Clinical Program Student Handbook

Department of Psychology

York University

Updated September 2025

Welcome to York University's Graduate Program in Clinical Psychology!

This handbook is intended to provide you with information specifically relevant to the Clinical Area (Adult) and will supplement the information that you receive from other important sources, such as the *Graduate Program in Psychology Handbook* (current version available at https://www.yorku.ca/gradstudies/psychology/wp-content/uploads/sites/347/2023/05/Graduate-Program-In-Psychology-Handbook-2023-24.pdf

I suggest that you bookmark this document and refer to it regularly during your time in our program. The area updates the handbook annually and we welcome hearing from you about any additions or changes that you think should be included in future editions.

All the best in your studies,

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Program Overview

Our Graduate Program in Clinical Psychology is accredited by the Canadian Psychological Association (CPA). Note that a program must be accredited at the time a student completes the program in order to declare graduation from an accredited program.

Contact information for the CPA Registrar is:

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

Program Philosophy

Mission

The mission of the program is to take an integrative approach to understanding clinical issues. Our vision is to discover and explore, to uncover and reveal through intensive original research aimed at achieving new psychological understandings, to build on our foundations but not have this limit our aspirations. We seek knowledge for its own sake which is the heart of the academic mission but also work to have this knowledge inform out practices, improve health, and make the world a better place. We teach and mentor, conveying to a next generation of learners what we know (a body of knowledge, a set of skills) and how we come to know more, which means to foster a way of thinking about the value of evidence and the insights achieved through informed refection, experiential learning, and critical appraisal.

Values

The program values the systematic development of clinical skills, offering a variety of theoretical and technical approaches to psychological treatment and assessment, including “hands-on” training through our in-house practicum courses, York University Psychology Clinic, as well as external practica and internships. Important values to our programme include diversity, growth, excellence, and impact.

Principles

The program embraces the principles of a scientist-practitioner (Boulder) model and the development of evidenced-based intervention, assessment, and research practices. We offer opportunities to engage in clinically relevant research in psychotherapy process and outcomes, assessment, neuropsychology, health psychology, and personality with adult populations. In following the scientist-practitioner model, the program focuses on clinical science and practice with adult populations. Foremost among our principles is that our graduates are capable of functioning both as researchers and clinicians. York gives science a liberal definition that encompasses

theoretical and qualitative empirical investigation as well as quantitative empirical research.

Objectives

In terms of our clinical training program, our graduate students have an opportunity to develop expertise in a range of evidence-based therapy approaches and assessment methods. This is accomplished in the context of faculty-supervised practicum courses and elective courses. In particular, the adult clinical program has garnered worldwide recognition as a leading centre for training and research in integrative approaches to evidence-based assessment and therapeutic intervention practices that embrace a humanistic conceptualization of client change processes.

Faculty in the program are all required to be registered psychologists and most are active clinically, providing supervision, consultation, program evaluation, and/or outcome research in various community settings, in addition to conducting grant-supported research. Students not only obtain rigorous research training but are expected to obtain core competencies in the scope of practice of clinical psychology as well. This includes coursework and practical training in psychological assessment, as well as a variety of evidence-based clinical practices.

Within the scope of this broad role of the scientist and a liberal definition of science, we educate students to become scientist-practitioners. This is achieved through a curriculum of courses, tradition of research apprenticeship, and research training that culminates in the doctoral dissertation. Courses comprise an integration of science-based theory and empirical content, as well as training in related practical skills of assessment and intervention. The scientist-practitioner model of our program is expressed in this integration of coursework, research experience, clinical practica (internal and external), and residency training.

The specific training goals of the program are:

1. To ensure that students have an essential knowledge base in clinical psychology
2. To provide students with breadth and depth of knowledge of and skill in research methods for psychological science
3. To provide training in the theory and practice of psychological assessment
4. To provide training in the theory, practice, and evaluation of psychological interventions
5. To provide students with knowledge of and practice in ethical and professional standards of research and practice.
6. To create an environment that supports creativity, diversity of viewpoints, and innovation in training and professional development
7. To foster an awareness of and the development of students' personal and professional identities

The Clinical Psychology program concentrates on adult clinical psychology. A separate program at York in Clinical-Developmental Psychology focuses on child and adolescent populations. There is a Clinical Neuropsychology Program (CNP) nested within both the CPP and Clinical-Developmental programs. Students in the CNP must be admitted to one of the two Clinical areas. CPP students in the Neuropsychology

Program meet the full CPP requirements while concurrently focusing on graduate training in neuropsychology with adult populations. In this document, the CPA accredited Clinical Neuropsychology Program will be referred to as the Clinical Neuropsychology Stream (CNS) within this Clinical Psychology Program (CPP) so as to refer to those students who are members of our programme. There are five other programs within the Psychology Graduate Program (i.e., Social-Personality; Historical, Theoretical and Critical Studies; Brain, Behaviour, and Cognitive Science; Developmental Science). With the exception of the Clinical-Developmental program, none of the other graduate programs in psychology train students to practice as clinical psychologists.

Admissions

Admission to the Clinical Program is highly competitive, with an average admission rate of 8 students per year. Application numbers have increased significantly in recent years. In the past five years, we received approximately 450 applications per year. Please note that GRE scores are not required for the 2025-2026 admissions cycle. Students gaining admission typically have an undergraduate grade point average equivalent to A (85%) or better in their last 10 courses (or 20 half-courses). Admission is based on a multi-stage process. First, applicants who do not meet the minimum criteria for admission (i.e., grade point average) are not considered. Then, faculty advisors who are interested in supervising a student conduct thorough reviews of applicants who have applied to work with them. These reviews involve considering a range of factors including references, personal statements, equity, diversity and inclusion, and academic success to date. Following this review, potential supervisors compile a short list of applicants who they are considering. A second faculty member then independently reviews that short list and provides input and feedback regarding the applicant suitability for admission. After this review process has been completed, successful short list applicants are invited for interviews, and the potential supervisor ultimately makes a recommendation to admit the desired applicant in collaboration with the Director of Clinical Training.

Ours is an integrated MA/PhD program such that completing both degrees will prepare the student for a career as a clinical psychologist. Most of our students enter at the MA level. Applicants with a previous MA in psychology (which includes an MA thesis) are permitted to apply to apply to enter at the PhD level. However, direct entry to the PhD program is rare because 1) there needs to be space for a new student in that cohort, and 2) the student's previous master's degree would need to be equivalent to our own MA degree. Applicants entering at the PhD level may be required to complete certain MA courses prior to registering in advanced PhD courses. Expected completion time is 2 years for the MA program and 5 years for the PhD (including a full-time, year-long internship/residency). There are maximum times to completion determined by the Faculty of Graduate Studies. Our website: Clinical Psychology | Areas of Specialization | Psychology | Faculty of Graduate Studies (FGS) | York University contains Public Disclosure tables, which include data on admissions. Please consult the website or the Director of Clinical Training, who will refer you to the Chair of the Admissions subcommittee.

Program Requirements

MA Program

MA-1 Year

a)	Foundations of Clinical Psychology: Biopsychosocial Formulations	6421 3.0
b)	Foundations of Clinical Psychology: Psychopathology and Personality	6422 3.0
c)	Cognitive Assessment	6431 3.0
d)	Personality Assessment	6432 3.0
e)	Univariate Analysis I	6131 3.0
f)	Univariate Analysis II	6132 3.0
g)	Research Practicum	6820A 6.0
h)	Thesis Proposal	no course enrolment necessary
i)	Clinical Neuropsychology Program students must also have confirmed attendance at Clinical Neuropsychology Rounds	

MA-2 Year

a)	Evidence-Based Principles of Psychotherapy	6436 3.0
b)	Approaches to Psychotherapy: Advanced Study OR Clinical Neuroanatomy	6437 3.0[1] 6325 3.0[2]
c)	Clinical Practicum I	6430P 6.0
d)	Complete and Defend Thesis	no course enrolment necessary
e)	Clinical Neuropsychology Program students must also have confirmed attendance at Clinical Neuropsychology Rounds	

Note: [1]Psychology 6437 is required for General Clinical Psychology students only (but may be taken by Clinical Neuropsychology students if desired)

[2]*Psychology 6325 is required for students in the Clinical Neuropsychology Program only (typically completed during MA-1 or MA-2).*

PhD Program for General Clinical Psychology Students[1]

PhD-1 Year

a)	Psychodiagnostics[2]	6441P 6.0
b)	Advanced Intervention[2]	6445P 6.0
c)	Ethical Issues in Professional Practice[2]	6490B 3.0
d)	Elective at 6000 level	

PhD-2 to PhD-4 Years

a)	Practicum II in PhD-2	6440P 6.0
b)	Historical & Theoretical Foundations of Contemporary Psychology A or B	6020 3.0 OR 6030 3.0
c)	Two half-courses (3.0) or a full course (6.0) specializing in quantitative methods from the statistics courses offered in the graduate psychology program[3]	
d)	A second elective at the 6000 level	
e)	Clinical Competency Examination should be done August 31, PhD-2 (or by Sep 30 of PhD-3 if examiners not available in the summer).	
f)	Additional external practicum[4]	6340P 6.0 or 3.0
g)	ABC paper: proposal due by December 31, PhD-2; final paper due by December 31, PhD-3	
h)	Dissertation: committee formed by April 30, PhD-2; proposal (and ethics) due by April 30, PhD-3; aim to complete data collection prior to applying to internship; aim to defend prior to going on internship	
i)	Predoctoral Residency (normally in PhD-5)	6840 6.0
j)	Attendance at Clinical Psychopharmacology for Psychologists workshop (offered every third year)	

Notes:[1]These are the minimal requirements of the PhD program. Students are encouraged to take additional courses according to their interests.

[2]Required in year indicated (note: MA students are not allowed to take Ethics).

[3]Qualitative Research Methods may count toward the statistics requirement if student is doing qualitative research for either the ABC paper or as part of the dissertation. Permission must be obtained from DCT (form available from the grad office).

[4]Additional supervised clinical training may be done if student completes an application for program-sanctioned hours (such as in the YUPC or off-site), signed by a registered clinical supervisor and the DCT.

PhD Program for Students in the Clinical Neuropsychology Program

PhD-1 Year

a) Psychodiagnostics[1] 6441P 6.0

b) Advanced Intervention[1] 6445P 6.0

c) Ethical Issues in Professional Practice[1] 6490B 3.0

d) Confirmed attendance at Clinical Neuropsychology Rounds

PhD-2 to PhD-4 Years

a) Practicum II in PhD-2** *(must include supervised experience in neuropsychological assessment)* 6440P 6.0

b) Historical & Theoretical Foundations of Contemporary Psychology A or B 6020 3.0 OR 6030 3.0

c) Two half-courses (3.0) or a full course (6.0) specializing in quantitative methods from the statistics courses offered in the graduate psychology program[2]

d) Principles of Neuropsychological Assessment[3] 6450 3.0; Cognitive Neurorehabilitation[3] 6330 3.0

e) Clinical Competency Examination--*assessment case must involve a neuropsychological evaluation*--should be done August 31, PhD-2 (or by Sep 30 of PhD-3 if examiners not available in the summer).

f) Additional external practicum[4] 6340P 6.0 or 3.0

g) ABC paper: proposal due by December 31, PhD-2; final paper due by December 31, PhD-3

h) Dissertation (topic must be relevant to clinical neuropsychology, as determined by the Clinical Neuropsychology Program faculty): committee formed by April 30, PhD-2; proposal (and ethics) due by April 30, PhD-3; aim to complete data collection prior to applying to internship; aim to defend prior to going on internship

i) Predoctoral Residency (must include a major rotation/experience in clinical neuropsychology; normally completed in PhD-5) 6840 6.0

j) Attendance at Clinical Psychopharmacology for Psychologists workshop (offered every third year)

k) Confirmed attendance at Clinical Neuropsychology Rounds in all but internship year

Notes:[1]Required in year indicated (note: MA students are not allowed to take Ethics).

[2]*Qualitative Research Methods may count toward the statistics requirement if student is doing qualitative research for either the ABC paper or as part of the dissertation. Permission must be obtained from DCT (form available from the grad office).*

[3]*All three of these courses must be taken at some point. Two of these courses fulfil the required electives for the Clinical Psychology Program and the third fulfils requirements for the Clinical Neuropsychology Program.*

[4]*Additional supervised clinical training may be done if student completes an application for program-sanctioned hours (such as in the YUPC or off-site), signed by a registered clinical supervisor and the DCT.*

Additional Coursework

Our program is designed for students who plan to register with the College of Psychologists and Behaviour Analysts of Ontario (or another province) providing clinical services to adults only. Sometimes students have an interest in getting additional clinical training at the graduate level in areas of competency such working with couples or with children. The College requires extra coursework for those competencies and that can add extra time to the completion of your degree. Unfortunately, we cannot guarantee that all courses that students want to take will be available when they want to take them. Please consult with the DCT early in your training (ideally, MA-2) if you think that you are interested in additional competencies so that we can start planning your additional coursework schedule.

Year-End Reports

At the end of the academic year, students in the Clinical Program submit a progress tracking form and a copy of their CV to their primary supervisor and the DCT. The specific due date is announced by the DCT several weeks in advance. This progress report covers coursework completed, research progress, and participation in professionally related activities. Each student's research supervisor is also asked to submit a report on each of their students to the DCT at this time. After all the reports are submitted, the Clinical Program faculty meet (usually in May) to discuss every student in the program. Students then receive a letter from the DCT providing feedback about their progress in the program. In this letter, students may be encouraged to gain additional experience commensurate with their professional development. Recommendations may include such things as engaging in clinical activities in the Psychology Clinic, participating in workshops, presenting at and attending conferences, and attending colloquia and brown-bag discussions. These are the kinds of activities registered psychologists are expected to engage in as part of their continued development. Students will find that participating in such activities contributes to their professional identity and also prepares them for predoctoral internships and a career in psychology. There are many graduate student leadership opportunities for students in our program, such as mentoring undergraduate or junior graduate Psychology students, and sitting on subcommittees and student associations. We encourage our students to take advantage of these opportunities, which will be advertised widely over email.

Please discuss any questions that you may have about the Program with your supervisor, and feel free to consult with the Director of Clinical Training.

Student involvement in the YUPC

The York University Psychology Clinic (YUPC) is housed in the Behavioural Sciences Building at York and is affiliated with the Clinical and Clinical-Developmental Psychology Programs. Assessment and intervention services are provided by graduate trainees, which allows clients to benefit from a team-based approach with intensive supervisory input. The YUPC provides a range of psychological and neuropsychological assessments to assist with diagnostic clarification, treatment recommendations and educational accommodations. In addition to general psychological assessments, the clinic also offers a team of specialists in the diagnosis of Autism Spectrum Disorders, Learning Disorders, Attention Deficit and Hyperactivity Disorder (ADHD), mood, and anxiety disorders.

The YUPC provides family, couple, and individual psychotherapy for adults, adolescents, and children. Psychotherapy is offered for a range of mental health concerns such as depression, anxiety, relationship problems, parenting concerns, work difficulties, school problems, family conflict, and grief.

Health promotion services are offered as well. For example, the YUPC offers a range of support services for health issues such as Couples Coping with Cancer and promotes mental health wellness including programs on effective parenting and healthy aging.

Clinic Rounds are held every 1-2 months from September to April. Attendance at Rounds is strongly encouraged of students. Presentations typically are led by local psychology experts and combine case material with theory and research. In the spring, the presentations are given by students completing a practicum or internship in the YUPC. Previous topics have included: DBT for borderline conditions, brief psychodynamic psychotherapy, CBT for anxiety and eating disorders, and Anger and Avoidant Attachment in Emotion-Focused Therapy for Complex Trauma.

Student involvement in the YUPC begins in January of the MA-1 year with a full day of training in completing telephone intakes for YUPC services. This training consists of learning about the complete range of services that the YUPC offers, a standard intake protocol, risk assessment protocol and YUPC procedures for handling medium/high risk situations, and a tour of the clinic. Upon completing the training, each participant then completes a practice intake call with a member of the YUPC student advisory group role-playing a potential client. With the successful completion of this practice call, the student is then expected to provide 27 hours of coverage in the YUPC call centre (9 3-hour shifts) over the course of their MA degree. During their MA-2 and PhD-1 years, students are given the opportunity to observe YUPC assessments being completed by upper-level students. YUPC senior students who have picked up a therapy case can have a junior student observe the therapy process and supervision. Each year there is a YUPC practicum spot (September – April) for an eligible advanced PhD student (PhD-3 or later). After May 1 of MA-1 and before the end of MA-2, students in the Clinical Neuropsychology Program are required to observe a neuropsychological assessment and administer the tests they know (e.g., WAIS) to a client of the clinic or to a student athlete (baseline neuropsychological assessment for students at risk of concussion). In the PhD program, Neuropsychology students work with the supervisor of a junior student in this process.

MA Thesis Guidelines

General Philosophy

The Clinical Area adopts an apprenticeship model whereby students are socialized into a research culture while completing an MA thesis. The MA thesis should address a meaningful and manageable research question. Candidates conduct thesis research under the direction of a Supervisory Committee consisting of their Primary Supervisor and one other faculty member from the program. The final written product can take the form of a manuscript suitable for submission for publication in a journal in the area of research undertaken. In exceptional circumstances, the Supervisory Committee may specify different parameters for the form of the thesis (e.g., length). The research and thesis must demonstrate the student's ability to undertake original research and that the student has achieved an advanced understanding of the thesis topic. After the formal submission of the thesis, an oral examination of the thesis and related matters is held. The thesis and oral exam are evaluated according to the procedures outlined in the Psychology Graduate handbook.

In order to implement the above philosophy, the following deadlines are set:

<u>MA Thesis stages</u>

1. Prospectus: due Feb 28th in MA-1. This proposal lays out a plan of study similar to a scholarship/grant proposal (1/2 - 2 pages) and identifies the members of the Supervisory Committee (formal Supervisory Committee Form due to the graduate office by April 30th).

2. Ethics Submission: due June 15th in MA-1. Students and their supervisors submit a Human Participants Review Committee (HPRC) ethics protocol in the spring of MA-1. This will allow enough time for the project to get ethics approval and for the proposal to be approved by the committee.

3. FGS Proposal Submission: due August 31st in MA-1.

4. Final thesis: to be defended by mid-August of the MA-2 year. A complete draft of the thesis, approved by the supervisory committee, is submitted to the graduate office and the other examiners no later than early July in preparation for the oral exam. As noted above, it is acceptable in the Clinical Area for the MA thesis to be in the format of a manuscript, suitable for publication in a scholarly journal, while at the same time, demonstrating the student's ability to undertake original research and achieving an advanced understanding of the thesis topic.

PhD Dissertation Planning

The stages of PhD dissertation research vary, depending on the nature of the research and the student's timeline for completion. For complete information on the dissertation proposal and committee requirements, please refer to the *Graduate Program in Psychology Handbook.* Note that for students in the Clinical Psychology program, the dissertation proposal must be approved by all committee members before the student applies for predoctoral internship. It is strongly recommended that data collection be completed prior to applying for internship; dissertation progress is a major factor in internship application success.

The Dissertation proposal (with appropriate ethics forms) is due by April 30th of PhD-3.

It is recommended that the PhD dissertation be either completed or very close to completion (i.e., a draft submitted to the supervisor) before a student starts internship.

For more information on the PhD Dissertation milestones and guidelines, please refer to the *Graduate Program in Psychology Handbook*.

Academic Breadth Comprehensive (ABC) Paper

The ABC paper is required in all areas of the graduate program in Psychology.

The ABC Paper proposal is due by December 31st of PhD-2. **However, we strongly recommend that Clinical students start the ABC paper in PhD-1 and aim to have it finished within 12 months.** This is because the upper PhD years will be very busy with clinical training and dissertation research. Finishing the ABC paper early in your PhD will help ensure that this milestone does not slow down your time to completion. According to FGS rules, the ABC paper must be completed and approved by December 31st, PhD-3.

The paper should, ideally, be submitted in the form of a publication-length manuscript (with student as first, or sole author). In some cases, the ABC paper may be a paper that is already published but must meet the other requirements, must have been done while the student was enrolled as a student at York, and there must be a committee of two faculty who agree that the paper is suitable to meet the ABC Paper requirement (e.g., that it does not overlap significantly with a previous honours thesis or MA thesis). The ABC Paper is normally completed before the Dissertation. This work must not overlap with either the dissertation topic or course requirements.

The ABC Paper Committee consists of two graduate faculty members at York, one of whom can be adjunct to York. The student's primary research supervisor can provide assistance in choosing and defining a topic suitable for the ABC Paper and in identifying appropriate faculty members to serve on the Committee. Typically, students pick a topic in which they are interested but that is different from their anticipated area of dissertation research. When selecting an ABC paper committee, keep in mind that the two members may not also both be on the student's dissertation committee (although one member may be on both committees, and that person can be the primary research supervisor, ordinarily the primary research supervisor is not). The ABC paper can report work done within the department or in an external site (e.g., practicum).

A brief (3-5 pages) written proposal of the ABC Paper is submitted to the Committee for its approval. When the proposal is approved, the student must submit one copy to the Director of the Graduate Program, together with the signature of each committee member indicating acceptance of the proposal. (A form is available in the Graduate Office for this purpose).

For more information on the ABC paper, please refer to the general *Graduate Program in Psychology Handbook*.

Clinical Practica

Practicum I (MA)

Practicum I (Psychology 6430P 6.0) is taken in-house, in the student's second year of MA studies.

Practicum II (PhD)

Further in-house training in psychotherapy (Advanced Intervention) and in clinical assessment (Psychodiagnostics) combine didactic and practicum experience at the PhD I level to prepare the student for their first external practicum the following year.

Practicum II (Psychology 6440P 6.0) involves 660 hours of supervised training at an external setting and is taken in the second year of the PhD program. (note: Training must include neuropsychological assessment for students in the Clinical Neuropsychology Program.)

NOTE: When students undertake their Practica, they may find that they spend additional hours on activities such as studying individual cases, learning testing materials, writing intake summaries, etc. It is important for students to keep record of any substantive additional hours to their training and to include these hours when applying for a predoctoral internship. Practicum hours are recorded on Time2Track, which is a secure web-based system for tracking practicum training hours and information about clients. York provides access to this system at no charge to the students.

The Clinical and CD Areas have reviewed the evidence for the numbers of hours students are normally expected to have taken before applying for predoctoral internships. The hours obtained from the two in-house therapy practica (Clinical Practicum I and Advanced Intervention), in-house assessment practicum (Psycho-diagnostics) plus the external Practicum in PhD-2) are sufficient for applying for internship. What is more important than the number of hours is the quality (i.e., depth and breadth of experiences) and the balance of the training. An example of the latter would be having substantive training in both assessment and intervention approaches.

Most students complete a third optional practicum (second external practicum) to supplement their training and gain exposure to new treatment modalities or populations. Although optional, this third practicum has become normative in recent years and may be done over the summer or in PhD-3. In some cases, a 3.0 practicum is sufficient to meet a student's training needs and/or interests for this purpose.

Choosing a Practicum II Location

1. Students are asked to consult with the program brochure of practicum sites, which is available following an annual GTA Practicum Day (see below). The DCT and/or host institution will circulate this brochure widely. The DCT and senior students host a practicum information session in December/January on applying and preparing for interviews. **Students should be aware that practicum placement at a fee-for service clinic is normally not allowed and requires approval to apply by the DCT.**

2. Students who are eligible for external practica are strongly encouraged to attend the Annual GTA Practicum Day Fair usually held at the beginning of November (usually hosted by York University, University of Toronto - Scarborough, or Toronto Metropolitan University) where there are opportunities to meet with practicum coordinators and supervisors from almost all of the settings in the Greater Toronto Area. Students should meet with their primary supervisor and Director of Clinical Training to review their interests and training needs. The application deadline for practicum sites in the GTA is February 1 every year, and interviews are scheduled after that. For the past several years, there is a common GTA practicum placement notification day to facilitate matches, which is typically the third Wednesday in March.

3. Guidelines for the Practicum Notification Day will be distributed. It is critical that all communication between applicants and practicum site coordinators are cc'd to the Director of Clinical Training on the GTA Notification Day.

4. Students should familiarize themselves with the minimum training standards for a psychology practicum agreed upon by the Greater Toronto Area training programs, which follow the 6th revision of the CPA accreditation standards (see Appendix).

5. The student obtains a "Practicum Agreement Form" from the Graduate Office This form is completed by the Practicum Supervisor and agreed to by the student. The Clinical Practicum Training Requirements (see Appendix) is a helpful summary of requirements and expectations for supervisors and students. **The details entered on this form need to be clear and specific so that the student, supervisor, and Director of Clinical Training know in advance what kind of training will be provided.** Among the details to be negotiated or clarified with the practicum supervisor are: (a) number of hours of supervision per week designating individual and group (if the latter occurs), (b) skills to be learned (e.g., particular intervention skills, assessment tools), (c) depth of learning anticipated (e.g., if student is going to learn CBT then indicate how substantively this will be covered; if doing assessment, indicate whether the student will be learning interpretation, formulation, intervention planning informed by the assessment, etc.), (d) the clientele, (e) expected obligations and privileges, (f) optional additional training/experience from other professional personnel on site, and (g) evaluative feedback format. In general, the Practicum Agreement Form outlines some mutually agreed specificity of the expectations for the Practicum training experience for all parties.

6. <u>The student must submit the Practicum Agreement Form to the Director of Clinical Training</u>. The DCT will review the practicum agreement. The DCT would contact the student if, upon reviewing the Practicum Agreement Form, there is insufficient information to approve it, or if there are any questions regarding the specified practicum activities.

7. After reviewing the Practicum Agreement Form and possibly confirming the arrangement with the practicum supervisor, the DCT will sign the Form and give it to the Graduate Office so the student can be registered for credit in the Practicum.

Additional Practicum (Practicum III)

In recent years, students have been encouraged to obtain additional clinical experience by completing a third optional practicum. The Director of Clinical Training can allow a student to take a third clinical applied practicum provided that the student has completed all course work and either the ABC paper or an approved PhD dissertation proposal. Please note that this option is available for students who are progressing through the program in a timely manner (thus the required completion of courses and either PhD paper or dissertation proposal) and are in good standing. For example, a student may wish for additional training in assessment or intervention skills. It is critical that by taking the Practicum III the student is not delaying his/her progress towards the completion of the PhD requirements.

Practicum Evaluation

In January and May of each year, practicum supervisors submit grades and written comments on the work of their students (an interim grade in January and final grade in May). Supervisors review their evaluations of student performance in the practicum with the student before the evaluations are submitted to the Graduate Office. These reports are reviewed and signed by the DCT and placed in the student's file.

Tracking Practicum Hours

Students are required to track all of their clinical training hours. This includes direct contacts with clients as well as individual and group supervision. Client demographic information (kept anonymously and confidentially) is also required to be tracked. In order to do this efficiently and conveniently, York University graduate students who are about to apply for their first external practicum will be provided with access to the Time2Track secure web-based service: http://time2track.com/. Account subscriptions are renewed annually on September 1. More information will be provided by the DCT.

Clinical Competency Examination
Guidelines revised September, 2019

Each PhD candidate in the Clinical Area is required to demonstrate a reasonable standard of competence in both psychological assessment and intervention. These skills are evaluated by means of a written submission and an oral examination of the student's performance of these activities.

Purpose

The purpose of the Clinical Competency Examination is to ensure that students have sufficient clinical skills to be ready for internship. The exam must be passed prior to a student applying for internship. Students who pass the exam will be given feedback and suggestions for additional training that they may wish to obtain prior to and during internship. Students who do not pass the Competency Exam will be given a specific remediation-training plan. In such situations, the psychologists supervising the remediation training would be required to meet with the examining committee and collectively judge whether the student has progressed sufficiently to apply for internship (see end of this document for further elaboration of the timeframes for this remediation process).

Timing and Eligibility

A student is eligible for the Clinical Competency Examination upon completion of Clinical Practicum II, which occurs during PhD 2. It is required that students complete the Competency Exam during the spring/summer before they apply for internship. For most students, who will apply to internship in the Fall of PhD 4, they must complete their Competency Exam by September 30. For those students who intend to go on internship in PhD 4, they must complete their competency exam by September 30 the year prior (i.e., fall of PhD 3). Students are responsible for scheduling this exam (including recruiting two examiners – see below) by these deadlines.

Requirements

In preparing for the examination, the student is required to submit to each member of the Examining Committee a package consisting of two sets of materials on a client(s) with whom he/she has worked. This package must be submitted to the examining committee 3 weeks before the scheduled examination. Preferably, the work will have been completed in an external practicum setting. If this is not possible, students can use cases from internally supervised cases (e.g., Advanced Intervention) or seek opportunities through the YUPC for appropriate cases. The assessment and intervention materials can be from a single client, or the assessment can be from one client and the intervention from another (which is typically the case). It is strongly recommended that current or recent cases (i.e., from the past 18 months) are used. If older cases are used, students must discuss their subsequent development but are still expected to stand behind and defend their case. In other words, students should choose cases that reflect their current level of competence so that the Examining Committee can get an accurate picture of the student's abilities and performance level.

The written materials submitted for the intervention component of the examination include:

(a) a personal statement describing the student's approach or orientation to psychotherapy and client diversity (for more information, see below);

(b) a brief (i.e. approximately 500 word) case summary that includes the history and formulation of the problem;

(c) a brief (i.e. approximately 200 word) summary report of the specific therapy session presented, in which the issues covered are contextualized in regard to the therapy with that client (such as which session it was with the client and how the student's behaviour in the transaction accords with the demands of his or her theoretical orientation); and

(d) a digital recording and printed transcript of the psychotherapy session.

For the assessment component of the examination, the student provides:

(a) a brief case history, to include the referral question where available. This is typically subsumed in the psychological report in a background section or may be submitted separately;

(b) a full psychological report (i.e., the kind that is normally sent to another mental health professional and / or released to the client); and

(c) the test data upon which the report is based (i.e., full copies of the tests administered, not just summary sheets).

The assessment must be more than just a diagnostic assessment (i.e. not just a SCID or a MINI or a clinical interview only). The assessment should be integrative and comprehensive and should reveal complex thinking about the case. The case needs to include tests that assess multiple domains of psychology (e.g., cognition and emotion/personality). Assessment cases should be approved through the Student Program Coordinator prior to scheduling the exam.

The student must also enclose a copy of the consent form signed by the client(s) indicating permission for all materials used in the Competency Examination (note: the signature should be whited out for anonymity). See Appendix for sample consent form templates for assessment and intervention cases. Any ambiguity encountered in this regard must be discussed with the Chair of the Clinical Area Student Programme Committee before proceeding with the selection of a case.

NOTE: It is the student's responsibility to make three copies of all materials and to provide one set of materials to each examiner.

Personal Statement

In order to get practice at writing personal statements for internship applications, students should format their Clinical Competency Examination statement in the following way (i.e., as worded in the APPIC application):

a) Please describe your theoretical orientation and how this influences your approach to case conceptualization and intervention. You may use de-identified case material to illustrate your points if you choose. (max 500 words)

b) Please describe your experience and training in work with diverse populations. Your discussion should display explicitly the manner in which multicultural / diversity issues influence your clinical practice and case conceptualization. (max 500 words)

Composition of the Committee

The Examining Committee consists of three members, two full-time faculty of York's Graduate Programme in Psychology and a registered psychologist who is not a core faculty member from the Clinical area. In most cases, the external member is a practicum supervisor who is familiar with the student's work but who has not directly supervised the student on the case(s) presented for the Competency Examination. It is up to the student to recruit the outside person and one of the two faculty members. The student's Academic Advisor can be a member of the examination committee so long as he or she does not also serve on both the PhD thesis committee and the ABC Paper. (In other words, a faculty member can be on no more than two of these three committees.) The second faculty member is nominated by the Chair of the Student Programme Committee on behalf of the Clinical Area. All full-time faculty who are registered psychologists and whose primary affiliation is with the Clinical or Clinical-Developmental Areas are eligible for nomination. The assignment is made on a rotational basis for faculty in the Clinical Area, although an attempt is made to select an examiner whose interests and expertise fit with at least one of the submitted cases. A Clinical-Developmental Area faculty is nominated when necessary, such as when the material presented by the student (e.g., child assessment, play therapy, etc.) is relevant to a given faculty member's area of specialization.

In short, the student arranges two of the three examiners. It is recommended that at least one of the examiners be a former clinical supervisor, provided that he/she has not supervised the student on either of the cases presented (to avoid a conflict of interest). If this proves to be difficult to put in place, then the student should notify the Chair of the Student Programme Committee, who will assist in finding an examiner for the student. The Chair of the Student Programme Committee should be consulted by the student prior to setting the date for the Competency Examination.

The Nature of the Examination

The examination is conducted orally. The examiners are interested in the student's knowledge pertinent to the material presented. The questions often lead to a collegial and collaborative discussion of assessment and intervention issues. The exam is NOT intended to be adversarial.

For the assessment component, the student is examined on their psychological report in light of the data that informed the report (test data, clinical observations, theory, etc.). Within this framework, the examiners may address the student's knowledge of personality theory, psychological (or neuropsychological) disorders, psychodiagnostic formulations, or psychometrics.

In terms of intervention, students should be prepared to identify the theoretical framework for the session they chose and to discuss how well they adhered to that model. Examiners are generally interested in matters such as (a) the student's depth of

understanding of the theory that informs the case formulation and the methods of the therapeutic approach undertaken, (b) the relation between the student's statement of theoretical orientation and the practice of therapy, as reflected in the case presented, (c) the student's sensitivity to issues arising in the psychotherapy process, (d) the student's awareness and management of boundary issues, and (e) the outcome of the case. In both aspects of the examination, the examiners will also focus on the student's knowledge of ethics and standards of professional conduct. Overall, examiners look for evidence to ascertain that the student is well grounded and well on the road to thinking and acting as a clinical psychologist.

Generally speaking, we want students to demonstrate in the Examination that they are making good progress toward the following core competencies that are most relevant to students' clinical training and that will eventually be expected by the Regulatory Bodies for Professional Psychologists in Canada (document and details available at cpa.ca/docs/File/MRA.pdf):

1. Interpersonal relationships
2. Assessment and evaluation
3. Intervention and consultation
4. Ethics and standards

Evaluation

A Chair of the examining committee is selected prior to the examination. Competences in assessment and intervention are evaluated separately. The Examining Committee will either: (a) unanimously agree that the student has met reasonable standards of competence in assessment and intervention practice, or (b) make specific recommendations through its Chair for remedial tutelage in one or both areas to be undertaken prior to re-examination.

In the event that a student fails either the assessment and/or intervention portions, the examination committee will provide written feedback outlining where the report and/or presentation failed to meet the standards of competency. The feedback should provide direction for improvements, which would subsequently be used by both the student and the Student Programme Committee. The student would be directed to the Student Programme Committee for consultation. A copy of this feedback would be given to the Director of Clinical Training and be kept in the student's Clinical Area file.

The student has a <u>maximum of three</u> opportunities for examination. Re-examination, if necessary, must be scheduled within one year of the previous exam. Students requiring re-examination are referred to (and strongly encouraged to consult with) the Student Programme Committee in preparing for re-examination.

Note: In the event that the competency exam takes place in August of PhD-3, and remediation is required by the examining committee, it may not be possible to complete the remediation prior to the internship application deadline that Fall (now PhD-4). In such a case, the student <u>may</u> be allowed to proceed with internship applications, but he/she would have to complete the remediation by January and either resubmit materials or undergo a second competency examination to obtain the committee approval prior to following through with the Internship Match.

Guidelines for Arranging the Examination

1. Consult with your supervisor and the Chair of the Student Programme Committee (Joel Goldberg, jgoldber@yorku.ca, for the 2025-2026 academic year) prior to making the decision to take the examination.

2. Select and contact two examiners (one outside of York and one Clinical York faculty member) who are willing to serve on the examining committee during a general time frame (NOT a specific date and time at this point).

3. Notify the Chair of the Student Programme Committee at least 4 weeks in advance of the desired examination date to give the Committee time to arrange for the third examiner. When you write to the Chair, be sure to provide a brief description of each of your cases that includes the age, sex, basic referral question and therapy approach for the intervention case as well as the age, sex, and referral question plus tests administered for the assessment case. For each case, also indicate where and in what context the clinical service was provided (see examples below)

    a. intervention: 58yof, client-centered therapy for adjustment issues related to cancer treatment seen during Advanced Intervention, supervised by XX.
    b. assessment: 18yom, referred for anger and adjustment issues; tests administered: Multidimensional Anxiety Questionnaire; Centre for Epidemiological Studies Depression Scale ; BDI II; Illness Intrusiveness Ratings Scale; TAT; Sentence Completion Test; Measure of Psychosocial Development; Montreal Cognitive Assessment, conducted at CAMH during Practicum II, supervised by XX.

    c. intervention: CBT for panic attacks in 23yom, seen during Advanced Intervention, supervised by XX.

    d. assessment: 38yom, query adult ADHD. Tests included WAIS-IV, WRAML-2, WIAT-II, Rey-O, Woodcock Fluency tests, Trail Making Test, Symptom Check List-90, Behaviour Rating Inventory of Executive Function, and the Conners Adult ADHD Rating Scales, seen at North York General during Practicum II, supervised by XX.

    e. intervention: EFT, CBT, and DBT combined in an integrative approach for 47yof with high levels of anxiety and low self-esteem, seen in Advanced Intervention, supervised by XX.

    f. assessment: a 34yof with an acquired brain injury plus a long-standing history of anxiety and depression. The assessment included intelligence, memory, personality and projective testing, seen in YUPC, supervised by XX. (list tests administered)

4. Be sure to indicate if any faculty are ineligible to be on the committee (i.e., someone who is on both the dissertation and ABC paper committees). You may

also confidentially tell the Chair if there is a particular faculty member you do not want on your committee for personal reasons.

5. Once the Chair of the Student Programme Committee informs you of the third examiner, arrange a date and time that are agreeable to all three examiners.

6. Fill out the Clinical Competency Examination Arrangement Form indicating the names, affiliations, and e-mail addresses of the three examiners. Submit the form to the Chair of the Student Programme Committee with all the information.

7. The Student Programme chair will sign off on the form and submit it to the graduate office. The secretary of Graduate Studies in Psychology will reserve a room and will contact the student and examiners to let them know.

8. Each of the three examiners should receive an examination package with all the materials at least 3 weeks before the examination date. The package should include this section of the handbook related to the Clinical Competency Examination so that all examiners are aware of the guidelines.

9. The Chair of the Examining Committee is chosen by the Chair of the Student Programme Committee prior to the examination. That person ensures that the Clinical Competency Examination Evaluation Form is completed at the end of the examination, delivers to the student verbal and access to the written feedback at the end of the examination, and submits the completed form to the Graduate Programme Office.

Pre-Doctoral Residency

All students in the PhD program in Clinical Psychology are required to complete a predoctoral residency. Note that a residency is sometimes referred to as "internship," which is previous terminology. **Students in our program must be willing to apply for a residency placement outside of Toronto and be prepared to possibly relocate for their year of residency.**

All coursework **and** the ABC paper **and** an approved PhD dissertation proposal **and** the Clinical Competency Examination must be completed prior to applying for internship. It is also strongly recommended that students have finished dissertation data collection before applying for residency. Residency settings will require the Director of Clinical Training to complete a verification of eligibility for residency application, which indicates that the applicant has completed the program requirements prior to entering the residency. A student who has not met the requirements will not be permitted to apply for residency.

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

NOTE: **Students may complete the PhD dissertation and oral defence PRIOR to entering the predoctoral residency.** The Faculty of Graduate Studies (FGS) will allow a student to complete the PhD oral defence prior to completing the predoctoral residency.

NOTE: **Students are allowed to register for part-time graduate status when taking the predoctoral residency, which consists of off-campus training.** To do this, students should notify the Psychology Graduate office. This is done for the purpose of reducing tuition fees during the residency year.

Applying to Predoctoral Residency

Students meet individually with the Director of Clinical Training to discuss their plans for residency and residency setting. There are a variety of resources available to assist students in the preparation for and application to predoctoral residency, through the required APPIC Application for Psychology Internship (AAPI). The Association of Psychology Postdoctoral and Internship Centers (APPIC) website (**http://www.appic.org.)** provides details of the application and Match process (including the standardized internship application form), as well as an online directory of internship settings. The APPIC form (called the AAPI) is a common application form used for both Canadian and American internship settings. The Canadian Council of Professional Psychology Programs (CCPPP) also has an excellent website (**http://www.ccppp.ca**) that details the process of applying to internships, and provides

other information such as an internship directory, possible interview questions, etc. The CCPPP website contains important information for letters of reference as well. The York Psychology Resource Centre, also houses a great deal of information.

When deciding where to go for your residency training, you need to consider your progress through the program, reflect on your career goals, and identify sites that are a good fit with your personal and professional goals. Students should apply to a minimum of 9 sites in order to increase the likelihood of a successful match.

After you have decided where to apply, the next step is to prepare the application. The AAPI is long and time-consuming, and students need to be thoughtful in their responses. It is a good idea to obtain a copy of the application form early in your training, so that you can update it as you obtain experience. Internship Training Directors will look for care in preparing the application, letters of reference that provide a positive and honest recommendation, a match between the student's goals and that of the setting, the student's skill set, grades, and research involvement.

The next stage is the interview. Research the site and prepare questions, as well as anticipate those that may be asked of you (both the CCPPP and APPIC websites provide tips on possible questions). **We also provide a brownbag workshop about the interview process for Clinical and CD residency applicants at York in early December. Students in our program also participate in mock interviews with Clinical and CD faculty in December.** Again, settings will look for goodness of fit and students' sophistication in thinking.

Finally, Match day takes place in early February every year. The Internship Matching Program (the "Match") run by APPIC is described in detail on the National Matching Service website (http://www.natmatch.com/psychint). Briefly, however, the Match process is as follows:

1. Applicants apply directly to the internship programs in which they are interested (typical deadlines in early November). Applicants are notified in early December about whether they will be offered an interview at the sites they applied. Interviews then take place in January, which is an opportunity for the internship sites and applicants to interview each other independently of the Matching Program. For the past several years, all interviews have been done remotely (e.g., over Zoom) and we expect this to continue.

2. No offers are made by programs during the interview period. After all interviews are completed, each applicant submits a Rank Order List in early February detailing the applicant's preferences (first choice, second choice, etc.). Applicants may rank as many programs as they wish. Similarly, each internship program submits a Rank Order List in order of the program's desired applicants. The lists submitted by both applicants and programs are strictly confidential.

3. The Match then places applicants into positions based entirely on the preferences stated in the Rank Order Lists. Each applicant is placed with the most preferred program on the applicant's Rank Order List that ranks the applicant and does not fill its positions with more preferred applicants. Similarly, each internship program is

matched with the most preferred applicants on its Rank Order List, up to the number of positions available, who rank the program and who do not receive positions at programs they prefer. (An example and a more detailed description of how the matching process is carried out are provided at another link in the website.)

4. Applicants and Programs are notified of the results on a predetermined release date around the 2nd week of February. Results are distributed to applicants and their DCT by e-mail. Please see the National Matching Services web site for the specific timeline of this year's Match. That address is: www.natmatch.com/psychint

5. It is possible that all of a particular program's positions will not be filled in the Match, and that some applicants will be left unmatched. APPIC offers a second round (called Phase II) of applications, interviews, rankings, and a Match date for unplaced applicants and programs with unfilled positions. Phase II begins operation shortly after the distribution of the Phase I Match results. There is also a Phase III period for applicants and sites that remain unmatched after Phase II. This is less formal and offers are made directly rather than through a third ranking and Match day.

Will all internship sites be participating in the Match?

All of the 575+ APPIC-member predoctoral internship programs are required to recruit for all of their positions via the Matching Program (APPIC member programs are those which are listed in the APPIC Directory).

The results of the Match are absolutely binding upon all parties. When you participate in the Match, you agree to accept the site with which you are matched. Similarly, residency sites are obligated to accept the applicants with whom they are matched.

For more information on the APPIC Match process, please visit the APPIC web site: www.appic.org.

Criteria and Procedures for Choosing Non-CPA Accredited Internships

Students in our program are expected to complete internships in CPA-accredited settings. However, this may not be possible for all students. The position of the York Clinical program is that all such internships - which it is hoped will be the exception - should be in settings that meet with the same criteria standards as sites that are accredited with CPA. For the Director of Clinical Training to approve such placements, documentation must be provided to demonstrate that the training is equivalent to an accredited internship (see Appendix).

In accord with the CPA standards, the following criteria **must** be met.

1. The settings must demonstrate support for internship training, preferably through adequate and stable budgeting for training operations. Internships should have financial support.

2. The training should be co-ordinated by an experienced practitioner, who is a member of the College of Psychologists of Ontario or the equivalent governing body in other jurisdictions. All supervisors should be equally credentialled by the appropriate governing body.

3. The internships will consist of one year of full-time training, or half-time over a period of two years.

4. The internship must have a formal system for evaluating the progress of the students. There must be a system for performance feedback, plus due process and grievance procedures.

5. The internship training consists of an organized and coherent set of experiences, allowing for the integration and synthesis of clinical experiences. There should be an organized didactic component.

6. Supervision on both an individual and group basis must total a minimum of 4 hours per week. However, individual face to face supervision must comprise a minimum of 2 hours per week.

There are other highly desirable criteria, some of which can best be judged by a visit to the setting rather than through documentation. These include:

1. A respect for issues of cultural and individual differences. It is desirable that trainees and staff reflect these values.

2. Intern and staff relationships are characterized by mutual respect and courtesy. Training occurs in a facilitative positive atmosphere.

3. Time is made available for research - normally ½ day per week.

4. Adequate facilities are provided, including office space, audio-visual resources and computer resources.

In the very rare event that a student needs to apply to an unaccredited internship setting, the student must submit an application to the Internship committee of the Clinical program. Please contact the DCT for more information.

Criteria for Advancement and Transfer of Regular Students To the PhD Clinical Program, and Admissibility of Special Students to the Clinical MA and PhD Programs

Advancement from Clinical MA to Clinical PhD Candidacy

Advancement in status from MA to PhD candidacy is not automatic. Students who have successfully completed the requirements of the MA Program must apply for advancement to the PhD Program.

To apply for advancement, the following documents must be submitted to the Director of Clinical Training by August 1.

1. An application form (available in the Graduate Office) indicating (a) Completion or statement of intent to complete all MA requirements by November and (b) approval of the student's advancement by his/her advisor.

2. Two letters of reference in support of the advancement, one from the MA thesis supervisor and one from a Practicum I supervisor. This support may also be shared verbally at the Clinical Area's year-end student progress meeting.

The application, along with the student's academic record in the MA Program, is reviewed by the Director of Clinical Training with input from the student's supervisor. Subsequently, a recommendation is forwarded to the Director of the Graduate Program who then decides whether advancement is to be recommended to the Dean of the Faculty of Graduate Studies.

The student should allow a minimum of 4 weeks for his/her application to be processed.

If any elective courses have been taken during the MA that the student wants to use to satisfy PhD program requirements, additional paperwork must be completed at the time that the student applies for advancement. Please contact the grad office for more information.

Faculty and Program Regulations

Generally, the place to start with program petitions and appeals is with your academic supervisor and the Director of Clinical Training. Current policies and procedures are posted in the Faculty of Graduate Studies Handbook, accessible from the FGS website (http://www.yorku.ca/grads/index.htm), and the Graduate Program in Psychology Handbook.

Appendices

- Research Practicum Agreement Form
- Clinical Practicum Agreement Form
- Program Sanctioned Training Form
- Internship Agreement Form
- MA Progress Tracking Form
- PhD Progress Tracking Form
- Clinical Supervisor's Evaluation Form (Practicum & Internship)
- Template for Gaining Consent for Clinical Competency Examination (Assessment case)
- Template for Gaining Consent for Clinical Competency Examination (Therapy case)
- Competency Examination Application Form
- Breadth Review and Tracking Form
- Guidelines for Approval of Non-Accredited Internship Settings

RESEARCH PRACTICUM AGREEMENT

YORK
UNIVERSITÉ
UNIVERSITY

FACULTY OF GRADUATE STUDIES

Graduate Program in Psychology

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

Student Name _____

Student Number _____

Supervisor _____

Area _____ Level of Study _____

PLEASE CIRCLE ONE:

6820A 6.0 **6820B 6.0** **6820C 6.0**

6820A 3.0 **6820B 3.0** **6820C 3.0**

RESEARCH PRACTICUM AGREEMENT: A practicum consists of 10 hours of work per week for the academic year for course credit.

This form must be filled out and signed by both the student and practicum supervisor if the student is to receive practicum credit.

1. What is the nature of the research on which the student will be working? (A 200-300 word outline should be sufficient.)

2. What are the duties of the student? (Please include such activities as library research, experimental design, data analysis, data collection, pilot testing, report writing, where relevant, as well as any other duties which may be involved.)

3. What is the student's commitment over the year? (i.e., will it be an average of 10 hours per week spread out over the year, will it be concentrated in shorter more intense time periods, etc.)

4. The faculty member's policy regarding publishing credit (if relevant) has been explained to the student? Yes _____ (please check).

What are the dates over which the practicum will extend?

_____

Number of hours per week: _____ Total number of hours: _____

PLEASE PRINT

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

_____

_____

Phone Number: _____

_____ _____

Practicum Supervisor's Name Practicum Supervisor's Signature

_____ _____

Student's Signature Date

Please return completed form to the Graduate Program Office, Room 297 BSB
Students are advised to keep a copy of this agreement for their records.

YORK UNIVERSITÉ UNIVERSITY redefine THE POSSIBLE.

CLINICAL AREA
GRADUATE PROGRAM IN PSCYHOLOGY

Practicum Training Requirements

This document is prepared for the information of external practicum supervisors, to facilitate communication of the clinical program practicum guidelines and ultimately, to enhance the student's practicum experiences. In accordance with the Guidelines 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.

According to the CPA guidelines (2023), *"Practicum training incorporates and covers the following activities:*

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

The CPA Standards indicate 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 program, these experiences will be gained via:

1) York University Psychology Clinic involvement;
2) Two in-house intervention courses in which students are supervised on clinical cases (Clinical Practicum I at the MA II level & Advanced Intervention at the PhD I level and an in-house Psychodiagnostics practicum in which students are supervised on clinical assessment cases through the York University Psychology Clinic

3) An External Practicum Placement (taken in PhD II)
4) Program-sanctioned hours (supervised clinical experience pre-approved by the Director of Clinical Training), and
5) an optional third practicum, as needed to fulfill training requirements and to enrich skill competencies.

This document is focused on the requirements for the External Practicum Placement. Based on CPA standards and Clinical Area Program Policy, this practicum can focus on intervention and assessment activities (or both). The focus is on the use of therapeutic strategies in clinical practice with adults. As well, experience in case conceptualization, consultation, case conferences, assessment for therapy, and report writing should be included. Students should gain as much breadth as possible in terms of a range of modalities (individual, group, or couples therapy) and approaches, and a range of client presenting problems and severity level, ages, and diversity factors. Assessment typically entails test administration, scoring & interpretation; interviewing; consultation with other professionals; feedback to clients and other professionals; and report writing.

Settings

Appropriate clinical placements in the community are arranged on an individual basis by the student. Potential settings are to be vetted prior to application, through the Director of Clinical Training. The Clinical Program will provide information and support to students in the process of seeking practicum settings, including activities such as the Annual GTA Practicum Day Fair, brown bag sessions regarding applications, mock interviews, etc. The student obtains the Practicum agreement forms that should be completed in the spring of the year prior to the practicum and must include relevant information ensuring the students' training needs and the CPA guidelines that will be met. These must be approved in writing by the Clinical Training Director prior to the beginning of the Practicum, typically in the Spring before the practicum begins. Through the graduate office, the student will ensure that a Contract Letter is sent to the practicum supervisor (in order to ensure that a stipend is provided to the practicum supervisor).

Duration

Completed during the academic year, typically 2 to 2.5 days/week September to May.

Hours

- 660 hours in total
- aim for a minimum of 150 hours direct service experience (direct contact with clients: therapy, interviewing, testing, feedback, etc.)
- minimum of 75 hours formal supervision with practicum supervisor, 75% of which is individual 1:1 supervision (see below)

Time spent on specific training activities should be recorded as accurately as possible to the nearest quarter hour. Thus, for ease of recording, each hour in the training day can be broken down into four 15-minute intervals and recorded as .25 hours, .5 hours, .75 hours, or 1 hour. Thus, rather than having to “set a timer” for each activity, provide the best estimate of time spent on a specific activity to the nearest 15-minute interval.

In addition to direct service and supervision, students participate in support activities during their practica. Support activities are defined as clinically relevant activities in support of the direct service, such as chart review, writing progress and process notes, report writing, case treatment planning, consultation, session review, case presentations, case-relevant literature reviews, rounds, case conferences, workshops, psychometric test scoring and interpretation, learning new psychological measures and/or interventions/treatments and professional development/continuing education that supports specific patient/client care.

Supervision (CPA Accreditation Standards for Doctoral and Residency Programs in Professional Psychology 6th Revision, 2023, p. 17-18):

Appropriate and adequate supervision of the psychological services delivered by trainees is essential. The supervision of psychological services must be provided by a psychologist registered for independent practice in the jurisdiction where the services are provided and who is responsible for the professional psychological services provided by the student. Supervisors must have thorough knowledge of the student's work prior to providing supervision via live observation, review of recordings of the student's work, case discussion, and/or a detailed review of the student's written work. Students must be directly observed at each practicum placement prior to their evaluations.

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.

i. Individual Supervision:
•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.
•Individual supervision normally occurs in face-to-face meetings between the supervisor and 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).
•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. This could occur in services involving comprehensive assessments and report writing where the supervisor provides detailed responses to the student's written or recorded work.
•…. practicum students [may receive supervision from] psychology residents or doctoral students with appropriate experience. It is necessary, however, that the residents providing such supervision themselves receive supervision from a doctoral-level, registered psychologist specifically for this activity.

ii. 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."

It is important that there be two potential supervisors available in the setting, in case the primary supervisor is not able to fulfill the requirements 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.)

Clinical Program Liaison

As per CPA guidelines, regular communication is expected between the on-site practicum supervisors and the clinical program director. This is typically accomplished through the Director of Clinical Training (DCT) contacting the practicum supervisor to confirm practicum arrangements. If the setting and supervisor have provided such services before, a phone contact between the DCT and the practicum supervisor may not be necessary. The DCT is also available to practicum supervisors at any time during the practicum to discuss issues that may arise in the student's placement or performance. Additional communication will occur as needed, either in the form of meetings or via phone or email.

Practicum Agreement Form

When starting the 'external' practicum, the student and the 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 the site-supervisor. The form is to be signed by the student, the site supervisor, and the DCT. The student needs this form to be completed before enrollment in the Practicum course.

Evaluation

Evaluation is on a Pass/Fail basis, submitted by the practicum supervisor. In January (interim evaluation) and May (final evaluation) of each year, the practicum supervisor submits evaluation forms and written comments on the work of their students. These reports are placed in the student's file. Supervisors are encouraged to review evaluations of student performance in their practica with the student before the evaluations are submitted to the Graduate Office. Practicum evaluation reports are available in the Graduate Office for inspection by the student at any time.

York University Graduate Program in Psychology
Clinical & CD Practicum Agreement Form
(For information purposes only. Please visit the graduate website for the most up-to-date version of this form before completing)

Student Name: _____ Student number: _____
Please circle one:

Clinical Area	**CD Area**
6440P 6.0	6910P (Assessment Practicum)
6460P 6.0 or 3.0 (indicate which)	6930P (Intervention Practicum)
Optional Third Practicum	

SETTING AND NATURE OF EXPERIENCE

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

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

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

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

a) What types of assessments?

b) What types of intervention?

c) Other professional training or experience

TIME COMMITMENT

5. When will the practicum begin and end?

   _____ _____
   Start date End date

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

SUPERVISION

7. Who will be the Primary supervisor?

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

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

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

SIGNATURES

Supervisor Name and Setting Full Mailing Address:

_____

_____

_____

Phone: _____

Email: _____

_____
Signature of Practicum Supervisor

_____
Signature of Student

_____
Signature of Clinical or CD Area DCT

APPROVAL OF "PROGRAM-SANCTIONED" HOURS
(ADDITIONAL CLINICAL EXPERIENCE)
Clinical Program, York University

Background

The Clinical Program curriculum provides enough clinical experience via the required in-house clinical practicum courses (i.e., Practicum I, Advanced Interventions, Psychodiagnostics) and one external practicum to meet the standards for CPA accreditation and the number of pre-internship hours required by APPIC. Following an internship, our students easily exceed the minimum clinical hours requirement for registration with the College of Psychologists. Furthermore, most students elect to do an optional second external practicum. However, from time-to-time students do engage in extra clinical training or experience that is not as many hours as an optional practicum (i.e., fewer than 330 hours) and for one or more of the following reasons:
a) the student identifies a gap in their training which they seek to fill;
b) the program identifies a gap or feels the student needs additional clinical training;
c) the student is involved in some way (working, volunteering, collecting data, etc.) in a clinical setting, though this is not officially connected with the Clinical program;
d) the student is seeking to strengthen their credentials in preparation for internship applications.

Regarding the fourth point, students often worry that they do not have "enough hours" to make them competitive in applying for internships. The APPIC internship application process makes provision for "program-sanctioned hours" to be added to official practicum hours in a student's application, but there was 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 this form. It should be emphasized, however, that considerable discussion among training site directors indicates that a) there is no "magic number" of hours required and b) breadth and depth of experience and "fit" with the training setting are more important to internship directors and supervisors than sheer quantity of hours accumulated.

Criteria for Program-sanctioned Clinical Experience Hours

- The activity must be a valid clinical experience providing Psychological Service(s) as defined in the CPO Standards of Practice (i.e., not clerical or research assistant work for a psychologist), but may include clinical work in the context of a research project under certain circumstances
- It must be supervised by a Psychologist who is registered with the College of Psychologists of Ontario, who assumes professional responsibility for the work
- In order to ensure timely completion of all program requirements, the total number of program-sanctioned clinical training hours should not exceed 10 hours/week (including indirect hours such as preparation, record keeping, and supervision, and direct client contact hours)
- The amount of supervision will depend on the 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 20 total hours or 10 face-to-face client 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, hospital, school, etc.. In some circumstances, the work may take place in a private practice. Paid clinical work may

be counted, provided it meets all criteria for program-sanctioned hours, including adequate supervision and that the student spend no more than a total of 10 hours per week on program-sanctioned clinical training hours.

- 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 must be approved in advance by the Director of Clinical Training using the Pre-Approval of Clinical Experience form unless it is in the YUPC. YUPC program-sanctioned hours are automatically pre-approved. Final number of hours worked and evaluation must then be submitted when the work is completed, using the Program Sanctioned Hours Approval Form.
- Hours should be documented in detail in Time2Track and as per www.appic.org categories.

PROGRAM-SANCTIONED HOURS
Clinical Program
Pre-Approval of Clinical Experience (prior to starting)

Name of Student:

Date:

Reason for Seeking Extra Clinical Experience:

Type of Clinical Setting:

Number and Type of Clients to be Seen:

Type of Assessments and/or Interventions:

Projected Start Date: _____Projected End Date: _____

Projected Total Number of Clinical Hours to be Completed (indicate Direct and Indirect):

Name & Address of Clinical Activity Site:

Name of Clinical Supervisor:

PROGRAM-SANCTIONED HOURS CLINICAL EXPERIENCE CHECKLIST

	Yes	**No**
Is the activity a valid clinical experience in Psychological Service(s) as defined in the CPO Standards of Practice		
Is the activity supervised by a Psychologist who is a member of the CPO who assumes professional responsibility for the work?		
Does the amount of supervision approximate that of an official Practicum?		
Will the student be paid? If so, the supervisor and student have discussed potential conflicts of interest and how to avoid them.		
Will the Supervisor be able to complete and sign a brief evaluation form to confirm the number of hours worked, and to indicate that the work was satisfactory?		

Approval by Primary Supervisor: _____
Signature **Date**

Decision by DCT:

☐ approved
☐ rejected – reason:
☐ refer to Clinical Area

_____
Director of Clinical Training Date

PROGRAM-SANCTIONED HOURS
Clinical Program
Approval of Program-Sanctioned Hours (after completion)

Name of Student:

Date:

Nature of Clinical Activity:

Name & Address of Clinical Activity Site:

Name of Supervisor:

Was this work approved in advance?
☐ yes
☐ no – why not?

Hours Completed: Direct Face-to-face Hours (indicate Assessment or Intervention):

Supervision Hours:

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

Total Number of Hours:

Supervisor Statement:

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

_____

Supervisor Student Date

Decision by DCT:

☐ approved
☐ rejected – reason:
☐ refer to Clinical Area

_____

Director of Clinical Training Date

Revised April 2023

YORK UNIVERSITY
GRADUATE PROGRAM IN PSYCHOLOGY
Fax: 416-736-5814
Phone: 416-736-5290

INTERNSHIP AGREEMENT

Clinical and Clinical/Developmental Areas PhD students only

Student Name _____ Student Number _____

Area _____

PLEASE CIRCLE ONE:

6840 6.0		**6840A 3.0**		**6840B 3.0**
Clinical Internship	**OR**	Clinical Internship I	**PLUS**	Clinical Internship II
Full time – 1800 hrs.		Half time – 900 hrs.		Half time – 900 hrs.

CLINICAL INTERNSHIP AGREEMENT: An internship consists of one year (12 months) supervised, professional service, either full-time or part-time.

This form must be filed out and signed by both the student and internship supervisor if the student is to receive credit.

What are the duties of the student to be? Please include, if relevant, such activities as: Individual therapy, group therapy, family therapy, psychological testing, learning about ethical and professional standards and codes of conduct, applied research, and community consultation, as well as any other activities in which the student will be involved. Also describe how the student will be supervised and the amount of time which is to be allocated to such supervision.

What are the dates over which the internship will extend? _____

Number of hours per week: _____ Total number of hours: _____

PLEASE PRINT

Internship Setting and full mailing address:

_____

_____

Phone number: _____

_____ _____ _____

Internship Supervisor's Name Internship Supervisor's Signature Email address

_____ _____

Student's Signature Date

_____

Signature of Director of Clinical Training in your Area

Please return two copies of the completed form. The original to the Graduate Psychology Program Office, Room 297, B.S.B. and a copy to the Clinical area secretary in 281 BSB. As well, students are advised to keep a copy of this agreement for their records.

Graduate Programme in Psychology
Clinical Psychology Area
Student Progress Tracking Form

Date:

Name: **Academic Supervisor:**

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

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

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

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

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

	Term(s) Completed (e.g., Sep-Dec 2019 or FW19 for full-year)	**Course Director**	**Grade**
MA			
6131 3.0 - Univariate Analysis I			
6132 3.0 - Univariate Analysis II			
6421 3.0 – Foundations of Clinical Psychology: Biopsychosocial Formulations			
6422 3.0 – Foundations of Clinical Psychology: Personality and Psychopathology			
6431 3.0 – Cognitive Assessment			
6432 3.0 – Personality Assessment			
6820A 6.0 - Research Practicum			
6436 3.0 - Evidenced-based Principles of Psychotherapy			

6437 3.0 - Approaches to Psychotherapy: Advanced Study*(not required for CNP students)			
6430P 6.0 - Clinical Practicum I (in-house)			
PhD			
6441P 6.0 - Psychodiagnostics			
6445P 6.0 – Advanced Intervention			
6490B 3.0 – Ethical Issues in Professional Practice			
6020 OR 6030 3.0 Historical & Theoretical Foundations of Contemporary Psychology A **(indicate whether 6020 or 6030)**			
Alternative History/Theory requirement (e.g., Historiography)			
any Statistics or approved methods course 3.0 (**specify course**)			
any Statistics or approved methods course 3.0 (**specify course**)			
Neuropsychology Stream			
6325 3.0 - Clinical Neuroanatomy			
6450 3.0 - Principles of Neuropsychological Assessment			
6330 3.0 - Cognitive Neurorehabilitation			
Elective Courses (list course number and title of course below) add lines if needed			
Elective:			
Elective:			
Elective:			
Breadth Courses (list below)			

NOTE: If you have taken a grad course for a breadth domain, do NOT list your UG courses (NP students only complete social psych below)			
Biological bases domain (may be fulfilled with undergrad courses OR a grad course): **LIST COURSE CODE(S) HERE (undergrad or grad)**:			
Cognitive-affective domain (may be fulfilled with undergrad courses OR a grad course): **LIST COURSE CODE(S) HERE (undergrad or grad)**:			
Social psychology domain (may be fulfilled with undergrad courses OR a grad course): **LIST COURSE CODE(S) HERE (undergrad or grad)**:			

MA Thesis	**Expected Date of Completion** (Use this column as a projected timeline for things that haven't been done yet.)	**Date of Completion** (Use this column to indicate parts of the thesis that have been completed.)
Title or Topic (list here):		
List committee members here. Indicate if they are intended or if committee is officially formed.		
Proposal		
Data Collection		

Data Analysis		
First Draft		
Oral Defence		

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

	Location	Supervisor(s)	Start-End dates (month/year – month/year)	Direct hours Assessment	Direct hours Therapy	Super-vision hours	Total hours
2nd Practicum 6440P (first external)							
3rd Clinical Practicum 6460P (Optional)							
YUPC Program-sanctioned Hours							
Other Program-sanctioned Hours							

Academic Breadth Comprehensive (ABC) Paper (formerly Minor Area Paper)		
	Expected Date of Completion	**Date of Completion**

	(Use this column if not done yet.)	(Use this column to indicate if completed.)
Title or Topic (list here):		
List **committee members** here.		
Proposal		
Submission to grad office		
Clinical Competency Examination (skip this item if you are MA-1, MA-2, or PhD-1)		
Expected Date of Completion (if not done yet, indicate your plans here):		
Date of Completion (if done, list the date completed and who the examiners were here):		

Dissertation	**Expected Date of Completion** (Use this column as a projected timeline for components that haven't been done yet.)	**Date of Completion** (Use this column to indicate parts of the thesis that have been completed.)
Title or Topic (list here):		
List committee members here. Indicate if they are intended or if committee is officially formed.		
Proposal		

Data Collection		
Data Analysis		
First Draft		
Oral Defence		

Predoctoral Residency (If currently on residency or going on residency this fall, indicate the following)
Name of internship site and location:
Accreditation status:
Internship Director's name and e-mail:
Salary (indicate whether Canadian or US dollars):

Scholarships/Grants/TA Received:

Scholarship/ Grants/TA	Funding Body	Start-End dates (month/yr – month/yr)	Value

Participation in Clinical-Area Events, YUPC Activities, and Learning Experiences:

Area activities, such as Sep Orientation Day, Feb Open House, etc.	Specify the Area events you were involved in here
Brown Bag sessions	Specify the ones you attended (or viewed afterward) here
Attended **Clinic Rounds**	Specify the ones you attended here
Clinical Neuropsychology Rounds	Specify the ones you attended (or viewed afterward) here
YUPC Clinic learning and training activities (e.g., phone intakes, conducting assessments, psychotherapy, leading or observing a group, etc.)	Specify YUPC activities here.
Health Psychology rounds	# attended:
Other rounds	Specify here.

ADDITIONAL EXPERIENCE ACQUIRED:

Note: For the following items, **please do not refer me to your CV**. If the information is in your CV, then please copy and paste here.

Memberships in Professional Societies or Associations:

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

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

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

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

Additional Information Influencing/Reflecting Your Progress to Date:

Have you been involved in any other type of professional service delivery in the past year? Please describe

If you have graduated or will be graduating in the next year, please answer the following questions. This information is very important for the program to be able to provide to CPA.

1. Have you been hired into a postdoctoral training position? _____ Please give details:

    Name of Setting:
    Title of your position (clinical or research):
    Anticipated begin and end dates:

2. Have you been hired into an employment position?

    Employer:
    Type of Setting:
    Date of Employment:

Clinical Area
Internal/External Practicum and Internship
Student Evaluation Form
Department of Psychology, York University
Interim ( ) or Final ( )

(For information purposes only. Please visit the graduate website for the most up-to-date version of this form before completing)

Instructions to students: Please complete Part A before giving this form to your supervisor. Each supervisor you worked with during your practicum should complete a separate form.

Part A: Description of clinical activities *(completed by Student):*

The description below refers to work completed under the supervision of the supervisor completing the present evaluation.

Student Name: _____ Student No. _____
Practicum I (6430P): _____ Practicum II (6440P): _____ Practicum III (6460P): _____
Internship (6840): _____

Type of setting:_____

Total number of clients seen: _____
No. of Inpatients: _____
No. of Outpatients: _____

Type of cases (i.e., nature of presenting problem):_____

_____

Age range:_____

Services provided:_____

Total hours of direct service (assessment):_____

Total hours of direct service (intervention):_____

Total hours of direct service (other):_____

Total hours of indirect service (assessment):_____

Total hours of indirect service (intervention):_____

Total hours of indirect service (other):_____
Total hours of individual, face-to-face supervision:_____
Total hours of other supervision:_____

Part B: Evaluation of Core Competencies:

Please indicate your evaluation of this student within each area of competency listed below based on the work they have completed under your supervision.

A rating of **(1) Unsatisfactory** indicates the supervisee has shown insufficient mastery of the skill/knowledge area and would have to exhibit considerable change in order to obtain a satisfactory evaluation.

A rating of **(2) Conditional** indicates the supervisee has demonstrated some mastery of the skill/knowledge area but requires further instruction and/or experience to bring him or her to up to a satisfactory level.

A rating of **(3) Satisfactory** means the supervisee has adequately mastered the skill/knowledge area.

A rating of **(4) Very Good** means the supervisee has mastered the skill/knowledge area to a greater extent than most students.

A rating of **(5) Excellent** means the supervisee has demonstrated an outstanding mastery of the skill/knowledge area.

When completing the evaluation please consider the supervisee's level of development. For example, if the supervisee is completing Practicum II or III a satisfactory rating means that, *within the areas of work completed during the practicum*, the student has achieved a level of competency that would be expected of students entering a predoctoral internship.

Interpersonal Relationships with Clients

1 2 3 4 5 N/A

This refers to such competencies as:

Demonstrates the ability to develop and maintain a constructive working alliance.
Demonstrates knowledge of theories and empirical data related to the professional relationship.
Demonstrates effective communication skills
Demonstrates a good awareness of his/her personal values/biases and how they might influence the provision of psychological services.
Demonstrates sensitivity to cultural and other individual differences.
Understands and uses own counter-transference productively.
Recognizes and is sensitive to the verbal and nonverbal messages of clients

If necessary, please comment/elaborate below:

Assessment and Evaluation

1 2 3 4 5 N/A

This refers to such competencies as:

Demonstrates knowledge of assessment issues
Proficiently administers Psychological tests
Demonstrates competency in scoring and interpreting Psychological tests
Demonstrates ability to develop sound, useful conceptualizations of cases
Gathers relevant interview data appropriately
Is able to write a well-organized psychological report
Able to determine which assessment methods are best suited to the task at hand
Demonstrates effective listening and observational skills

If necessary, please comment/elaborate below:

Intervention and Consultation

1 2 3 4 5 N/A

This refers to such competencies as:

Formulates appropriate therapeutic treatment goals in collaboration with the patient
Conducts interventions that are well-timed and effective
Demonstrates good knowledge of intervention approaches/techniques
Is aware of when to make referrals or consult
Selects appropriate intervention methods
Demonstrates basic empathy skills

If necessary, please comment/elaborate below:

Research

1 2 3 4 5 N/A

This refers to such competencies as:

Demonstrates knowledge of effectiveness of available treatment options
Seeks out professional writings as needed
Is able to critically evaluate research findings
Shows good critical reasoning skills

If necessary, please comment/elaborate below:

Ethics and Standards

1 2 3 4 5 N/A

This refers to such competencies as:

Demonstrates good knowledge of ethical principles and applies them appropriately
Demonstrates good knowledge of standards of professional conduct
Demonstrates the ability to resolve ethical dilemmas
Proactively identifies potential ethical dilemmas
Demonstrates a knowledge of factors that may influence the professional relationship (e.g. boundary issues)

If necessary, please comment/elaborate below:

Part C: Specialized Training:

If relevant, please describe and evaluate the supervisee's mastery of skills/knowledge not covered in Part B.

Part D: Use of Supervision and Professional Development:

1 2 3 4 5 N/A

This refers to such competencies as:

Recognizes own limitations and seeks help when necessary
Attempts to educate self
Willing to alter practice based on new learning
Receives constructive criticism appropriately
Makes efficient use of supervision time
Manages time effectively
Able to work independently and assumes an appropriate level of initiative
Demonstrates the ability to work collaboratively with other professionals
Completes written work in a timely manner
Demonstrates positive coping strategies to manage personal and professional stressors

If necessary, please comment/elaborate below:

Part E: Summary of Student's

a) Strengths

b) Clinical competencies in need of continuing development

Any Further comments

Part F: Overall evaluation of Student:

_____Pass **_____Fail**

A “pass” will be translated into a grade of ‘A’ and “fail” will be translated into a grade of ‘C’. In some cases a grade of ‘I’ (incomplete) will be submitted if a student has failed to complete the internship / practicum requirements. The director of clinical training at York will also have the discretion to translate a “pass” to a grade of ‘A+’ if there were exceptional reasons to do that based on outstanding comments by the supervisor and / or if every domain (e.g. interpersonal relationships with clients) is given the highest rating of 5.

Signatures:

Supervisor_____

Signature:_____ **Date:**_____

Supervisee_____

Signature:_____ **Date:**_____

This section completed by York University Director of Clinical Training

FINAL GRADE: _____

DIRECTOR OF CLINICAL TRAINING SIGNATURE: _____

Sample for Gaining Consent for Use of Patient Records
in Clinical Competency Examination (Assessment Case)
Note: this form can be accessed and sent to clients over the OWL platform at the YUPC

Client Information and Consent Form

As part of the requirements for the doctoral degree in Clinical Psychology at York University, students are required to complete a clinical competency examination. This oral examination involves presenting a psychological assessment completed by the student under the supervision of a registered psychologist from an approved clinical setting. The material (i.e., copies of the test data and final report) is prepared by the student and submitted for review to the examining committee. The committee consists of three psychologists who are licensed to practice in the Province of Ontario.

Your test data and final report will be discussed by me, _____ _____, in order to demonstrate my skill and understanding of assessment, using your evaluation as an example. Your name, and any other identifying information, will be deleted from all material submitted. All rules of confidentiality that apply at _____ [original institution], also apply to the material gathered and used for the competency exam. The copies made will be destroyed when the exam is completed.

By signing below, you consent to having _____, a psychology graduate student at _____, use the information (including test materials and final report) gathered during your psychological assessment on _____ for the purpose of completing his/her competency examination.

Name: _____

Signature: _____

Witness: _____

Date: _____

Sample for Gaining Consent for Use of Patient Records
in Clinical Competency Examination (Therapy Case)
Note: this form can be accessed and sent to clients over the OWL platform at the YUPC

Client Information and Consent Form

As part of the requirements for the doctoral degree in Clinical Psychology at York University, students are required to complete a clinical competency examination. This oral examination involves presenting a therapy case completed by the student under the supervision of a registered psychologist from an approved clinical setting. The material (i.e., audiotape, transcript, summary) is prepared by the student and viewed only by the examining committee. The committee consists of three psychologists who are licensed to practice in the Province of Ontario.

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

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

Name: _____

Signature: _____

Witness: _____

Date: _____

CLINICAL COMPETENCY EXAMINATION

Application for Examination

Submit to Dr. Joel Goldberg

The room for the examination is arranged by the graduate office. You should ensure that your committee members receive copies of relevant documentation 3 weeks in advance. Any questions or requests concerning the examination or the committee members should be directed to Dr. Joel Goldberg: jgoldber@yorku.ca

---

Date:

Student name: Student number:

Tel. Number: e-mail:

Year of Study: Supervisor:

Date and Time of Examination:

Committee Member 1: Affiliation:
e-mail:
phone:

Committee Member 2: Affiliation:
e-mail:
phone:

Committee Member 3: Affiliation:
(Arranged by Dr. Goldberg) e-mail:

Approved by Dr. J. Goldberg: _____
(Signature)

Room: _____
(Arranged by grad office)

Course Review and Course Plan for Meeting the Breadth Requirements
(For information purposes only. Please contact the DCT for an up-to-date and form-fillable version.)

Student: _____ Supervisor: _____

Year Started MA: _____ Year Started PhD: _____ Current Date: _____

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

☐ Clinical Neuropsychology stream (students to fulfil only the Social Psychology breadth requirement as the other two areas are part of their required courses).

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

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

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

Course name code full-half year grade
1._____/_____/_____/_____/_____

Course name code full-half year grade
2._____/_____/_____/_____/_____

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

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

Course name code full-half year grade
1._____/_____/_____/_____/_____

Course name code full-half year grade
2._____/_____/_____/_____/_____

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

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

Course name code full-half year grade
1._____/_____/_____/_____/_____

Course name code full-half year grade
2._____/_____/_____/_____/_____

Student Name: _____
For students who have not met one or more of the breadth requirement(s), below is a list of graduate courses that could fulfil each domain:

I. Biological Bases of Behaviour

- *6216 3.0:[1]Topics in Cognitive Neuroscience: Rational and Emotional Processing*
- *6235 3.0:Brain Mechanisms of Movement in Health and Disease*
- *6235 3.0:Topics in Motor Function and Dysfunction*
- *6250A 3.0: Advanced seminar in perception*
- *6253 3.0:Fundamentals of Neuroscience II: Circuits*
- *6256 3.0:Principles of Neural Coding*
- *6257 3.0:Fundamentals of Neurosciences I, Structures, Neurons and Synapses*
- *6260 3.0:Visuospatial Memory and Goal Directed Action*
- *6265 3.0:Perception and action*
- *6270 6.0:Physiology psychology*
- *6278 3.0:[1]Brain and Behaviour: Cognitive Systems*
- *6320 3.0:[1]Human Neuropsychology: History and Syndromes*
- *6325 3.0:Clinical Neuroanatomy*
- *6690 3.0:Comparative Developmental Psychology*
- *6905 3.0:[1]Biological and Cognitive Bases of Development*

II.Cognitive-Affective Bases of Behaviour

- *6216 3.0:[1]Topics in Cognitive Neuroscience: Rational and Emotional Processing*
- *6230 6.0:Learning*
- *6265 3.0:Perception and Action*
- *6278 3.0:[1]Brain and Behaviour: Cognitive Systems*
- *6320 3.0:[1]Human Neuropsychology: History and Syndromes*
- *6330 3.0:Cognitive Neurorehabilitation*
- *6335 3.0:Functional Neuroanatomy*
- *6450 3.0:Principles of Neuropsychological Assessment*
- *6465 3.0:Stress and Coping*
- *6640A 3.0: Theories in Cognitive Development*
- *6640B 3.0: Topics in Cognitive Development*
- *6720 3.0:[2]Development of Affect, Consciousness and Social Cognition*
- *6905 3.0:[1]Biological and Cognitive Bases of Development*
- *6910 3.0:Psychoeducational assessment of children and adolescents*
- *6950 3.0:Learning disabilities: Theories, Research, Diagnosis, and Treatment*
- *6955 3.0:Lifespan Cognitive Development and Change*

Student Name: _____

III.Social Bases of Behaviour

- *6150B 3.0: Social Methods*
- *6160 3.0: Cross Cultural Psychology*
- *6171 3.0: Interpersonal Relationships*
- *6172 3.0: Stereotyping, Prejudice & Discrimination*
- *6173 3.0: Personality Processes and the Social Self*
- *6174 3.0: Organizational Psychology*
- *6175 3.0: Social Psychology of Intergroup Relations*
- *6245 3.0: Complex Systems Approach to Interpersonal Change*
- *6340 3.0: Psychology of Gender*
- *6400 3.0: Contemporary Issues in Social and Personality Psychology*
- *6405 3.0: Social Cognition*
- *6410 3.0: Social Psychology*
- *6415 3.0: Multicultural Counselling*
- *6560A 3.0: Group Processes and Group Psychotherapy*
- *6610 3.0: Social and Emotional Bases of Development*
- *6620A 3.0: Clinical-Developmental Perspectives on Social and Personality Development*
- *6720 3.0:[2]Development of Affect, Consciousness and Social cognition*

Comments:

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[1]This course can only be used to meet breadth requirements in one domain (i.e., Biological or Cognitive-Affective)
[2]This course can only be used to meet breadth requirements in one domain (i.e., Cognitive-Affective or Social)

Guidelines for Approval of Non-Accredited Internship Settings

Dear Clinical Area Students:

As a CPA-accredited program, we strongly encourage students to seek out accredited internship programs. In the exceptional cases where this is not possible, we are responsible for ensuring that nonaccredited settings meet accreditation standards as much as possible, and want to encourage these sites to develop their program toward the goal of ultimately achieving accreditation. As such, we wish to work collaboratively with you and the setting to ensure the highest quality placement for your clinical training. We lay out below a procedure and summary of criteria for applying for a non-accredited internship.

When considering a nonaccredited part- or full-time internship, in conjunction with your proposed placement primary supervisor, you should draft a letter that will allow the practica/internship committee to consider the application with respect to CPA accreditation criteria. For this purpose, we have presented below a condensed version of CPA accreditation criteria to be used in drafting the proposal. The practica/internship committee of the Clinical Area will use these guidelines to evaluate the application for a nonaccredited internship setting. While we recognize that not all of these criteria will be fully met by potential internship settings, and that such settings offer valuable experiences to students, we do wish to ensure that as many of these criteria are satisfied as much as possible.

Please address in your proposal how the potential setting addresses each of the points below. Please also attach the CVs of each of your setting supervisors to the proposal.

1. Every program has a philosophy of training (explicates its values and principles re teaching and training)

2. Goals and objectives (which operationalize the philosophy of training)

    a. must be in writing - brochure which is available to applicants
    b. consistent with the philosophy/mission of the host institution and the doctoral program from which interns come
    c. respects the scientific basis of psychological practice
    d. service demands do not erode training goals (no more than 2/3 of time providing direct service)
    e. other activities include consultation to other service providers, interdisciplinary team functioning, treatment or program evaluation
    f. organized and coherent sequence of experiences with varied exposure to problems & populations & experiences increase in complexity, facilitates integration/synthesis of experiences
    g. administrative, educational, supervisory support provided
    h. director of training specified (PhD, registered, senior professional with some experience in training)
    i. financial remuneration of interns
    j. full-time - at least 1800 hours, part-time 900 hours

3. By the end of the internship, interns must be eligible for registration and accordingly must have experience in a range of assessment and intervention procedures, consultation, and program development and& evaluation

    a. Includes training in empirically supported interventions, and in more than one treatment modality

4. Research opportunities; professional practice informed by science

5. Written individualized training plan is completed by the Director of Training or primary supervisor and the intern at the beginning of the year and/or rotation; detailed training objectives and caseload expectations

6. Scheduled supervision at minimum of 4 hours per week by qualified psychologists (registered, PhD - 2 hours for part-time)

7. Whenever possible, training and experience in providing supervision

8. Interns are given feedback about their progress on an ongoing basis (written and consistently applied format that reflects program's goals and objectives, with explicit assessment of interns progress in meeting these); completed at regular, predetermined points; intern and training director given a copy

9. Intern progress reported in writing to the director of training of the doctoral program;

    a. at least twice and in the event of remediation/difficulty; synthesizes supervisors' evaluations

10. Program has written minimum standards for successful completion of the program that is presented to the intern in advance of the year

    a. Remediation identification and process procedures specified

    b. At the start of the year, interns presented with a document outlining the program's policies and procedures to appeal decisions by the program

11. Programs demonstrate understanding and respect for diversity in intern evaluation procedures and in training/educational experiences

12. Training staff represents an organized group of psychologists who collaborate and meet regularly

    a. report to a chief psychologist or professional practice leader;
    b. staff of the program is sufficiently stable and of sufficient number to not be compromised by the loss of a staff member
    c. are registered and have PhD
    d. other professionals may contribute to training

13. At least two interns are enrolled in the program

    a. interns have formal opportunity to contribute to progamme planning and development;
    b. interns formally evaluate the program including quality/quantity of supervision and instruction and aspects of the host institution and its staff;
    c. format and timing of interns evaluations of supervisors/program respect position of trust assumed by the program (e.g., interns complete evaluations after supervisors complete evaluations);
    d. interns made aware of ethical standards and codes of conduct and federal/provincial regulations governing practice in the institution

14. Facilities and resources - quiet work space, secure storage, means of communication, appropriate space to carry out client activities, clerical support including means of documentation, AV resources for supervision, computer access, library facilities

15. Program has methods and mechanisms for monitoring progress in achieving goals and objectives of the internship program

    a. includes preparedness of graduates to apply for registration and applicability of knowledge gained to postdoctoral training and employment