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# CLINICAL PROGRAM MANUAL

## 2024-25

### FOR

### M.A. CLINICAL PSYCHOLOGY

### PH.D. CLINICAL PSYCHOLOGY

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# PREFACE

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The Clinical Program Manual (CPM) is a policy and procedure document for the M.A. Clinical Psychology and CPA\*-accredited Ph.D. Clinical Psychology programs at Lakehead University. [The Ph.D. program is accredited by the Canadian Psychological Association (CPA) for a six -year term until the 2023-24 academic year (initial accreditation 2006).

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 Ph.D. 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). In particular the GPM contains important information about the thesis/dissertation policies and procedures, along with other important policies that govern the Department of Psychology's graduate programs.

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<sup>1</sup> The CPA Accreditation Standards (2023) now use the term “residency” in place of “internship”.

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# PRACTICUM FORMS

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Note: These forms are not included in the CPM.

The most up-to-date versions of these forms can be found in the shared Google Drive folder titled [“Important Forms – Students/Faculty”](#)

Form 1	WSIB – Letter to Employers
Form 2	WSIB – Student Declaration
Form 3	Safety and Due Diligence
Form 4	Learning Expectations
Form 5	Supervision Log
Form 6	Practicum Evaluation Form
Form 7	Practicum Completion Form
Form 8	APPIC Tracking Form
Form 9	Practicum Growth and Development Form
Form 10	Practicum Extension Request
Form 11	Request for Extra Practicum
Form 12	Lakehead University Clinical Psychology Residency Evaluation Form
Form 13	Practicum Forms Checklist

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# I. OVERVIEW

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## 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 goal is to provide generalist training that allows graduates to practice in diverse clinical and academic settings, with an emphasis on preparing trainees who can provide psychological services and contribute to research related to our region's distinctive and diverse geographic and population characteristics, which includes Indigenous peoples and communities. We also seek to contribute to retention of practicing clinical psychologists in our region.

We will do this by:

- Training 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.
- Providing generalist training that allows career flexibility in urban or rural practice settings, and in academic institutions.
- Ensuring all students gain knowledge and skills in northern, rural, and cultural issues through coursework, research, and clinical training.
- Provide trainees 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.
- Emphasize clinical training opportunities in a range of Northwestern Ontario settings.

## 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 underserviced 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 Gender and 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 on the Departmental website.

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## II. ADMINISTRATIVE STRUCTURE

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### 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 for Doctoral and Residency Programs in Professional Psychology* (Canadian Psychological Association, 2023), 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. Members of the Clinical Core are 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 Practicum Coordinator elected by the Clinical Core is responsible for “monitoring and evaluating practicum facilities and for overseeing student progress within them” [CPA Standard IV (E)]. The DCP is responsible for monitoring and evaluating residency facilities and for overseeing student progress within them. More details are provided below in the section *Practicum Coordinator*. The DCP performs the same role for residency.
7. 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*.
8. 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 residency application process for Ph.D. students through APPIC (i.e., advising students with regards to readiness and the application process, reviewing and approving student requests for residency application, and reviewing progress).

The DCP works closely with the Practicum 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 the Clinical Core 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 residency forms and on residency placements).

The DCP represents the clinical programs at the G.S.C. level. The DCP 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.

## Practicum Coordinator

Dr. Josephine Tan

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

## 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 Psychology Program Coordinator.

## Psychology Clinic Director

Dr. Mandy McMahan

The Psychology Clinic Director provides clinical and administrative leadership to the Psychology Clinic. This includes oversight of the day-to-day clinic operations, clinic development and planning, individual supervision of practicum students as well as provision of direct clinical services. The Clinic Director attends and participates in Clinical Area meetings (non-voting). Currently this position is full-time, 9 months out of the year.

## Clinical Core Membership

The Clinical Core is responsible for governance of the M.A. and Ph.D. Clinical Programs as outlined in II.1-8. Clinical Core faculty may additionally teach clinical courses and supervise clinical practica; however, Clinical Core membership indicates that members play an active role in the governance of the clinical programs. All Psychology Department faculty who are registered, or in the process of becoming registered, are expected to participate in the Clinical Core so as to benefit decision-making and shared responsibility for governance. Clinical Core Members are expected to attend Clinical Area meetings and to actively participate in decision-making (e.g., through email and/or post-hoc meetings). Faculty on sabbatical and other leaves, who have participated in the Clinical Core prior to their leave, are still considered Clinical Core and can participate where reasonable and appropriate at their discretion (e.g., admissions decisions), but are under no obligation to do so.

### Clinical Core Membership (2024-25):

Dr. Amanda Maranzan, C. Psych.  
Dr. Aislin Mushquash, C. Psych.  
Dr. Chris Mushquash, C. Psych.  
Dr. Kirsten Oinonen, C. Psych.  
Dr. Josephine Tan, C. Psych.

## 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, Coordinator, and Clinic Director 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, Clinic Director, and the M.A. and Ph.D. Clinical Student Representatives (see Graduate Program Manual for information about the 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.

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# III. GRADUATE CLINICAL PSYCHOLOGY PROGRAMS

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The Department of Psychology at Lakehead University offers an M.A. in Clinical Psychology and Ph.D. in Clinical Psychology. The objective of the M.A. 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, including:

- (a) [Master's Program Regulations](#)
- (b) [Doctoral Program Regulations](#)
- (c) Additional [Graduate Program Regulations](#) specific to the Faculty of Health and Behavioural Sciences  
(scroll to view "Psychology Graduate Programs Regulations")
- (d) Regulations about time-to-completion ([see section "e" in our Departmental Regulations](#)).
  - Students in a Master's program are expected to complete all requirements within six terms (2 years) of continuous full-time registration. Recommendation for a time extension beyond these limits will be forwarded to the Faculty of Graduate Studies Council for consideration and final approval. You can find more information about time extensions (or leaves of absence) in the [Faculty of Graduate Studies Master's Program Regulations](#). Note that time extensions for Masters students are granted on a per term basis up to a three term limit, and that students on Time Extension are not eligible for university funding, including, but not limited to: bursaries, scholarships, and graduate assistantships.
  - Students in the Ph.D. Clinical Psychology have up to 15 terms (5 years) to complete the program. Recommendation for a time extension beyond these limits will be forwarded to the Faculty of Graduate Studies Council for consideration and final approval. You can find more information about time extensions (or leaves of absence) in the [Faculty of Graduate Studies Doctoral Program Regulations](#). Note that time extensions for Doctoral students are granted on a per term basis up to a four term limit, and that students on Time Extension are not eligible for university funding, including, but not limited to: bursaries, scholarships, and graduate assistantships.
- (e) Faculty of Graduate Studies information about [time extensions](#), and [leaves of absence](#)

## 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:

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)

Psychology 5901 - M.A. Thesis (2.0 FCE)

One FCE elective at the graduate level (1.0 FCE)

Psychology 5010 – Clinical Didactics (non-credit required course)

Psychology 5600/9600 - Research Seminar (non-credit required course)

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 *Graduate Clinical Program Deadlines* in Appendix 2 outlines specific dates by which different stages of the thesis (Psychology 5901) must be completed. Clinical Didactics (Psyc 5010) will be taken in the spring/summer of the first year of the program. 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.*

### Recommended Sequence for the MA Program:

#### Year 1:

(a) Complete all required coursework:

- *Psychology 5151 Multivariate Statistics for Behavioural Research (0.5 FCE)* (Note: With the approval of one's thesis supervisor, this course can be instead taken in Year 2)
- *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)*

- Take *Psychology 5010 Clinical Didactics in spring of Year 1*
- (b) Take the elective courses (total of 1.0 FCE), if schedule permits.
- (c) Take *Psychology 5600/9600 Research Seminar* (register in 9600 placeholder course every term).
- (d) Work on *Psychology 5901 M.A. Thesis* (2.0 FCE) (register in 9901 placeholder course for every term).
- (e) Take any courses that are pre- or co-requisites to the program (e.g., *Psychology 3015, 4111*). These would have been outlined in the offer of admission and must be completed within the first year. Students needing pre- or co-requisites will be manually registered by the Department/Enrollment Services

### Year 2

- (a) Complete any outstanding elective courses.
- (b) Take *Psychology 5600/9600 Research Seminar* (register in 9600 placeholder course for every term)
- (c) Complete *Psychology 5091 M.A. Practicum* (register in Psych 9091 placeholder, for each semester one is completing a placement), 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 successfully defended, and they have signed and returned the Clinical Psychology Student Information and Agreement Form (see Appendix 7).
- (d) Complete all requirements related to *Psychology 5901 M.A. Thesis* by August 31<sup>st</sup> of Year 2.<sup>1</sup>

**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 30<sup>th</sup> of Year 2 are permitted to apply to the Ph.D. program as internal applicants (see p. 27). 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 31<sup>st</sup> of Year 2<sup>2</sup> will be permitted to register in the Ph.D. program if admitted.

### 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.

### MA Elective Courses Outside the Psychology Department

MA Clinical Psychology students who are not enrolled in the Gerontology or Gender and Women's Studies specializations may take a maximum of 0.5 FCE elective courses from outside of the Psychology Department. This may be a relevant course offered by another academic unit, another Ontario university through the

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<sup>1</sup> The absolute, final date for thesis submission to Graduate Studies is two working days prior to the last day to register in September.

Ontario Visiting Graduate Student Program, or as permitted in the university regulations under Letter of Permission. Approval for this course must be obtained in advance from the Clinical Area (submit a written request including course to the DCP).

# Ph.D. in Clinical Psychology

## General Description

The Ph.D. 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 bases of behaviour (e.g., physiological psychology; comparative psychology; neuropsychology; psychopharmacology)	<ul style="list-style-type: none"> <li>• Psyc 5111 Cognitive Neuropsychology</li> <li>• Psyc 5471 Psychopharmacology</li> <li>• Psyc 5475 Behavioural Endocrinology</li> <li>• Psyc 5491 Clinical Psychopharmacology</li> <li>• Psyc 5751 Special Topics in Biological Psychology</li> <li>• Psyc 5801 Specialized Readings and Research Techniques</li> <li>• Psyc 5811 Specialized Readings and Research Techniques</li> </ul>
II. Cognitive-Affective bases of behaviour (e.g., learning; sensation; perception; cognition; thinking; motivation; emotion)	<ul style="list-style-type: none"> <li>• Psyc 5075 Mood Disorders</li> <li>• Psyc 5111 Cognitive Neuropsychology</li> <li>• Psyc 5801 Specialized Readings and Research Techniques</li> <li>• Psyc 5811 Specialized Readings and Research Techniques</li> </ul>
III. Social bases of behaviour (e.g., social psychology, cultural, ethnic, and group processes; sex roles; organizational and systems theory).	<ul style="list-style-type: none"> <li>• Psyc 5250 Evaluation in a Health &amp; Social Services Context</li> <li>• Psyc 5130 Social Cognition</li> <li>• Psyc 5801 Specialized Readings and Research Techniques</li> <li>• Psyc 5811 Specialized Readings and Research Techniques</li> <li>• Psyc 6531 Community and Rural Psychology</li> </ul>
IV. Individual behaviour (e.g., personality theory; human development; individual differences; abnormal psychology)	<ul style="list-style-type: none"> <li>• Psyc 5011 Correctional Psychology</li> <li>• Psyc 5035 Health Psychology</li> <li>• Psyc 5211 Psychogerontology</li> <li>• Psyc 5801 Specialized Readings and Research Techniques</li> <li>• Psyc 5811 Specialized Readings and Research Techniques</li> </ul>

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	<ul style="list-style-type: none"><li>• Psych 5271 Ethical and Professional Issues</li></ul>
2. Research Design and Methodology	<ul style="list-style-type: none"><li>• Psych 5711 Research Methods and Program Evaluation</li></ul>
3. Statistics	<ul style="list-style-type: none"><li>• Psych 5151 Multivariate Statistics for Behavioural Research</li></ul>
4. Test Construction and Psychological Measurement	<ul style="list-style-type: none"><li>• Psych 5201 Clinical Assessment Techniques</li><li>• Psych 6251 Advanced Assessment Techniques</li></ul>

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

Specific Professional Skills	Courses
1. Psychological Assessment	<ul style="list-style-type: none"> <li>• Psyc 5010 Clinical Didactics</li> <li>• Psyc 5201 Clinical Assessment Techniques</li> <li>• Psyc 5091 Master's Practicum</li> <li>• Psyc 5271 Ethical and Professional Issues</li> <li>• Psyc 5551 Clinical Interviewing</li> <li>• Psyc 6090 Ph.D. Practicum</li> <li>• Psyc 6092 Ph.D. Residency</li> <li>• Psyc 6251 Advanced Assessment Techniques</li> </ul>
2. Intervention	<ul style="list-style-type: none"> <li>• Psyc 5010 Clinical Didactics</li> <li>• Psyc 5091 Master's Practicum</li> <li>• Psyc 5071 Couple and Family Therapy*</li> <li>• Psyc 5311 Cognitive-Behavioural Therapy</li> <li>• Psyc 5571 Psychotherapy</li> <li>• Psyc 5731 Special Topics: Group Therapy*</li> <li>• Psyc 5731 Special Topics: Addiction Intervention*</li> <li>• Psyc 6011 Dialectical Behaviour Therapy*</li> <li>• Psyc 6090 Ph.D. Practicum</li> <li>• Psyc 6092 Ph.D. Residency</li> </ul>
3. Consultation	<ul style="list-style-type: none"> <li>• Psyc 5010 Clinical Didactics</li> <li>• Psyc 5091 Master's Practicum</li> <li>• Psyc 5551 Clinical Supervision*</li> <li>• Psyc 6090 Ph.D. Practicum</li> <li>• Psyc 6092 Ph.D. Residency</li> <li>• Psyc 6531 Community and Rural Psychology*</li> </ul>
4. Program Development and Evaluation	<ul style="list-style-type: none"> <li>• Psyc 5711 Research Methods and Program Evaluation</li> </ul>

5. Interpersonal Relationships	<ul style="list-style-type: none"> <li>• Psyc 5010 Clinical Didactics</li> <li>• Psyc 5091 Master's Practicum</li> <li>• Psyc 5110 Interpersonal Behaviour and Psychopathology*</li> <li>• Psyc 5271 Ethical and Professional Issues</li> <li>• Psyc 5731 Special Topics: Group Therapy*</li> <li>• Psyc 6090 Ph.D. Practicum</li> <li>• Psyc 6092 Ph.D. Residency</li> <li>• Psyc 6531 Community and Rural Psychology*</li> <li>• Psyc 6751 Cultural Issues for Clinical Psychologists</li> </ul>
6. Clinical Supervision	<ul style="list-style-type: none"> <li>• Psyc 5010 Clinical Didactics</li> <li>• Psyc 5551 Clinical Supervision*</li> <li>• Psyc 5091 Master's Practicum</li> <li>• Psyc 6090 Ph.D. Practicum</li> <li>• Psyc 6092 Ph.D. Residency</li> </ul>

## Details About the Ph.D. Clinical Psychology Program Requirements

The Ph.D. in Clinical Psychology requires the completion of 6 FCE's over four years of full-time study in addition to:

- Ph.D. Practicum (Psychology 6090 (9090)) – non-credit required course
- Clinical Practice and Research Examination (Psychology 6811 (9811)) – non-credit required course. Students must register in this course each term (and remain enrolled in this course until it is complete).
- Ph.D. Residency (Psychology 6092 (9092)) – non-credit required course
- Ph.D. Dissertation (Psychology 6901 (9900)) – non-credit required course. Ph.D. students in Years 1, 2, and 3 must register yearly in this course for each term (and remain enrolled in this course until the final dissertation defense).
- Research Seminar (Psychology 6660(9660)) – non-credit required course. Ph.D. students in Years 1, 2, and 3 must register yearly in this course for each term.

Students must take the following six required half-courses (3.0 FCEs): (Note these courses are typically offered every 2 years. Students must take these courses when offered.

- Psychology 5311 – Cognitive-Behavioural Therapy<sup>2</sup>
- Psychology 5711 – Research Methods and Program Evaluation
- Psychology 6211 – Psychopathology of the Adult
- Psychology 6231 – Psychopathology of Childhood and Adolescence
- Psychology 6251 – Advanced Assessment Techniques
- Psychology 6751 – Cultural Issues for Clinical Psychologists

Students must take six elective half-courses (3.0 FCEs). In keeping with CPA Accreditation standards, students must complete at least four of their six elective half-courses in each of the following cognate areas:

- biological,
- cognitive/affective,
- social/developmental,
- and individual differences bases of behaviour.

A given half-course can fulfill only one of these cognate requirements. Successful completion of an honours level undergraduate psychology thesis may fulfil the applicable cognate area. Successful completion of a cognate area elective in the Master's degree may also fulfil the cognate area. In either case, the student must substitute another credit (elective course) in its place.

A description of the program and courses can be found in the current copy of the [University Calendar](#).

## Advanced Standing

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](#).

## PhD Elective Courses Outside the Psychology Department

PhD Clinical Psychology students may take a maximum of 1.0 FCE elective courses from outside of the Psychology Department. This may be a relevant course offered by another academic unit, another Ontario university

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<sup>2</sup> If Psych 5311 was taken during the M.A. program, and counted as one of the 1.0 FCE M.A. electives, the doctoral student must substitute another 0.5 FCE in its place.

through the Ontario Visiting Graduate Student Program, or as permitted in the university regulations under Letter of Permission. These courses may not be used to replace any required PhD courses; note that only psychology graduate-level courses can be used for cognate area requirements. Approval for this course must be obtained in advance from the Clinical Area (submit a written request including course syllabus to the DCP).

## Recommended Sequence for the Ph.D. Program

1 <sup>st</sup> – 2 <sup>nd</sup> Year Ph.D.	
Program Requirement	Notes
3.0 FCE required courses:  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)	Take the 3.0 FCE required courses.  Note that these courses are typically offered only every 2 years, so students must take them when offered.  Courses are generally sequenced so that students take 6 courses each academic year for Years 1 and 2 (3 required and 3 elective courses each year). Again, note that courses are typically offered only every 2 years so students must take them when offered.
3.0 FCE electives	Take 3.0 FCE elective courses.  Note that students must take one elective course from each of the four cognate areas. Successful completion of an honours level undergraduate psychology thesis may fulfil the applicable cognate area. Successful completion of a cognate area elective in the Master's degree may also fulfil the cognate area. In either case, the student must substitute another credit (elective course) in its place.
Psyc 6811 (9811) Clinical Practice and Research Exam	The Clinical Practice and Research Exam is a non-credit program requirement. In Ph.D. Year 1 enroll in and work towards completion of this program requirement. This exam should be completed by June of Ph.D. Year 2.

Psyc 6090 (9090) Ph.D. Practicum	It is expected that students enroll in Psychology 6090 (9090) (Ph.D. Practicum) in the spring/summer session of Year 1.
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.	

1 <sup>st</sup> – 3 <sup>rd</sup> Year Ph.D.	
Program Requirement	Notes
Psyc 5600 (6600) Research Seminar	Non-credit required course. Must be enrolled for the first 3 years of the program (enrolled in each term)
Psyc 6090 (9090) Ph.D. Practicum	Non-credit required course. Must be enrolled by spring/summer of Year 1 and completed before application for Ph.D. Residency placements through APPIC in the fall of Year 3.
Psyc 6901 (9900) Ph.D. Dissertation	Non-credit program requirement. Ph.D. Dissertation (must be enrolled from year 1 until completion; proposal and proposal defence must be completed before application for residency).
Historical and Scientific Foundations of General Psychology	The CPA Accreditation standards require doctoral graduates to have formal coursework in the Historical and Scientific Foundations of General Psychology. This content area can be fulfilled with a one-semester, senior undergraduate course. Students who did not take an undergraduate history or systems course during their undergraduate degree can fulfil this content area by taking Psyc 4611 History of Psychology or by a

	Special Topics course at the graduate level (Psyc 5731 Special Topics in Psychology).
<b>4<sup>th</sup> Year Ph.D.</b>	
Program Requirement	Notes
Psych 6092 Ph.D. Residency (register in Psyc 9092 placeholder course)	Non-credit program requirement. This is normally undertaken in 4 <sup>th</sup> year of the Ph.D. program. However, satisfactory progress on other program requirements is a prerequisite.

## 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 and details should they be requested.

## 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. Students who are completing practicum training are expected to make arrangements with their clinical supervisors to attend thesis/dissertation proposal and final defenses, along with other scientific/scholarly 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 at the Lakehead University Psychology Clinic after they have successfully completed their M.A. required courses and have successfully defended their M.A. thesis proposal. Prior to starting the practicum, students must have signed and returned the Clinical Psychology Student Information and Agreement Form (Appendix 7) and the required pre-practicum forms (see Practicum Forms). 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 *Practicum Placements*. Whether a student successfully completes the M.A. practicum requirement will be determined by a review of the total number of hours accrued, the activities engaged in during the practica (i.e., training quality), and the student's performance during the practica. This review will initially be conducted by the Practicum Coordinator and then by the DCP and Clinical Area if needed.

## 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. Prior to starting the practicum, students must have completed and returned the required pre-practicum forms (see Practicum Forms). It is highly recommended that students complete the Ph.D. practicum before they apply for Ph.D. residency 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 (Appendix 7). 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 *Practicum Placements*. Whether a student successfully completes the Ph.D. practicum requirement will be determined by a review of the total number of hours accrued, the activities engaged in during the practica (i.e., training quality), and the student's performance during the practica. This review will initially be conducted by the Practicum Coordinator and then by the DCP and Clinical Area if needed.

## Ph.D. Residency (Psychology 6092)

Clinical Ph.D. candidates are required to complete a twelve-month (1600 hour equivalent) residency. Residency 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 Residency **application**, students must have completed:

- a) all coursework,
- b) Clinical Practice and Research Examination/Clinical Practice Comprehensive Examination,
- c) dissertation proposal defense,

- d) dissertation data collection,
- e) and it is strongly recommended that students have provided a complete draft of their methods and results section to their Dissertation Supervisory Committee.

Prior to **commencement** of an Residency, students are

- (a) required to have completed the Ph.D. Practicum,
- (b) and strongly recommended that a full draft of the dissertation be completed.

It should be noted that residency 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 residencies unless there are extenuating circumstances. Students must apply for accredited residency through APPIC; only in unique circumstances (e.g., family issues or area of specialization) will students complete a non-APPIC residency. Non-APPIC residencies will be evaluated for equivalency to the CPA accreditation standards for residencies as in the Guidelines for Applications to Non-Accredited Residency Training Programs (see Appendix 9 for guidelines). For more information, refer to section V *Residency Placements*.

### Clinical Practice and Research Examination (Psychology 6811)

More details on Psychology 6811 are provided in Appendix 1.

### 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 6 for further details. Students will not be permitted to apply for residency 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 residency.

## Additional Non-Credit Experiences

### NORPIC Seminar Series

The Northern Ontario Psychology Residency Consortium (NORPIC) coordinates a seminar series that all students are encouraged to attend. Emails about the presentations and schedule are sent regularly by the Psychology Administrative Assistant. These presentations are intended to increase the breadth of clinical training available to students. They serve as a supplement to the knowledge gained in courses and practica.

### 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. Note that the Department has agreed that Friday afternoons are preferred times to schedule thesis/dissertation defenses, in order to minimize schedule conflicts and maximize departmental participation. (See also the Research Seminar description in the Graduate Program Manual)

## 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 30<sup>th</sup> of their 2<sup>nd</sup> 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 [Ph.D. Internal Application](#) online.

- (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. Upload this letter to the application system.
- (3) Upload your Progress Report to the online application system (this can be obtained from your current thesis supervisor).
- (4) Upload a full academic curriculum vitae (cv) that includes your research productivity in APA format to the online application system.

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, M.A. thesis proposal and defense evaluation forms, M.A. 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 31<sup>3</sup>. 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 Health and Behavioural Sciences Graduate Programs – Department of Psychology*).

## Graduate Clinical Programs Schedule

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

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<sup>3</sup> The absolute, final date for thesis submission to Graduate Studies is two working days prior to the last day to register in September.

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## IV. PRACTIUM PLACEMENTS (M.A. AND PH.D.)

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### M.A. Practicum

- Students in the M.A. program are required to complete 400 hours of clinical practica supervised by either a licenced Psychological Associate/Psychologist (with a Master's degree) or licensed Psychologist (with a Doctoral degree).
- Prior to starting the M.A. Practicum, students must complete all M.A. required coursework, have their M.A. thesis proposal successfully defended, complete and submit the Clinical Psychology Student Information and Agreement Form (Appendix 7) and the required pre-practicum forms (see Practicum Forms), and have the practicum approved by the Practicum Coordinator. Hours completed prior to having the practicum approved (i.e., having the forms signed) will not be counted.
- In order to be credited for Psyc 5091 Master's Practicum, students must be registered in the course.
- Students are encouraged to plan and begin their M.A. practica as early as possible.
- Sequence of training: All MA practicum hours are typically completed within the Psychology Clinic. Furthermore, students typically first successfully complete a practicum in the Psychology Training Clinic before they are permitted to start an external practicum placement. 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.

### Prerequisites

- Psyc 5201 Clinical Assessment,
- Psyc 5271 Ethical and Professional Issues,
- Psyc 5551 Clinical Interviewing,
- Psyc 5571 Psychotherapy
- Psyc 5010 Clinical Didactics
- Thesis proposal successfully defended.

## Supervision

Given that supervision shall be no less than 25% of the total time spent by the student in direct service-related activities with clients (CPA Accreditation Standards, 2023) *ResidencyM.A.* practicum students should use that as a guideline for how much supervision is recommended. Specifically:

- A minimum of 1 hour of supervision for every 4 hours of direct service-related activity provided to a student during practicum training will be individual supervision. At the Masters level, the amount of supervision provided is typically higher than this minimum.
- Up to 25% of individual supervision can be asynchronous, meaning that the supervisor reviews the student's work and provides detailed and comprehensive feedback that is later reviewed by the student.
- Individual supervision of a student's work can occur in group meetings involving other students when that student's work with clients is being discussed and the supervisor is providing that student with specific feedback. The other students in the meeting would be considered to be receiving group supervision.
- Any additional supervision beyond that noted above can be group supervision. There is no minimum amount of group supervision required, and all of a student's supervision could be individual.

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.

## Tracking Hours and Experiences

It is strongly advised that students familiarize themselves with the APPIC residency 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. Information relevant to the 2020-21 application [can be found here](#). Familiarity with these requirements will ensure that students choose appropriate practica and track their hours properly. Students may wish to use Time2Track to track their practicum experiences.

Our program has endorsed the Canadian Council of Professional Psychology Program's guidelines for [Documentation of Professional Psychology Training Experiences](#). These guidelines are a step toward national standards for documentation of practicum/residency training hours by clarifying the appropriate categorization and documentation of various training activities (e.g., direct vs indirect vs supervision hours). Students should follow these guidelines when documenting their hours.

Students should consult with the Practicum Coordinator or Director of Clinical Programs with questions about tracking hours and experiences.

## Practicum Growth and Development Form

At the end of each practicum placement, students complete the Practicum Growth and Development Form (Form 9), and submit it (along with the rest of their post-placement forms) to the Practicum Coordinator. This form is then shared with the next clinical supervisor (for the student's next practicum). This form summarizes the previous placement site, client populations, hours accrued, and focus (e.g., assessment; intervention; etc.). It also asks students to identify (1) What are the areas of strength in your clinical practice that you hope to bring forward and build upon in your next practicum? (2) What are the areas of difficulty or areas for

further growth and development that you plan to prioritize in your next practicum? Provide any suggestions or strategies for how you might prioritize or work on these moving forward. (3) Is there anything else that it would be helpful for your next supervisor to know about you as a supervisee in order to best support you?

## Ph.D. Practicum

- Students in the Ph.D. program are required to complete 600 hours of supervised clinical practica.
- Students in the Ph.D. program can be supervised by either a licensed Psychological Associate/Psychologist (with a Master's degree; for up to 200 hours) or licensed Psychologist (with a Doctoral degree). To ensure breadth of training, students are encouraged to complete their practica at multiple sites with multiple supervisors, or through diversity of experiences at several sites.
- Students can start their Ph.D. practicum at any time during their program after consulting with the Practicum Coordinator.
- Prior to starting the Ph.D. practicum, students must complete and submit the required pre-practicum forms (see Practicum Forms) and have the practicum approved by the Practicum Coordinator. Hours completed prior to having the practicum approved (i.e., having the forms signed) will not be counted.
- In order to be credited for Psyc 6090 Ph.D. Practicum, students must be registered in the course.
- Part of the Ph.D. practicum experience should entail some Inter-Professional Education activities (see below).
- No more than 10% of the total Ph.D. practicum hours can be dedicated to research activities that are carried out at the training site.
- Sequence of training: Typically, training at this level focuses on expanding the breadth and depth of clinical experience beyond that already obtained at the M.A. level. The Practicum 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 residency experience (e.g., children, adolescents, adults, older adults).
- The Ph.D. practicum may be undertaken any time during the Ph.D. program but it has to be completed prior to the Ph.D. Residency. Students are encouraged to plan and begin their Ph.D. practica as early as possible.

### Prerequisites

Students are expected to have discussed their practicum plans 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.

### Supervision

As per the standards set out in the CPA Accreditation Standards (2023), *Residency* supervision shall be no less than 25% of the total time spent by the student in direct service-related activities with clients, and the ratio of supervision to direct service should follow a developmental trajectory in line with the student's competence. Specifically:

- A minimum of 1 hour of supervision for every 4 hours of direct service-related activity provided to a student during practicum training will be individual supervision.
- Up to 25% of individual supervision can be asynchronous, meaning that the supervisor reviews the student's work and provides detailed and comprehensive feedback that is later reviewed by the student.
- Individual supervision of a student's work can occur in group meetings involving other students when that student's work with clients is being discussed and the supervisor is providing that student with specific feedback. The other students in the meeting would be considered to be receiving group supervision.
- Any additional supervision beyond that noted above can be group supervision. There is no minimum amount of group supervision required, and all of a student's supervision could be individual.

## Direct Client Contact

As per the standards set out in the document *Accreditation Standards and Procedures for Doctoral Programs and Residencies in Professional Psychology 5<sup>th</sup> Revision* (Canadian Psychological Association, 2011), students are expected to obtain a minimum of 300 direct client contact hours throughout their Ph.D.

## Tracking Hours and Experiences

Our program has endorsed the Canadian Council of Professional Psychology Program's guidelines for [Documentation of Professional Psychology Training Experiences](#). These guidelines are a step toward national standards for documentation of practicum/residency training hours by clarifying the appropriate categorization and documentation of various training activities (e.g., direct vs indirect vs supervision hours). Students should follow these guidelines when documenting their hours.

Ph.D. students must be familiar with the APPIC residency application to ensure that they are aware of the reporting requirements related to the number and type of practicum experiences. Information relevant to the 2020-21 application [can be found here](#). This will ensure that students choose appropriate practica and track their hours properly. Students may wish to use Time2Track to track their practicum experiences.

## Practicum Growth and Development Form

At the end of each practicum placement, students complete the Practicum Growth and Development Form (Form 9), and submit it (along with the rest of their post-placement forms) to the Practicum Coordinator. This form is then shared with the next clinical supervisor (for the student's next practicum). This form summarizes the previous placement site, client populations, hours accrued, and focus (e.g., assessment; intervention; etc.). It also asks students to identify (1) What are the areas of strength in your clinical practice that you hope to bring forward and build upon in your next practicum? (2) What are the areas of difficulty or areas for further growth and development that you plan to prioritize in your next practicum? Provide any suggestions or strategies for how you might prioritize or work on these moving forward. (3) Is there anything else that it would be helpful for your next supervisor to know about you as a supervisee in order to best support you?

## 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 residency, 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.

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 students may participate 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.

## Practicum Supervisors

A listing of Psychology supervisors is provided (see link in Appendix 3). This list is updated on an ongoing basis. 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 practicum. 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 Practicum 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](https://members.cpo.on.ca/public_register/new)

## Practicum 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 Practicum Coordinator prior to making arrangements for a practicum.

Our program has endorsed the Canadian Council of Professional Psychology Program's guidelines for [Documentation of Professional Psychology Training Experiences](#). Students should follow these guidelines when documenting their hours.

### A. Liability insurance coverage

All students engaged in practicums required for their Lakehead University degree programs are covered by

Lakehead's liability insurance. In addition, all students on **unpaid** practicums required for Lakehead University's degree programs within the province of Ontario will have "Workplace Safety Insurance" ("WSI" i.e. accident/workers' compensation insurance) arranged through the Ministry of Colleges and Universities ("MCU") as long as the clinical activities they are undertaking are requirements of their degree programs (note that the placement employer in Ontario must also be covered by WSI; if this is not the case, the Ministry will provide coverage through their private insurance – CHUBB). Students on practicums outside of Ontario or on paid practicums will not receive WSI via the MCU. Instead, they will have to check with their practicum settings to see if they are covered by the setting or if they will need to acquire their own accident insurance. Students should consult with their clinical supervisors, the Practicum Coordinator, or the DCP, who may in turn consult with the University's Office of Human Resources, about how to obtain their own accident insurance if they are not covered via the MCU.

## B. Coverage for Work-Related Injuries Sustained on Practicum

Students on **unpaid** M.A. practicum and Ph.D. practicum placements will have their insurance at work covered by the Ministry of Training, Colleges, and Universities (MTCU) for the duration of their practica. This insurance is specific to accidents incurred during the practicum. The WSIB – Letter to Employers (Form 1 – completed by a representative at the practicum setting) and WSIB- Student Declaration (Form 2 – completed by the student) should be completed and returned prior to the commencement of the unpaid practicum. Students who are on **paid** M.A. practicum and Ph.D. practicum placements in Ontario may have insurance coverage by the Workers Safety and Insurance Board (WSIB) through their practicum setting. However, students must check this with the workplace/organization prior to undertaking the practicum.

## C. M.A. and Ph.D. Practicum sites

M.A. practicum hours are typically completed within the Psychology Clinic. Selection of additional 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 practicum 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 practica that offer them variety and continuity in training. In order to be competitive for a CPA accredited residency, 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.

## D. Approval of clinical settings

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

- 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.

## E. Choosing clinical settings

The first step in selecting a practicum setting is a conversation between the student and the Practicum 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 practicum, and the complementarity of the M.A. and Ph.D. practica to ensure sufficient depth and breadth of training experiences. M.A. practicum hours are typically completed within the Psychology Clinic. For more senior students, the Practicum Coordinator will also have thorough documentation on their past practica, and can assess the extent to which a proposed practicum site meets their current needs. Once the student and the Practicum 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 support the student in approaching or applying for a specific practicum. Students should familiarize themselves with the application processes and application deadlines for the three main practicum sites (Children's Centre Thunder Bay; St. Joseph's Care Group; Thunder Bay Regional Health Sciences Centre). 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 (Learning Expectations Form – Form 4). The student and supervisor then sign the form, and submit it back to the Practicum Coordinator for final review and a signature indicating approval. With the support of the Practicum Coordinator, students are responsible for finding a practicum following the process outlined above.

## F. Clinical supervision

For M.A. practica, clinical supervisors can be registered Psychological Associates who hold a Master's level degree or registered doctoral-level Psychologists. For Ph.D. practica, clinical supervisors must be doctoral-level Psychologists registered or licensed in the province or state in which they practice. All clinical supervision must be provided by practitioners registered with their relevant college of psychologists. 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 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 licensed Psychological Associate/Psychologist (with a Master's degree) or licensed Psychologist (with a Doctoral degree) counts for program requirements and the APPIC residency application.

In each practicum, 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. Tracking Practicum Hours

Our program endorses the Canadian Council of Professional Psychology Programs (CCPPP) [Documentation of Professional Psychology Training Experiences: A Guideline for Students, Supervisors, and Training Directors](#).

This document provides national standards for the documentation of practicum hours – to help clarify the appropriate categorization and documentation of various training activities – Direct Service Hours, Indirect Support Activity hours, and Supervision.

## H. Integrated Reports

The APPIC application defines an integrated psychological report as a report that includes a review of history, results of an interview and at least two psychological tests from one or more of the following categories: personality assessments (objective and/or projective), intellectual assessments, cognitive assessments, and neuropsychological assessments. *In our program, we do not require that the psychological tests are limited to these domains. For psychological tests, we require at least two from one or more categories including but not limited to domains of personality, intellectual, cognitive, neuropsychological, achievement, behavioural, and adaptive functioning.* Integrated reports generally involve the integration of results of the clinical interview and two or more psychological assessment instruments (do not count checklists or symptom measures, such as the BDI or SCID-IV). An integrated report is NOT a report written from an interview that is only history-taking, a clinical interview, and/or only the completion of behavioral rating forms, where no additional psychological tests are administered. It is recommended that students aim to write a total of at least 7 integrated reports throughout their practica.

## I. M.A. and Ph.D. Required Paperwork

Students are encouraged to keep their own copies of all required forms. Forms should all be submitted (as a

package) to the Practicum Coordinator at the start and end of the relevant practicum. The most recent versions of all practicum forms can be found in the shared Google drive (“Practicum Forms”).

Prior to starting a practicum, students should:

- Liability Insurance. 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.
- WSIB Insurance. Complete the WSIB – Letter to Employers (Form 1 – completed by a representative at the practicum site) and WSIB – Student Declaration (Form 2 – completed by the student) forms if on unpaid practicum. 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. Submit two forms to the Practicum Coordinator.
- Safety and Due Diligence Form (Form 3). Complete in consultation with supervisor and submit to the Practicum Coordinator.
- Learning Expectations Form (Form 4). Complete with the supervisor. This form is to be signed by both the student and the supervisor, and provided to the Practicum 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 *Learning Expectations* forms should be completed for each rotation/program. Students should consult with the Practicum 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 this 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:

- Supervision Log (Form 5). Keep a log of their supervision hours with the primary and secondary supervisors by using the *Supervision Log*. 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. Students may need this information when they go through the process of becoming registered. This log should detail more than just the time spent with the supervisor. The *Supervision Log* is to be submitted to the Practicum Coordinator at the end of the practicum to be placed in the student file. Students are asked to keep a copy for their own records.
- Tracking of Practicum Hours and Experiences. Document the types and duration of the clinical activities in order to collect essential data for their APPIC application and/or professional registration. See Tracking Hours and Experiences section above. Time2Track can be used for this purpose (see below). General information, including an example of the main application (AAPI) can be found at: <http://appic.org> Note: Students may use the program Time2Track (available to purchase at <http://time2track.com>) to document their clinical activities and practicum hours. Time2Track can be used to track clinical training hours for practicum, residency, and licensure. Time2Track forms may not be used as replacements for Departmental forms at this time.

At the end of a practicum in each setting or in each program/rotation, students should:

- Practicum Evaluation Form (Form 6).. The *Practicum Evaluation Form* is to be completed by the primary supervisor who evaluates the practicum performance of the student. The form is reviewed with the student and co-signed by the supervisor and the student. The form is then submitted to the Practicum 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 request a mid-practicum evaluation as well. Feedback on this form will be used to monitor student progress throughout his/her training. Feedback may be used by the Director of Clinical Programs to supplement material submitted during the student's residency application process.
- Complete the *Practicum Completion Form* (Form 7). This form provides an opportunity for students to summarize their experiences throughout the practicum, reflect on how they worked towards their original goals and learning objectives, and identify skills that were developed across various domains (e.g., ethics, assessment, intervention, consultation, program development/evaluation, interpersonal relationships, and supervision). This form also provides an opportunity for students to provide feedback on the practicum site and their supervisor including the strengths of the practicum and suggestions for areas of growth/improvement. This form is submitted to and reviewed by the Practicum Coordinator and then a copy is provided to the supervisor.
- Complete the *APPIC Tracking Form* (Form 8). This form is used to track data that students will need for the APPIC applications. Students should review this with their supervisor who will sign the form indicating their approval. This form is submitted to and reviewed by the Practicum Coordinator.

- Complete the *Practicum Growth and Development Form* (Form 9). This form is used to identify areas of strength and areas for further development, and is submitted to the Practicum Coordinator along with the rest of the post-practicum forms. Form 9 is then shared with the next clinical supervisor (at the next placement).

#### J. Requests for Extension to Approved Practicum (beyond intended end date)

Students wishing to extend their practicum beyond the intended end date should submit the Practicum Extension Request Form (Form 10) and have it signed by their supervisor. This form outlines the reason for the extension, the estimated additional hours to be completed, and the anticipated new end date. This form should be submitted to the Practicum Coordinator prior to the original intended end date. This form only applies when students have not yet exceeded the total number of required hours for their degree (400 for M.A.; 600 for Ph.D.).

#### K. Requests for Additional Practicum Hours (beyond program requirements)

Students wishing to complete additional practicum hours beyond the 400 hours at the M.A. level or the 600 hours at the Ph.D. level may make a request for them (Form 11). 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 Practicum Coordinator and the Director of the Clinical Program (DCP). Prior to granting approval for a practicum extension, the Practicum Coordinator will obtain information from the student’s thesis/dissertation supervisor to determine progress on the thesis/dissertation (via Form 11). 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 Request for Extra Practicum Form (Form 11) 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 tasks 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.

#### L. In summary – what to submit

See Practicum Forms Checklist (Form 13).

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# V. RESIDENCY PLACEMENTS<sup>2</sup>

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## Ph.D. Residency

Students in the Ph.D. program are required to complete a 1600-hour (or 1 year full-time equivalent) residency. Students normally apply for residency in the fall of Ph.D. year 3 and commence the residency in the fall of Ph.D. Year 4; however, this depends on progress on other program requirements.

### Prerequisites

Prior to Residency 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 collected their dissertation data. It is strongly recommended that residency applicants have completed a draft of their dissertation methods and results sections.

Prior to starting an residency, students must also have completed the Ph.D. Practicum and are strongly encouraged to have completed the Science Comprehensive Examination (for students who started the Ph.D. prior to September 2017) and have a complete draft of their dissertation complete. It is also strongly recommended that students have defended their dissertation prior to starting residency.

### Determining Readiness for Residency

Students should meet with the DCP in the fall of year 2 to evaluate their readiness for residency to ensure that they are on track. In the summer prior to Ph.D. 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.

In order to apply for residency, the program must determine that a student is ready to apply for residency. Thus, students must seek approval of the DCP to proceed with their applications. The APPIC process for their residency 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 residency.

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<sup>2</sup> The CPA Accreditation Standards (2023) now use the term “residency” in place of “internship”.

## Applying for Residency

Students must apply for accredited residency through APPIC; only in unique circumstances (e.g., family issues or area of specialization) will students complete a non-APPIC residency. Non-APPIC residencies must be approved by the DCP and will be evaluated for equivalency to Residency Accreditation Standards as in the Guidelines for Applications to Non-Accredited Residency Training Programs (see Appendix 9 for guidelines). The residency placement has to be approved by the DCP and the Clinical Core (see **Residency Guidelines** below).

## Tuition Fees

Students are reminded that they are exempt from tuition fees while on residency as long as all other program requirements are completed.

## APPIC Application Process

Students must apply for accredited residency 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](http://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 residency 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. Students must provide a final copy of their application to the Psychology Program Coordinator.

## Match Policies, Background Checks, and Drug Testing

APPIC publishes a number of policies that guide the Match and Post-Match Vacancy Service. Adherence to these policies is a condition of membership in APPIC and of participation in the APPIC Match and/or Post-Match Vacancy Service. Students should be familiar with these policies, which can be found on the APPIC website: <https://www.appic.org/Internships/Match/Match-Policies>

APPIC Match Policy # 8b states, "Appointments of applicants to residency positions may be contingent upon the applicants satisfying certain eligibility requirements. Such eligibility requirements must be clearly specified in the residency programs' written materials and provided to applicants in advance of the deadline for submitting rankings for the APPIC Match." It is important to understand that most sites consider interns to be employees, which means that they have the same expectations of interns as they do of any other employee. Many sites now conduct background checks, drug testing, or other pre-employment screenings that a student must pass in order to be employed as an intern. Remember that the APPIC Match Policies allow you to be denied appointment or dismissed if you fail any pre-employment screenings. Thus, if you have a criminal history or currently use a controlled substance, careful attention to sites' pre-employment requirements is essential as you decide where to apply and which programs to rank. If in doubt, ask the site for clarification. Keep in mind that, in some cases, criminal records that have been sealed or expunged may be included in these background checks.

Some residency programs perform drug testing prior to and/or during the residency year. One of the most misunderstood issues in this area is with regard to the recreational and medical use of marijuana (cannabis). Some students assume that having a prescription for marijuana, or being matched to an residency program that is located in a jurisdiction that allows the recreational use of marijuana, means that their use of marijuana will be acceptable to the residency program. However, this is a very risky and potentially incorrect assumption, as some residency programs prohibit the use of marijuana in ALL circumstances, and will refuse to hire a student who tests positive for marijuana regardless of medical need, the presence of a prescription, or its legal status.

**STUDENTS:** If you use any controlled substance, regardless of its purpose or legal status, you should carefully review sites' materials to ensure that you apply to sites that will allow you to use such substances. If a site's materials are unclear, you should consult with sites' HR departments to get clarification of their policies. We strongly encourage you to get such a clarification in writing. While we appreciate that asking for clarification can feel difficult or risky to do, the consequences of not being clear can be devastating.

## Residency 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 the supervision of a registered psychologist.* 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). Ph.D. students are required to notify and consult with the Director of Clinical Programs prior to applying for an residency.

### A. Liability insurance coverage

Students on unpaid residency (on rare occasions) will have their liability insurance covered through the university. Students on paid residency will have to secure their own liability insurance coverage or have their coverage through their training site. Students must check with their residency 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 Residency Director of Training, the Practicum Coordinator, or the DCP about how to obtain their own liability insurance coverage.

### B. Coverage for Work-Related Injuries Sustained on Residency.

Complete a copy of the WSIB – Letter to Employers (Form 1 – completed by a representative at the residency setting) and WSIB- Student Declaration (Form 2 – completed by the student) forms if on unpaid residency and return it to the Psychology Program Coordinator for processing. Students who are on paid residency 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. However, students must check this with the workplace/organization prior to undertaking the placement.

### C. Selecting Ph.D. Residency sites

Selection of an residency 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 residency typically work in a few clinical settings in order to

gain breadth and depth in training. Ph.D. clinical training must be supervised by experienced doctoral level registered psychologists.

Students must apply for accredited residency through APPIC; only in unique circumstances (e.g., family issues or area of specialization) will students complete a non-accredited residency. (see *APPIC Application Process* below). Information on a number of clinical residency sites is available from the Test Library and from postings in the Department. A listing of pre-doctoral residency programs in clinical psychology that are accredited by the Canadian Psychological Association is available from <http://www.cpa.ca/accreditation/CPAaccreditedprograms/>.

CPA accredited residency sites are preferred. While APA accredited sites also meet the program's requirements, students should be aware that Canadian students have recently faced difficulty (e.g., denied entry) crossing the U.S.-Canadian border when attempting to leave the country to start their residency.

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

Students must apply for accredited residency 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 residency. All residencies must be CPA-accredited or its equivalent. For a description of the requirements of a CPA-accredited residency, see an outline of these requirements in *Accreditation Standards for Doctoral and Residency Programs in Professional Psychology* (Canadian Psychological Association, 2023). Students requesting approval to complete a non-accredited residency must follow the program's Guidelines for Applications to Non-Accredited Residency Training Programs (see Appendix 9 for guidelines). This policy reflects the fact that students choosing to pursue a non-accredited residency must work with the DCP to ensure and demonstrate how it meets the requirements of a CPA-accredited residency. Students who need to develop a non-accredited residency 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.

#### D. Ph.D. Residency Required Paperwork

Students must apply for residency through APPIC (see prior section on **APPIC Application Process**). Prior to starting a Ph.D. residency, students should:

- Check whether they need to have their own liability insurance. Students on unpaid residency (on rare occasions) will have their liability insurance covered through the university. Students on paid residencies will have to secure their own liability insurance coverage or have their coverage through their training site.
- Complete a copy of the WSIB – Letter to Employers (Form 1 – completed by a representative at the residency setting) and WSIB- Student Declaration (Form 2 – completed by the student) forms if on unpaid residency and return it to the Psychology Program Coordinator for processing. Students who are on paid residencies 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 residency must submit all of the items listed below to the Psychology Program Coordinator and the DCP prior to starting residency. 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 residency 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 residency site which states all terms of the training including start and end date and amount of stipend

At the beginning of the residency, the student should:

- For non-accredited residency only: Complete with the supervisor the *Learning Expectations Form* (Form 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 residency in which there are different primary supervisors. In these situations, separate *Learning Expectations Form Agendas* should be completed for each rotation/program. Residency sites that use their own forms could submit them in lieu of the Learning Expectations Form.

During the course of the residency, the student should:

- Keep a log of their supervision hours with the primary and secondary supervisors by using the *Supervision Log* (Form 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. For non-accredited residencies only: 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. Residency 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 residency: assessment, intervention/therapy, clinical documentation, supervision, professional development (conferences, readings required for the practicum, etc.), and other type of activities specific to the residency experience.

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

- Undergo evaluation by their clinical supervisor(s) using the *Lakehead University Clinical Psychology Residency Evaluation Form* (see Form 12). If a CPA-accredited residency setting prefers to use its own forms, these can be submitted instead. If an unaccredited residency 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. residency rotation, students should:

- Be evaluated by his/her primary supervisor on the *Lakehead University Clinical Psychology Residency Evaluation Form* (see Form 12) or the residency setting's own form. 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 *Practicum Completion* form (see Form 7)
- Complete the *APPIC Tracking Form* (see Form 8) and the *Practicum Forms Checklist* (see Form 13).
- Maintain a copy of all forms and submit the originals to the DCP

## E. In Summary – What to Submit

See *Practicum Forms Checklist* (Form 13)

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# VI. MONITORING OF STUDENT PROGRESS AND ANNUAL REPORT

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## Student Annual Reports

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 4) by April 7<sup>th</sup> of each year to the Psychology Program Coordinator 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, residency, 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 5. 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 residency supervisors, the Director of Clinical Programs, Practicum Coordinator, 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. 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.

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# VII. PROGRAM EVALUATION

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## Program 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 M.A. Clinical and to the Ph.D. 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/residency 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 8) and the Student Annual Reports (see Appendix 4).

## Appendix 1

### Clinical Practice and Research Examination (Psyc 6811)

## Clinical Practice and Research Examination

(updated 20 Nov 2020)

The purpose of this examination is to assess the Clinical Ph.D. 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.

### Exam Format

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 (45-50 minute presentation, followed by 10 minutes of questions/discussion with the committee and the audience). The presentation and Q&A are not intended to replicate a thesis/dissertation defense; rather to approximate a professional presentation. A psychologist's job is to be able to present to an audience and answer questions, and so the public seminar is evaluated on both components.

The exam must be supervised by a clinical faculty member or clinical adjunct and any direct clinical work must be supervised by a registered clinical psychologist.<sup>4</sup>

### Approval Process

The student must develop an initial proposal that identifies (1) the exam format chosen (see above), (2) a description of the exam topic/focus, and (3) a description of how their exam topic meets the exam criteria (use headings to address a, b, and c below). The initial proposal must be first approved by the supervisor. It is then submitted to the Director of Clinical Programs for approval by the Clinical Area (within a two-week window excluding holiday breaks).

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 some integration of theory, empiricism, ethics and professional issues, and clinical and practice issues; and

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<sup>4</sup>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 be arranged if the clinical activities are consistent with what would typically be considered appropriate for a Ph.D.-level practicum and after pre-approval by the Clinical Practicum Coordinator. Please see CPM Section IV.G. "M.A. and Ph.D. Practicum Requirements".

(c) the student must take the intellectual and research lead on the exam (i.e., the conceptualization and design are directed by the student).

#### Evaluation Process

A two-person Clinical Practice and Research Examination Committee (consisting of the supervisor and a second reader from within the Department of Psychology) evaluates the final examination paper (within one month of submission) and the public seminar (typically presented within one month of paper approval). The second reader fulfills an evaluative role and so should be at arms' length from the project. 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 Area (the Director of Clinical Programs 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.

Students should register for this exam in September of Ph.D. Year 1. The exam should be completed by June of Ph.D. Year 2. This course requirement must be successfully completed before the student is allowed to apply for residency.

## Appendix 2

### Graduate Clinical Program Deadlines

## Graduate Clinical Program Deadlines

(updated Sept/2020)

Month	M.A. LEVEL		PH.D. LEVEL		
	M.A. Year 1	M.A. Year 2	Ph.D. Year 1	Ph.D. Year 2	Ph.D. Year 3
Sept.	Program Registration Required to attend orientation meeting 1 <sup>st</sup> week of Sept. G.A. students to contact faculty 1 <sup>st</sup> week of Sept. "Agreement of a Thesis/Dissertation Supervisor" form due September 30 <sup>th</sup> .	Program Registration M.A. thesis proposal approved by Thesis Supervisory Committee* by Sept. 30.	Program Registration All M.A. requirements must be completed by Aug. 31 to be admitted into the Ph.D. program <sup>2</sup> . "Agreement of a Thesis/Dissertation Supervisor" form due September 30 <sup>th</sup> . Register for Clinical Practice and Research Examination (Psych 9811)	Program Registration Dissertation proposal approved by Dissertation Advisory Committee <sup>4</sup> by Sept. 30 <sup>th</sup> .	Program Registration
Oct.		M.A. Thesis proposal defense must be scheduled by Oct 15. Register for M.A. Practicum (Psych 9091) at Psychology Clinic, if prerequisites are met. Ph.D. application due – Oct.31 <sup>1</sup>		Dissertation proposal defense must be completed by Oct. 31 <sup>st</sup> .	
Nov.		M.A. thesis proposal defense must be completed by Nov. 30.			Residency applications (APPIC) due (prerequisites must be met prior to application)
Dec.					
Jan.			Ph.D. Dissertation Supervisory Committee must be chosen by Jan.1 <sup>st</sup> .		
Feb.					
Mar.					

Continued on next page

Month	M.A. Year 1	M.A. Year 2	Ph.D. Year 1	Ph.D. Year 2	Ph.D. Year 3
April	Annual Report Due – April 7 <sup>3</sup> .	Annual Report Due – April 7 <sup>3</sup> .	Annual Report Due – April 7 <sup>3</sup> .  Must register for Ph.D. Clinical Practicum (Psych 9090) if not done previously.	Annual Report Due – April 7 <sup>3</sup> .	Annual Report Due – April 7 <sup>3</sup> .
May					
June				Clinical Practice and Research Exam (Psych 6811) must be completed by June 30 <sup>5</sup> .	
July		Submit “intent to graduate” form			
Aug	M.A. Thesis Supervisory Committee must be assembled by Aug 31.	Completed M.A. thesis in Grad. Studies by Aug. 31. <sup>2</sup>			Science Comp (Psych 6812) must be completed by Aug. 31 <sup>6</sup> .

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 two working days prior to the last day to register in September.

3 Annual Reports are due April 7<sup>th</sup> of each continuing year until the program is completed.

5 Only for students who entered the program in (or after) September 2017

6 Only for students who entered the program prior to September 2017

REGISTRATION MUST BE CONTINUOUS UNTIL GRADUATION

## Appendix 3

### Listing of Lakehead University Clinical Psychology Practicum Settings

*Please see the [Important Forms – Students/Faculty Google Drive folder](#) for the most recent listing of  
practicum settings and supervisors*

## Appendix 4

### 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***

***Please see the [Important Forms – Students/Faculty Google Drive folder](#) for the most recent forms***

## Appendix 5

### Clinical Graduate Student Annual Report Feedback Forms

## M.A. Annual Report Feedback Form

(revised June 2019)

Student Name:	
Year in Program:	
Date:	
Faculty Reviewer:	
<p>Your annual report has been reviewed by a member of the clinical faculty and then discussed with the core clinical faculty. This form is intended to provide students with basic feedback regarding whether or not they appear to be on track in meeting program expectations. However, please bear in mind that it is the responsibility of each student to ensure that they are on track with the program requirements and to be familiar with the expectations outlined in the Clinical Program Manual. Please consult with the clinical faculty if you have any questions.</p> <p>Within two weeks of receiving this feedback form, students whose progress is below/behind expected progress in any of the categories below must provide a written plan indicating when they will address their outstanding requirements. The plan must include dates and the hard copy should be submitted to the Director of Clinical Training. In 6 months' time, such students must also submit a brief report on their progress in addressing the outstanding requirements.</p>	
1. Course work:	<input type="checkbox"/> Complete <input type="checkbox"/> Expected or appropriate progress for year <input type="checkbox"/> Progress is below/behind what is expected for program year
2. Thesis:	<input type="checkbox"/> Complete <input type="checkbox"/> Expected or appropriate progress for year <p style="margin-left: 20px;">Year 1: Determine Supervisor (Sept 30) &amp; Supervisory Committee (Aug 31)</p> <p style="margin-left: 20px;">Year 2: Thesis proposal approval (Sept 30) and defense (Nov 30)</p> <input type="checkbox"/> Progress is below/behind what is expected for program year
3. Practicum	<input type="checkbox"/> Complete <input type="checkbox"/> Expected or appropriate progress for year <input type="checkbox"/> Progress is below/behind what is expected for program year

4. Research productivity (as evaluated by thesis supervisor):  Note: A formal written response is not required for low output in this category.	<input type="checkbox"/> Excellent <input type="checkbox"/> Very good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Progress is below/behind what is expected for program year
Additional comments (if any; e.g., feedback on c.v.):	
Follow-ups needed (if any):	
Faculty reviewer signature:	
DCP signature:	

## Ph.D. Annual Report Feedback Form

(revised June 2019)

Student Name:	
Year in Program:	
Date:	
Faculty Reviewer:	
<p>Your annual report has been reviewed by a member of the clinical faculty and then discussed with the core clinical faculty. This form is intended to provide students with basic feedback regarding whether or not they appear to be on track in meeting program expectations. However, please bear in mind that it is the responsibility of each student to ensure that they are on track with the program requirements and to be familiar with the expectations outlined in the Clinical Program Manual. Please consult with the clinical faculty if you have any questions.</p> <p>Within two weeks of receiving this feedback form, students whose progress is below/behind expected progress in any of the categories below must provide a written plan indicating when they will address their outstanding requirements. The plan must include dates and the hard copy should be submitted to the Director of Clinical Training. In 6 months' time, such students must also submit a brief report on their progress in addressing the outstanding requirements.</p>	
1. Course work:	<input type="checkbox"/> Complete <input type="checkbox"/> Expected or appropriate progress for year <input type="checkbox"/> Progress is below/behind what is expected for program year
2. Dissertation:	<input type="checkbox"/> Complete <input type="checkbox"/> Expected or appropriate progress for year <ul style="list-style-type: none"> <li>• Year 1: Dissertation supervisor (Sept 30) and committee (Jan 1) formed</li> <li>• Year 2: Dissertation proposal approved (Sept 30) and defended (Oct 31)</li> <li>• Year 3: Data collection complete prior to residency application (Nov 1)</li> </ul> <input type="checkbox"/> Progress is below/behind what is expected for program year
3. Practicum	<input type="checkbox"/> Complete <input type="checkbox"/> Expected or appropriate progress for year

	<input type="checkbox"/> Progress is below/behind what is expected for program year
4. Clinical Practice and Research Exam (if started the program in Sep/17 or later)	<input type="checkbox"/> Complete <input type="checkbox"/> Expected or appropriate progress for year <ul style="list-style-type: none"> <li>• Year 1: Register (Sept)</li> <li>• Year 2: Complete (June 30)</li> </ul> <input type="checkbox"/> Progress is below/behind what is expected for program year
5. Clinical Comprehensive Exam and Science Comprehensive Exam (if started the program before Sept/17)	<u>Clinical Comprehensive Exam</u> <input type="checkbox"/> Complete (June Year 2) <input type="checkbox"/> In progress <u>Science Comprehensive Exam</u> <input type="checkbox"/> Complete <input type="checkbox"/> Expected or appropriate progress for year <ul style="list-style-type: none"> <li>• Complete by Aug 31 Year 3</li> </ul> <input type="checkbox"/> Progress is below/behind what is expected for program year
6. Residency	<input type="checkbox"/> Complete <input type="checkbox"/> Expected or appropriate progress for year <ul style="list-style-type: none"> <li>• Apply in Fall Year 3 (if prerequisites complete)</li> </ul> <input type="checkbox"/> Progress is below/behind what is expected for program year
7. Research productivity (as evaluated by thesis supervisor):  Note: A formal written response is not required for low output in this category.	<input type="checkbox"/> Excellent <input type="checkbox"/> Very good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Progress is below/behind what is expected for program year
Additional comments (if any; e.g., feedback on c.v.):	

Follow-ups needed (if any):	
Faculty reviewer signature:	
DCP signature:	

## Appendix 6

### A List of Potential Adverse Consequences of Starting Residency Prior to Dissertation Completion

## Potential Adverse Consequences of Starting Residency Prior to Dissertation Completion

There are a number of adverse consequences for students, dissertation supervisors, residency sites, and our program if students start their residency 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 residency without having met program requirements may be lower.
  - As a result, students may not receive an ideal residency experience.
  - The program's APPIC match statistics will be adversely affected.
- The student's residency may suffer.
  - Students who are behind on their dissertation may not be able to focus on their residency 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 residency, as they will still be focused on the dissertation.
  - Residency 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 residency in order to complete their dissertation
  - Moving back to Thunder Bay after residency (or making repeated trips to Thunder Bay) ends up being more expensive than if the student had simply stayed longer prior to starting residency (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 residency in four months than to complete a dissertation in 4 months. Research completion is unpredictable, while residency completion times are quite predictable.
- The student's ability to secure a job after residency is affected if their dissertation is not completed.
  - Students often apply for jobs and/or receive job offers while on residency. This will be less likely if one has not completed their dissertation.
  - Residency 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 residency (but before completing the dissertation) may be disadvantaged (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 disadvantaged as the supervisor 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 7

### Clinical Psychology Student Information and Agreement Form

## Clinical Psychology Student Information and Agreement Form

I understand that Lakehead University's Clinical Psychology M.A. and Ph.D. 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 M.A. or Ph.D. 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 DCP.. Please note that some students may have a second confidential file that contains information such as accommodation forms, remediation plan documentation, information regarding appeals, and non-academic sensitive personal information that is relevant to the student's progress in the program. One should contact DCP if one requires access to that information.

Initials: \_\_\_\_\_

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 residency 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/residency match, similar information may be confidentially provided by the practicum/residency site to my graduate program and by my graduate program to the practicum/residency site. I understand that such exchange of information shall be limited to my graduate program, any practicum site, and/or any residency 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.**

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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: May 2021)

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#### ONTARIO

##### Provincial Legislation

[www.e-laws.gov.on.ca](http://www.e-laws.gov.on.ca)

##### Child, Youth and Family Services Act, 2017

- S.21 Capacity to Consent
- S.22 (1), (2) and (7) Consent to Service
- S.23 Counselling service: Child 12 or Older
- S.125 Duty to Report Child in Need of Protection

##### Children's Law Reform Act, 1990

- S.20 to S.27 Custody and Access
- S.30 to S.33 Custody and Access – Assistance to Court

##### Education Act, 1990

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

##### Freedom of Information and Protection of Privacy Act, 1990

- Part II Access to Records
- Part III Protection of Individual Privacy

##### Health Care Consent Act, 1996

- Part I General
- Part II Treatment

##### 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

##### Long-Term Care Homes Act, 2007

- S.24 Reporting Certain Matters to Director

##### Mental Health Act, 1990

- Part II Hospitalization
- Part III Estates

**Municipal Freedom of Information and Protection of Privacy Act, 1990**

- Part I Access to Records
- Part II Protection of Individual Privacy

**Personal Health Information Protection Act, 2004**

**Psychology Act, 1991**

All Sections of the Psychology Act, as well as the following regulations under the Psychology Act:

- O. Reg. 209/94 General under the Psychology Act (Quality Assurance & Advertising)
- O. Reg. 801/93 Professional Misconduct under the Psychology Act
- O. Reg. 74/15 Registration (amended in April 2015) under the Psychology Act

**Public Hospitals Act, 1990**

- O.Reg. 965, Hospital Management:
  - S.11(1) and (3) Admission to Hospital
  - S.14(1) and (2) Dangerous or Infectious Patient
  - S.20 Records of Personal Health Information
  - S.24(1) Orders for Treatment

**Regulated Health Professions Act (RHPA), 1991**

- S.27 to S.34.1 Prohibitions
- S.36, 40, 41, 42 Miscellaneous
- Schedule 1: Professions Regulated under the RHPA
- Schedule 2: Health Professions Procedural Code:
  - S.1(3), (4), and (5) Definition of Sexual Abuse of a Patient,
  - S.85.1 to 85.6.4 Reporting of Health Professionals
  - S.85.7 Funding for Therapy and Counselling
- O. Reg.107/96 Controlled Acts:
  - S.6, 7, 7.2, 7.3
- O. Reg.59/94 Funding for Therapy or Counselling for Patients Sexually Abused by Members

**Retirement Homes Act, 2010**

- S.75 (1) Reporting Certain Matters to Registrar, and (3) Duty on Medical Practitioner and Others

**Services and Supports to Promote the Social Inclusion of Persons with Developmental Disabilities Act, 2008**

- S.3 (1, 2) Developmental Disability
- S.4 (1, 2) Services and Supports
- S.5 Application
- S.14 (2,3,4,5) Determination of Eligibility

**Substitute Decisions Act, 1992**

- Part I The Property
- Part II The Person, in particular S.43 to S.53, and S.66 to S.68

**Workplace Safety and Insurance Act, 1997**

- S.14 Posttraumatic Stress Disorder, First Responders, and Other Workers

- S.37 (1, 2, 3) Reports

**College of Psychologists of Ontario**

[www.cpo.on.ca](http://www.cpo.on.ca)

Standards of Professional Conduct, 2017

<https://cpo.on.ca/members/professional-practice/standards-of-professional-conduct/>

Professional Boundaries in Health Care Relationships

[https://cpo.on.ca/cpo\\_resources/professional-boundaries-in-health-care-relationships/](https://cpo.on.ca/cpo_resources/professional-boundaries-in-health-care-relationships/)

Prevention of Sexual Abuse of Clients and Mandatory Reporting

[https://cpo.on.ca/cpo\\_resources/prevention-of-sexual-abuse-of-clients-and-mandatory-reporting/](https://cpo.on.ca/cpo_resources/prevention-of-sexual-abuse-of-clients-and-mandatory-reporting/)

Information for Consideration of Members Providing Psychological Services in the Context of Child Custody Disputes & Child Protection Proceedings, January 2014\*

[https://cpo.on.ca/cpo\\_resources/information-for-consideration-by-members-providing-psychological-services-for-child-custody-disputes-child-protection-proceedings/](https://cpo.on.ca/cpo_resources/information-for-consideration-by-members-providing-psychological-services-for-child-custody-disputes-child-protection-proceedings/)

*\*this CPO document includes references to some publications that are no longer in print or that have been replaced by more recent editions*

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**CANADA****Canadian Psychological Association**

[www.cpa.ca](http://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](http://www.cpa.ca/docs/File/Ethics/CPA_Code_2017_4thEd.pdf)

Companion Manual to the Canadian Code of Ethics 2017\*, available for purchase:

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

*\*The primary resource for understanding the Canadian Code of Ethics for Psychologists is the Companion Manual*

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

E-mail: [cpa@cpa.ca](mailto:cpa@cpa.ca)

**Federal legislation**

<http://laws-lois.justice.gc.ca/eng/acts/>

Corrections & Conditional Release Act, 1992

- S.85 to S.88 Health Care

Personal Information Protection and Electronic Documents Act (PIPEDA), 2000

- Part I Protection of Personal Information in the Private Sector
- Part II Electronic Documents
- Schedule 1 Principals

Youth Criminal Justice Act, 2002

- S.34 Medical and Psychological Reports
- S.118 Access to Records

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**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/eng/policy-politique\\_tcps2-eptc2\\_2018.html](http://www.pre.ethics.gc.ca/eng/policy-politique_tcps2-eptc2_2018.html)

- Introduction
- Chapters 1, 2, 3, 4, 5
- Chapters 7, 8, 9, 10, 11

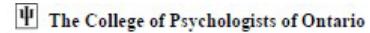
**American Psychological Association**

[www.apa.org](http://www.apa.org)

*Standards for Educational and Psychological Testing*, 2014, Available for free download from the American Educational Research Association Publications <https://www.testingstandards.net/open-access-files.html>  
1430 K Street NW, Washington, DC 20005 Tel: (202) 238-3200 | Fax: (202) 238-3250

- Chapters 3, 6, 8, 9, 10, 11, 12

## 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 8

### Graduating Student Information Sheet

**DEPARTMENT OF PSYCHOLOGY CLINICAL PROGRAMS**  
**Graduating Student Information Sheet (updated March 2021)**

This sheet is to be completed by all students after their thesis or dissertation defense and returned to the Psychology Program Coordinator. 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 Psychology Program Coordinator @ [grad.psych@lakeheadu.ca](mailto:grad.psych@lakeheadu.ca).

- 1) Name:
- 2) Expected Graduation Date (Nov or May, Year):
- 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) Research Accomplishments

Using APA format, list your accomplishments in each of the following areas. Please list all presentations/ publications to date.

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.

## 9) Awards

List all scholarships, bursaries and other awards received in \*the past year\*:

Name of Scholarship/Award/ Bursary/Etc.	Funding source (e.g., LU; SSHRC)	Value	Period of funding	
List 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.				
Name of Scholarship/Award/Bursary/Etc.	Funding source (e.g., LU; SSHRC)	Date of application	Value	Outcome (if known; e.g., successful; unsuccessful)
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?				

## 10) Additional Academic/Professional Information

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.

## 11) Program Statistics

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
<input type="checkbox"/> Applied for residency Number Applied to through APPIC: _____	<input type="checkbox"/> External Scholarship or Fellowship Number Ranked through APPIC: _____
<input type="checkbox"/> Received CPA or APA accredited residency for this fall	<input type="checkbox"/> Received funded residency for this fall
<input type="checkbox"/> Attended an residency	<input type="checkbox"/> Received unfunded residency for this fall
<input type="checkbox"/> Number of practicum/residency hours completed in past year	<input type="checkbox"/> Attended a CPA or APA Accredited Residency
<input type="checkbox"/> Number of clients in Thunder Bay you provided service to in the past year (practicum/residency)	Number of clients you provided service to in the past year (practicum/residency)

12) Please list any other professional achievements that we should be aware of not listed above (e.g., licensure, fellow, diplomate, awards):

## Appendix 9

### Guidelines for Applications to Non-accredited Residency Programs

## Guidelines for Applications to Non-Accredited Residency Training Programs

*(updated July 2019)*

### ***Preamble***

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

Students who wish to apply to non-accredited residencies 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 residency in a particular location that does not offer accredited residencies, 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 residency 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 residency.

As well, at least 4 months before the date that the student wishes to commence his or her residency, the student is required to submit a proposed description of a non-accredited residency 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 residency 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 residency***

1. The residency 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 1600 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 Ph.D. Clinical Psychology program with respect to communications relating to the residency 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 residency 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 residency training goals and objectives
  - Formal written evaluation provided to the student at the mid-point and again at the end of the residency rotation or residency 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 residency 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 residency.
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 residency year
9. The training program communicates a decision to Lakehead University about the outcome of the student’s residency 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 Residency 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 10

### Student Title Use in the Lakehead University Clinical Psychology Programs & Psychology Clinic

## **Student Title Use in the Lakehead University Clinical Psychology Programs & Psychology Clinic**

When representing themselves and presenting their titles, students need to be cognizant of informing the public about who they are, what their role is, but also ensuring that they do not violate the Psychology Act. Section 8 of the Act sets out the restrictions on terms and titles and subsection 1 restricts titles (Psychologist or Psychological Associate or abbreviations of the title). Only members of the College can hold themselves out to practice psychology in Ontario. A non-member (i.e., students) would be contravening the Act if they use the term “psychology” or “psychological” in any title or designation or in the description of any services provided. Thus, how should a student represent their title? <https://www.ontario.ca/laws/statute/91p38>

Recommendations:

- (1) Do not use the word “psychology” in any title as it contradicts the law.
- (2) One can use the word “Psychology” to identify the program or department that you are working in. The titles of student, practicum student, intern, and resident are appropriate on their own line as a title. “Psychology” can appear on a separate line when describing the department or program that one is affiliated with. It is recommended that one not use the term “psychology intern” or “psychology practicum student”.
- (3) It is ideal to avoid using “MA” or “PhD” as these can be misinterpreted as credentials. Keep in mind that the bottom line is that the public needs to be accurately informed about who the person is and what their role is.

In the interest of consistency, the program recommends the following titles when representing oneself as a student in the program or on practicum. Please also consult your practicum/residency supervisors on this issue as well.

### **In the Program:**

First name, last name  
 Masters Student  
 Clinical Psychology Program  
 Lakehead University

First name, last name  
 Doctoral Student  
 Clinical Psychology Program  
 Lakehead University

### **On Practicum:**

First name, last name  
 Practicum Student  
 Clinical Psychology Masters Program  
 Lakehead University Psychology Clinic

First name, last name  
 Practicum Student  
 Clinical Psychology Doctoral Program  
 Lakehead University Psychology Clinic