



Graduate Student Handbook
Program in Clinical
Psychology 2018-2019

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PREFACE

Welcome to the Program in Clinical Psychology at the University of Calgary. Clinical Psychology is a program in the Department of Psychology, and has been accredited by the Canadian Psychological Association. This Handbook describes the Program, and explains the various policies that have been carefully developed to help our students succeed in the program. It is expected that all Program students and faculty will keep this Handbook as their major source of reference to the Program. This Handbook addresses many of the questions and issues you will encounter, however, we recognize that there may be omissions. Any suggestions or comments you might have for future revisions are most welcome. This Handbook is updated on a continuous basis. Please ensure that you have the most recent copy.

This Handbook is only one of a number of documents of which students and faculty should be familiar. Please acquaint yourself with the following documents:

1. The Calendar of the Faculty of Graduate Studies. The Calendar is available from the Bookstore and is also available on the web at <https://www.ucalgary.ca/pubs/calendar/grad/current/>
2. The following Faculty of Graduate Studies' documents can be found on the web under <https://grad.ucalgary.ca/>

You may read or print off these documents for reference purposes, and ensure you have the most up-to-date editions.

- The Faculty of Graduate Studies' (or FGS) policies and procedures related to supervision, both Master's and Doctoral research, and candidacy and dissertation oral examinations.
- The Graduate Students' Sources of Funding, which provides information about graduate student appointments, such as Teaching Assistantships and Graduate Research Scholarships.

Please feel free to make an appointment if you have any questions or concerns. You may also contact the Program Council student representative.

Candace Konnert, Ph.D.
Director of Clinical Training
July 2018

1 INTRODUCTION

The Program in Clinical Psychology at the University of Calgary was formally initiated in July 1993. The Program was awarded accreditation from the Canadian Psychological Association in 1995, and it was reaccredited in 2016 for a six-year term.

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 receive training in geropsychology, family, group and marital intervention.
- 5.4 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 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

2 PROGRAM OFFICE

The Clinical Program office is located in Room 255, Administration Building. This is the office of the Graduate Program Administrator, Christine Goodwin (phone: 403-220-5659). The Clinical Psychology Test Library is located in EDC 281R (phone: 403-210-8448) or email: test.library@ucalgary.ca.

3 PROGRAM GOVERNANCE AND STRUCTURE

The Clinical Psychology Program is administered by the Department of Psychology. The Director is appointed by the Head of the Department of Psychology and is directly responsible for its academic program to the Head of the Department of Psychology. The Program Director sits on the Department of Psychology Executive Committee, and on the Faculty of Graduate Studies Council. The Director of the Program in Clinical Psychology is **Dr. Candace Konnert**.

In addition to the Program Director, the other administrative position for the Program is the Director of the Psychology Clinic. This position is chosen by the Program Director, and is responsible for coordinating practicum and internship aspects of the Program (see Sections 13 and 14), and automatically serves as Acting Director in the absence of the Program Director. The Clinic Director is **Dr. Joshua Madsen**.

The Program Council is the Program's administrative body. It consists of all of the core faculty, as well as two graduate student representatives (one with voting privileges) and one adjunct faculty (with voting privileges). The Program Council is the decision-making body of the Program and is responsible for ratifying all policies, curriculum development, new appointments, etc. The Program Council, through the Program Director, is responsible to the Department of Psychology.

The Graduate Programs Administrator's role is to support and assist both potential and current students and act as a liaison between students and the Faculty of Graduate Studies. The GPA prepares all paperwork associated with examinations (defenses) and assists the Program Director with various administrative tasks.

In addition to the above structure, the Clinical Program includes a number of working committees.

3.1 Curriculum and Accreditation Committee (CAC)

The Curriculum (and Accreditation as a sub-committee) committee reviews curricular issues and accreditation standards. It is responsible for the completion of annual accreditation reports and for preparing materials for visits from accreditation panel appointees.

3.2 Student Admissions Committee (SAC)

The Student Admissions Committee is chaired by a faculty member appointed by the Director of the Program, and includes two other faculty members chosen by the Chair. The primary function of the committee is to review applications and to coordinate the admission of students.

3.3 Student Evaluation Committee (SEC)

The Student Evaluation Committee is chaired by a faculty member appointed by the Program Director and the Clinic Director. The primary function of the committee is to be responsible for the annual evaluation of students (see Student Evaluation in Section 15 below). The committee also assesses the suitability of students moving into the doctoral program using the annual evaluation conducted at the end of the second year of the M.Sc. program. The committee is also responsible for occasional additional review of a student's progress (e.g. in the event of a student failing a major Program requirement). The Chair of the SEC also assists the Program Director with scholarship rankings and evaluations.

4 PROGRAM FACULTY

The core faculty members of the Program in Clinical Psychology are drawn from full-time faculty at the University of Calgary, from the Department of Psychology. Core faculty are responsible for the academic structure and quality of the Program.

Both core clinical faculty and other appropriate Psychology faculty are eligible to serve as research supervisors of the Program's graduate students. In addition to core faculty, the Program enjoys the involvement of other faculty members in the department who can serve as research supervisors as well as community psychologists who serve as Adjunct faculty and Clinical Supervisors. Adjunct faculty hold academic appointments at the University of Calgary, and are eligible to serve on students' research advisory committees, or in some instances, as research supervisors. They are represented on the Program Council through their representative. Finally, Clinical Supervisors are community psychologists who are involved in the supervision of Program students in various community practicum settings. A detailed listing of core Program Faculty is provided in Appendix A.

5 REGISTRATION

All graduate clinical students must register each year no later than the deadline date for their annual registration month (normally September). They must register for courses, practica, internship, (and register even if they are not taking courses) by using myUofC Portal (<http://my.ucalgary.ca>).

Students are responsible for knowing their important program dates, and those that are listed in the Faculty of Graduate Studies' [Calendar](#) (see Academic Schedule). It is also the student's responsibility to register annually and on time, and to be familiar with registration dates. Any changes to registration must be done online until the registration deadline. After the deadline date, a *Change of Course Registration* form is required, and a late fee will be charged. In addition, students wishing to audit a course must fill out a *Change of Course Registration* form.

6 FEES

Fees are assessed by the Faculty of Graduate Studies, and administered by the Fees Office. The assessed fees and deadlines for payment are noted on the students' fee statement. Details about other ancillary fees are provided in the [Calendar](#). Fees can be paid in block or in installment form, as detailed [on the FGS website](#). Students will pay full tuition fees for the first year of the Master's degree and the first two years of the Doctoral degree. For all other years, students will be assessed the "continuing student fee."

7 PROGRAM DESCRIPTION

The Program in Clinical Psychology at the University of Calgary was developed with the accreditation criteria of the Canadian Psychological Association in mind. It therefore requires that students obtain instruction in the areas of:

- a. scientific and professional ethics and standards;
- b. statistics and research design;
- c. psychological measurement; and
- d. history and systems of psychology.

Students must also demonstrate competence in four breadth areas of psychology:

- e. biological bases of behaviour;
- f. cognitive-affective bases of behaviour;
- g. social bases of behaviour; and,
- h. individual differences.

Competence in the breadth areas can be demonstrated either through the successful completion of at least one half graduate course in each area, or at least two senior undergraduate courses (permitted in one of the four areas only), (see Section 9 below). In addition to the above, Program students are required to take courses in:

- i. psychopathology;
- j. assessment;
- k. therapy;
- l. other topics in clinical psychology.

Program students begin their practicum training in the first term. Thus, in their first and second years, students are involved in course practica in the fall, winter and spring/summer terms. In the third and fourth years, students are required to take specialty practica in their areas of interest. A full year's residency is one of the required components of the Program. (Please see Section 14 below.)

In addition to course work, practica and internship experiences, students are required to complete both a Master's thesis, and Doctoral dissertation in a manner that is consistent with the requirements of the Faculty of Graduate Studies (FGS). (Please see Research Requirements in Section 11 below.)

Students entering at the M.Sc. I level can be given exemption of one of the breadth areas provided they have completed at least two senior undergraduate half courses in that area. Exemption from the history and systems of psychology requirement is also possible on the basis of one senior undergraduate half course. **Any requests for advanced standing or exemption of one of the breadth areas must be made in writing to the Program Director, no later than December 1st of the student's first year. (Please see Section 9).** Some students enter the Program with advanced standing, typically after completing a Master's degree elsewhere. In such cases, a student may apply for and receive advance credit for courses and practicum work.

8 REQUIRED COURSES AND PRACTICA LISTED BY YEAR

The following is an overview of the Clinical Program. See the Faculty of the Graduate Studies [Calendar](#) for complete course descriptions.

FIRST YEAR - M.Sc. I

Fall Term

Research Design/Statistics	PSYC 615 H(3-3)
Psychopathology	PSYC 651 H(3-0)
Psychological Assessment of Adults	PSYC 671 H(3-3)
Research Seminar in Clinical Psychology	PSYC 650 F(1S-0)

Winter Term

Ethics and Professional Issues in Clin. Psych.	PSYC 659 H(2-0)
Psychopathology & Psychological Assessment of Children	PSYC 673 H(3-3)
Research Seminar in Clinical Psychology (cont'd.)	PSYC 650 F(1S-0)

Spring/Summer Terms

Summer Practicum in Clinical Psychology	PSYC 660 F(0-14)
Thesis Research	

SECOND YEAR - M.Sc. II

Fall Term

Child Psychotherapy	PSYC 683 H(3-3)
Research Seminar in Clin. Psych.	PSYC 650 F(1-0)
History and Systems of Psychology	PSYC 601 H(3-0)

Winter Term

Adult Psychotherapy
 Research Seminar in Clin. Psych. (cont'd.)
 Statistics/Methodology

PSYC 681 H(3-3)
 PSYC 650 F(1S-0)
 PSYC 617 H(3-3), or equivalent

Spring/Summer Terms

Thesis Oral examination

THIRD YEAR - Ph.D. I**Fall Term**

Advanced Seminar in Clin. Psych.
 Specialty Practicum in Clin. Psych. I
 Breadth Course or Elective*

PSYC 750 F(3-0)
 PSYC 760 F(1-7)
 As appropriate

Winter Term

Advanced Seminar in Clin. Psych. (cont'd.)
 Specialty Practicum in Clin. Psych. I (cont'd.)
 Breadth Course

PSYC 750 F(3-0)
 PSYC 760 F(1-7)
 As appropriate

Spring/Summer Terms

Candidacy examination and Dissertation Research

FOURTH YEAR - Ph.D. II**Fall Term**

Advanced Seminar in Clinical Psych.
 Specialty Practicum in Clinical Psych. II
 Dissertation Research

PSYC 750 F(3-0)
 PSYC 762 F(1-7)

Winter Term

Advanced Seminar in Clinical Psych.
 Specialty Practicum in Clin. Psych. II (contd.)
 Dissertation Research

PSYC 750 F(3-0)
 PSYC 762 F(1-7)

Spring/Summer Terms

Dissertation Research

FIFTH YEAR - Ph.D. III**Full Year**

Pre-doctoral Internship in Clinical Psychology
 Dissertation Research

PSYC 798

-or-

Fall Term

Specialty Practicum in Clinical Psych. II
 Dissertation Research

PSYC 762 F(1-7)

Winter Term

Specialty Practicum in Clin. Psych. II (contd.)
Dissertation Research

PSYC 762 F(1-7)

SIXTH YEAR - Ph.D. IV

Full Year

Pre-doctoral Internship in Clinical Psychology
Dissertation Research

PSYC 798

*Students must take breadth courses in four areas, as stipulated by the Canadian Psychological Association accreditation criteria. Please note that the Specialty Practicum in Ph.D. III is not required and will normally occur in the University of Calgary Psychology Clinic.

9 BREADTH, ELECTIVE COURSES, AND COURSE EXEMPTIONS

Students must take breadth courses in each of the four content areas specified in the CPA accreditation criteria (Biological Bases of Behaviour, Cognitive-Affective Bases of Behaviour, Social Bases of Behaviour, Individual Differences). Two of these areas are fulfilled by successfully completing the two years of Psychology 750 (Biological Bases of Behavior, Social Bases of Behavior), while the area of Individual Differences is fulfilled with the completion of Psychology 651 and 653. The area of Cognitive Affective Bases of Behaviour can be fulfilled by taking two senior undergraduate (third or fourth year) half courses or one half course at the graduate level. Students typically complete these requirements in their third year, dependent upon the scheduling of specific courses. CPA accreditation criteria also allow for exemption from PSYC 601 History and Systems of Psychology on the basis of an approved senior undergraduate course. Please consult the Policy on Advanced Credit for Foundational Courses, available on the Department of Psychology website.

10 GRADUATE STUDENT ADVISEMENT

All Program students must have a Research Supervisor throughout their Program tenure. The Supervisor's role is to help the student acquire the research knowledge and skills needed for their thesis and candidacy work, and to act as a general tutor and mentor. Further information about supervision can be found in the document Policy Governing the Relationship Between Supervisor and Student, published by the Faculty of Graduate Studies, which is available on the web at: <https://grad.ucalgary.ca/faculty-staff/information-supervisors> According to the FGS Handbook: ***"The selection of a supervisor should be by mutual agreement between student and faculty member, and approved by the Program Director."*** The supervisory relationship should be devoid of any conflicts of interest. Further, the FGS Handbook spells out the obligations of the supervisor as follows:

The supervisor should act both as a general academic mentor, with emphasis on guidance, instruction, and encouragement of scholarship and research, and as a judge of the student's performance. Because of their own involvement in research and related professional activities, Supervisors should provide professional guidance and research stimulation to their students. A fundamental duty of the Supervisor is to impart to the student the skills

necessary to plan and conduct original research.

Specifically, the Supervisor should:

- Work with the student to establish a realistic timetable for the completion of the various requirements of the program of study; discuss with the student and establish mutual expectations for the student's vacation time (students are entitled to two weeks of vacation during the twelve month period). Visit the Academic Regulations for more details: <http://www.ucalgary.ca/pubs/calendar/grad/current/gs-u.html>);
- Develop a relationship with the student conducive to research and intellectual growth;
- Guide the student in the pursuit of knowledge and provide constructive criticism in support of the highest standards of research and professional development

Within two months of starting the program, supervisors and students must meet and complete the Checklist of Expectations for Graduate Student and Supervisor form. They should keep a copy for their records and submit a copy to the Graduate Program Administrator to be placed in the student's permanent file.

From time to time, students or faculty members' research interests change, or it becomes apparent that a student and faculty member cannot work effectively together. A change of supervisor is permissible. In order to make such a change, several steps are required:

- a. The student or faculty member requesting the change should bring the request to the attention of the Program Director who will then consult with the other party involved;
- b. The student and supervisor will meet to discuss the termination of the supervisory relationship, and any issues such as ownership of data, office arrangements, funding, etc. that may arise. This meeting may occur with the attendance of the Program Director.
- c. In consultation with the Program Director and others as appropriate, the student will arrange for a new supervisor, and the form *Appointment of Supervisor and/or Supervisory Committee* (copy available from the Program office) will be completed by the student or new supervisor and submitted to the Faculty of Graduate Studies.
- d. In cases where a supervisor believes a graduate student is not making satisfactory progress, the student needs to be informed as early as possible in their program, and a written record is crucial.

11 RESEARCH REQUIREMENTS

11.1 General

Clinical students and their supervisors and committee members must be thoroughly familiar with the Faculty of Graduate Studies' policies and procedures provided on the Faculty of Graduate Studies website and in the Graduate Studies Calendar. In all instances, the policies of the Program are subject to the requirements of FGS.

11.2 MSc Supervisory Committee

The Faculty of Graduate Studies does not require a supervisory committee at the Master's level; however, the Program does require this committee. The Master's level supervisory committee must be appointed within eight months of the student's first registration in the Program, and will consist of the Supervisor plus at least two (2) other full-time or adjunct faculty members, selected through discussion between the student and his/her supervisor. There must be at least one committee member from clinical core faculty. The committee members must be appropriate to the student's research domain. The student or supervisor will complete the form Appointment of Supervisor or Supervisory Committee (available from the Graduate Program Administrator). The Director of Training must approve the supervisory committee. The Director, in turn, will notify the Dean of the Faculty of Graduate Studies. The supervisory committee, plus one member external to the Program, will comprise the oral examination committee when the Master's thesis is ready for defense.

11.3 PhD Supervisory Committee

The Faculty of Graduate Studies requires a supervisory committee for all doctoral students. The committee membership should be determined through discussion between the student and his/her supervisor, and should reflect the research expertise and skills of the proposed committee.

This committee consists of at least three (3) members; the supervisor, plus at least two other members. All doctoral committees must include at least one core faculty member. The committee members must be appropriate to the student's research domain, and must be appointed within three months after the appointment of the supervisor. The student or supervisor will complete the form Appointment of Supervisor or Supervisory Committee (available from the Graduate Program Administrator). The Director of Training must approve the supervisory committee. The Director, in turn, will notify the Dean of the Faculty of Graduate Studies.

11.4 Thesis and Dissertation Policies

The Program expects its students to be capable of independent research in their chosen areas of practice. At the same time, it is the Program's expectation that theses will be developmentally appropriate and that the standards employed to develop and evaluate the doctoral dissertation will be more stringent than those for the Masters thesis. These differential standards are embodied in the Graduate Studies Calendar. The requirements for Masters thesis quality state that:

The thesis must demonstrate that the candidate is acquainted with the published literature in the subject of the thesis, that appropriate research methodology has been used, and that appropriate levels of critical analysis have been applied.

Ability to publish the results of a Master's thesis is not part of this evaluation. In contrast, the requirements for the doctoral dissertation state that:

The doctoral thesis must reflect a significant contribution to knowledge, must contain evidence of a critical understanding of the relevant literature, and must employ appropriate research methodology. It is expected that the material embodied in the thesis must be of high quality and reflects the standards of the discipline.

Students and supervisory committees in the Clinical Program are expected to bear these criteria in mind when selecting a thesis or dissertation topic and research methodology. Further, because Program students are expected to complete all Masters requirements in two years, the Masters project should be manageable within that time.

11.5 Thesis and Dissertation Proposal Seminars (Pro-Sems)

Once a student and his/her supervisor have appointed a supervisory committee, one of the first tasks will be the preparation of a research proposal. The Program requires a formal proposal meeting (Pro-Sem) for both the Masters thesis and Doctoral dissertation. This meeting should be held before significant amounts of research work have been undertaken. In effect, the Pro-Seminar is an opportunity for the student to present his/her research plans to the supervisory committee and other interested members of the Program, to have these ideas discussed, and to obtain approval to proceed.

When a student is ready to present the research plan, he/she should prepare a document describing the proposed research. This document should include a review of literature sufficient to ensure the candidate is knowledgeable in the area of the thesis, as well as detailed methodology. The document length may be up to 30 pages in length and must clearly explain the rationale and method of the study. Once the document is prepared, and the student and his/her supervisor are confident the student is ready to present the thesis plan, the Pro-Seminar should be scheduled. **Pro-Seminars for Master's level students must be held before the end of the student's first year (August 31).**

As the entire supervisory committee must attend the Proposal Seminar, it must be scheduled at an appropriate time for their needs. Other members of the Program are encouraged to attend. The Graduate Program Administrator should be informed about the date of the meeting two weeks in advance. A notice detailing the proseminar date, time, and topic will be posted so that others are able to attend. The thesis proposal will be kept in the student's file in the Program Office. The student is responsible for delivering copies of the proposal to his/her committee members and an electronic copy to the Program office. Normally committee members will receive the proseminar document two weeks prior to the meeting.

The Proposal Seminar meeting is chaired by the student's supervisor, and provides an opportunity for the student to present his/her research plan, to answer questions about it, and to discuss improvements or amendments. Members of the Supervisory Committee must be satisfied that all of their concerns and questions are addressed. The Supervisory Committee members will formally approve or disapprove of the research plan, or will make approval contingent upon certain modifications. The supervisor also ensures that the student is aware of the absolute or conditional approval of the thesis plan, and of any required modifications to the proposal. The supervisor must document the decision of the supervisory committee and the required changes in a written memo and by completing the proseminar approval form (available on the Department of Psychology website). Copies must be provided to the student, committee members, the Program Director, and the Graduate Program Administrator. A copy of these documents will be placed in the student's file.

Although successful completion of the Pro-Seminar is not literally a contract, it is generally expected that, if a student has received committee approval for a thesis proposal, and if he/she further:

- 1) executes the plan in a rigorous manner,
- 2) writes a strong thesis document, and
- 3) is able to

address issues in the oral defense, then this work will normally be considered an acceptable basis for the research. Other aspects of the student's performance are judged in accordance with the [Faculty of Graduate Studies criteria](#). If major changes to the research plan are required (e.g., if the sample size is less than expected), the student and supervisor should consult with committee members well in advance of the oral to approve any changes to the thesis.

11.6 Thesis Document and Defense

The MSc thesis defense takes place once the student has completed the research proposed at the Pro-Sem, and has written a manuscript-length article based on this work (in APA format). The thesis documentation will consist of this article, as well as any appendices that are needed to inform the reader about details of methodology, expanded data sets, etc. (40 page maximum including Tables; excluding References; excluding Appendices). Students are also required to follow the thesis/dissertation guidelines available on the Faculty of Graduate Studies' website. The thesis defense is scheduled and conducted in accordance with the policies and procedures set out by the Faculty of Graduate Studies. Students and supervisors are expected to be familiar with these policies and procedures. The appropriate Faculty of Graduate Studies forms are supplied by the Graduate Program Administrator.

11.6.1 Summary of MSc Thesis Oral Responsibilities

Students and supervisors should be thoroughly acquainted with the MSc Thesis Oral requirements, which are outlined in the [Graduate Calendar](#). The Oral examination committee will include (at a minimum) the supervisor, the supervisory committee, and an examiner "external" to the Department but internal to the University (this member can be an adjunct faculty member). A neutral chair is added but this member will be non-voting.

11.6.1.1 The Supervisor - (MSc Thesis Oral Responsibilities)

It is the responsibility of the Supervisor to schedule the thesis oral examination, to recommend all examining committee members to the Program Director for approval, and to conform to the timelines set out by the Faculty of Graduate Studies. Under no circumstances are students permitted to make arrangements for an examination.

- (a) ensures all committee members have reviewed a relevant written sample of the student's research and approved that the examination can be scheduled. The Supervisor's signature on the *Notice of Thesis Oral Examination form* acknowledges that this has occurred.
 - i. normally the written sample will be a complete draft of the thesis. Note that committee members should be given adequate time to review the thesis prior to the five-week deadline noted in (b) below.
- (b) notifies the Graduate Program Administrator of the proposed committee membership and date and time of the examination, and ensures the Graduate Program Administrator knows the composition of the committee at least five (5) weeks in advance of the examination date. This deadline is necessary in order to find a neutral chair, prepare documents, acquire appropriate signatures and send the document/s to FGS for approval.
- (c) signs the *Final Thesis Oral Examination form*.

- (d) ensures that the *Thesis Approval Form* (signature sheet) is signed by the committee members.
- (e) signs the *Thesis Approval Form* (signature sheet) only after the student has made any and all changes as required by the committee.
- (f) authorizes that all revisions have been made and by signing *Departmental Recommendation for Convocation Clearance of Thesis Students* form gives departmental recommendation for convocation clearance to student as well as certifying that: the thesis meets all requirements stipulated in the "Thesis Guidelines," all changes requested by the examining committee have been made, that the student has fulfilled all Program in Clinical Psychology requirements for the degree, or that the student has not completed all Program in Clinical Psychology requirements and has the following still to fulfil (as listed, if applicable).

11.6.1.2 The Neutral Chair

- (a) ensures that all members of the examining committee submit the *Examiner's Assessment of Thesis form*.
- (b) polls the members of the supervisory committee about whether a student should progress to the doctoral program. Ensures that the form is complete and initialed by committee members.
- (c) signs the *Final Thesis Oral Examination form* and gives it to the Graduate Program Administrator immediately after the examination, along with the signed, original copies of the *Examiners' Assessments on Thesis*.

11.6.1.3 The Examining Committee (MSc Thesis Oral Responsibilities)

- (a) is responsible for reviewing a relevant written sample of the student's research and giving approval for the examination to be scheduled.
- (b) is responsible for knowing the date, time and place of the examination, and for being on time.
- (c) is responsible for having thoroughly reviewed the thesis and prepared questions for the student.
- (d) submits *Examiner's Assessment of Thesis* to the neutral chair at the beginning of the oral examination. This is a confidential document that must not be shared with the candidate or other examining committee members before the final decision of the examining committee. This document must be submitted to the neutral chair before the oral examination can begin.

(Please note that the examination begins when the thesis is distributed. The examiners **should not** discuss the thesis or their evaluation of it with each other (or anyone else) prior

to the oral examination).

11.6.1.4 The Student (MSc Thesis Oral Responsibilities)

- (a) is responsible for knowing the Program guidelines for examination as well as the appropriate Graduate Studies regulations.
- (b) in conjunction with the supervisor, selects an examination date and time.
- (c) notifies the Graduate Program Administrator of the thesis title at least five weeks in advance of the examination. Confirms these and other details by signing the "*Notice of Thesis Oral Examination form.*"
- (d) is responsible for knowing the date and place of the examination, **for bringing an *Thesis Approval Form*** and for being on time.
- (e) delivers a copy of the final thesis to each member of the examination committee no less than three (3) weeks prior to the examination date.
- (f) reports any problems or concerns about the examination to his/her Supervisor or the Program Director immediately.
- (g) after finalizing the thesis, submits signed form entitled "*Departmental Recommendation for Convocation Clearance of Thesis Students*", as well as electronic copy of thesis to the Faculty of Graduate Studies within the deadlines established by the Faculty of Graduate Studies.
- (h) submits *Application for Degree* in accordance with deadlines and ensures the deadline date for convocation is met.

11.6.1.5 The Program Administrator (MSc Thesis Oral Responsibilities)

- (a) in conjunction with the Supervisor, ensures that all Faculty of Graduate Studies regulations are followed.
- (b) helps the Supervisor with the arrangements for the examination (e.g., room bookings).
- (c) arranges for a Neutral Chair.
- (d) issues all required examination forms and ensures that they are signed and dealt with appropriately and in a timely manner.
- (e) before the examination, provides each member of the examination committee with the *Examiner's Assessment of Thesis form* and *Notice of Thesis Oral Examination form*.
- (f) provides the student, supervisory committee members, and the Supervisor with a copy of the *Notice*, and all pertinent administrative information about the examination.
- (g) immediately informs the Supervisor of any problems (e.g., examination committee not

receiving approval, etc.).

- (h) receives *Examiner's Assessment of Thesis form* and the *Final Thesis Oral Examination form*, submits these forms for the signature of the Director, and forwards them immediately to the Faculty of Graduate Studies.
- (i) keeps all records of the examination in the student's file.

11.7 Admission to Doctoral Status

Admission to doctoral status is a formal decision of the Clinical Program. An in-program student who wishes to proceed to doctoral studies from MSc studies must formally apply for admission. As part of the application process, the SEC will review all of the material normally considered in the annual reviews related to academic, clinical and research activities, as well as the continuing fit between the student's interests and the Program's offerings. **Students are expected to complete the M.Sc. requirements in two years. A student who has taken more than two years to complete his/her Master's degree will not normally be recommended for entry to doctoral studies. In any event, students will not be permitted to register for doctoral level courses until all M.Sc. requirements have been completed.**

M.Sc. II students who will be applying as Ph.D. I students must do the following:

- Complete the *Faculty of Graduate Studies application form*, pay the application fee, and submit an up-to-date official graduate transcript to the Graduate Program Administrator by **May 1**.
- Supply two letters of reference, one of whom should normally be from their current research supervisor by May 1.

The student's progress into the doctoral program will be assessed by the Student Evaluation Committee (SEC) as part of the M.Sc. II annual evaluation and by the student's M.Sc. supervisory committee after the completion of the oral defense. Once the defense is completed and the supervisory committee's recommendation is received, the SEC will review the complete file and make a recommendation regarding admission to the Program Director.

From time to time a student's progress or quality of work may be such that a recommendation is made by the SEC not to admit the student to Ph.D. studies. In such a case, the recommendation, as well as the reasons supporting that recommendation, will be forwarded in writing to the Program Director. The Director will review the material, consult with the student and any other appropriate persons as needed, and will make a decision. If the Program Director upholds the recommendation of the SEC, the Program Director will notify the student and the Faculty of Graduate Studies. If not, the student will be recommended for admission to doctoral studies without qualification.

The student and M.Sc. supervisor will also discuss the advisability of the M.Sc. supervisor continuing as the doctoral supervisor. It is recommended that the expectations and needs of both parties be discussed.

Once a student is recommended for admission, they must accept their offer of admission through their Student Centre portal.

11.7.1 Students Entering the Program at the Doctoral Level

Students transferring into the program at the doctoral level may receive credit for some or all of the M.Sc. course requirements as well as some or all Ph.D. breadth and elective course requirements. The Program Director will meet with the student shortly before or after they enter the program to determine the course credits and remaining program requirements. Students will be required to provide supporting documentation (e.g. course outlines). Students seeking credit for PSYC 660 (summer practicum) should advise the Clinic Director and provide him/her with the practicum evaluation forms from the relevant sites, signed by both the clinical supervisor and the student. Note that advanced credit will only be awarded for clinical training experiences that meet the requirements of our program (e.g. supervised by a registered psychologist, sufficient direct supervision, etc.). This review process will also be used to determine the specific number of "Intervention and Assessment" and "Supervision" hours accrued. As part of the student's application for a pre-doctoral internship, the program is required to verify the specific number of Intervention and Assessment Hours and Supervision Hours accrued by the student during the program and hours accrued during a "terminal Master's program." The program is expected to undertake "a thorough review of the Masters practicum experiences" prior to verifying hours. Students seeking advanced practicum credit should do this no later than December 1st of their first year in the program.

11.8 Candidacy Examinations

Oral Candidacy examinations are a Faculty of Graduate Studies requirement. In addition, the Program has instituted a written portion as a required prerequisite to the oral examination. Since both Program and Faculty of Graduate Studies regulations are concerned, students and supervisors should be thoroughly knowledgeable about the Faculty of Graduate Studies requirements. Information from the Faculty of Graduate Studies supersedes this document. Please report any discrepancies between the two documents to the Graduate Program Administrator.

Please note the Faculty of Graduate Studies policy indicating that no courses are permitted after the Candidacy examination, does **not** apply to students in the Clinical Psychology Program. Prior to the Candidacy examination, students must indicate which required Program courses (breadth, elective, internship) are remaining in their degree Program. The Director of the Program will authorize limited courses necessary to the Program's requirements to be taken after the Candidacy examination, subject to the approval of the Faculty of Graduate Studies. Students who take any courses over and above those courses approved at the time of the Candidacy examination will be assessed extra-to-Program fees for these courses.

11.8.1 Timing of Examinations

The Faculty of Graduate Studies requires that the Candidacy examination be completed no later than twenty-eight months into the Program. A minimum of four weeks and a maximum of three months may pass between the establishment of the Candidacy committee and the oral examination. The oral examination should take place approximately 1-3 weeks after the written examination component is evaluated, where the evaluation of the written examination should take approximately one week after the answers are submitted to the examination committee.

For students who have completed a Master's in our program, the Candidacy examination is normally to be completed by the Spring semester in the first year of the Ph.D. program. For Ph.D. students

entering with a Master's from another program, the Candidacy examination is normally to be completed by the Spring semester in the second year of the Ph.D. program.

Please note the candidacy examinations can only be held after the supervisory committee has approved a thesis proposal. Students are encouraged to develop a plan to complete both their proposal seminar and candidacy examinations within these program guidelines with their supervisor.

There may be exceptional circumstances that would prevent a student from being able to write the Candidacy Exam according to this schedule. In these situations, the student should discuss this with both the supervisor and the Program Director. **A student must obtain approval for delaying their candidacy exam from the Program Director by the end of Winter term, prior to the spring semester the candidacy is set to be completed.**

11.8.2 Nature of the Examinations

Two of the most important issues in a Candidacy exam are the scope and breadth of the examination. Briefly, articles from the *Annual Review of Clinical Psychology* will provide the springboard for the material to be covered in the written and oral candidacy examinations. In their responses, students are expected to demonstrate knowledge and understanding of core concepts and material, including but not limited to, theory, phenomenology, etiology, assessment, treatment, ethics, research design, and statistics. Answers should integrate material from students' psychology background. Furthermore, students should demonstrate knowledge of professional and diversity issues as relevant to the candidacy material. Last, students will not be examined on specific clinical experiences related to their clinical practica, but rather will be asked to discuss the clinical application of candidacy material.

The clinical program expects students to prepare for their candidacy examinations through self-reflection of their academic preparation and strengths and weaknesses and by completing the readings independently (described below). Students are welcome to discuss their academic preparation and strengths and weaknesses with their supervisor. Students with non-clinical faculty members as their supervisor may also discuss their performance with the Program Director. Furthermore, the clinical program recommends once students have independently prepared for the candidacy exam, students discuss the articles and organize mock oral examinations with each other. Given that supervisors are active examiners and voters during the candidacy examination, the role of supervisors are limited in preparing students with regard to specific material. Students should discuss general study and presentation tips with their supervisor. More specific information is provided below.

11.8.3 Written Candidacy Examination

The written exam is conducted in two parts, written on the same day. Part A includes three integrative questions based upon issues reviewed in the latest edition of the *Annual Review of Clinical Psychology* (available online through the university library). The edition available four months prior to the exam is considered the latest edition to allow students time to review the content. Part B includes an article review question focusing on providing a critique of the article, e.g., its methodology, statistics, theory, and ethics. Students are presented with an article and an

accompanying question.

Part A and B questions are developed by faculty members including the Program Director, and reviewed by program faculty before being presented to the students, to ensure that they represent the above requirements.

Candidacy examinations in the Clinical Psychology program are normally held once per year in the spring (approximately April/ May). The students will write in a common area using computers, organized by the Program Director. On the date assigned for the written examination, the student will pick up the Part A questions from the Program Director (or designate) at 9:00 a.m. Students can bring an **unmarked** copy of the Annual Review of Clinical Psychology, but no other notes or materials. The student then has three hours (until 12:00 p.m.) to prepare their responses independently. The Program Director will collect responses at 12:00. Students will pick up the Part B question at 1:30 and will have two hours to prepare their responses independently, in a closed-book manner.

11.8.4 Oral Candidacy Examination

The oral examination must be held in accordance with the requirements of the Faculty of Graduate Studies between one to three weeks of the written examination. The Oral Examination may deal with any area reviewed in the current edition of the *Annual Review of Clinical Psychology*, which will form the basis of the examination. Students can bring **unmarked** copies of the Annual Review of Clinical Psychology and their written answers, but no other notes or materials. The candidacy committee consists of a neutral chair and the doctoral supervisory committee plus two additional members. There must be no conflict of interest between the student or supervisor and the additional members of the Examination Committee. Because the focus of the examination is to evaluate student's preparedness to undertake research in clinical psychology, there must be at least two core clinical faculty members on the committee. It is recommended that clinical adjunct faculty be involved when possible. The supervisor will take an active role in the examination.

At the completion of the oral examination, the examination committee will vote to pass or fail the student, based upon both the written and the oral performance of the student. The Report of Candidacy Oral will be completed by all examiners and handed in to the Program Office for the Director's signature before being forwarded to the Faculty of Graduate Studies.

In the event of a recommendation to fail the student, the Candidacy examination may be retaken once on the recommendation of the examining committee and with the approval of the Dean of the Faculty of Graduate Studies. In deciding the course of action following a failed examination, it is recommended that the student meet with each member of the committee individually to receive feedback on areas for improvement, as well as relative strengths. Students are encouraged to meet with a Student's Ombudsman if they need advice regarding policies and procedures or external support. In the event of a failed second candidacy exam, students are required to withdraw from the program. If a student wishes to appeal the decision following a failed candidacy examination, procedures are found on the FGS website.

11.8.5 Summary of Candidacy Examination Responsibilities

11.8.5.1 The Supervisor

- (a) is responsible for knowing the Program guidelines for examination as well as the appropriate Graduate Studies regulations concerning Candidacy examinations;
- (b) in conjunction with the student and the examination committee, sets a date for the oral examination.
- (c) Discuss this policy and the procedures for the candidacy examination with the student, and ensure that any questions are answered at least three months before the formal examination period. If students have specific questions regarding the candidacy readings, these questions should be answered prior to the call for candidacy questions from the Program Director to faculty. Once the candidacy examination has been distributed to the clinical faculty, no discussion of candidacy material should occur.
- (d) provides a memo to the Program Director or designate recommending the composition of the Examining Committee at least five (5) weeks prior to the anticipated oral defense date.

11.8.5.2 The Neutral Chair

- (a) chairs the oral in accordance with Faculty of Graduate Studies' procedures.
- (b) ensures that one copy of the "*Report of Candidacy Oral Examination*" is appropriately initialed and signed by all the committee members, and that it clearly indicates in the space provided whether the examination outcome is a Pass or Fail.
- (c) signs the "*Report of Candidacy Oral Examination*" and submits it to the Program Director or designate for signature.
- (d) in the case of a Fail ensures that all committee members provide a written analysis of both portions of the examination within 7 working days. These reports are given to the Program Director or designate and are then forwarded to the Dean of the Faculty of Graduate Studies with a recommendation for or against a retake.

11.8.5.3 The Program Director (Candidacy Examination Responsibilities)

- (a) sets the dates for each sitting of the Candidacy examination.
- (b) works with the clinical faculty to ensure that appropriate questions are prepared for each sitting of the Candidacy examinations.
- (c) approves the final list of questions to be used in each sitting of the Candidacy examinations.
- (d) approves and recommends to the Faculty of Graduate Studies the oral examination committee for each student.

11.8.5.4 The Examining Committee (Candidacy Examination Responsibilities)

- (a) is responsible for having familiarity with the content of the Annual Review on which the student will be examined.
- (b) is responsible for knowing the date and place of the examination, and for being on time.
- (c) is responsible for having carefully read the written answers and for preparing appropriate questions for the candidate.

11.8.5.5 The Student (Candidacy Examination Responsibilities)

- (a) is responsible for knowing the Program guidelines for examination as well as the appropriate Graduate Studies regulations concerning Candidacy examinations.
- (b) is responsible for knowing the dates, times and place of the written and oral examinations.
- (c) picks up the examination questions from the Program Director or designate and returns the completed examination on the examination day.
- (d) reports any problems or concerns about the examination to the Supervisor or to the Program Director immediately.

11.8.5.6 The Graduate Program Administrator (Candidacy Examination Responsibilities)

- (a) in conjunction with the Supervisor, ensures that all Graduate Studies regulations are complied with.
- (b) circulates copies of the written answers to members of the Examination Committee.
- (c) helps the Supervisor with the physical arrangements for the examination (e.g., room bookings).
- (d) provides each member of the examination committee, and the student with a copy of the "Notice of Candidacy Oral Examination" form and provides the neutral chair member with one copy of *Report of Candidacy Oral Examination* form on the day of the Oral.
- (e) provides all forms in a timely manner and ensures that they are signed:
 - Notice of Candidacy Oral Examination form*
 - Report of Candidacy Oral Examination form*
- (f) receives the original copy of the *Report of Candidacy Oral Examination form* after the examination, obtains the Director's signature on it, and immediately notifies Graduate Studies of the examination outcome.
- (g) informs the Supervisor of any problems (e.g., examination committee not receiving approval, etc.).

- (h) keeps all records of the examination in student's file.

11.9 PhD Dissertation Responsibilities

All students and supervisors are expected to be thoroughly acquainted with the Faculty of Graduate Studies' [policies](#) which provide information pertaining to the Dissertation Oral examination. The Oral examination committee will include (at a minimum) the supervisor, the supervisory committee, an examiner "external" to the Department but internal to the University (this member can be an adjunct faculty member), and an examiner "external" to the University. A neutral chair is added but this member will be non-voting.

11.9.1 The Supervisor (Ph.D. Dissertation Responsibilities)

It is the responsibility of the Supervisor to schedule the thesis oral examination, to recommend all examining committee members to the Graduate Program Director for approval, and to conform to the timelines set out by the Faculty of Graduate Studies. Under no circumstances are students permitted to make arrangements for an examination.

- (a) ensures all committee members have reviewed a relevant written sample of the student's research and approved that the examination can be scheduled. The Supervisor's signature on the *Notice of Thesis Oral Examination form* acknowledges that this has occurred.
 - i. normally the written sample will be a complete draft of the thesis Note that committee members should be given adequate time to review the thesis prior to the five-week deadline noted in (d) below.
- (b) recommends the external examiner to the Program Director on the required Faculty of Graduate Studies form at least six weeks prior to the anticipated examination date. A current C.V. of the potential external examiner must be attached. Normally an external examiner can only serve in the same program once every two years.
- (c) provides a memo detailing the proposed composition of the examination committee to the Program Director at least five weeks prior to the anticipated examination date. A committee will not be approved more than three months before a scheduled examination.
- (d) provides the date, time and place of the examination at least five weeks prior to the anticipated examination date to the Graduate Program Administrator.
- (e) ensures that the *Thesis Approval Form* (signature sheet) is signed in accordance with the requirements for the particular Recommendation.
- (f) signs form entitled *Departmental Recommendation for Convocation Clearance of Thesis Students* to certify that: the dissertation meets all requirements stipulated in the "Thesis Guidelines", and all changes requested by the examining committee have been made, that the student has fulfilled all Program in Clinical Psychology requirements for the degree, or that the student has not completed all Program in Clinical Psychology requirements and has the following still to fulfil: (e.g. internship).

11.9.2 The Neutral Chair

- (a) ensures that all members of the examining committee submit the *Examiner's Assessment of Thesis form*.
- (b) returns the *Final Thesis Oral Examination* form to the Graduate Program Administrator immediately after the examination, along with the signed, original copies of the *Examiners' Assessments of Thesis*.

11.9.3 The Examining Committee (PhD Dissertation Responsibilities)

- (a) is responsible for reviewing a relevant written sample of the student's research and giving approval for the examination to be scheduled.
- (b) submits *Examiner's Assessment of Thesis* to the neutral chair at the beginning of the oral examination. This is a confidential document that must not be shared with the candidate or other examining committee members before the final decision of the examining committee.

Please note that the examination begins when the thesis is distributed. The examiners should not discuss the thesis or their evaluation of it with each other (or anyone else) prior to the oral examination.

- (c) is responsible for knowing the date, time and place of the examination, and for being on time.

11.9.4 The Student (PhD Dissertation Responsibilities)

- (a) in conjunction with the supervisor and supervisory committee, selects examination date and time.
- (b) notifies the Graduate Program Administrator of the thesis title at least five weeks in advance of the examination, and checks and confirms all details by signing the *Notice of Thesis Oral Examination form*.
- (c) is responsible for knowing the date, place and time of the examination.
- (d) is responsible for knowing the Program guidelines for examination as well as the appropriate Faculty of Graduate Studies' regulations.
- (e) delivers a copy of the final dissertation to each member of the examination committee no less than three (3) weeks prior to the examination.
- (f) reports any problems or concerns about the examination to his/her Supervisor or the Program Director/designate immediately.
- (g) after finalizing the thesis, submits signed form entitled "*Departmental Recommendation for Convocation Clearance of Thesis Students*", as well as electronic copy of thesis to the Faculty

of Graduate Studies within the deadlines established by the Faculty of Graduate Studies.

- (h) submits *Application for Degree* in accordance with deadlines (see [Calendar](#) for deadline dates).
- (i) ensures deadline dates for convocation are met.

11.9.5 The Graduate Program Administrator (PhD Dissertation Responsibilities)

- (a) with the Supervisor, ensures that all Graduate Studies regulations are complied with.
- (b) provides all forms and ensures that they are signed and dealt with in a timely manner.
- (c) helps the Supervisor with the physical arrangements for the examination (e.g., room bookings, etc.).
- (d) arranges for a Neutral Chair.
- (e) provides each member of the examination committee with *Examiner's Assessment of Thesis* forms and copies of the *Notice of Thesis Oral Examination* form.
- (f) informs the Supervisor of any problems (e.g., examination committee not receiving approval, etc.).
- (g) receives all forms after the examination for perusal and signature by the Director, and immediately notifies Graduate Studies of the examination outcome.
- (h) keeps all records of the examination in the student's file.

12 ETHICS APPROVAL

All research conducted at the University of Calgary must receive ethics approval. The Conjoint Faculties Research Ethics Board (CFREB) reviews and approves research with human participants for researchers in non-medical faculties while the Conjoint Health Research Ethics Board (CHREB) reviews and approves research with human participants for researchers in medical faculties and for research with subjects recruited wholly or substantially through Alberta Health Services. All graduate students must successfully complete the [TCPS2 Core Tutorial](https://www.ucalgary.ca/research/researchers/ethics-compliance/tcps2-core-tutorial) (<https://www.ucalgary.ca/research/researchers/ethics-compliance/tcps2-core-tutorial>) before submitting an ethics application.

Students who wish to use the Department Research Participation System to recruit undergraduate research participants will also need departmental approval, once ethics approval has been attained. Consult the Department of Psychology website for more information.

In addition to the University ethics approval, research that is conducted in other agencies often requires the approval of that agency as well. Students who anticipate doing research in an outside agency (e.g., hospitals, schools) should arrange with their supervisors to contact the appropriate

person at that agency to determine what additional ethics approval, if any, is required.

Please note, a copy of your ethics approval must be submitted to FGS along with your completed thesis/dissertation (see thesis/dissertation guidelines).

13 PRACTICUM GUIDELINES

13.1 Practicum Requirements

All practicum courses must be completed as part of the degree requirements for the M.Sc. and Ph.D. degrees. Forms and policies pertaining to practicum training are available at:

<http://psychology.ucalgary.ca/graduate-program/program-clinical-psychology/forms-and-documents>

Psychology 660 - Summer Practicum in Clinical Psychology

This practicum occurs during the first summer of training (M.Sc. I) and is assessment-oriented. It is expected that students will be on-site 2 days per week, from May to August, for 14 weeks (approximately 225 clinical hours).

Psychology 760 – Specialty Practicum in Clinical Psychology I

This practicum occurs during the Ph.D. I year. Students are expected to engage in both assessment and psychotherapy, as well as a range of complementary clinical activities. It is expected that students will be on-site from September to June for 1.5 days per week (2 days per week if research/academic progress is satisfactory) for approximately 480 – 640 clinical hours.

Psychology 762 – Specialty Practicum in Clinical Psychology II

This practicum occurs during the Ph.D. II year and is similar in content and structure to Psychology 760.

Note that some students may wish to complete a third specialty placement and should consult the relevant policy on the [website](#).

In accordance with the Clinical Program requirements, 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 as most require substantially more than 600 hours. Of these 600 hours, at least 300 must involve direct client contact; as with the overall number of practicum hours, more than this are often required to be competitive in applying for residency.

First-year students must provide the Clinic Director with the following by September 15th:

- a) Signed AHS Oath of Confidentiality; this is generated upon completion of our mandatory Information and Privacy training, found at: <https://www.albertahealthservices.ca/info/Page3962.aspx>
Completed and signed *Consent Form for Use and Disclosure of Student Information*.
- b) An original copy of the *Police Information Check*, including the Vulnerable Sector Search. Information on this can be found on the Calgary Police Service website: [_](#)

Note that students are eligible for a reduced fee from Calgary Police Services and should contact the Clinic Director for a letter of verification of enrolment in a practicum placement. Obtaining a Police Information Check can take many weeks to obtain. Students are encouraged to initiate the application as early as possible, keeping in mind that they must be completed within 90 days of beginning the program. Students who have previously resided outside of Calgary should complete the Police Information Check and Vulnerable Sector Search with their local police service, prior to moving to Calgary. Students should keep a copy of the Police Information Check for their records.

c) A record of vaccinations.

Required vaccinations can be found at: <https://www.albertahealthservices.ca/assets/info/hp/cdc/if-hp-cdc-ipsm-imm-recomm-hcs-high-risk-occ-prg-appdx-a-08-302.pdf>

Please submit a copy of your vaccination record, and keep your original.

13.2 Role of the Clinic Director

The Clinic Director acts as a liaison between the Program in Clinical Psychology and practicum settings. He/she is responsible for identifying potential supervisors (in collaboration with Directors of Training/Practicum Coordinators at practicum sites); disseminating this information to Program students; monitoring the progress of students in practicum settings, ensuring that practicum evaluations are used in the evaluation of the students' overall progress in the Program, maintaining a record of the total number of supervised clinical hours obtained by each Program student, providing practicum settings with students' feedback regarding their practicum experiences; the development of new practicum placements as needed, and familiarizing Clinical Supervisors with the policies and practices within the Program, particularly those Supervisors who are new to the Program.

13.3 Practicum Settings

Practicum placements serve a variety of ages and populations. The range of practicum settings varies from year to year, depending on the availability of Clinical Supervisors. Typically, placements are available through hospitals, community clinics, and specialty clinics in Alberta Health Services as well as other private and non-profit agencies. In addition, as of Fall 2017, the University of Calgary Psychology Clinic became a campus-based setting available for course-based clinical training (e.g., PSYC 681) and specialty practicum placements. The Clinic is an outpatient mental health clinic that provides intervention and assessment services to children, adolescents, and adults from the Calgary community. More information about the University of Psychology Clinic can be found on the [website](#). Students should consult with the Clinic Director for more information about practicum placements.

Students should be aware that some placements may require travel outside of the Calgary area. In addition, a course in neuropsychology is strongly recommended for some geropsychology practicum placements and internship rotations.

All practicum settings must be approved by the Clinic Director. Practicum setting requirements are as follows:

- a) Practicum settings should have training as a designated function, and have a philosophy that is consistent with the Program's Missions Statement and Guiding Values and Principles.
- b) The practicum setting should provide students with a range of clinical experiences and populations.

13.4 Practicum Supervisors and Supervision

Supervision will normally be provided by doctoral-level clinical psychologists designated by the Program as Adjunct Faculty Members or Clinical Supervisors.

He or she will be aware of the student's activities and progress, and provide informal instruction and guidance on an ongoing basis. This supervision should include direct observation while the student is performing interviews, assessments and interventions. Use of methods such as videotaped sessions and observation rooms with immediate feedback capability is also strongly encouraged. Formal supervision must occur for a recommended minimum of one hour of supervision for every four hours of direct contact with clients. This supervision should include face-to-face review of the student's activities and progress, and explicit guidance and instruction.

Occasionally, students in their first or second years of training may be partly supervised by Clinical Psychology Residents in the practicum setting. These arrangements are approved on a case-by-case basis, and always include co-supervisory arrangements with Adjunct Faculty Members or Clinical Supervisors. Clinical Residents must be receiving feedback on their supervisory skills.

Keep in mind that all Clinical Supervisors volunteer their time. They are dedicated professionals who have a commitment to providing high quality training. Appreciate them. Recognize excellence by nominating deserving individuals for the Excellence in Clinical Supervision Award (awarded annually). Policies and procedures for making this nomination are on our [website](#).

13.5 Practicum Placement Procedure

Obtaining a practicum placement is a competitive process and involves the following steps:

- a) Students submit the following documents electronically to the Clinic Director by the following dates: current CV, list of completed and current graduate level courses, unofficial graduate transcript, a statement regarding the relevance of the requested practicum training to education and career goals and the student learning objectives, a signed *Practicum Reference Consent Form* (with names and contact information for at least two referees) and the *Practicum Application Form* (for internal program use only).

Please note that the AHS South Calgary Health Centre and the AHS Child & Adolescent and Addiction Mental Health Program (CAAMHP) sites may have additional application forms. Please consult with the Clinic Director if applying to these sites.

For practica beginning Fall (Sept. 1) Summer (May 1)	Students submit Practicum Application by: March 1 January 15	Clinic Director Distributes by: Mar. 15: CAAMPH, Apr. 15: other Feb. 1
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b) The Clinic Director obtains information from Directors of Training or Practicum Coordinators in the community about supervisor availability, and consults as necessary with individual students to assess their preferences, training needs, etc.

c) The Clinic Director assigns students to Clinical Supervisors based on the following criteria:

- i. Seniority (Ph.D. II students get preference over Ph.D. I students)
- ii. Training needs and interests
- iii. Academic and research progress
- iv. Demonstrated ability to meet practicum deadlines

d) The Clinic Director provides contact information for the Clinical Supervisor and students contact him/her to interview for the position. Students should treat this interview as if they were applying for a job and should present themselves accordingly.

e) It is the responsibility of the student to inform the Clinic Director as to whether he/she has been successful in obtaining the practicum. Once this has occurred, the Clinic Director will send the Clinical Supervisor a confirmation letter and supporting documentation (e.g., course outline, evaluation forms) with a copy to the student. This information will be copied to the student, the Practicum Coordinators/Directors of Training in the community, and Program Managers, if relevant.

Every effort will be made to provide students with their desired placements, however, this may not always happen. **Moreover, students who are offered a placement and turn it down are not guaranteed an alternative placement.** Note that the overriding goal in matching students to placements is to ensure that students receive well-rounded training and are competitive for the internship application process. This becomes more important as students advance in the program.

Matching students and placements is often time-sensitive. Thus, it is important to let the Clinic Director know if you will be away. **Students who do not respond to e-mails (and have not informed the Clinic Director of their absence) may have limited selection and may not receive their preferred choice for a practicum placement.**

13.6 Practicum Expectations and Evaluation

It is **mandatory** that all students engaging in practicum training adhere to the following:

- a) Students are expected to behave in accordance with accepted professional and ethical standards at all times. Dress professionally. Be aware of and abide by dress codes within practicum sites.
- b) Be enrolled in the designated practicum course. Those students who engage in practicum training without doing so may not be covered by the University of Calgary’s liability insurance.

- c) Submit the *Practicum Agreement Form*, the *Clinical Practicum Student Evaluation Report* (midterm and final for summer and specialty placements), and the *Clinical Practicum/Internship Site & Supervisor Evaluation* to the Clinic Director by the specified deadlines, with the required signatures. Students will not receive credit for the course until both evaluation forms are signed and submitted.

Practicum evaluations are graded as follows: clear pass, marginal pass, and fail. A clear pass and a marginal pass will receive a grade of “credit,” whereas a fail will receive a grade of “no credit.” If a student fails a practicum, he/she may be given the opportunity to do a remedial placement (see also 13.9). The decision to provide a remedial placement will be made on a case-by-case basis by the Student Evaluation Committee. If a student receives a final rating of “marginal pass,” the Clinical Supervisor will document specific areas for improvement and the Clinic Director will monitor the student’s progress in these areas in subsequent placements. Students who wish to appeal a grade should refer to the University policy on Reappraisal of Grades and Academic Appeals.

The practicum evaluations are considered in the annual evaluation of students. Please note that an unsatisfactory evaluation, or an inability to demonstrate improvement in those areas that have been identified as deficient, may result in dismissal from the program. In addition, students must demonstrate aptitude and proficiency in their clinical training at the M.Sc. level in order to be accepted into the doctoral program.

13.7 Documenting Practicum Experience

Students are expected to keep an updated log of their clinical hours throughout their training, indicating the number of hours spent in various types of activities. The Association of Psychology Predoctoral Internship Centers (APPIC) guidelines divide clinical activities into intervention and assessment hours (i.e. “direct” service with face-to-face contact with clients), supervision received, and support activities. **Depending on students’ clinical experiences and level of training, approximately 25 – 50% of students’ practicum hours should be direct service and about one hour of supervision should be received for every four hours of direct service.** However, it is important to note that the APPIC Application for Psychology Internship requires students to provide a high level of detail regarding the nature of their clinical activities when applying for the clinical internship (see www.appic.org). Thus, students are strongly encouraged to look at this application early on in their training to ensure that their practicum record-keeping is thorough.

There are a number of helpful resources and computer spreadsheets for documenting practicum hours. Time2Track is a widely-used service for this purpose, and a discount code for its use can be obtained from the Clinic Director. Information about Time2Track and other such services can be obtained from the Clinic Director.

The Clinic Director maintains a record of the total number of supervised clinical hours obtained by all students in the Program and students’ records should be consistent with this total. When students apply for residency, the letter of support written by the Director of Training will make reference to this total, thus the obvious need for consistency.

Students who are admitted to the Program at the doctoral level may seek credit for PSYC 660 (Summer Practicum). They should advise the Clinic Director and provide him/her with the practicum

evaluation forms from the relevant sites, signed by both the clinical supervisor and the student. Note that advanced credit will only be awarded for clinical training experiences that meet the requirements of our program (e.g., supervised by a registered psychologist, sufficient direct supervision, etc.). The evaluations will be used to determine the specific number of “Intervention and Assessment” and “Supervision” hours accrued. Students seeking advanced practicum credit should do this no later than **December 1st** of their first year in the program.

13.8 Outside Clinical Activities

Outside clinical activities are those that take place outside of the clinical curriculum and are not performed in the context of a clinical course. These activities typically take two forms: 1) clinical work that is done in the context of a research project (e.g., structured interviews, assessment, program evaluation), and, 2) senior students that engage in clinical work **without remuneration** to obtain additional clinical hours. Please note the following:

1. These hours are in addition to the 1,200 hours required for the doctoral degree.
2. Clinical work for which a student receives remuneration will not be credited towards total practicum hours.
3. Students are expected to purchase their own liability insurance while engaging in outside clinical activity (unless they are enrolled in a practicum course).
4. Outside clinical activities must be supervised by a Registered Psychologist. The expectations for supervision are the same as if the student was engaged in a practicum placement.
5. The Clinic Director must be informed of this activity. Students must complete the requisite practicum agreement and evaluation forms so that these hours can be documented and credited towards students’ total supervised hours on the internship application.

Students are strongly encouraged to perform their clinical activities within the practicum course structure in the clinical curriculum.

13.9 Early Termination of the Practicum and Remedial Training

In exceptional circumstances, a practicum may be terminated by the student or the Clinical Supervisor. In either case, there must be written documentation outlining the specific circumstances that led to the termination and this documentation must be made available to and signed by the student, the Clinical Supervisor, the Clinic Director, and the Practicum Coordinators at the training site. This documentation may take the form of a final *Clinical Practicum Student Evaluation Report*. Also, note the following:

- 1) If the practicum is terminated by the university deadline for registration/change of registration, where no hours are accumulated, the practicum shall be designated as cancelled. There will be no notation on the student’s transcript.
- 2) If the practicum is terminated by the university deadline for withdrawing from a course, a grade of W will be assigned.
- 3) If the practicum is terminated after the withdrawal deadline, a grade of “no credit” will be assigned.

If a practicum is terminated, the student may or may not be offered a remedial placement and

decisions will be made on a case-by-case basis by the Student Evaluation Committee. The Clinic Director, in consultation with the student and the Clinical Supervisor, will review the final *Clinical Practicum Student Evaluation Report* to determine whether the accumulated practicum hours will be counted toward the minimum number of practicum hours required by the Program.

13.10 Access to Practicum Files

The Clinic Director, or his/her designate, is responsible for maintaining files regarding students' practicum placements. These files will include, but will not be limited to: 1) records of placements taken previous to the Program, for which credit is requested; and 2) placement supervisors' evaluations of practicum performance for all placements taken within the Program.

The files are the property of the Program in Clinical Psychology. Access to these files is limited to the student involved, the Program Director, Chair of the Student Evaluation Committee, the Clinic Director and his/her designate, the Graduate Program Administrator, and members of site visit teams for the accreditation panels of groups, such as CPA, by which the Program is accredited. Students may review from their files any of the practicum forms that they have signed and may make copies of such documents.

14 CLINICAL RESIDENCY

Students are expected to go on clinical residency in years three or four of their Ph.D. Program. In order to be eligible for residency, students must have completed their Candidacy exams, completed all course work, and at a minimum, successfully defended their dissertation proposals. It is strongly recommended that students have their data collection completed, and that if at all possible a first draft of the dissertation submitted to their research supervisor before the student leaves on residency.

Students will preferably be placed in CPA and/or APA accredited residency programs or the equivalent. In the case of non-accredited residency settings, it is the responsibility of the student to obtain the necessary information from the setting to establish its equivalency to an accredited program. In the event that a student wishes to arrange a non-accredited residency experience, he/she should consult with the Clinic Director in September. He/she will assist the student in preparing documentation to bring to the Program Council for approval. All documentation must be received by the Clinic Director by October 1 so that it can be reviewed by Program Council at the October meeting.

Two very useful websites for residency information are:

- Canadian Council of Professional Psychology Programs (CCPPP) www.ccpnp.ca
- Association of Psychology Postdoctoral and Internship Centers (APPIC) www.appic.org

Admission to clinical residency is by competition. Students who anticipate going on residency should review the appropriate directories in the Program office and on the APPIC website, and, if necessary, consult with the Clinic Director about potential settings. A proposed timeline for application is

contained on the CCPPP website. **Note that requests to the Director of Training for letters/forms confirming readiness to do the residency are due October 15.**

Students should also consult with the residency settings to which they are considering applying, to ensure that the experiences they will obtain fit their interests and requirements. Because residencies are typically viewed as the finishing experience of graduate programs in clinical psychology, and often lead to paying positions, students are urged to consider the selection of a residency with a view towards their long-term career interests, rather than short-term considerations, such as convenience or stipend.

As the Program in Clinical Psychology is a member of the Canadian Council of Professional Psychology Programs (CCPPP), and the Council of University Directors of Clinical Programs (CUDCP), the Program is committed to Association of Psychology Postdoctoral and Internship Centers' (APPIC) policies regarding the offering and awarding of internships. These policies are found in the directory of residencies provided by the CCPPP, and students who intend to go on residency should read and know these procedures. (Please also see the APPIC website at <https://www.appic.org/>). Students must immediately report violations of these procedures to the Clinical Psychology Director of Training.

Students who apply for, but do not obtain, a clinical residency in Phase I can make use of the Phase II Match. Students in this position should contact the Program Director. **It should be noted that the residency is a pre-doctoral requirement, which must be satisfactorily completed before a student will be authorized to receive a doctoral degree.**

Students, when being paid by the residency site, should first and foremost be covered by the site's insurance as an employee. In terms of additional professional liability insurance, students, as long as they are actively enrolled at the University of Calgary during the semester of their residency, are also covered by the University's general liability and medical malpractice insurance for activities related to their education and training.

If you require a certificate of insurance students will need to have either the Clinic Director or the Director of Training request this certificate on their behalf. Students will need to provide written documentation from the residency site, requesting the certificate of insurance.

15 STUDENT EVALUATION

The evaluation of students is an integral part of any sound Program. Although the focus of evaluation tends to be on formal assessments, it is important to note that the best evaluation is critical self-examination, as part of an ongoing process of personal development. Formal evaluations are an important adjunct to informal, continuous evaluation.

Clinical Psychology Program students are evaluated in a number of continuing ways. First, there are course examinations and requirements and candidacy examinations, established within the limits set by the Program. Second, Research requirements are evaluated within the criteria established by the Faculty of Graduate Studies. Third, clinical practica and residencies are evaluated by on-site supervisors, with a report coming back to the Program's Program Director and Clinic Director. Finally, as a student in clinical psychology, you should be aware that faculty are obligated ethically

and professionally to not advance or recommend graduate students with demonstrable problems (e.g., cognitive, psychological, interpersonal, and ethical) that may interfere with professional competence. In light of this obligation, you should be aware that your competence in the following areas will be evaluated: (a) interpersonal and professional competence; (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on others); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal therapy in order to resolve issues or problems). Clinical supervisors are asked specific questions regarding these aspects of competence on the *Clinical Practicum Student Evaluation report*.

Supervisors will be asked about professional behaviour on the *Annual Progress Report*.

The Student Evaluation Committee (SEC) will annually collect the information needed to evaluate the progress of each student in the program using the *Annual Graduate Student Progress Report*. Please note that students are required to report all outside professional activity in Section 13 (related activities external to the University) on the *Annual Graduate Student Progress Report*, clearly specifying the nature of the activity and number of hours, supervisory arrangements, if it involves clinical work, and whether remuneration is involved. Both progress and quality will be evaluated for the period September through the end of August using the criteria listed in 15.1 and 15.2.

The evaluation of students in M.Sc.II will include an assessment of the suitability for acceptance into the doctoral program. This assessment will complement the assessment of the supervisory committee completed after the thesis defense.

15.1 Progress

The criteria normally used to judge the progress of a student will vary, dependent upon their year in the program, as follows:

M.Sc. Year I

- (a) Course work complete
- (b) Evidence of thesis research progress (e.g. literature reviewed, research questions/hypotheses developed, will meet the Pro-Seminar deadline of Aug. 31)

M.Sc. Year II

- (a) Course work complete
- (b) Practica complete
- (c) Pro-Seminar defended (by August 31st of previous year)
- (d) Thesis near to completion and thesis defense has been scheduled (will be defended prior end of Fall block week).

Ph.D. Year I

- (a) Course work complete
- (b) Practica complete

- (c) Evidence of dissertation research progress (e.g. literature reviewed, research questions/hypothesis developed, proseminar document in progress, proseminar imminent. Candidacy exam will take place at the spring sitting during the Ph.D. I year).
- (d) For those students entering the Program at the Ph.D. 1 level, the expectation is that the Proposal Seminar and Candidacy examination will be completed by spring semester of the Ph.D. II year.

Ph.D. Year II

- (a) Course work complete
- (b) Practica complete
- (c) Ph.D. proseminar meeting complete
- (d) Candidacy complete
- (e) Evidence of dissertation progress (e.g., data collection in progress).

Ph.D. Year III

- (a) Predoctoral internship. For those on internship, supervisor has seen evidence of progress on dissertation research while on internship.
- (b) For those deferring internship until Ph.D. IV, dissertation research is in the advanced stages and student will defend by August or early September.

Ph.D. Year IV

- (a) Predoctoral internship. For those on internship, dissertation is complete. For those post-internship, dissertation research is in the advanced stages and student will definitely defend by August or early September.

Ph.D. Year V+

- (a) Progress is unsatisfactory.

15.2 Quality Rating

If student progress is satisfactory, the quality of annual performance will be judged on a four-point scale, including: Excellent, Very Good, Satisfactory and Unsatisfactory quality. These criteria include core criteria (course grades, supervisor evaluation of research, evaluations of practica, and additional criteria. Additional criteria include:

- Publications (refereed, including in press);
- Major scholarships and awards;
- Conference presentations at national or international meetings (refereed);
- Ratings of annual quality will be made using the following specific criteria:

Excellent

Grades all A/A-

Research (Supervisor evaluates as excellent/very good)
 Practica/Internship (pass)
 Scholarship and Peer-reviewed journal publications

**For students on internship, the scholarship criterion will not be applied.*

Very good

Grades all A/A-

Research (Supervisor evaluates as excellent/very good)
Practica/Internship (pass)
Scholarship or publications

Satisfactory

Grades A/B range

Research (Supervisor evaluates as satisfactory)
Practica/Internship (pass)

A student who receives a grade of B- or lower in two or more courses may be required to withdraw regardless of his/her overall G.P.A. in the Program.

Unsatisfactory Progress and Quality

Those students who fail to meet the criteria for satisfactory quality will be rated as unsatisfactory. Consideration will also be given to whether or not progress has been negatively affected by specific professional (e.g. change in supervisor) or personal (e.g. life event) circumstances. After review, the SEC will either confirm satisfactory progress or identify any problems. The student and the research supervisor will receive letters from the Chair of the SEC informing them of the results of the review.

If problems are identified through the annual review, the SEC will determine if the problem is remediable or is of such concern that the student should not be continued in the Program. If the problem is considered remediable, the Chair of the SEC will develop, in consultation with the student and other appropriate persons, the nature of the plan for remediation. The plan, once determined, will be communicated in writing to the student, his or her research advisor, and the Program Director. **The remediation plan will be included in the student's annual progress report to the Faculty of Graduate Studies. The remediation plan and its results will automatically become part of the next year's evaluation of the student.**

If the annual review suggests that the student should not be continued in the Program, the SEC will make that recommendation to the Program Director. The Program Director will solicit a response from the student, and will review both the recommendation and the response before he/she makes a decision. If the decision is to discontinue the student, the Program Director will so inform the Dean of the Faculty of Graduate Studies. If the decision is allow the student to continue in the Program, the chair of the SEC will be asked to implement a remediation plan, as described above.

Unsatisfactory progress ratings will be considered when appraisals for internship are prepared. Furthermore, students who receive unsatisfactory progress ratings will be given last priority for practicum placement. Finally, in times of limited funding, progress ratings will be considered when financial support is allocated to students.

15.3 Appeals

Students can appeal all negative decisions by the SEC and Program Director through the Faculty of Graduate Studies, as set down in the University of Calgary [Calendar](#) (see Section 17 below).

16 GRADUATION

Although the Program in Clinical Psychology has as its ultimate goal the training of doctoral level clinical psychologists, students in the Program earn a Master's degree *en route* to the Doctoral degree. Thus, students actually have two graduations before they successfully complete the Program. Students should ensure that they fill out Application for Degree forms and submit them to the Faculty of Graduate Studies in accord with the time lines in the Graduate [Calendar](#).

Upon successful completion of the thesis defense, and delivery of a satisfactory thesis to the Faculty of Graduate Studies, the student will be recommended for graduation at the next convocation. Students are reminded that, in addition to the thesis copies required by the Faculty of Graduate Studies, the Program also requires a bound copy of their thesis. Students do not technically “have” a degree until the convocation ceremony is completed.

17 APPEALS

Students have the right to appeal any course grade, practicum or internship evaluation, thesis or Candidacy examination result, annual evaluation, or decision with regard to continuance or graduation. The level and type of appeal will be contingent upon the nature of the grade, evaluation or decision that is being appealed. For example, in the instance of a course grade, the student should first appeal to the course instructor. Failing satisfactory resolution of the appeal, the matter should be brought to the Program Director who will attempt to resolve the issue directly, or through an arbitrator. Students should also consult the Faculty of Arts appeals procedures where course grades are the issue.

In the event of a more serious allegation or appeal, students are encouraged to first appeal to the individual involved. If such an appeal is not possible or appropriate, students should bring their appeal or allegation to the attention of the Program Director. At his or her discretion, the Program Director may attempt an informal resolution of the issue. Appeals that are unsuccessful at the level of the department can also be brought to the attention to the Faculty of Graduate Studies Appeals Committee (see the Faculty of Graduate Studies' [Calendar](#)).

Students who wish to appeal, but who are uncertain about the procedures or about their decision, may also request an informal consultation with the Program Director. In the event of a more serious concern, students should also informally consult with the appropriate Associate Dean in the Faculty of Graduate Studies.

18 STUDENT INPUT INTO THE CLINICAL PROGRAM

Program students have various means of evaluating the clinical and graduate courses and of providing input to the Program itself. First, students provide feedback about both courses and practicum placements through evaluation forms. All graduate courses in the Program in Clinical Psychology are evaluated by students, with a view to course improvements. Practicum placements are similarly evaluated by the students, with a view towards an improvement in clinical supervision or, in the case of extreme problems, the removal of practicum placements from the Program's inventory.

A second avenue of student input into the Program is through student representation on the Clinical Program Council. Two Program students are elected annually to sit on the Program Council. One of these students has voting privileges. Students are able to bring items to the agenda of the Program Council and express their opinions to the Program Council through a vote at Council meetings.

Third, program students have an elected representative who attends Department of Psychology meetings and is a voting member.

Fourth, graduate students in clinical psychology have representation on the Graduate Student Council through the Graduate Students Association of the University of Calgary. This position, again, is an elected one. The Council can be a forum for raising more general concerns related to graduate education at the University of Calgary.

Finally, the Program has a procedure of conducting exit surveys of all graduate students completing the program. Students are encouraged to complete this survey, which is an important way to provide information to the Program in Clinical Psychology. In addition to these formal procedures for student input, informal input through discussion with members of the Program faculty is encouraged. As the "consumers" of the Program, students are in a privileged position to make suggestions for improvements, and these will be seriously considered.

19 STUDENT FUNDING

Program students are funded in a variety of ways, including graduate assistantships teaching (GATs), research assistantships, research scholarships, and external scholarships and fellowships. Each of these forms of support is described below. It is important for students to know that the Policy on Student Funding reads as follows:

"All students are required to apply for both internal and external scholarships. Students should be aware of funding sources, application deadlines, and procedures. Information about scholarships is available from the Faculty of Graduate Studies. In addition, this information will be disseminated in an information session to be held annually in the fall semester".

Although the Program goal is to provide students with full funding,

- 1) Students in the first three (3) years of training will be given first priority for funding.
- 2) Students at all levels of training who are eligible and do not apply for internal university and external scholarships will receive the lowest priority for program funding.
- 3) Students who hold major scholarships (e.g. SSHRC, AIHS) will typically not be eligible for program funding.
- 4) Students who decline GAT assignments will normally not be eligible for program funding.
- 5) Students who are on internship will not be eligible for program funding.

- 6) Students in their sixth year of the program and beyond will normally not be eligible for program funding.
- 7) When funding is limited, progress ratings will be considered when financial support is allocated to students.

Students should be familiar with the Program's policy on outside work, as indicated in the Program Handbook – Section 21.

19.1 Graduate Assistantships Teaching/Non-Teaching (GATs)

GATs are available for instructional responsibilities in the Department of Psychology. The Program in Clinical Psychology has a specific allotment of GAT support which is coordinated through the Program Director and the Department of Psychology. M.Sc. Year I students will not normally be assigned GAT responsibilities.

19.2 GA (Trust)

A GA Trust is funded from the research account of a faculty member, who wishes to select and recommend a graduate student for appointment as a graduate assistant. These assistantships are a matter between a particular faculty member and student and must be reported to the Program Director for accounting purposes and to have a record on the student's file.

19.3 Hours of employment

Both forms of Graduate Assistantships involve specific work-loads, which cannot be exceeded. The rules of the Faculty of Graduate Studies dictate that no form of a Graduate Assistantship may require more than an average of 12 hours per week during the academic year.

19.4 Graduate Student Scholarships (GSS)

GSS funding has no teaching or service requirements. This funding is intended to enable students to continue with research, and are awarded in four-month blocks of time, corresponding with the academic term (as are the GATs and Research Assistantships). The Program in Clinical Psychology has access to GSS funds through the Faculty of Graduate Studies. GSS funding is available in fall, winter or spring/summer terms.

19.5 External Scholarships and Fellowships

There are a large number of external, competitive scholarships and fellowships for which Clinical students may be eligible. A list of these funding sources may be found on the Faculty of Graduate Studies [website](#). Your supervisor or colleagues may also be able to give you good tips about scholarships. Students are strongly required to apply for external funding as other funding may not be awarded for a student who does not apply for outside funding. Scholarships and fellowships may pay better than internal funding, and national scholarships may provide additional internal scholarship money from the Faculty of Graduate Studies. These awards have no teaching or other obligations associated with them, and are highly prestigious. External financial support allows the Program to free up funds to admit other students. Students can also apply for funding through

Research Services for thesis research and conference attendance.

19.6 Funding for Conference Travel

The Program also offers money to students who are presenting papers or posters at peer-reviewed conferences. This money is intended to assist students with travel and registration costs. Forms are available on the Department of Psychology website and should be directed to the Program Director with supporting documents, which includes confirmation of the presentation at the conference and a list of conference-related expenses.

Please note that these funds are limited and are distributed on a first-come, first-served basis during the budget year (April 1 to March 31). Students may apply for funding for one conference per budget year.

20 LEAVES OF ABSENCE

Students should be aware that the University has a policy for various leaves of absence. Please consult the Graduate [Calendar](#) for further information. Under exceptional circumstances, planned temporary withdrawals from the Program can also be arranged.

21 OUTSIDE WORK

Students will proceed through the Program best if they do not engage in outside work. The various forms of funding (Graduate Assistantships, Graduate Student Scholarships, outside scholarships and fellowships) are intended to keep students on campus and working on their academic programs as much as possible. However, from time to time students may need to pursue outside work in order to supplement their income or help with household finances. Students approaching the end of their doctoral degrees may also find that they are in a position where they are no longer eligible for internal funding, and will need outside work to supplement their incomes. The position of the Program is that, within the framework provided by the Faculty of Graduate Studies, students should concentrate first on their academic work, and secondly on outside work as a means of income.

Students who find that they must engage in outside work must discuss this problem with their Supervisor and the Program Director to obtain approval, and to assess its impact on their program, as students may have internal funding limited or denied if engaged in outside work. Students should also be aware that there are liability issues associated with non-Program psychological work that should be considered before accepting any such positions. Finally, students holding external awards must comply with the university's and respective agency's guidelines regarding other sources of income while holding a scholarship. Failure to do so may result in the loss of the award.

22 LICENSING

It is the intent of the Program in Clinical Psychology that its graduates should be able to become registered in any province in Canada. The Program carefully follows registration developments in other jurisdictions that might require curricular changes. While it is the Program's goal to ensure that students meet registering requirements, students should not normally seek registration while involved in the Program. Students who are not registered retain a special status within the

profession, and are protected under the responsibilities of the Program and supervising psychologists for their professional work. Students who are provisionally or fully registered are responsible not only to the Program for their functioning, but also to the professional association. It is possible that this dual responsibility may lead to professional and/or liability problems for students. Further, the registration process itself is very expensive.

Once graduates of the Program are ready to begin the registration procedure, the Program is pleased to offer supportive consultation, and to provide any necessary letters of support. Students should consult the Program Director about any questions they have. Although the Program will make registration information available to students, it is not the Program's responsibility to ensure that students are ready for licensing. Students should ensure that their courses and practical experience are sufficient for those jurisdictions in which they intend to work after graduation. Students are requested to retain copies of all course outlines for the courses they complete as these are often required for licensing.

23 ETHICS

The Program in Clinical Psychology endorses the code of ethics and guidelines of the College of Alberta Psychologists (CAP) and the Canadian Psychological Association (CPA). Students in the Program are expected to be familiar with these codes and guidelines, and to behave in accordance with them, and with other ethics documents and guidelines appropriate to their work (e.g. specialty guidelines documents). The Program encourages students to become student Members of the CPA and other organizations as a way to learn more about current issues in professional psychology.

Because of its support for the codes of ethics and guidelines documents of the professional associations, the Program takes very seriously any allegations of unprofessional or unethical student conduct. Allegations will be investigated by the Program Director, and will be taken into account in decisions concerning a student's continuance in the Program. In like manner, Program faculty are also expected to belong to professional organizations, and to behave in an ethical manner. Allegations of unprofessional faculty conduct will also be investigated by the Program Director, and may be referred to the appropriate University or professional conduct committee for action.

Since the Program would rather deal with an ethical dilemma or problem before it becomes a matter of complaint, students who find themselves in ethical dilemmas are encouraged to consult with Program faculty. Further, the Program strongly encourages (but does not require) all students to obtain professional and legal liability insurance. Legal liability insurance will provide for legal coverage should a serious ethical complaint be lodged against a student, while professional liability insurance will protect both the student and the people for whom they provide services in the event of actual professional liability. Both of these types of insurance are available to student members of the CPA, and inquiries should be directed to the CPA through its Ottawa office.

24 PROFESSIONALISM AND PROFESSIONAL ETIQUETTE

As graduate students in clinical psychology, you represent the profession of clinical psychology in the classroom, clinical and research settings, and community. As such, it is critical that you demonstrate professionalism in your actions and interactions with peers, faculty, staff, supervisors and their professionals as well as with the students you teach/mentor, clients, research participants, and

others with whom your work.

Dress in Professional Environments. When on clinical placements and meeting with research participants, students should dress in a manner that is appropriate to the professional nature of their activities.

Responsibilities Regarding Websites, Blogs, Email, Email Signature and Answering Machine/Voice Mail Messages (adapted from the USD graduate student handbook). The Council of University Directors of Clinical Psychology (CUDCP) has shared information with member programs concerning the potential implications of information clinical graduate students share in various electronic modalities, such as blogs, personal pages in social networking sites, on personal web pages, emails, and recorded voicemail messages. These electronic media are being accessed or used in ways that extend beyond their original intent. That is, what may seem to be fun, informative, and candid might actually put the student and, by extension, the Program, the University of Calgary, and/or the profession in a bad light.

- Examples of how these media have been accessed include, but are not limited to, the following: Internship programs report conducting web searches on applicants' names before inviting applicants for interviews and before deciding to rank applicants in the match.
- Clients conducting web-based searches on trainees' names and finding information about therapists (and declining to come to clinics based on what they find).
- Potential employers are conducting on-line searches of potential employees prior to interviews and job offers.
- Answering machine/voicemail messages that are perceived as unprofessional when accessed by supervisors, students, clients, or current or potential employers.

Consequently, what might be seen as "private" self-disclosure reflecting a student's perception of him/herself may actually be very public. This includes blogs, personal pages in Facebook and MySpace (or similar types of sites) that may have been started *before* graduate school.

If you identify yourself as a graduate student in the program, then the program has an interest in how you portray yourself and the program. Students are advised to engage in "safe" web practices and be concerned about professional demeanor and presentations. If you report doing (or are depicted on a website or in an email as doing) something unethical or illegal, and this information is conveyed to program faculty, this information may be used by the program to determine probation or even retention. As a preventive measure, students (and faculty) should approach online blogs and websites that include personal information, carefully. Consider the image you wish to portray of yourself in the content and signature lines of your email. In these cases, is there anything posted that one would not want the program faculty, employers, family, or clients to read or view?

Students are expected to familiar with and adhere to University of Calgary's IT policies regarding appropriate use of information technology and network access.

Cell Phones. Professionalism is expected in appropriate student use of cell phones and texting. Use the vibrate function or turn your cell phone off during all classes, in clinical and research sessions, during supervision and meetings with your mentor or mentees, while teaching, and when presenting

at or attending sessions at a professional meeting or conference.

Furthermore, if your cell phone or home telephone is ever used for professional purposes (research, teaching, or clinical activities), ensure that the voice mail greeting is appropriate and professional in demeanor and content.

25 PROGRAM POLICIES RELATED TO TRAINEES WHO EXPERIENCE CONFLICTS WORKING WITH DIVERSE CLIENTS/PATIENTS

This policy is based on that developed in January 2014 by the BEA Working Group on Trainee Conflicts Serving a Diverse Clientele, APA Education Directorate.

In our CPA-accredited program we are committed to a training process that ensures that graduate students develop the knowledge, skills, and attitudes to work effectively with members of the public who embody intersecting demographics, attitudes, beliefs, and values. When graduate students' attitudes, beliefs, or values create tensions that negatively impact the training process or their ability to effectively treat members of the public, the program faculty and supervisors are committed to a developmental training approach that is designed to support the acquisition of professional competence. We support graduate students in finding a belief- or value-congruent path that allows them to work in a professionally competent manner with all clients/patients.

For some trainees, integrating personal beliefs or values with professional competence in working with all clients/patients may require additional time and faculty support. Ultimately though, to complete our program successfully, all graduate students must be able to work with any client placed in their care in a beneficial and noninjurious manner. Professional competencies are determined by the profession for the benefit and protection of the public; consequently, students do not have the option to avoid working with particular client populations or refuse to develop professional competencies because of conflicts with their attitudes, beliefs, or values.

26 SOCIAL EVENTS

The Program has several social events each year. Please watch your e-mail and regular mail for notices. The Program extends an invitation to all students, staff, faculty and their partners, as a way of getting to know each other in a social setting. The Department of Psychology has a graduate students association, known as the Psychology Graduate Students Association (PGSA) which organizes social functions.

27 UNIVERSITY SERVICES

27.1 Sexual Harassment

Sexual violence is a serious problem in our society and is defined as any unwanted sexual attention or act against someone, without their freely given consent. It is a complex issue and can include many different things, such as sexual assault, harassment, discrimination, sexism, stalking and offensive or unwelcome language and attention. At the University of Calgary, we are working diligently to create a safe campus environment where sexual violence is never tolerated. In June 2017, we introduced a

standalone sexual violence policy that applies to all community members including students, faculty, staff and volunteers. It also outlines jurisdiction for responding to off-campus incidents that occur between two university community members, as well as any online violence. One of the key elements of the [sexual violence policy](#) is the addition of the sexual violence support advocate (SVSA), an individual who provides education and champions the needs and rights of any UCalgary community member affected by sexual violence. The SVSA provides a safe space where people of all genders, sexualities and backgrounds can find the support and care they need, whether that means advocating for academic or professional accommodations, informing you of reporting and therapeutic options, accompanying you to appointments, helping you tackle everyday challenges or just having someone there to listen. For more information, visit the Sexual Violence Support [website](#). To arrange a confidential consultation, contact the SVSA at 403.220.2208 or svsa@ucalgary.ca.

27.2 Student Counselling (Mental Health Services)

SU Wellness Centre is located in 370 MacEwan Student Centre. Students experiencing personal problems are encouraged to make use of this confidential service, which is available by appointment at 210-9355. See website for more information: <https://ucalgary.ca/wellnesscentre/services/mental-health-services>

27.3 Health Services

Currently SU Wellness Centre has Physicians, Chiropractors, Massage Therapists, and Psychiatric Consultants available. Appointments can be made by phoning 210-9355. These services are based in 370 MacEwan Student Centre.

27.4 Disabilities

Students should be aware that there is a Student Accessibility Service on campus. The purpose of the centre is to provide academic accommodations due to functional limitations brought on by disabilities for the purposes of examinations, program requirements, etc. Students in the program with physical, mental, or health-related disabilities can register with Student Accessibility Services to review academic accommodations. SAS is located in MacEwan Student Centre 452. You can call them at (403) 210-6019 or email them at access@ucalgary.ca.

27.5 Security Services and “Safewalk Program”

Campus Security patrol the buildings and grounds of the University of Calgary. In an emergency they can be summoned by dialing 220-5333. The “Safewalk Program” provides security personnel to accompany students, faculty or staff around the campus 24 hours a day, and can be reached at the above extension.

27.6 Chaplain's Centre

The Faith & Spirituality Centre seeks to cultivate a pluralistic community by encouraging cultural and religious literacy, community building, and social change as an integral part of the student experience. The Faith & Spirituality Centre has a great drop-in space for all! Study, eat your lunch, meet new people, or simply relax! We have free snacks, coffee/tea, and a variety of activities you can do while in the centre. Drop by anytime to learn more about our programming or to visit a chaplain – for chaplain

contact information please visit <https://ucalgary.ca/fsc/chaplains>. For more information programming and multi-faith spaces and/or drop-in space related to faith and spirituality on campus visit www.ucalgary.ca/fsc or call 403-220-5451.

27.7 Graduate Student Association (GSA)

A not-for-profit organization governed by UofC graduate students, the Graduate Students' Association (GSA) is charged with the social, academic and practical well-being and growth of graduate students on campus. The GSA oversees and promotes workshops, special events, the provision of financial aid and support as well as the facilitation of career-based growth and development for graduate students as they progress through their university programs. Check their website for additional information: www.gsa.ucalgary.ca

27.8 Computer Services

All Program students are required to obtain an IT account as soon as possible. You need an e-mail account, which should be checked often. Students are encouraged to become familiar with web-browsing software. Students can use computer facilities from a variety of sources, as well as have access to the Department of Psychology graduate student computer facility in Administration Building, Room 251G. Many faculty members have computers in their research labs to which students can have access. More details on the department resources are available on the department's webpage under 'Form and Documents' → 'Departmental Resources'.

27.9 Micro Store

The University of Calgary Micro Store, located in the lower level of the MacEwan Students Centre (room 191) sells hardware and software to students and faculty. Check their website for additional information: <http://www.campuscomputerstore.ca/ucalgary/>

27.10 Libraries

Students are most likely to use three different libraries on campus in addition to the online services. The Main Library is the Taylor Family Digital Library, and houses most of Psychology/Social Sciences, and some Psychiatry resources. The Medical Library, located in the Foothills Hospital complex, holds most of the medical and other psychiatry resources, while the Law Library in the Professional Faculties Building (PFB) holds resources related to professional issues, and legal aspects of professions. Library resources are available on-line through <http://library.ucalgary.ca/>

27.11 Research Services

Research Services Office is located in the SMART Technologies Building, 3636 Research Road NW and coordinates research applications on campus. They administer competitions for thesis and travel grants. Check the Research Services website for additional information: <http://www.ucalgary.ca/research/>

28 PROGRAM SERVICES

28.1 Psychological Test Library

The Program in Clinical Psychology maintains a Test Library (Room EDC 281R) which contains many current and archival psychological tests, books, and test distributor brochures. Students should direct library requests to the teaching assistant during posted office hours, so that current holdings and library policies can be explained. Contact: test.library@ucalgary.ca

28.2 Student Mailboxes

Each student is assigned a mailbox in the Department of Psychology on a shared basis, and each student is solely responsible for collecting his or her mail. These mailboxes are accessible at all hours, and should be checked regularly for mail and notices. Students on internship can make arrangements with the Psychology Office to have mail forwarded to them at their internship site.

28.3 Audio-Visual Equipment

Audio-visual facilities in the form of LCD Projector, TV/VCR are available in the Learning Resource Centre (Administration room 157). Small recording cassettes and a dictating machine are available on a sign-out basis from the Clinical Test Library. There are also videos and audiotapes on many psychological topics available for student use.

28.4 Photocopying/Laser Printing/Fax

Students are permitted to use the printer/copier in the grad lab by swiping their UCID card. Faxes which arrive for clinical students in the Psychology Office (fax number is 403-282-8249) will be delivered to the student's mailbox. Outgoing faxes may be sent from the copier in the Psychology Office.

28.5 Notice Board

Students are urged to study Department of Psychology notice boards, which list many upcoming conferences, seminars, notes from campus security, newsletters from campus sources, as well as upcoming Pro-Sems and Oral examinations, and up to date information from Research Services about funding and scholarships. Students are well advised to get into the habit of reviewing notice boards around campus as they may provide timely information about appointments, career opportunities, scholarships, awards, job openings, and other information of interest.

28.6 Departmental Newsletter

The Department of Psychology publishes a weekly Monday Memo, which is distributed to all students and faculty via e-mail. Clinical Program information for students is included within the Monday Memo. Students and faculty are encouraged to submit material to the Monday Memo to share with other students and faculty.

28.7 Technical Support

For technical support please contact Informational Technologies at: <https://ucalgary.servicenow.com/it?id=ithome>.

APPENDIX A

UNIVERSITY OF CALGARY

Department of Psychology, Program in Clinical Psychology
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psycgrad@ucalgary.ca

<u>Name</u>	<u>Location</u>	<u>Phone Number</u>	<u>Email Address</u>
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Veronika Markova <i>Psychology Clinic Coordinator</i>	EDC 281	220-3500	veronika.markova1@ucalgary.ca
Clinical Test Library	EDC 281R	210-8448	testlibr@ucalgary.ca

CORE FACULTY CONTACTS

<u>Name</u>	<u>Office</u>	<u>Phone Number</u>	<u>Email Address</u>
Dr. Brandy Callahan	A131C	220-7291	brandy.callahan@ucalgary.ca
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