

## CLINICAL PSYCHOLOGY ONLINE BROCHURE 2018

Our program was awarded accreditation for six years by the Canadian Psychological Association (CPA) in 2016. As a fully accredited Graduate Program in Clinical Psychology, we adhere to all standards, guidelines and policies of CPA. The offices of accreditation can be contacted as follows:

Canadian Psychological Association  
141 Laurier Avenue West, Suite 702  
Ottawa, Ontario  
K1P 5J3  
1-888-472-0657 X328  
accreditation@cpa.ca

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The Program has developed the following Mission, Values and Guiding Principles:

### Mission

Clinical Psychology is an evidence-based science. We advance knowledge related to the etiology, prevention, assessment and treatment of psychological problems and the promotion of health and wellness.

### Values and Guiding Principles

**Promotion of Human Welfare** – We are committed to the dignity of persons, responsible caring, integrity of relationships and responsibility to society.

**Excellence** – We pursue excellence, innovation and leadership in Science, Policy, Practice, Education and Training.

**Accountability and Transparency** – Policies and practices are characterized by accountability, transparency and are based on the best available evidence.

**Collegiality** – We foster collegial and collaborative relationships within the Program, University and the broader Community.

## **Goals and Objectives**

Consistent with our Mission and Values and Guiding Principles, our overall goals and specific training objectives are as follows:

**Goal 1:** To achieve innovation and excellence in the generation, dissemination, and application of psychological knowledge.

### ***Training objectives:***

- 1.1** to develop knowledge of research methods and statistics
- 1.2** to develop the ability to analyze and critically evaluate scientific research
- 1.3** to conduct independent research
- 1.4** to disseminate research findings to both specialized and broad audiences

**Goal 2:** To develop an understanding of and commitment to evidence-based practice in clinical psychology.

### ***Training objectives:***

- 2.1** to promote a Program philosophy that emphasizes clinical psychology as an evidence-based health profession
- 2.2** to provide a coursework and practicum sequence that integrates science and practice
- 2.3** to provide students with training in evidence-based practice in the context of community settings
- 2.4** to integrate assessment and treatment activities in ways that emphasize the utility of assessments for the design and evaluation of treatments

**Goal 3:** To help students develop a professional identity as clinical psychologists who subscribe to evidence-based practices.

### ***Training objectives:***

- 3.1** to provide training in professional ethics and decision-making
- 3.2** to promote the development of a professional identity as clinical psychologists
- 3.3** to encourage students to join professional organizations
- 3.4** to provide students with extensive exposure to and interaction with community-based clinical psychologists

**Goal 4:** To gain a mastery of the core content in psychology.

***Training objectives:***

**4.1** to develop knowledge in biological, social, cognitive-affective, and individual bases of behaviour

**4.2** to develop a comprehensive knowledge of research methods and statistics

**4.3** to ensure students have competency in the historical and scientific foundations of general psychology

**Goal 5:** To adhere to a theoretical framework for research and clinical practice that incorporates systemic and developmental views of psychopathology, assessment, and intervention.

***Training objectives:***

**5.1** to develop an understanding of issues in child and adolescent psychopathology, assessment, intervention, prevention, and consultation

**5.2** to develop an understanding of issues in adult psychopathology, assessment, intervention, prevention, and consultation

**5.3** to integrate knowledge of child and adult clinical practice in working with individuals and families across the lifespan

**Goal 6:** To develop a lifelong commitment to the integration of science and community-based practice.

***Training objectives:***

**6.1** to integrate science and practice throughout all aspects of training

**6.2** to encourage and provide financial support for students to attend conferences and to seek out continuing education experiences

**6.3** to support students as teaching assistants or class instructors

**6.4** to provide clinical workshops for students and community members

**6.5** to involve graduates of our Program as community placement supervisors

**Goal 7:** To foster recognition and respect for diversity and to incorporate sensitivity to diversity into all aspects of clinical research and practice.

***Training objectives:***

**7.1** to include content related to diversity in courses

**7.2** to provide a diversity module in Psyc750 (Advanced Seminar in Clinical Psychology)

**7.3** to provide regular training opportunities with a special emphasis on diversity issues

**7.4** to provide contacts with clients and supervisors from diverse backgrounds in community and in-house practicum placements

**Goal 8:** To develop an identity and skills as a health scientist and professional working within a multidisciplinary framework of research and practice

***Training objectives:***

**8.1** to provide training and research opportunities in multidisciplinary health care settings

**8.2** to provide exposure to a broad range of health scientists

**8.3** to recognize the role of the clinical/scientist-practitioner psychologist as embedded in the knowledge base and practice of the health sciences

Theoretical orientation and research interests of faculty

**Brandy Callahan** [brandy.callahan@ucalgary.ca](mailto:brandy.callahan@ucalgary.ca) – Dr. Callahan’s research aims to improve early diagnosis of dementia using neuropsychological and neuroimaging measures. <https://www.neurocogdisorderslab.com/>

**Joshua Madsen** [jmadsen@ucalgary.ca](mailto:jmadsen@ucalgary.ca) - Contextual Behavioral Therapies. Dr. Madsen’s research is focused on evaluation of systemic interventions (i.e., couples therapy), and the dissemination and training of evidence-based therapies.

**Tavis Campbell** [t.s.campbell@ucalgary.ca](mailto:t.s.campbell@ucalgary.ca) Cognitive-Behavioral Therapy - Dr. Campbell is a behavioral medicine specialist with a program of research focused on bio-behavioral mechanisms underlying risk and recurrence in chronic illness. <http://www.behaviouralmedicinelab.ca/>

**Keith Dobson** [ksdobson@ucalgary.ca](mailto:ksdobson@ucalgary.ca) Cognitive-Behavioral Therapy- Dr. Dobson’s interests include cognitive models of depression, cognitive-behavioral therapy, stigma reduction, and cross-cultural aspects of psychopathology. <http://psych.ucalgary.ca/Clinical/Depression-Lab/main.htm>

**Susan Graham** [grahams@ucalgary.ca](mailto:grahams@ucalgary.ca) Cognitive-Behavioral Therapy- Dr. Graham’s research focuses on language and cognitive development during the infancy and preschool years. <http://psych.ucalgary.ca/lcdlab/>

**David Hodgins** [dhodgins@ucalgary.ca](mailto:dhodgins@ucalgary.ca) Cognitive-Behavioral Therapy- Dr. Hodgins’ interests lie in the area of addictive behaviours, specifically alcohol and gambling addictions, and comorbid psychiatric disorders, including the process of recovery from problems including brief motivational interventions and understanding the process of relapse to addictive behaviors. <http://addiction.ucalgary.ca/>

**Candace Konnert** [konnert@ucalgary.ca](mailto:konnert@ucalgary.ca) Cognitive-Behavioral Therapy - Dr. Konnert focuses on clinical and social aspects of aging, particularly those older adults who are at greatest risk for poorer mental health and overall quality of life. <http://psych.ucalgary.ca/healthyaging/>

**Sheri Madigan** [sheri.madigan@ucalgary.ca](mailto:sheri.madigan@ucalgary.ca) Cognitive-Behavioral Therapy -Using a multi-method approach, Dr. Madigan’s research examines early determinants of children’s socio-cognitive development. <http://madiganlab.com/>

**Melanie Noel** [melanie.noel@ucalgary.ca](mailto:melanie.noel@ucalgary.ca) Cognitive-Behavioural Therapy- Dr. Noel's research expertise is in the area of children's anxiety/fear and pain memories as cognitive-affective mechanisms underlying trajectories of pediatric pain. <http://www.abcpainresearch.com/>

**Kristin von Ranson** [kvonrans@ucalgary.ca](mailto:kvonrans@ucalgary.ca) Cognitive-Behavioral Therapy- Dr. von Ranson's research focuses on eating disorders and related issues, including research on eating disorders as behavioural addictions and the science-practice gap in the treatment of eating disorders.

<http://psych.ucalgary.ca/eatinglab/>

**Hank Stam** [stam@ucalgary.ca](mailto:stam@ucalgary.ca) Eclectic - Dr. Stam is interested in both the history of and the theoretical foundations of psychology. <https://www.researchgate.net/>

**Lianne Tomfohr** [ltomfohr@ucalgary.ca](mailto:ltomfohr@ucalgary.ca) Cognitive-Behavioral Therapy - Dr. Tomfohr is interested in relationships between psychological states and physical health, with a specific focus on health in the transition to parenthood. <http://psyc.ucalgary.ca/healthyhearts/home>

**Keith Yeates** [kyeates@ucalgary.ca](mailto:kyeates@ucalgary.ca) Developmental Biopsychosocial Systems Theorist -Dr. Yeates aims to better understand the outcomes of childhood brain injury and influences on recovery, and thereby foster more effective treatment and management.

## Requirements and expectations of students

Students are exposed to a core curriculum including research design and statistics, history and systems of psychology, ethics and professional standards, and breadth courses in the general domain of psychology. In addition to a breadth of knowledge within the general field of psychology, students will acquire:

- the proficiency to conceptualize, execute, and evaluate research;
- training in the content areas and theoretical approaches specific to clinical psychology;
- training in the techniques, procedures and ethics of assessment, intervention, and prevention;

Formal courses are complemented by courses with practicum training, summer clinical experiences, and advanced clinical practica (approximately 1,100 hours of experience), all of which take place during two years of study as a master's level student and two more years of full-time residency as a doctoral candidate. Students in the program will also complete a full-year (1,600 hours) predoctoral clinical internship.

Research training in our program focuses on both a master's thesis and a doctoral dissertation, as well as other research activities with which the student may become involved. Research training is based upon an "apprenticeship" model in which students initially work closely with a faculty member in an area of mutual interest, gaining the knowledge and experience necessary to undertake self-directed independent research. Students are encouraged to present their research at national and international conferences. The program provides travel grants in support of students' participation in conferences, and students can also apply to the Faculty of Graduate Studies for conference travel awards. Students are required to take graduate-level statistics and research methods courses during their first two years of the program. During this time students will also complete a master's thesis. Based upon adequate performance and timely completion, students will then normally proceed to doctoral level course work, candidacy examinations, doctoral level research, and a year-long predoctoral clinical psychology internship.

The following is an example of the list of courses which are required by year:

#### Year 1 - MSc I

- Research Design & Statistics
- Professional Issues/Ethics
- Adult Psychopathology
- Child Psychopathology & Assessment
- Adult Assessment
- Summer Practicum
- Thesis Research

#### Year 2 - MSc II

- Adult Psychotherapy
- Child Psychotherapy
- Statistics/Methodology
- Summer Practicum
- Research Seminar in Clinical Psychology
- History and Systems of Psychology
- Thesis Research

#### Year 3 - PhD I

- Breadth Course (if necessary)
- Specialty Practicum
- Advanced Clinical Seminar
- Dissertation Research

#### Year 4 - PhD II

- Advanced Clinical Seminar
- Specialty Practicum
- Dissertation Research

#### Year 5 - PhD III

- Pre-Doctoral Clinical Internship
- Completion of PhD degree

### Academic practice functions for which students are prepared

The majority of our graduates are employed in direct health service provision in hospital or community-based settings. Many of them also teach part-time and/or are actively involved in research. Other graduates are in academic positions while a minority are in private practice. While most graduates remain in Canada, others are employed internationally, for example, in New Zealand, Australia, and the United States

All practicum courses must be completed as part of the degree requirements for the M.Sc. and Ph.D. degrees.

All students will complete approximately 1,200 hours of supervised practicum experience. This requirement exceeds the 600 hours required by the Canadian Psychological Association for doctoral level training, but is intended to ensure that students' applications for residency are competitive.

#### Practicum Settings

Practicum placements take place in our in-house training clinic and through hospitals, community clinics, and specialty clinics in Alberta Health Services, as well as other private and non-profit agencies. Students should consult with the Clinic Director, Dr. Joshua Madsen, for more information about practicum placements.

#### Clinical Residency

Students are expected to go on a year-long clinical psychology internship, in years three or four of their Ph.D. To be eligible for internship, students must have completed their Candidacy exams, completed all course work, and at a minimum, successfully defended their dissertation proposals. In accordance with CPA accreditation criteria, clinical psychology students are required to complete a competitive, full-time, year-long clinical training experience - clinical residency or clinical internship. Students will preferably be placed in CPA and/or APA accredited residency programs or the equivalent.

## Training resources

The program currently has 13 core faculty, 28 adjunct faculty, and many field supervisors. Adjunct faculty members provide important ongoing feedback and suggestions for the development of the program. They provide clinical supervision and also serve on research supervisory committees, candidacy examination committees, and administrative committees. Field supervisors are primarily involved in clinical supervision. Training sites are numerous and diverse, and include hospital and community settings serving all age groups, from infants to seniors, and a variety of client populations. These settings provide clinical training in inpatient and outpatient mental health, behavioral medicine, rehabilitation psychology, forensic psychology, and severe mental illness.

We have a Clinical Test Library. The Clinical Test Library's primary purpose is to facilitate training of graduate students enrolled in the Department of Psychology's Clinical Psychology Program, and its secondary purpose is to facilitate research in the Department of Psychology. Students, faculty, adjunct faculty, and clinical supervisors in the Department of Psychology may borrow Clinical Test Library materials for student training and research purposes.

## Applicants

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Applied to Program	100	100	103	102	88	88
Offered Admission	9	8	8	7	8	12
Accepted Offer of Admission	6	6	6	6	7	8
Withdrew from Program	1	0	2	0	0	0

## Information about our students

- There are currently 43 students in the program.
- Most students complete their undergraduate degrees from Canadian universities and represent a wide variety of geographic backgrounds.
- The program receives approximately 100 pre-applications and 80 completed applications per year, and typically admits 6-8 students.

- The vast majority of students who are admitted to the program complete their doctoral degrees. The 2-3 per cent of students who leave the program most often do so voluntarily to pursue other interests or programs of study.
- Female: 38 Male: 5
- Age distribution of students: 22-41

## Support available for students

- Graduate students are funded to a minimum level of \$20,500 annually - guaranteed for two years of the MSc program and three years of the PhD program
- The funding amounts of our current students range from a minimum of \$20,500 to \$50,000 with an average funding level of approximately \$30,000 per year, depending whether or not they have secured external or internal scholarships
- This funding may be provided through Faculty of Graduate Studies Scholarship funds, graduate teaching assistantships, internal scholarships, and external scholarships
- Conference funding each year

You can find information on tuition fees from the [Graduate Studies Calendar](#).

Scholarship Information can be found here:

- [UofC Graduate Awards](#) - Find general information on scholarship awards offered to University of Calgary Graduate students.

ALL forms and documents for the program can be found here: <https://psyc.ucalgary.ca/graduate-program/program-clinical-psychology/current-students>



## Graduates

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<b>Graduated in Year</b>	7	4	4	4	4	6
<b>Average Time to Completion - MSc Entry (in years)</b>	6.2	6.3	6.6	6.5	6.3	7.1
<b>Average Time to Completion - PhD Entry (in years)</b>	4.8	8	-	-	-	6
<b>Total Number of Graduates in Preceding 7 Years</b>	36	37	37	36	36	35
<b>Licensed in Preceding 7 Years</b>	33	36	36	35	35	33
<b>Licensed as % of Graduates</b>	92%	97%	97%	97%	97%	94%