule 2

APPENDIX D – DEFINITIONS OF KNOWLEDGE AND SKILLS FOR PROFESSIONAL PRACTICE

The College evaluates all applicants for a certificate of registration authorizing autonomous practice for preparation in five areas of knowledge and skill for professional practice: Interpersonal Relationships, Assessment & Evaluation, Intervention & Consultation, Ethics & Standards, and Research. To assist in making this evaluation, the College has adopted the following definitions of the five areas of knowledge and skills:

1. Interpersonal Relationships

This basic competency forms part of all the other competencies. Psychologists normally do their work in the context of interpersonal relationships (parent-child, spouses, boss-employee, etc.). They must therefore be able to establish and maintain a constructive working alliance with their clients, and possess adequate cultural competency.

Required knowledge:

- (a) Knowledge of theories and empirical data on the professional relationship, such as interpersonal relationships, power relationships, therapeutic alliance, interface with social psychology, and more specific knowledge of the fluctuations of the therapeutic/professional relationship as a function of the intervention setting.
- (b) Knowledge of self, such as motivation, resources, values, personal biases, and factors that may influence the professional relationship (e.g. boundary issues).
- (c) Knowledge of others, such as the macro-environment in which the person functions (work, national norms, etc.) and the micro-environment (personal differences, family, gender difference, etc.).

Required Skills:

Effective communication, establishment and maintenance of rapport, and establishment and maintenance of trust and respect in the professional relationship. The required knowledge and skills in interpersonal relationships is

evaluated on the basis of supervised experience, references, and an oral examination.

2. Assessment and Evaluation

A competent professional psychologist draws on diverse methods of evaluation, determining which methods are best suited to the task at hand, rather than relying solely or primarily on the formalized testing as an automatic response to situations requiring assessment. The appropriate subject of evaluation in many instances is not an individual person but a couple, family, organization, or system at some other level of organization. The skills required for assessment can and should be applied to many situations other than initial evaluation, including, for example, treatment outcome, program evaluation, and problems occurring in a broad spectrum of non-clinical settings. The primary purpose of psychological assessment is to provide an understanding that informs a practical plan of action. It may result in a diagnostic classification or in the identification of strengths or competencies.

Required knowledge:

Assessment methods, knowledge of populations served, human development, and diagnosis. (Note: all applicants are expected to demonstrate graduate training in assessment and evaluation. In addition, applicants will be evaluated on their formal preparation to formulate and communicate diagnoses; however the College may permit applicants to acquire some of the formal training for diagnosis after completion of the graduate degree.)

Required skills:

Formulations of a referral question, selection of methods, information collection and processing, psychometric methods, formulation of hypotheses and making a diagnosis when appropriate (see note above), report writing, and formulation of an action plan. The required knowledge and skills in assessment and evaluation is evaluated on the basis of graduate courses in the psychology degree program, supervised practice, and an oral examination.

3. Intervention and Consultation

The intervention competency is conceptualized as activities that promote, restore, sustain, and/or enhance positive functioning and a sense of well-being in clients through preventative, developmental, and/or remedial services. A broad, comprehensive vision of the intervention competency should include explicitly theory as well as the following knowledge and skills.

Required knowledge:

The learning of an array of varied interventions with individuals and systems (e.g., couples, families, groups, and organizations), a respect for the positive aspects of all major approaches (which should reflect an openness to varied viewpoints and methods), awareness of when to make appropriate referrals and consult, awareness of context and diversity, and knowledge of interventions that promote health and wellness.

Required skills:

Establish and maintain professional relationships with clients from all populations served, establish and maintain appropriate interdisciplinary relationships with colleagues, gather information about the nature and severity of problems and formulate hypotheses about the factors that are contributing to the problem through qualitative and quantitative means, select appropriate intervention methods, and analyze the information, develop a conceptual framework, and communicate this to the client. The required knowledge and skills in intervention and consultation are evaluated on the basis of graduate courses in the psychology degree program, supervised experience, and an oral examination.

4. Research

Professional psychology programs should include research training such that it will enable students to develop: a basic understanding of and respect for the scientific underpinnings of the discipline, knowledge of methods so as to be good consumers of the products of scientific knowledge, and sufficient skills in the conduct of research to be able to develop and carry out projects in a professional context and, in certain cases, in an academic context with the aid of specialized consultants (e.g. statisticians).

Required knowledge:

Basic knowledge of research methods and of the applications of scientific research, including applied statistics and measurement theory, the logic of different models of scientific research (from laboratory experimentation to quasi-experimental and field research), and qualitative research methods (including observation and interviewing), etc., particularly with respect to the nature of reliability and validity in the gathering and interpretation of qualitative data.

Required skills:

Critical reasoning skills, applications of various research approaches to social systems, and the ability to write professional reports. The required knowledge and skills in research are evaluated on the basis of graduate courses in the psychology degree program and a completed graduate research project.

5. Ethics and Standards

Professionals accept their obligations, are sensitive to others, and conduct themselves in an ethical manner. They establish professional relationship within the applicable constraints and standards.

Required knowledge:

Ethical principles, standards of professional conduct, responsibilities to clients, society, the profession, and colleagues, awareness of potentially conflicting principles, standards for psychological tests and measurements, standards for conducting psychological research, and jurisprudence and local knowledge.

Required skills:

Ethical decision-making process, proactive identification of potential ethical dilemmas, and resolution of ethical dilemmas. The required knowledge and skills in ethics and standards are evaluated on the basis of graduate courses in the psychology degree program, supervised experience, a written examination, and an oral examination.

Appendix 16

Practicum Extension Request Form for Psychology 5091 and 6091

Practicum Extension Request Form for Psychology 5091 and 6091

(November 9, 2010)

Students requiring or wishing to complete additional practicum hours beyond the 400 hours at the MA level or the 600 hours at the PhD level may do so. However, additional hours can only be completed after receiving formal approval from the Clinical Placement Coordinator and the Director of the Clinical Program (DCP). Prior to approving a practicum extension, the Clinical Placement Coordinator will consult with the student's thesis/dissertation supervisor to determine progress on the thesis/dissertation. Practicum extension requests will only be approved when the student is on-time or ahead of time with respect to thesis/dissertation deadlines and other program requirements. Requests for additional hours are considered approved when this form has been signed by the Practicum Coordinator as well as the DCP. Please note that formal approval is not required to complete up to 25 hours over the 400 or 600 hours if those hours are necessary to complete reasonable assessment or treatment already initiated within the 400 or 600 hours. **Clinical training hours completed above the 400/600 hour limit without prior approval will not be counted as official practicum hours.**

This section is to be completed by the student:

Student Name: _____

Program: MA PhD

Year in Program: _____

Site: Continuation of current practicum site
 New practicum site

Number of Additional Hours Requested: _____

Reason for Request:

This section is to be completed by the thesis/dissertation supervisor:

Present stage of thesis/dissertation:

- proposal writing
- proposal approved by Thesis/Dissertation Supervisory Committee
- proposal defended
- ethics approval
- data collection
- data analyses
- preparing thesis draft
- complete draft approved by Thesis/Dissertation Supervisory Committee
- Thesis/Dissertation sent to External Examiner

Comments on thesis/dissertation progress by the supervisor:

The student has already completed the program required practicum. Please indicate the extent to which pursuing additional non-required practicum hours would impact the student's thesis/dissertation progress:

- Additional hours **will not** adversely affect thesis/dissertation progress and completion time
- Additional hours **will** adversely affect thesis/dissertation progress and completion time

Signature of Thesis/Dissertation Supervisor: _____

This section is to be completed by the Clinical Placement Coordinator:

- Request for additional hours approved
- Request for additional hours approved with amendment: _____
- Request for additional hours denied; Rationale: _____

Clinical Placement Coordinator signature_____
Director of the Clinical Program signature

Appendix 17
Graduating Student Information Sheet

DEPARTMENT OF PSYCHOLOGY CLINICAL PROGRAMS Graduating Student Information Sheet

This sheet is to be completed by all students after their thesis or dissertation defense and returned to the Graduate Administrative Assistant. The information collected here will be used to help keep records of student activity and assist us in program evaluation and improvement as per CPA accreditation guidelines. We will use this information to contact you in the future to obtain further information (e.g., a list of research activity to consider you for the New Scientist Award). If your contact information changes, please inform the Graduate Administrative Assistant @ grad.psych@lakeheadu.ca.

1) Name: _____

2) Expected Graduation Date: _____

3) Address: _____

4) Phone Numbers: _____

5) E-mail addresses: _____

6) Are you presently employed?: yes no

If yes: Place of Work: _____

Title of position: _____

7) Are you currently registered with a College/Board of Psychology? yes no

If yes, which College/Board? _____

8) Please list any professional achievements that we should be aware of (e.g., licensure, fellow, diplomate, awards):

Thank you for your cooperation.

Appendix 18

Guidelines for Applications to Non-accredited Internship Programs

LAKEHEAD UNIVERSITY PH.D. CLINICAL PSYCHOLOGY

GUIDELINES FOR APPLICATIONS TO NON-ACCREDITED INTERNSHIP TRAINING PROGRAMS (v. 15 June 2011)

Preamble

The PhD Clinical Psychology program at Lakehead University expects its students to apply to accredited internship programs. In exceptional circumstances, a student might not be able to comply with this expectation and may require applying to non-accredited internship programs. These guidelines provide the criteria that will be used to evaluate the suitability of non-accredited internship programs for student training. Its objective is to maintain minimum internship training standards for all students in the PhD Clinical Psychology program.

Students who wish to apply to non-accredited internships are required to inform in writing the Director of the Clinical Program (DCP) of their intention and provide information on the exceptional circumstances that govern their decision. Examples of exceptional circumstances include family responsibilities or commitments, health reasons related to the student or to family member(s) that require the student to undertake his or her internship in a particular location that does not offer accredited internships, or a desire to obtain training experience with a particular population or a treatment modality that cannot be obtained at accredited sites. This notification of the intention to secure non-accredited internship training must be delivered to the DCP no later than 4 months in advance of the date that the student wishes to begin his or her internship.

As well, at least 4 months before the date that the student wishes to commence his or her internship, the student is required to submit a proposed description of a non-accredited internship program with an explanation as to how it meets or exceeds the minimum standards detailed below. The DCP will review the submission and render a decision to the student. Modifications to the proposed internship might be required before it is approved; otherwise the submission will be rejected. Hence students should not assume that a positive decision will be automatically rendered and are encouraged to consult the DCP if they have any questions.

Minimum Standards for a non-accredited internship

1. The internship training program (henceforth referred to as "training program") must be offered by an organization (hospital, community mental health setting), a consortium of mental health organizations, or an organized and stable group of professional psychologists, which is recognized to offer mental health services, has clearly articulated goals, objectives, values and principles, and adheres to the scientist-practitioner model of training.
2. The training is provided full-time over a period of 12 consecutive months or half-time over a period of 24 consecutive months to accumulate a total of 2000 training hours.
3. The training program must be run by a Director of the Clinical Program who is an experienced doctoral-level professional psychologist and who is registered or licensed in the jurisdiction in which the program is offered. This Director is responsible for the quality and integrity of training and is the key contact person for Lakehead University's PhD Clinical Psychology program with respect to communications relating to the internship training of the student.

4. The intern must be supervised by at least two (2) primary supervisors, both of whom must be a doctoral-level psychological professional who is registered or licensed within the state or province in which the training is being offered.
5. The intern must have a title such as “intern” or “resident” or other designation to signify his or her trainee status.
6. The training program offers the student the following:
 - Training in psychological assessment, intervention, consultation, program development and evaluation in preparation for eligibility for registration in any jurisdiction in Canada
 - Development of clear training goals and objectives specific to the student’s needs that are written and agreed upon by the student and supervisor(s) at the beginning of the internship year
 - Variety of empirically-supported assessment and intervention procedures
 - More than one therapeutic modality (individual, couple, family, group)
 - Experience with different patient populations, different presenting problems, and diversity issues
 - At least two hours per week of didactic activities that could include case conferences, seminars, rounds, in-service training, or workshops.
 - Where possible, training and experience in the provision of supervision and involvement in research that is not the student’s dissertation
 - Sequenced training that increases in complexity and that is commensurate with increasing knowledge, skills, and autonomy of the student
 - No more than 2/3 of training hours are to be spent on direct client service provision
 - No less than 4 hours per week of direct scheduled supervision time of which at least 50% of the direct scheduled supervision time is provided by the primary supervisor(s)
 - Additional supervision above and beyond the 4 hours per week is welcomed and could include unscheduled supervision, or supervision by other health professional staff members who are not registered psychologists.
 - Ongoing feedback to the student either in oral or written form in relation to the student’s performance and progress in meeting the student’s internship training goals and objectives
 - Formal written evaluation provided to the student at the mid-point and again at the end of the internship rotation or internship year
 - Explicit remediation protocol and complaint and appeal process with the availability of an additional avenue of appeal should problems arise between the student and the internship Director.
 - Adequate facilities and resources to support the training of the student
 - Financial remuneration that is equivalent to the national standard
 - Presence of at least another intern who can support and contribute to the training of the student (*Note: if the non-accredited site does not have another intern on site, efforts should be made to ensure access to at least another intern in another site).*
7. The university program (Lakehead University) is provided with a copy of the training plan that is developed between the student and itself at the beginning of the internship.
8. Lakehead University is provided a formal written evaluation which is a synthesis of all supervisors’ evaluation and feedback at the mid-point and at the end of the internship year
9. The training program communicates a decision to Lakehead University about the outcome of the student’s internship year as to whether the student passed or failed.

Evidence of a commitment to quality in training on the part of the non-accredited program is accepted in the form of its membership with the Association of Psychology Postdoctoral and Internship Centers (AAPIC) or with the Canadian Council of Professional Psychology Programs (CCPPP), or its application for accreditation is in progress with either the Canadian Psychological Association or the American Psychological Association. Such programs will in all likelihood be approved as acceptable non-accredited training sites.

Appendix 19

Clinical Science Comprehensive Examination (Psychology 6812)

Clinical Science Comprehensive Examination (Psychology 6812)

PLEASE NOTE THAT THIS PROGRAM REQUIREMENT ONLY APPLIES TO STUDENTS ENTERING THE PHD PROGRAM PRIOR TO SEPTEMBER 2017

Preamble

Comprehensive examinations assess the student's general preparation for the Ph.D. degree and assess specific areas of study in which the student may require further work (content, methodology, and/or theory). The examinations assess the student's ability to integrate material from divergent areas, to reconcile theoretical, methodological, clinical or empirical issues, and to think creatively. There are two such examinations: Clinical Practice Comprehensive Examination (Psychology 6811) and the Science Comprehensive Examination (Psyc 6812). Continued registration in the Ph.D. Clinical Psychology program rests upon successful completion of both Comprehensive Examinations. This document provides information on the Science Comprehensive Examination.

The purpose of Science Comprehensive Examination is to assess the student's ability to integrate and critically evaluate an area of psychology from a scientific perspective. It can take one of two forms – a written comprehensive paper or an original research project that results in a research paper. The student works independently on the examination. The paper or research project should be outside the student's area of dissertation research or a research project.

The student has to register for the Science Comprehensive Examination by September 30th of Ph.D. Year 2. S/he provides a formal written document informing the program director of the intended format of the Examination (paper or research topic) and the membership of the Science Comprehensive Examination Committee. This committee, which consists of three Psychology faculty members, evaluates the Science Comprehensive Examination. In certain instances, one of the committee members may be an Adjunct Faculty, a faculty member from another department, or an individual external to the university who has expertise in the area under examination. Proposed committee members from outside of the department or university must be approved by the GSC and then by the department through a 3-working-day departmental posting of the individual's CV. Note that all committee members must have a Ph.D degree. The Chair of the Science Comprehensive Examination Committee is a full-time Psychology faculty who is responsible for organizing the committee during evaluation time and for ensuring that the student receives credit on the transcript upon successful completion of the Science Comprehensive Examination.

Written Essay Topic

This format of the Science Comprehensive Examination consists of a written comprehensive paper that has to be submitted for evaluation to the Science Comprehensive Examination Committee. The topic is selected by the Science Comprehensive Examination Committee with input from the student. However, the final decision rests with the Committee. The topic has to be unrelated to the student's dissertation. The student enters into an initial consultation with the Committee in which the following expectations are outlined:

- the subject area
- goals and objective of the paper (e.g., questions to be addressed in the essay), its evaluation criteria, specifications on how the comprehensive paper differs from a typical graduate term paper, and deadline for submission of the paper
- evaluation criteria
- deadline for submitting the comprehensive paper

Based on the initial consultation, the student develops a Science Comprehensive Examination proposal. The proposal should indicate the goals and objective of the paper and a preliminary list of references. The proposal is forwarded to the Committee for approval.

After the proposal has been approved, the student works on the paper independently. The student has to submit the paper, written in APA format, by the deadline set by the Committee. It should have a cover page with the title of comprehensive paper, the name of the student, date of submission, indication that it is a Science Comprehensive paper, and the names of the Committee members.

Research Topic

This examination involves the student undertaking a research project and producing a subsequent research paper. The topic is selected by the student but subjected to the approval of the Science Comprehensive Examination Committee. The topic has to be unrelated to the student's dissertation. The student enters into an initial consultation with the Committee in which the following expectations are outlined:

- the subject area
- goals and objective of the research project (e.g., questions to be addressed in the project)
- the evaluation criteria
- deadline for submission of the paper

Based on the initial consultation, the student develops a research proposal for the Science Comprehensive. The research proposal should consist of a short literature review followed by the types of information required by the Lakehead University Research Ethics Board (REB) for ethics submission. It is preferable that the proposal be in a state ready for ethics submission to the REB. The research project must meet the Tri-Council ethics guidelines.

Once the research proposal has been accepted by the Committee, it is submitted to the REB for ethics clearance. Following ethics clearance, the student implements the project, analyses the data and writes up a research report following APA format. After the research report has been completed, it is submitted to the Committee for evaluation.

Completion of the Clinical Science Comprehensive Examination

A "pass" on the examination is confirmed by completion of the "*Clinical Science Comprehensive Examination Completion Form*". *Once this form is signed by all committee members, the Chair of the examination ensures that the student receives credit on his/her transcript for completion of the examination.*