# Table of Contents

**Handbook Introduction** ........................................................................................................... 2

**Background and Organization** ............................................................................................... 3
  - Accreditation .......................................................................................................................... 3
  - Graduate Psychology Programs ............................................................................................ 4
  - Administrative Structure ...................................................................................................... 5
  - The Clinical-Developmental Program ................................................................................. 5
  - Who’s Who in the CD Area and Department? ....................................................................... 8

**Program Requirements** ......................................................................................................... 11
  - How to Apply ....................................................................................................................... 11
  - Timeline for Completion of Requirements .......................................................................... 11
  - M.A. 1 .................................................................................................................................. 13
  - M.A. 2 .................................................................................................................................. 17
  - Ph.D. 1 .................................................................................................................................. 19
  - Ph.D. 2 .................................................................................................................................. 21
  - Ph.D. 3 .................................................................................................................................. 22
  - Ph.D. 4 .................................................................................................................................. 24
  - Ph.D. 5 .................................................................................................................................. 26
  - CD Courses and Electives ...................................................................................................... 27

**Additional Learning Experiences for CD Students** ............................................................... 29
  - Additional Graduate Diplomas or Streams .......................................................................... 30

**Practicum Training Expectations and Guidelines** ................................................................. 31
  - Practicum Training Requirements ...................................................................................... 31
  - GTA Practicum Day ............................................................................................................. 32
  - Practicum Applications and Evaluation ............................................................................. 34
  - Tracking Clinical Hours ....................................................................................................... 34
  - Approval of Program-Sanctioned Hours ............................................................................. 36

**Year-End Evaluations** ........................................................................................................... 39

**Canadian Psychological Association** .................................................................................... 40
Handbook Introduction

We would like to take this opportunity to welcome new students to the Clinical-Developmental Program at York University. We are so glad you’re here! And, of course, we welcome back returning students to a new year in the CD program.

This handbook was made to help guide you through the CD program and to make your journey a little easier. There are a lot of forms to fill out and people that you need to talk to during your years at York. A lot of the information found in this handbook is from various other sources, but we hope to save you some time and frustration by putting it all together for you.

Generally speaking, this handbook focuses on things that are specific to the CD program. For more general policies, procedures, and forms, please see the Psychology Graduate Program Handbook.

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

We hope you will enjoy your time at York University. Please keep a copy of this handbook for your records and refer to the timeline at the beginning of the handbook for a quick reference on how to proceed through the program in a timely manner. If you have any suggestions to make this handbook better, please feel free to talk with one of the CD area student reps or the Director of Clinical Training (DCT).
Background & Organization

Accreditation

Our Graduate Program in Clinical Psychology is accredited by the Canadian Psychological Association (CPA) until 2023.

Contact information for the CPA Registrar is:

Stewart Madon, Ph.D., C.Psych.
Registrar, Accreditation Panel
Canadian Psychological Association, Head Office
141 Laurier Ave. W., Suite 702,
Ottawa, Ontario K1P 5H3
Phone: 1-888-472-0657, ext. 333
Email: accreditation@cpa.ca
Website: http://www.cpa.ca

Figure 1.0 Vari Hall at York University's Keele Campus
Graduate Psychology Programs

Figure 2.0 The 7 Areas of the Graduate Psychology Programs at York University
The Clinical-Developmental Program

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

The CD Program offers a wide range of theoretical approaches to clinical psychology with children, adolescents, and their families. We provide extensive training in psychoeducational and psychodiagnostic assessment, as well as evidence-based
interventions for children and adolescents. There are also opportunities to gain training in neuropsychology and health psychology. All core faculty, adjunct faculty, and applied practicum and internship supervisors involved in students’ clinical training are registered (licensed) members of the College of Psychologists of Ontario.

The CD Program’s mission is to prepare students for their roles and responsibilities as competent and ethical Clinical Developmental scientist-practitioners. We are committed to this goal by providing education and training in theoretical, scientific, and conceptual foundations of the discipline of Psychology. We believe that the practice of clinical psychology requires a strong scientific and research foundation that promotes the development of scientific knowledge and critical thinking. In our program, we strive to provide students with opportunities to engage in research related to clinically relevant topics in typical and atypical development spanning infancy through to emerging adulthood, neuropsychology, therapy outcomes, and program evaluation. These opportunities enable students to develop independence as scholars and to contribute to the creation and dissemination of knowledge to the discipline of psychology. Our program also has a strong emphasis on diversity, in that students are trained to be sensitive to individual differences and cultural diversity issues in approaching research and clinical issues.

Research programs studied by CD faculty have a developmental emphasis and include topics defined by:

- Age and stage of development (e.g., infancy, adolescence, transition to adulthood)
- Clinical psychopathology and treatment approach (e.g., trauma therapy, pain assessment, parenting, CBT, attachment disorders, early intensive behavioural intervention) Developmental cognitive neuroscience (e.g., memory, executive functioning, attention, brain structure-function relationships in clinical populations)
- Professional function related to children and families (e.g., clinical assessment/diagnosis, pediatric neuropsychological assessment, program evaluation)
- Child and youth clinical populations (including, but not limited to, Autism Spectrum Disorder, ADHD, developmental disabilities, learning disabilities, mental health, addictions)
- At-risk families (e.g., parental substance abuse, trauma)

Overarching training goals for graduates of our program are:

1. Graduates will demonstrate excellence in research, including:
   - Competence in conceptualization and critical evaluation regarding research issues and appropriate use of statistics
   - Competence in various research and evaluation methodologies suitable for typical and atypical populations in various settings (clinical, community, academic)
   - Competence in dissemination of research to diverse audiences (academic publications, presentations of professional associations, knowledge translation to broad audiences)
2. **Graduates will demonstrate clinical competence in assessment/diagnosis, according to accreditation and registration standards, including:**
   - Competence in psychoeducational and social-emotional assessment of children and adolescents
   - Competence in diagnostic formulation of various child and adolescent disorders and disabilities
   - Competence in communicating diagnoses sensitively and with precision to children, adolescents, and their families
   - Beginning competence in supervision of assessments by more junior trainees

3. **Graduates will demonstrate clinical competence in evidence-based psychological interventions, according to accreditation and registration standards, including:**
   - Competence in core clinical skills in interpersonal relationships, such as forming therapeutic alliance
   - Competence in multiple modalities of evidence-based intervention for children, adolescents, and their parents
   - Some students may gain competence in delivering group interventions, family therapy, parent-training interventions, and so on depending on the opportunities in their practicum settings

4. **Graduates will be ethical and professional members of the profession of psychology, including:**
   - Articulating a professional identity as clinical psychologists and scientist-practitioners
   - Maintaining high standards of ethical and professional behaviour
   - Demonstrating good self-awareness, self-evaluation, and knowledge of strengths and limits
   - Demonstrating a sense of citizenship regarding contributing to the profession.

5. **Graduates will demonstrate sensitivity to individual differences and cultural diversity in approaching research and clinical issues:**
   - Maintaining an attitude of respect and cultural humility regarding the impact of individual, cultural, and other forms of diversity in clients, and of their own position of privilege
   - Commitment to working with and responding appropriately to marginalized or neglected groups of people

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

Additional hands-on clinical experience is obtained through the provision of services at the York University Psychology Clinic (YUPC). Students are involved in the YUPC throughout their tenure as graduate students, beginning in the MA-1 year. Responsibilities increase commensurate with training obtained in the clinical courses and through practica, from conducting telephone intakes to completing assessments, to potentially being supervised by faculty in the supervision of lower-level students conducting therapy or assessments.
Who’s Who in the CD Area and Department?

This list contains those individuals who will be important to you during graduate studies. Below, you will see names, extensions, emails, and why you would contact these people.

**Clinical-Developmental Program**

**Professor Adrienne Perry, Director of Clinical Training**, ext. 33765, cd_dct@yorku.ca

Dr. Perry is the current area head for the CD program. Her job is to oversee the academic and clinical training of students in the program, chair the CD Area meetings and various committees, liaison with the Graduate office and Graduate Executive, advocate for greater resources for the CD Area, prepare statistics and reports for CPA, conduct annual evaluations of all students in the program, liaison with the director and staff of the YUPC, and provide support and problem solving to 70 students and 15 faculty members in the CD Area.

“You are smart and capable, and you will learn/are learning so much in this program. The world needs well trained, caring, empirically-minded psychologists. That’s what you will be, and your life will make such a difference to those you work with!”

**Simi Sahota, C, CD, and CNS Areas Administrative/Program Secretary**, simi22@yorku.ca

You would contact the CD Area Administrative Assistant for copies of MA/PhD tracking forms or other forms specific to the CD Area (e.g., year-end forms, program-sanctioned hours forms), copies of Area monthly meetings or a copy of this handbook.

**Graduate Program in Psychology**, Faculty of Health- Room 297, Behavioural Science Building, (416)-736-5290

The Graduate Program office has all forms such as petitions, ABC paper, thesis and dissertation proposal forms, final oral recommendation forms, change forms, status change forms, withdrawal and leave of absence forms, evaluation forms, a wide range of Practicum/Internship forms, reading course forms and probably more. The office also provides permission on courses that are specifically blocked, checks student records and keeps individual files. They are the liaison between students, Faculty of Graduate Studies, and the Registrar’s office. This office also processes the new applicants and provides new student with relevant information. And they are super nice, friendly, and helpful! Do stop by the Grad office and get to know them.
Professor Suzanne MacDonald – Graduate Program Director (GPD) ext. 66226, psycgpd@yorku.ca

Students are advised that the Program Director has two major roles:
1. To protect and enhance the quality of the Graduate Program in Psychology
2. To ensure that graduate students in psychology are treated fairly and served well by the Program and its members.

Graduate students are encouraged to approach the Director when encountering difficulties within the Program or need counsel that they cannot obtain from their supervisor or Area Head.

Lori Santos, Administrative Assistant, ext. 66225, lsantos@yorku.ca
(Advising; Withdrawals/Petitions/Leaves/Reinstatements; Courses; Finances)

Freda Soltau, Graduate Program Assistant, ext. 33983, fsoltau@yorku.ca
(Scholarships; Competency Exam, ABC; Theses/Dissertations; Proposals and Defenses)

TBD, Graduate Program Assistant, ext. 55290, email TBD
(Grades; Practica/Internship Agreement and Evaluations Forms)

Department of Psychology, Faculty of Health- Room 296, Behavioural Science Building, (416)-736-5115

The Chair’s office is responsible for the overall department (undergraduate and graduate) and all logistics and financial aspects of the department. This office will also help to direct you when you are not sure where to go or who to ask.

Professor Jennifer Connolly, Chair, ext. 66245, psychair@yorku.ca
Brianna Baird, Administrative Assistant to the Chair, Keys and Room Bookings for BSB, ext. 44228, bairdb@yorku.ca
Note: click here to make a room booking in BSB

Melesa Beharry, Operations Manager, ext. 33758, melesa@yorku.ca
Keisha Russell, TA Applications and Contracts, ext. 20528, krussel@yorku.ca

Professor Jessica Sutherland, Teaching Assistantship (TA) Coordinator, Room 284, ext. 66232, jesuther@yorku.ca
Al coordinates all the TA positions each year. You will hear from him in January when blanket applications are due, and then likely contact him in July when course schedules are out, and you can plan your time. Contact him for any TA related problems or difficulties, aside from CUPE issues.
York University Psychology Clinic (YUPC), Room 104, Behavioural Science Building, (416)-650-8488

TBD, Director of the York University Psychology Clinic, ext. 30428, email TBD
Jessica Iaboni, Operations Manager, York University Psychology Clinic, Room 119, jeiaboni@yorku.ca

You will receive specific information regarding your expected involvement in the YUPC in different stages of the program. There will be many activities and training opportunities that will be available to you as a student to do intake, assessment, and intervention activities through the clinic.

Canadian Union of Public Employees (CUPE) 3903
143 Atkinson Building
Phone: (416) 736-5154 (voicemail only), Fax: (416) 736-5480
Site: https://3903.cupe.ca/

Faculty of Graduate Studies- Room 230, York Lanes
The Faculty of Graduate Studies (FGS) is the administrative body overseeing all graduate programs. General information is available at their website, https://www.yorku.ca/gradstudies/

They deal with registration, course enrollment, financial and scholarship support issues, student complaints, and thesis/dissertation defense paperwork. A complete list of staff is available at, https://www.yorku.ca/gradstudies/faculty-staff/

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

How to Apply

To learn how to apply, please visit [https://psychology.gradstudies.yorku.ca/prospective-students/apply/](https://psychology.gradstudies.yorku.ca/prospective-students/apply/)

Timeline for Completion of Requirements
Clinical-Developmental Psychology, York University

**General Calendar of Deadlines**
The MA and PhD have many requirements and deadlines. This chart should help keep you on track. However, this is only a brief outline. For further information, please head to our website: [https://psychology.gradstudies.yorku.ca/current-students/requirements/](https://psychology.gradstudies.yorku.ca/current-students/requirements/)

<table>
<thead>
<tr>
<th>Yearly Calendar</th>
<th>May</th>
<th>August</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>May</strong></td>
<td>Registration—fill out your Advising Sheet with supervisor, send to CD Area Director for review and signature. The advising sheet is provided by the Graduate Office.</td>
<td></td>
</tr>
</tbody>
</table>

- **August**
  - If you are applying for federal and/or provincial scholarship applications, then you should
    1) Order transcripts now from your undergraduate universities for scholarship applications
    2) Send out reference letter requests
    3) Start drafting out your written portions, and set up a meeting to discuss/review with your supervisor

*Applications are online mid-August... what do you have to lose? Start early!*

<table>
<thead>
<tr>
<th>September</th>
<th>October/November</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First week after Labour Day</strong></td>
<td><strong>First Friday of Nov</strong></td>
</tr>
<tr>
<td><strong>Remainder of Sept</strong></td>
<td><strong>GTA Practicum Day</strong> –Find out about potential assessment and intervention practicum sites in the Greater Toronto Area and beyond.</td>
</tr>
</tbody>
</table>

*Psyliloquy*: Organized by the MA2 cohort, this is a research/social event in which PhD1 students will present their MA thesis research. This is a great opportunity for incoming students to meet students already in the program. All CD students are encouraged to attend.
<table>
<thead>
<tr>
<th>Oct to Nov (if applicable)</th>
<th><strong>Funding:</strong> Submit <strong>Doctoral SSHRC/NSERC</strong> (and OGS equivalent) applications to grad office. See the <a href="#">Graduate Program Handbook</a> for more information on these scholarships. Emails will be sent with detailed info.</th>
</tr>
</thead>
</table>
| **November to December**   | **Brown Bag:** Preparing for Internship Interviews. For senior students who have just applied.  
**Funding:** Canadian Graduate Scholarship and Ontario Graduate Scholarships due for MA students. |
| **April**                  | **MA1 students, fill out the cumulative **CD Area Progress Tracking Form**. Later students, update yours with the year’s accomplishments. Send to your supervisor and the CD Administrative Assistant for the year-end evaluation. Detailed instructions will be emailed.  
**Brown Bag:** Applying for internships (for those thinking of applying in the next year or two). |
| **May to June**            | **CD Area Spring Party!**  
**Cohort meetings with the DCT** |
| **All Year**               | “**Brown Bag**” meetings around Scholarship Funding and Internship Preparation: Check the schedule sent out via email. A description of the brown bags can be found on page 29 of this handbook.  
Throughout the year, **Clinical Case Rounds** and various training opportunities are held through the York University Psychology Clinic. Different training sessions and presentation typically occur on Mondays when Brown Bags are not occurring. Try to keep Monday afternoons free for these valuable learning opportunities. |
MA 1 Program

Figure 5.0 The Behavioural Science Building, York University (Keele Campus)

MA 1 Curriculum

<table>
<thead>
<tr>
<th>MA 1 Required Courses and Professional Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
</tr>
<tr>
<td>Psychology 6900 3.0 <em>Issues in CD Psychology- A Proseminar in Ethics, Practice, and Research</em></td>
</tr>
<tr>
<td>Psychology 6610 3.0 <em>Social and Emotional Bases of Development</em></td>
</tr>
<tr>
<td>Psychology 6131 3.0 <em>Univariate Analysis I: Analysis of Variance</em></td>
</tr>
<tr>
<td>Psychology 6820 6.0 <em>Research Practicum</em></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
</tr>
<tr>
<td>Psychology 6905 3.0 <em>Biological and Cognitive Bases of Development</em></td>
</tr>
<tr>
<td>Psychology 6910 3.0 <em>Psychoeducational Assessment of Children and Adolescents</em></td>
</tr>
<tr>
<td>Psychology 6132 3.0 <em>Univariate Analysis II: Regression</em></td>
</tr>
<tr>
<td>Psychology 6820 6.0 <em>Research Practicum (cont’d)</em></td>
</tr>
<tr>
<td><strong>YUPC intake training and assist with an assessment</strong></td>
</tr>
</tbody>
</table>

YUPC = York University Psychology Clinic
YUPC Requirements during MA (45 hours)- these are to be noted in the year-end progress form.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Notes</th>
<th>Program-sanctioned Hours</th>
<th>Part of CD Program</th>
<th>Count in Time2 Track (for internship)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>30 hours phone intake</strong></td>
<td>Begin in Spring MA1 year</td>
<td>No</td>
<td>Yes- Tracked by YUPC manager</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Complete over 12-14 mo. Period</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Requirement waived or reduced to part-time if student enters at PhD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Assist in assessment case</strong></td>
<td>Complete in Spring-Summer prior to MA2 after taking PSYC 6910</td>
<td>Yes</td>
<td>Yes- Tracked by YUPC manager</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Completed with senior student supervisor</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Professionalism and Ethical Conduct** – discussed at the Year End Meeting of CD faculty and based on input from instructors and supervisors. This is an essential component of your evaluation. Unsatisfactory ethical/professional conduct could lead to dismissal from the program.

**MA 1 Calendar**

- **March/April**
  - You will have received your letter of acceptance. Information regarding the ½ course teaching assistantship available to you is included in your acceptance package.
  - Applying for the TA has two parts: 1) Filling out the application; 2) Contacting the TA administrator in July (Prof. Jessica Sutherland, jesuther@yorku.ca) to discuss your schedule and what courses you could TA.
  - Initiation of a Vulnerable Sector Screen criminal reference check in the relevant police department where you live. This is to ensure that all our students have no record of police offenses involving vulnerable persons (children, persons with special needs). This check is required for the York University Psychology Clinic.

- **September**
  - TA Day, TA duties
  - Meet with the course instructor to fill out the workload form (part of the CUPE 3903 Collective agreement) submit by September 30th.
<table>
<thead>
<tr>
<th>December</th>
<th>Canada Graduate Scholarship (and accompanying OGS components) or full Ontario Graduate Scholarship Application due to Psychology Graduate Office.</th>
</tr>
</thead>
</table>
| January       | January 15th: Plans for your thesis should be well underway.  
|               | January 30th: Blanket application for teaching assistantships (TA) due, end of month.                                               |
| March         | Early March: YUPC Intake Training  
|               | March 15th: Submit draft copy of your proposal to your supervisor                                                                   |
| April         | April 5th: Draft copy of proposal should be returned with revisions – if not, talk to your supervisor. Your supervisor will contact a second faculty member for you. Do your revisions and resubmit your proposal to your supervisor this month.  
|               | Complete the CD Area Progress Tracking Form and meet with your supervisor to review your progress. These are part of the year-end evaluation required each year. |
| Summer of MA 1| Revise and resubmit thesis proposal to your supervisor as needed. Be aware that this may take several resubmissions. Submit your approved proposal to your committee. Once your committee has approved it, submit the final approved proposal to the Graduate Office with the proposal approval form signed by your committee. Work out a timeline with your committee regarding deadlines so that you are on schedule to defend by the end of MA2.  
|               | It is recommended that your proposal is approved by your committee by the end of Summer MA1 (August 31).                                |
|               | Prepare ethics package and complete online certificate program for submission to the Graduate Office (TCPS 2.0 Certificate).          |
|               | Forms include:  
|               | 1. TD1 (Thesis/Dissertation Proposal Submission form)- always needed  
|               | 2. TD2 (Human Participants Research Protocol)- if applying for Ethics approval |
3. TD4 (Statement of Relationship between Proposal and an Existing HRPS Approved Project)- if project had previous ethics approval and your name was included in the ethics application

The Graduate Office will then submit these forms to the Faculty of Graduate Studies. All forms are available online from FGS website or from the Psychology Graduate Office.

During the Summer, opportunities often present themselves to observe clinical work in the York University Psychology Clinic (YUPC) and participate in an assessment. Please respond in a timely manner if you wish to be considered for these opportunities, as there are curriculum requirements requiring participation in the clinic.
MA 2 Program

MA 2 Curriculum

### MA 2 Required Courses and Professional Experience

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology 6920 3.0</td>
<td><strong>Clinical and Diagnostic Assessment of Children and Adolescents</strong></td>
</tr>
<tr>
<td>Psychology 6955 3.0</td>
<td><strong>Developmental Psychopathology of Childhood and Adolescence</strong></td>
</tr>
<tr>
<td>Psychology 6930 3.0</td>
<td><strong>Clinical Developmental Interventions: Foundations</strong></td>
</tr>
<tr>
<td>Psychology 6965 1.5</td>
<td><strong>Diversity Issues in Children, Youth and Adults in Clinical Practice</strong></td>
</tr>
</tbody>
</table>

- **MA Program Sanctioned Y UPC Hours** (see table in MA 1 section for details)
- **Professionalism and Ethical Conduct** discussed at the Year End Meeting of CD Faculty and based on input from instructors and supervisors.

### MA 2 Calendar

<table>
<thead>
<tr>
<th>Month</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>TA Day, TA duties&lt;br&gt;Meet with the professor to fill out the workload submit by September 30&lt;sup&gt;th&lt;/sup&gt;.</td>
</tr>
<tr>
<td>October</td>
<td>Beginning&lt;br&gt;Once you have ethics approval, you can begin collecting your data!</td>
</tr>
<tr>
<td>November</td>
<td>First Friday&lt;br&gt;Attend GTA Practicum Day to see which sites may be of interest to you.</td>
</tr>
<tr>
<td>December</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; week&lt;br&gt;Contact assessment practicum sites. Some require reference letters and transcripts (give 2-3 weeks for this).&lt;br&gt;Update CV.&lt;br&gt;Contact CD Area Director of Clinical Training/Assessment Practicum Course Director. Discuss choices of practicum sites with them to make sure they are appropriate. Remember, you will not be allowed to go on practicum unless you are in the Ph.D. program (i.e., your thesis is finished).</td>
</tr>
<tr>
<td>January</td>
<td>Work on applications to Assessment Practicum sites.&lt;br&gt;Mock Interviews will take place to prepare you for the process.&lt;br&gt;<strong>January 30&lt;sup&gt;th&lt;/sup&gt;:</strong> Blanket application for TA due, end of month. Review workload form from September for TA. Note: Any changes, get signed by course instructor, submit to <a href="mailto:jesuther@yorku.ca">jesuther@yorku.ca</a></td>
</tr>
<tr>
<td>February/March</td>
<td><strong>February 1&lt;sup&gt;st&lt;/sup&gt;:</strong> Due date for practicum applications, as per the universal application date for the GTA.</td>
</tr>
<tr>
<td>August</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td></td>
</tr>
</tbody>
</table>
| **August 1st:** Once you have completed your MA thesis defence and all coursework, you must apply for Ph.D. status. Remember, promotion to the PhD is expected but not automatic. Get the form from the Psychology Graduate office (BSB 296), which must be signed by your supervisor. There is a processing fee that is paid to FGS.  
| **August 15th:** If you have not defended, you might require provisional status, a letter must be sent to the Psychology Graduate Office by each of your thesis committee members stating you will be defending by Fall of PhD 1. Provisional status is conditional on the support of the CD Area. A letter of support must be sent by the Director of Clinical Training and all documentation much be sent by **August 15th.** This is only done in exceptional circumstances; a student can defend in September of their PhD 1 year, with the permission of their supervisor and the Graduate Director. But you would have to pay part-time MA fees as well as full-time PhD fees. |

<table>
<thead>
<tr>
<th>Spring/Summer of MA2</th>
</tr>
</thead>
</table>
| **Submit the completed thesis draft to your committee** once your supervisor has approved it. Once your committee approves the thesis, have them sign the **Oral Defence form** indicating that you are ready to defend your thesis. Your supervisor must find an outside examiner and Chair for you, and find a date that will work for you and your committee before you submit the form.  
| **You must submit this form to the Graduate Office a minimum of 4 weeks prior to your defence date.** |  
| **Late Feb-March:** Practicum interviews, good luck! Match Day is usually the third Wednesday in March. Once you have an offer, the practicum agreement form must be signed by the site supervisor and the CD Area Director of Clinical Training/Assessment Practicum Course Director.  
| **Throughout Feb/March:** You are hopefully analysing your data for your thesis! |
PhD 1 Program

Figure 6.0 This photo was taken in York University’s Sherman Research Centre (Keele Campus)

PhD 1 Curriculum

<table>
<thead>
<tr>
<th>PhD 1</th>
<th>Typical Courses and Professional Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Psychology 6910P 6.0</td>
</tr>
<tr>
<td><strong>Psychological Assessment of Children Practicum</strong></td>
<td>(practicum off-site, usually 2 days per week, plus some classes on campus)</td>
</tr>
<tr>
<td></td>
<td>Psychology 6970 <strong>Clinical Developmental Interventions: Advanced Skills</strong></td>
</tr>
<tr>
<td></td>
<td>Possible to take a <strong>statistics course</strong> (you will need to take <strong>two 3.0 stats courses</strong>)</td>
</tr>
<tr>
<td></td>
<td><strong>Possible to take one elective</strong> (you need two <strong>electives</strong> over the PhD)</td>
</tr>
</tbody>
</table>

- Electives may be taken starting in PhD 1.
- Get started on ABC during PhD 1
- Start thinking about dissertation ideas, conversations with supervisor.

**Professionalism and Ethical Conduct**—discussed at the Year End Meeting of CD Faculty and based on input from instructors and supervisors.
<table>
<thead>
<tr>
<th>September</th>
<th>Begin assessment practicum. Make sure all necessary forms are filled out. Keep track of hours weekly (150 hrs direct service with clients required, 300 hrs total), including direct supervision, tests administered, ethnicity of clients seen, other work (report writing, feedback, etc.). See section below on Assessment Practicum. Submit time sheet to Course Director monthly using Time2Track.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Approach a supervisor for your Academic Breadth Comprehensive (ABC) Paper and determine second reader (bearing in mind both cannot also be on your Dissertation Committee). Once you have decided on a topic, begin working on your ABC proposal (brief but must be submitted to Grad office by fall of PhD2). See the Grad Program Handbook for Ethics approval procedures.</td>
</tr>
<tr>
<td></td>
<td>September 30th: TA Workload form submitted</td>
</tr>
<tr>
<td>October 15th</td>
<td>MA thesis must be defended, or you cannot apply for intervention practicum.</td>
</tr>
<tr>
<td>November</td>
<td>First Friday: Attend Practicum Day to look at sites for intervention practica.</td>
</tr>
<tr>
<td></td>
<td>November 15th: Contact intervention practicum course director to discuss potential sites.</td>
</tr>
<tr>
<td>December/January</td>
<td>Apply to intervention practicum sites, as in MA2.</td>
</tr>
<tr>
<td>January</td>
<td>First Week:</td>
</tr>
<tr>
<td></td>
<td>ABC paper: time to start writing. Set up a meeting with your supervisor. Get this to your committee as soon as possible (by the end of term at the latest).</td>
</tr>
<tr>
<td></td>
<td>Interim Evaluation of Practicum due to Grad office. A good time to review your assessment practicum goals with your on-site supervisor: make sure you’re getting what you need!</td>
</tr>
<tr>
<td>January 31st:</td>
<td>Blanket application due for TA, PhD2</td>
</tr>
<tr>
<td></td>
<td>Review workload form, as in MA2</td>
</tr>
<tr>
<td>February/March</td>
<td>February 1st: Applications are due for practicum sites.</td>
</tr>
<tr>
<td></td>
<td>Late Feb-March: Practicum interviews! Once you have a placement, announced on the 3rd Wednesday of March, the procedure follows as in MA2</td>
</tr>
</tbody>
</table>

**Spring/Summer of PhD 1**
Research, collect data and write your ABC paper. Submit the final copy to your committee by fall of PhD2.
PhD 2 Program

PhD 2 Curriculum

### PhD 2

#### Typical courses and professional experience

<table>
<thead>
<tr>
<th>Intervention Practicum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology 6930P 3.0 (full year)</td>
</tr>
<tr>
<td>CD Interventions: Practicum (including off-site practicum, usually 2 days per week and some classes on campus)</td>
</tr>
</tbody>
</table>

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

**One elective**, if possible (you need **two electives** over the PhD)

- **Professionalism and Ethical Conduct** - discussed at the Year End Meeting of CD faculty and based on input from instructors and supervisors.
- **Ideal to be completing ABC paper**

### PhD 2 Calendar

#### September

- **Early Sept**: Begin intervention practicum. [Keep track of hours](#) weekly in Time2Track as in assessment practicum. Same requirements re: hour allocation.
- **September 30**: TA Workload form submitted, as before.

#### January 31st

- Blanket application for TA due. Also look at teaching positions, if interested.
- Review workload form

#### Spring/Summer of PhD 2

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

- **April 30th**: Submit Dissertation Supervisory Committee form and prospectus to the Graduate Office by end of PhD2, Proposal (approved by committee) by end of PhD 3.
PhD 3 Program

Figure 7.0 This photo was taken in York University’s TEL Building (Keele Campus)

PhD 3 Curriculum

### PhD 3

**Typical Courses and Professional Experience**

| Any remaining required courses (e.g., statistics) from PhD1 and 2 |
| Remaining electives (if not taken in previous years) |
| Psychology 6490B 3.0 Ethical Issues in Professional Practice |
| Psychology 6020 or 6030 Historical & Theoretical Foundations of Psychology |

**PhD Program Sanctioned YUPC Hours** (assessment case should involve a supervisory role). **Professionalism and Ethical Conduct** - discussed at the Year End Meeting of CD faculty and based on input from instructors and supervisors.

### PhD 3 Calendar

<p>| September | September 30th: <a href="#">TA Workload form</a> submitted, as before. |
| December End of month | Dissertation Proposal should be returned to you. If not, talk to your supervisor. Get started on those revisions after the holidays. |
| January | January 10th: Get 2nd proposal draft into your supervisor. |
| | January 30th: |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
</table>
| Blanket application for TA due. Also look at teaching ticket positions, if interested.  
Review TA workload form. |                                                                                                                                                                                                                                                                                                                                                                                                 |
| February 1st | Proposal should be returned to you. If not, talk to your supervisor.                                                                                                                                                                                                                                                                                                                                         |
| February 10th | Resubmit proposal to your supervisor for (hopefully) final review. Once your supervisor is happy with the proposal, submit it to your committee.                                                                                                                                                                                                                                                                  |
| February 15th | It is a good idea to set up a meeting at this point with your committee members to discuss your proposal. Try to set up your meeting for mid-March at the latest.                                                                                                                                                                                                                     |
| March 15th   | Meet with your committee. Discuss your proposal and any changes that you should make. Start working on any suggested revisions. This should be submitted to ethics by the end of April. If your project is in a hospital, school or other centre, find out about ethics procedures for these places and get those in the works as they may take some time. |
| April 30th   | Your proposal should be submitted. Make sure all your tests are ordered, practice them, if necessary, get all questionnaires ready, etc. Ethics should take 4 to 6 weeks. Do all preparations in this time.                                                                                                                                                                                                                     |
| Spring/Summer of PhD 3 | Start collecting your data once ethics approval has been received. Collect as much as you can (if not all of it) this Summer.                                                                                                                                                                                                                                                                                               |
| June/July    | **Start figuring out where you are going to apply for internships.** Think about what locations are best for you and why. Look at the APPIC website and talk to those sites that you are interested in. This requires a lot of time and preparation – check with your references about letters and give references a reasonable amount of time to send letters.                                                                 |
| August Mid to End | **Set up an appointment with the Director of Clinical Training.** You must meet with them for permission to apply to internship sites and to review your clinical training experience. To apply, you are required to have:  
a) All coursework and ABC paper completed  
b) Dissertation proposal fully approved  
c) Data collected  
You should have a timeline regarding your dissertation and plan to have your dissertation finished before you leave for an internship. It is best (and easiest for you) if you defend before you go on internship. |
PhD 4 Program

PhD 4 Curriculum

<table>
<thead>
<tr>
<th>PhD 4 Calendar</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>September</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
|   ➤ *Attend the internship application meeting* if you haven’t already. Check out the APPIC website for applying for internships and decide where you are going to apply. Order all transcripts, letters of recommendation and other information you will need. You must apply to accredited (CPA and/or APA) sites through APPIC. Typically, 6-10 sites. This will often require you to spend your internship year outside of Toronto, and possibly even Ontario. Applications are generally due in November and require a lot of time and preparation, so make sure you set aside time for this! Think of a good reward to give yourself when you are finished!!  
|   ➤ *September 30th*: *TA Workload form* submitted, as before.  |

| November |
| Early to Mid |
| Applications for internship sites are due. After all this hard work, you deserve a break. |

| December |
|   
|   ➤ *Early December*: You will find out where you will have interviews for internships.  
|   ➤ *End of December*: You should be analyzing your data. Try to have your data analysis done by beginning of January. |

| January |
|   
|   ➤ *Interviews for internships*. Prepare yourself for each site – make a list of your goals and how each site fits with those goals. Talk with other students about their experiences, especially other interns at the sites you are considering.  
|   ➤ *January 20th*: Dissertation should be returned to you. If not, talk to your supervisor. Begin revisions.  
|   ➤ *January 30th*: Review TA workload form. |

| February |
| Late |
| APPIC Match Day – Where will you be going for your internship? |

| March |
|   
| Take the month to write. Have a draft copy of your dissertation to your supervisor by the end of the month. |

| April |
|   
|   ➤ *April 20th*: Dissertation should be returned to you. Begin revisions.  
<p>|   ➤ <em>April 30th</em>: Give the second draft of your dissertation to your supervisor. Talk about defence, external members, Dean’s Representative, etc. Consult the chart in the Grad Handbook for timelines and steps in the process. |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 25th</td>
<td>Your committee should have returned your dissertation to you with comments/revisions, if any. Work on those suggestions. Try to set up a date for your defence.</td>
</tr>
<tr>
<td>July End of Month</td>
<td>It is a good idea to defend your dissertation by the end of the month. If you are moving, this will give you time to pack and go. If not, you will have a very much deserved month off before starting your internship. If you cannot take a full month, at least take a couple of weeks. The internship year is going to be very busy!</td>
</tr>
</tbody>
</table>
At this time, you may be attending either a full- or part-time internship. A full-time internship takes one year to complete, while a part-time internship is generally taken over two years. You have completed all your academic requirements, and this is the last hurdle. Sites require about 1800 internship hours, generally involving rotations in different areas of practice. Once this is finished, and the PhD completed, you will need to apply for Supervised Practice with the College of Psychologists. See the CPO website for details.

Also, registration exams (in Ontario, these include an ethics and jurisprudence exam) are generally taken during the year of supervised practice. Then, the last step in this long journey is the CPO oral exam. Once you pass that, you will be authorized for Autonomous Practice as a Psychologist.

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

MA Degree

- 6900 3.0 Issues in CD Psychology: A Proseminar in Ethics, Practice, and Research
- 6610 3.0 Social and Emotional Bases of Development
- 6905 3.0 Biological and Cognitive Bases of Development
- 6910 3.0 Psychoeducational Assessment of Children and Adolescents
- 6920 3.0 Clinical and Diagnostic Assessment of Children and Adolescents
- 6955 3.0 Developmental Psychopathology
- 6965 1.5 Diversity Issues in Children, Youth and Adults in Clinical Practice
- 6930 3.0 Clinical Developmental Interventions: Foundations
- 6131 3.0 Univariate Analysis I
- 6132 3.0 Univariate Analysis II
- 6820A 6.0 Research Practicum (330 Hours)

Other Requirements:
- Professionalism and Ethical Conduct
- Program Sanctioned YUPC Hours (30 hrs YUPC intake plus assist with one assessment case)
- MA thesis

PhD Degree

- 6910P 6.0: Assessment Practicum
- 6480 3.0 Clinical Developmental Interventions: Advanced Skills
- 6930P 6.0: Intervention Practicum
- 6490B 3.0 Ethical Issues in Professional Practice
- 6020 3.0 Historical and Theoretical Foundations of Contemporary Psychology A, OR
- 6030 3.0 Historical and Theoretical Foundations of Contemporary Psychology B
- 6 credits in quantitative methods (see Graduate Program in Psychology Handbook for list)
- Minimum of two 3-credit elective courses, or equivalent, at the 6000 level

Other Requirements:
- Professionalism and Ethical Conduct
- PhD Program Sanctioned YUPC Hours
- ABC paper
- Dissertation
Electives *(Note that not all courses are offered every academic year):*

**Taught by CD Faculty:**

- 6470 Family Therapy
- 6480 Brief Psychotherapy and Short-term Treatment
- 6520 Program Evaluation
- 6770 Developmental Neuropsychology
- 6925 Supervision & Consultation
- 6935 Children and Trauma
- 6940 Adolescent Disorders: Clinical-Developmental Assessment & Treatment
- 6960 Autism and Developmental Disabilities
- 6980 Indigenous Communities’ Mental Health

**Taught by other Psychology Department Faculty:**

- 6170 Cultural Psychology
- 6245 Complex Systems Approach to Interpersonal Change
- 6410 Social Psychology
- 6452 Eating Disorders
- 6455 Current Issues in Health Psychology
- 6465 Stress and Coping
- 6474 Qualitative Research Methods
- 6477 Interprofessional Psychosocial Oncology
- 6510 Personality
- 6665 Lifespan Cognitive Development and Change
Additional Learning Experiences for CD Students

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

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

Faculty of Graduate Studies (FGS) Graduate and Postdoctoral Professional Skills (GPPS) Workshops
The GPPS Program hosts a variety of workshops: Career Pathways and Options, Transferable Professional Skills, Writing Success, Knowledge Transfer Strategies. The program overall aims to connect you with people, organizations, and resources to help you develop your professional plans and goals and strategically meet those goals. For more information, visit: http://gradstudies.yorku.ca/current-students/enhancing-your-experience/graduate-professional-skills/

The Psychology Graduate Students’ Association (PGSA)
PGSA links graduate students of all areas and one stream through shared interests and information about each other’s activities. Together students organize social gatherings, hold meetings, organize workshops, and more. For more information, visit: http://pgsa.student-org.yorku.ca/
Additional Graduate Diplomas or Streams
1. Clinical Neuropsychology Stream
   https://psychology.gradstudies.yorku.ca/areas-of-specialization/clinical-neuropsychology-stream/
2. Health Psychology Graduate Diploma Program
   https://healthpsychdiploma.info.yorku.ca/
3. Quantitative Methods Diploma
   https://qm.info.yorku.ca/quantitative-methods-diploma/
4. Neuroscience Graduate Diploma
   https://www.yorku.ca/gradstudies/neuroscience/
Practicum Training Expectations and Guidelines

Figure 9.0 This photo was taken in York University’s Behavioural Science Building (Keele Campus)

Practicum Training Requirements

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

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

1. York University Psychology Clinic (YUPC) involvement
2. **An Assessment-focused Practicum (6910P)**
3. **An Intervention-focused Practicum (6930P)**
4. Program-sanctioned hours (supervised clinical experience pre-approved by the Director of Clinical Training)
5. An optional third practicum (in some cases)
According to CPA (2011), "Practicum training incorporates and covers the following activities:

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

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

1. An optional formal third clinical practicum Psychology 6460)
2. Program-sanctioned hours (more flexible) see below.

It is recommended that these situations be discussed with the Director of Clinical Training in advance. More is not necessarily better, and time is often better spent focused on the Dissertation.

GTA Practicum Day

The GTA Clinical Practicum Day generally occurs on the first Friday of November.

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

February 1st is the deadline to apply for sites participating in the GTA Match process. A meeting/interview with sites who express an interest in you may follow. During the application decision period from November to January, maintain contact with the Course Director in order to obtain feedback with regards to the search, provide updates on potential interviews with sites, and to ask any questions.
During the Summer term, the Course Director may assign readings in advance of the course in the Fall. Prior to the intervention practicum, it is a good idea to read books and articles related to the upcoming practicum, and to ask your site supervisor for some recommendations of readings before you begin. If you have any questions, discuss them with both the Course Director and your site supervisor. The assessment and intervention practica have an associated course code that you must enrol in (6910P and 6930P). Contact with the Course Director should be maintained throughout the process, and they are the point of contact if any difficulties arise.

Mandatory CD Practica

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

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

**Intervention (6930P):** The focus is on the use of evidence-based therapeutic or other intervention/prevention strategies in clinical practice with children, adolescents, and families. As well, experience in assessment for therapy, case conceptualization, consultation, case conferences, and report writing should be included. Any well-accepted, evidence-based modality is reasonable, such as cognitive-behavioural, parent guidance, family, emotion-focused, play, parent-child interaction therapy, psychodynamic, watch-wait-wonder, and so on. Short or long-term therapy are both reasonable. Throughout most of the intervention practicum, students should carry approximately 5 cases in their caseload at any one time. This may include any mix of individual, family, or group therapy cases, depending on the site. Short term consultations, brief inpatient work, didactic psychoeducation groups, and co-therapy with the supervisor all count as clinical work during the practicum and are strongly encouraged. They will enrich your clinical training. However, they do not replace basic therapy skill development. In your setting, intervention should ideally be offered to a range of age groups, such as pre-school, school-aged, adolescent, infant & parent. In your setting, intervention should ideally be offered to children with a range of problems and disorders, such as eating disorders, ADHD, depression/anxiety, developmental delay, trauma, parent-child conflict, underachievement, and so on. It is important that the entire training experience not be with just one single problem domain or age group.
Practicum Applications and Evaluation

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

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

It is recommended that students review both forms prior to beginning their practica, so that they can gain a better understanding of what is expected of them during their time at their placement, and what criteria will be utilized in their evaluation.

NOTE: For the purposes of the assessment and intervention practica, students will be required to complete a vulnerable person’s screening at their local police station. Various other public health requirements required by settings must be adhered to as well (e.g., various vaccinations, etc.).

Tracking Clinical Hours

Throughout your assessment and intervention practica, you should be keeping detailed records of your clinical hours. These hours include:
   a) Supervision (Individual, group, peer, classroom)
   b) Direct Service (Interviewing, assessment, Individual and/or group intervention)
   c) Number of clients (as well as demographic information such as client gender, age, ethnicity, and sexual orientation)
   d) Indirect Service (Report writing, consultations, literature review)
   e) Professional Development (i.e., reading, literature reviews)
   f) Research
   g) Other relevant activities (i.e., meetings)

Time2Track

The program provides a subscription for you to use Time2Track https://time2track.com/solutions/students/ to facilitate this rather onerous record keeping. Use it from the start of your clinical experience and update it regularly (e.g., monthly). When it comes time for internship/residency applications, the website will produce APPIC-ready output for easy reporting of clinical hours.

Go to www.appic.org for more information on what types of hour breakdowns are required, as well as to obtain further information on the APPIC internship application process.
Settings
Appropriate clinical placements in the community are to be vetted prior to application, through the Practicum Course Director (6910P or 6930P) and/or Director of Clinical Training. The CD Program will provide information and support to students in the process of seeking practicum settings, including activities such as brown bag sessions regarding applications, mock interviews, etc., through the specifics of these may vary from year to year. Practicum agreement forms can be completed in the Spring of the year prior to the practicum, when students are matched to settings, but by late August at the latest. These should include relevant information ensuring that the student's training needs, and the CPA Standards will be met. These must be approved in writing by the DCT (or designate, such as Practicum Course Directors).

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

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

Concurrent Practicum Courses and Faculty Liaison
During the practicum, students are enrolled in Psych 6910P Assessment Practicum or 6930P Intervention Practicum. The course directors for these courses have the responsibility to communicate with the practicum supervisors. As per CPA Standards, regular communication is expected between the faculty and practicum supervisors, either in the form of meetings at the site and/or or via zoom, phone, or email.

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

**A minimum of 40 hours of formal supervision is required.** While group supervision can be a useful and time-effective means to provide supervision and case, individual 1:1, supervision time is seen as a critical piece of the student’s professional and personal growth. CPA Standards require that 75% of the supervision is individual.
An additional 40 hours of supervision is provided by the CD faculty member responsible for the practicum course, through class meetings, individual meetings, and joint meetings with the on-site supervisor.

Evaluation
Interim (Jan.) and Final (May) Evaluation forms will be sent to the Practicum supervisors and should be completed and discussed jointly with the student, before being submitted to the Grad office. Students’ “grade” for the course is on a Pass/Fail basis, submitted by the practicum course director, based on feedback from the practicum supervisor’s evaluations, as well as the course director’s evaluation of the in-class portion.

Approval of “Program-Sanctioned” Hours
(Additional Clinical Experience)

Background
The CD Program provides enough clinical experience via the two practica and YUPC program requirements to meet standards for CPA accreditation and to be competitive for internship.

However, from time-to-time students do engage in extra clinical training or experience for one or more of the following reasons:

a) The student identifies a gap in their training which they seek to fill
b) The program identifies a gap or feels the student needs additional clinical training to round out their competence
c) The student is involved in some way (working, volunteering, collecting data, etc.) in a clinical setting
d) The student is seeking to strengthen their credentials in preparation for internship applications

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Notes</th>
<th>Program-Sanctioned Hours</th>
<th>Part of CD Program</th>
<th>Count in Time2Track (for internship)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MA</strong> (for students entering the program in 2016-17 onwards)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 30 hours phone intake | Begin in Spring of MA1 year  
Complete over 12–14-month period  
Requirement waived or reduced to part-time if student enters at PhD | No | Yes (tracked by YUPC manager) | Yes |
| Assist with one assessment case in MA1; conduct one case in MA2 |  
Complete in Spring-Summer of MA2 after taking PSYC 6910  
Completed with senior student supervisor | Yes | Yes (tracked by YUPC manager) | Yes |
| One full case as a supervisor in PhD 3/4 | Case is completed with MA2 student; licensed supervisor is expected to provide feedback on supervision | Yes | Yes (tracked by YUPC manager) | Yes |

### Q: What counts as Program-Sanctioned Hours?

<table>
<thead>
<tr>
<th>MA or PhD</th>
<th>Non-paid, supervised clinical work outside of the YUPC (e.g., Asperger’s mentoring program)</th>
<th>Yes¹</th>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Additional assessment/intervention work or clinical supervision done in the YUPC that is not part of the program requirements, but typically done to fill a gap in the student’s training.</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Paid clinical work supervised by a member of the CPO (external sites; not to exceed 10 hours per week)</td>
<td>No</td>
<td>No</td>
<td>Not formally counted, but is described</td>
</tr>
<tr>
<td></td>
<td>Supervised clinical research endeavors (e.g., administration of</td>
<td>Typically no, some</td>
<td>___</td>
<td>Should be discussed with DCT</td>
</tr>
</tbody>
</table>
Clinical tests, conducting clinical interviews)  exceptions apply²  

¹Clinical work that is being conducted outside of the YUPC should be approved in advance by the DCT.
²Decisions will be made by the DCT on a case-by-case basis depending on the nature of the experience.

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

Please note that a CCPPP Taskforce has published a White Paper that helps standardize tracking across all clinical training programs. Click here to learn how to count your hours.

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

Criteria for Program-Sanctioned Clinical Experience Hours

- The activity must be a valid clinical experience providing Psychological Service(s) as defined in the CPO Standards of Practice (i.e., not clerical or research assistant work for a psychologist), but may include clinical work in the context of a research project under certain circumstances
- It must be supervised by a member of the College of Psychologists of Ontario, who assumes professional responsibility for the work
- The amount of supervision will depend on experience of the student and the nature of the work, but should approximate that of an official Practicum (i.e., 1-hour individual supervision per week; min. 1 hour per 20 total hours or 10 face-to-face hours)
- The Supervisor will complete and sign a brief evaluation form to confirm the number of hours worked by the student, and to indicate that the work was satisfactory
- The activity may take place in a variety of contexts: agency/clinic, private practice, hospital, school, etc. and may be paid or unpaid
- A minimum number of hours is not required. Students may work any amount of time (e.g., 2-week block of full-time work, 1 day/week for 4 months, etc.)
- The activity should be approved in advance by the Director of Clinical Training using the Advanced Approval of Clinical Experience form. Final number of hours worked, and evaluation must then be submitted when the work is completed, using the Program Sanctioned Hours Form.
- Hours should be documented in detail in Time2Track as per www.appic.org categories
Year-End Evaluations

The year-end evaluation is an important exercise in the Graduate Program in Psychology. It provides the Program with an opportunity to acknowledge good progress and performance and, where appropriate, to point out places where better progress and performance might be made. It is also essential in the CD area for our annual accreditation reports. Satisfactory progress in academic, clinical, and interpersonal areas is required by the program.

From students: A completed Progress Tracking Form which has been discussed with and signed by the supervisor should be submitted to the CD Area Secretary (simi22@yorku.ca). It is strongly suggested that students send a copy of this document to their supervisors, for use in completing their reports as described below. This document will be kept in a OneDrive so it can be added to each year, representing a cumulative record of the student’s accomplishments in the program.

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

1. An estimate of date of completion of:
   a. Course requirements
   b. Practicum/internship requirements
   c. ABC Paper
   d. Dissertation or thesis (provide names of supervisory committee members)

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

2. An assessment of the overall academic quality of the student’s work and contribution
3. A statement regarding professional/ethical competence of the student
4. Any concerns or recommendations

From Clinical Supervisors: Clinical work is undertaken during MA1 and MA2 (assessment courses), PhD1 (assessment practicum) and PhD2 (intervention practicum). The respective assessment and intervention course directors will provide a letter outlining the student’s clinical progress.
The Canadian Psychological Association (CPA) sets out to unite, promote, and advance the practice of psychology in Canada. CPA is the body that accredits academic clinic training programs and internship/residency programs, but there is much more to CPA. There is a major conference each year that you can submit to, for example. There are specialty sections within CPA you can belong to. The student section is the largest section in CPA, and you should strongly consider becoming a member (see website for details). Being a part of CPA is a great way to become networked with other students from across Canada and become aware (or make others aware) of issues facing today’s Canadian students in Psychology.

In addition to great journals, CPA publishes a quarterly newsletter (PSYNOPSIS) that addresses hot topics in Canadian psychology. Each issue has a student corner that focuses on information for students by students. Check it out at: www.cpa.ca.