

UNIVERSITY  
of GUELPH

CHANGING LIVES  
IMPROVING LIFE



**Introduction** (p.1)

**Program  
Overview** (p.2)

**Resources** (p.5)

**Coursework** (p.8)

**Clinical Practica** (p. 11)

**Faculty** (p.17)

**How to Apply** (p.19)

**Program  
History** (p.22)

**B**rochure

# Introduction

---

## Welcome to our Program.

The field of Clinical Psychology: Applied Developmental Emphasis (CP:ADE) focuses upon the developmental paths of children and youth experiencing psychological disorders within the contexts of family, school and community. Attention is directed to several features including the social, emotional, cognitive, and neurobiological features of normal and atypical development; risk and protective factors that influence the course of development; the developmental impact of stressful life events such as divorce, illness, adoption, and familial death; and developmental approaches to assessment, psychodiagnosis and therapeutic intervention.

Training in this field follows a scientist-practitioner model in which an integrated series of courses and practica at the MA and PhD levels collectively contributes to the acquisition of competence as both child clinicians and researchers. Students take on cases in our on-campus clinic, the Centre for Psychological Services, and complete off-campus practica in hospitals, mental health settings and schools under the supervision of registered psychologists. In this way, students receive training to allow them to enter careers involving clinical and/or research positions in mental health centres, hospitals, schools, and the private sector, as well as careers involving teaching and research in university settings. This training also prepares students for registration as psychologists with provincial licensing boards. Our PhD graduates have assumed careers in universities, hospitals, private practice, and school boards.

Faculty in CP:ADE pursue a wide variety of research including parent-child relational processes, shyness, adoption, adolescent relationships and dating, antisocial behaviour, autism and pervasive developmental disorders, injury prevention in children, pediatric pain, parental stress, attachment, moral psychology, stress and coping in children, eating disorders, adolescent health risk behaviors, parental trauma history and symptoms, acquisition of literacy skills, learning disability, and developmental reading disorders.

The PhD program in Clinical Psychology: Applied Developmental Emphasis was first accredited in 2003, and re-accredited by the Canadian Psychological Association (CPA) in 2008. We have always been proud of the training provided in this program, of the students within it, and of their accomplishments on internship and after graduation. Accreditation represents external recognition of the high quality of our program. We are pleased to join other accredited programs in Canada in affirming these standards. (For a more detailed history see 'Program History' link on main menu.)

Accredited with the:

**Canadian Psychological Association (CPA)**  
**141 Laurier Ave. West, Suite 702**  
**Ottawa, ON K1P 5J3**

## Learn more about Clinical Psychology in Canada

*The College of Psychologists of Ontario (CPO; <http://www.cpo.on.ca/>).*

*Accreditation with the [Canadian Psychological Association \(CPA; http://www.cpa.ca/home/](http://www.cpa.ca/home/)).*

- Introduction** The Ph.D. program in Clinical Psychology: Applied Developmental is a CPA accredited clinical psychology program that follows a scientist-practitioner model. Its main objective is the training of graduate students for work as clinical and academic psychologists through a prescribed curriculum offering both clinical and developmental perspectives on the difficulties children, youth and families may encounter.
- Students entering the M.A. program do so with the understanding that they have been admitted to pursue a doctoral degree by first completing an M.A. degree with a research thesis. Students entering the Ph.D. program from other universities do so with the understanding that they are required to complete all the required M.A. level courses for which they do not have equivalent course work. In this way we attempt to ensure that all of our doctoral graduates meet the requirements for registration as psychologists and for working as psychologists in clinical, school, academic, and research positions. This also allows students who do not proceed to the doctoral degree to meet the graduate training requirements of Psychological Associates registered by the College of Psychologists of Ontario.
- Mission** Children, adolescents and their families face challenges ranging from difficulties to disorders. Our mission is to respond to these challenges through graduate training in clinical practice and research. In all of our endeavours, we strive to achieve the highest standards of professionalism in our research, teaching, and clinical pursuits.
- Philosophy** We believe that both continuous and discontinuous transformations characterize development. These are best understood against a background of normal child development, the multiplicity of contexts in which children live, and the developmental trajectories that result. Thus, our overriding programmatic goal is to prepare child clinical psychologists with an orientation that not only considers psychopathological processes, but also incorporates a solid foundation in normal development and an appreciation of the social-contextual, cognitive, and biological factors that contribute to disordered behaviour.
- Our program is based upon the scientist-practitioner model. Students are required to have thorough knowledge and skills in research, assessment and diagnosis, intervention, and program evaluation. They must also demonstrate the highest standards of ethical conduct and be committed to personal development as professional psychologists.
- A range of pedagogic experiences have been designed to instantiate our training model. Through formal courses and seminars, students are expected to obtain a foundational knowledge of the discipline. The relationship with the thesis supervisor and advisory committee serves to enhance their ability to undertake independent research. Clinical skills are developed within the practical component of several courses, internal practicum experience in the Department's Centre for Psychological Services, external practicum placements, and internship. Informal learning is available through the shadowing of casework with our clinical staff, clinic meetings and gatherings organized around professional issues. The goal is always to integrate discipline-based knowledge with practice.
- Values** The University of Guelph's Mission Statement, approved by Senate, notes that the University:
- is committed to the highest standards of pedagogy, to the education and well-being of the whole person, to meeting the needs of all learners in a purposefully*

*diverse community, to the pursuit of its articulated learning objectives, to rigorous self-assessment, and to a curriculum that fosters creativity, skill development, critical inquiry, and active learning. The University of Guelph educates students for life and work in a rapidly changing world.*

Similarly, our program is committed to fostering the following values in our students and faculty as they carry out their teaching, research, and professional responsibilities:

- excellence
- ethical behaviour
- service to society
- creativity and critical inquiry
- informed practice
- tolerance and compassion
- flexibility
- respect for and responsiveness to diversity
- life long learning

**Theoretical Orientation of Faculty**

Our program's faculty emphasize systemic, interpersonal, cognitive-behavioural, social-constructionist, and biological perspectives. Students are exposed to many ways of viewing the developmental trajectories of children and adolescents, as well as to a range of problem-solving and treatment approaches.

**Goals & Objectives**

Our program emphasizes *four* broad goals, each of which has a number of more specific objectives. These comprise the development of research and scholarship; clinical skills, ethical and professional conduct and interpersonal skills, and a strong identification with the profession of psychology. All of these culminate in an internship year in a clinical setting and a PhD thesis. Through these experiences, students from our program are prepared for both academic and clinical roles. Courses taken by students in all of the doctoral programs in our department include research design and statistics, psychological applications of multivariate analysis, ethical issues, and philosophy and history of psychology as a science. However, while the CP:ADE program shares the applied focus of the Industrial/Organization, Applied Social Psychology, and Applied Cognitive Science fields of study within the department, it is unique in focusing on the development of clinical psychologists who will be registered as service providers to the public. As such, it has its own set of courses and expectations. These are commensurate with accreditation and registration standards as implemented within the regulations set out by the College of Psychologists. It also has a special linkage with the Centre for Psychological Services as a key practicum and professional development setting.

*Goal A. The development of research and scholarship*

1. Students will acquire knowledge of research and theory in key areas of psychology related to the specialization of Clinical Psychology: Applied Developmental Emphasis.
2. Students will acquire in depth research and theoretical knowledge within the area of Clinical Psychology: Applied Developmental Emphasis.
3. Students will attain knowledge of methodology in research, psychometrics, and program evaluation as a basis for investigating research questions posed and evaluating treatment/ program effectiveness.
4. Students will develop the competence to conceptualize, formulate, and conduct independent research.
5. Students will develop skill in communicating research findings both orally and

**Goals & Objectives**  
(contd)

in a publication format.

*Goal B. The development of clinical skills*

1. Students will acquire interviewing skills to work with children and the adults with whom they interact such as parents, teachers, and other professionals.
2. In concert with students' knowledge of child development and psychopathology, students will develop the skills to conduct a broad range of psychological assessments of children and adolescents.
3. Students will develop skill in differential diagnosis, case formulation and treatment planning.
4. Students will develop a knowledge of various principles and strategies of intervention. This will include both therapy for emotional/interpersonal issues as well as remediation for academic difficulties.
5. Students will develop skill in providing therapy for children and adolescents including empirically supported interventions.
6. Students will develop skills in writing psychological reports for clients, and in providing face to face feedback to clients and/or their respective agencies as requested by clients.

*Goal C. The development of ethical, legal and professional conduct, and interpersonal skills*

1. Students will acquire knowledge of the guidelines for ethics in psychology as set out by the Canadian Psychological Association and standards of professional practice as set out by the College of Psychologists of Ontario.
2. Students will be directed towards considering issues of diversity and disadvantage to enhance their understanding of others in the delivery of psychological services.
3. Students will develop the ability to establish effective working relationships in their provision of psychological services.
4. Students will develop consultative and supervisory skills for use in organizations and systems such as clinics, departments, schools.

*Goal D. Identification with the profession of psychology.*

1. Students will identify with the discipline and profession of psychology and aim for registration as psychologists.

**Program  
Statistics**

As of September 2011 for years 2005 - 2010:

- Number of graduate students enrolled in the CPADE program: **41** (5 male, 36 female)
- Age range of students: **22 - 37** years
- Number of applications for Fall 2011 entry: **108**
- Number of students admitted into the program at the MA level for Fall 2011 entry: **8**
- Attrition-MA: number of students who did not complete the MA: **0 (0%)**
- Attrition-PhD: number of students who did not complete their PhD: **1 (2%)**
- Number of visible minorities: **2**
- Number of students with disabilities: **3**

**Campus &  
College  
Structure**

The University of Guelph is accessible within a sixty minute drive west of Toronto and is located in a small attractive university city of about 100,000 people. The main University campus is set within a 330-hectare (817-acre) site featuring a mixture of modern and traditional buildings, including brick walkways and landscaped plazas.

The main campus consists of six Colleges (Arts, Biological Science, Physical and Engineering Science, Social and Applied Human Sciences, Ontario Agricultural College and Ontario Veterinary College). In addition, the University of Guelph has several regional campuses, the University of Guelph-Humber and three regional Colleges and research stations associated with the Ontario Agricultural College. The University of Guelph-Humber houses Faculties of Management Studies, Environmental Sciences, and the Office of Open Learning. Approximately 15,400 full-time undergraduate and 2,100 full-time graduate students are registered in courses on the main Guelph campus, based on Fall 2007 enrollments. For these programs, there are over 800 faculty and over 2000 staff members. (see <http://www.uoguelph.ca/info/facts/>).

"The University of Guelph is among Canada's most research-intensive universities and rated the most research intensive comprehensive Canadian university. Guelph is among the most successful universities in attracting research funding from the country's federal research granting councils. In 2006-07, Guelph was awarded in excess of \$3.0M from the Social Sciences and Humanities Research Council (SSHRC). University of Guelph faculty were significantly more successful in competing for SSHRC awards and funding compared to the national average for comprehensive universities. Guelph's per capita funding exceeded the national average by 42%."

"University of Guelph faculty were significantly more successful in competing for NSERC/CIHR awards and funding compared to the national average for comprehensive universities. Guelph's per capita funding exceeded the national average by 30%. U of G graduate students are more successful than those of most Canadian universities in securing funding from Natural Sciences and Engineering Research Council (NSERC) and Social Science and Humanities Research Council (SSHRC). In addition, Guelph graduates are more successful than their provincial counterparts in attracting Ontario Graduate Scholarships (OGS). " (For more details see: <http://www.uoguelph.ca/info/facts/research.shtml>)

The Department of Psychology is part of the College of Social and Applied Human Science. Faculty offices are located on the 3<sup>rd</sup> and 4<sup>th</sup> floors of the new McKinnon Extension building just completed in January, 2006. Research Laboratories are distributed across the McKinnon building, Blackwood Hall, and the Central Animal Facility.

The department offers undergraduate honours programs leading to a B.A., B.Sc. or B.Comm. degree. The M.A. and Ph.D. graduate programs provide specialization in Applied Cognitive Science, Applied Social Psychology, Clinical Psychology: Applied Developmental Emphasis, and Industrial/Organizational Psychology. Approximately 15-20 students are admitted to the graduate programs annually. Presently there are 35 full time faculty and 109 graduate students (33 MA, 76 PhD; Fall, 2011 enrollments), 41 (14 MA, 27 PhD) of whom are in the Clinical Psychology: Applied Developmental (CP:ADE) program. Recent graduates from those programs have assumed academic positions in universities across Canada, as well as research and consulting positions in business, social service agencies and hospitals. All programs foster an appreciation of psychology as a science and the practice of psychology in accordance with the highest professional standards.

|  |  |
|--|--|
| <b>Teaching Facilities</b>                   | Teaching facilities for the Psychology Department are located in the MacKinnon building and Blackwood Hall. One way mirrors for observing students engaged in assessment and therapeutic work are in the Centre for Psychological Services.  |
| <b>Library Facilities</b>                    | <p>A vast collection of psychology and related social science material is available through the McLaughlin Library on campus. This 275,000 square foot facility currently houses over 2 million volumes and a wide selection hard copy and on-line journals. Students also have access to 30,000 volumes at the nearby Veterinary Science Library and can request items from the 104,000 plus volumes in off-campus storage.</p> <p>The University of Guelph is a member of the Tri-University Group of Libraries (TUG) composed of the University of Guelph, University of Waterloo and Wilfred Laurier University. TUG has a common electronic catalogue to allow access to and delivery of materials from each location. Laptops can be borrowed for a two hour loan period.</p>  |
| <b>Student &amp; Faculty Research Space</b>  | <p>Faculty research laboratories, including the Child Development Research Unit are located in the MacKinnon building and in Blackwood Hall.</p> <p>The Child Care &amp; Learning Centre on campus has as one of its mandates the support of research and teaching and has served as a regular site for students practicing preschool assessments as part of PSYC*6690 and conducting research.</p> <p>Two one way observational facilities are also available on campus. One is located in the facilities of Family Relations and Human Nutrition has a living room-type arrangement and is suitable for accommodating interactions involving movement or several people, as well as interviewing and discussion. The Centre for Psychological Services also has a one way mirror onto a small room typically used for psychological assessment and therapy.</p>  |
| <b>Assessment Materials &amp; Supplies</b>   | The Department of Psychology owns a large collection of clinical instruments for assessing children and adolescents. The collection includes numerous instruments with current norms spanning rating scales of adaptive behaviour, achievement batteries, specialized achievement tests, intelligence batteries, specialized tests of cognitive functioning; tests of language and phonological processing; projective instruments; broad based personality inventories; specialized personality questionnaires, and tests of perceptual motor functioning. It also includes older tests and older versions of current instruments as archival material for reference. As well, The Centre for Psychological services holds a set of assessment instruments, some of which overlap and others of which are unique to its collection. Items in each collection are shared in the training of students in the CP:ADE program allowing for most major assessment instruments to be available. |
| <b>Student Work Space</b>                    | Graduate students are provided with desks and access to a workstation in the MacKinnon building or Blackwood Hall. The MacKinnon Building (Room 118) and Blackwood Hall (Rooms 105) house graduate students with computers. Standard software in the department network includes Netscape, SPSS, LISREL, Corel, and Microsoft Office.  |
| <b>Practicum &amp; Internship Facilities</b> | The Centre for Psychological Services (1, 904 square feet) is located in Blackwood Hall. The clinic operates as a fee-for-service agency affiliated with CP:ADE. The Centre provides psychological services to Guelph and the surrounding community. Serving primarily children, adolescents, and families, the Centre offers assessment and diagnosis of learning, attention, behavioural and emotional problems; treatment for anxiety, depression, and other psychological and adjustment difficulties for children and adolescents; and consultation to individuals, families, schools, and other community agencies. All CP:ADE students are required to complete an internship, with the expectation that it be located at an accredited site. Internship sites are all located outside of Guelph. The Centre for Psychological Services does <u>not</u> offer an internship.  |

|  |  |
|--|--|
| <b>Computer Facilities</b>                     | Computing facilities are located in the MacKinnon Building and Blackwood Hall. The Department owns a large number of computers distributed across graduate student offices and faculty research labs. Technical and computing support is provided both by Department operations and technical support staff. Additionally, the Communications and Computing Services Department provides extensive support for statistical advising, software purchases, and web-site development. |
| <b>Resources Supporting Data Analysis</b>      | Assistance is available within the Department to provide statistical expertise to students and faculty. There is also a Statistics Help Line offered through computing services. The university and department has site licenses for all the standard statistical packages (SAS, BMDP, SPSS, LISREL, etc)  |
| <b>Recording Equipment</b>                     | The university has an Audio-Visual Department that provides recording equipment to faculty and students. The Psychology Department also has a variety of such equipment available on a more limited basis (e.g., audio recorders, digital recorders).  |
| <b>Support for Building Research Equipment</b> | The department has two computer technicians. More extensive or alternate support for research (e.g., building specific devices for a study) can be contracted through departments on campus (e.g., Physical Resources, Engineering, etc).  |
| <b>Access for Students with Disabilities</b>   | Departments on campus provide support for students with disabilities (e.g., First Year Studies, Centre for Students with Disabilities, etc) providing such services as note taking, transcription, test on tape, Kurzweil readers, voice recognition software, and other assistive technologies. Wheelchair ramps are present on all buildings, including a new ramp leading our Centre for Psychological Services (CPS).  |

---

Reflecting standards of CPA accredited programs in clinical psychology, the CPADE doctoral program requires students to have demonstrated competence in the five core areas: biological bases of behaviour, cognitive-affective bases of behaviour, social bases of behaviour, individual behaviour, and historical/scientific foundations of psychology. To avoid adding additional courses to their graduate course load, prospective graduate students to the CP:ADE program should complete two senior undergraduate half courses in each of the first three areas cognitive-affective bases of behaviour (e.g., learning, sensation, perception, cognition, thinking, motivation, emotion), social bases of behaviour (e.g., social psychology; cultural, ethnic, and group processes; sex roles; organizational and systems theory), and physiological bases (physiological, comparative, neuropsychology, psychopharmacology). Students who have not completed this coursework will be required to take a graduate course in the missing core area in their third or fourth years of graduate study. (See graduate course listings for the Department of Psychology for the various courses). As part of the regular prescribed set of courses in the CPADE program, the fourth core area, individual behaviour, is extensively covered. With respect to historical and scientific foundations of general psychology, one senior half undergraduate course meets the standards. However we recommend that CP:ADE students join their fellow graduate students in the Department and complete Philosophy and History of Psychology as a Science (PSYC\*6900) regardless of whether they have a 3rd or 4th year undergraduate course in this area.

### Sequence of Coursework:

| Course Title  | Number      | Year          |
|---|-------------|---------------|
| Research Design and Statistics                                | PSYC*6060 2 | Year 1<br>(F) |
| Developmental Psychology                                      | PSYC*6630   | Year 1<br>(F) |
| Cognitive Assessment of Children and Adolescents              | PSYC*6690   | Year 1<br>(F) |
| Developmental Psychopathology: Etiology and Assessment        | PSYC*6000   | Year 1<br>(W) |
| Personality and Social Assessment of Children and Adolescents | PSYC*6700   | Year 1<br>(W) |
| MA THESIS PROPOSAL COMPLETED                                  | -           | Year 1<br>(S) |
| Learning Disorders: Research and Clinical Practice            | PSYC*6010   | Year 2<br>(F) |
| Psychological Applications of Multivariate Analysis           | PSYC*6380   | Year 2<br>(F) |

|   |           |                  |
|---|-----------|------------------|
| Ethical Issues in Psychology (.25 credits)  | PSYC*6880 | Year 2<br>(W)    |
| Practicum I (200 hours)   | PSYC*7992 | Year 2<br>(W)    |
| Clinical Diagnostic and Interviewing Skills   | PSYC*6020 | Year 2<br>(S)    |
| MA THESIS COMPLETED   | -         | Year 2<br>(S)    |
| Psychological Measurement   | PSYC*7070 | Year 3<br>(F)    |
| Models of Child and Adolescent Psychotherapy  | PSYC*6580 | Year 3<br>(F)    |
| DISSERTATION PROPOSAL COMPLETED   | -         | Year 3<br>(S)    |
| Program Evaluation  | PSYC*6840 | Years<br>3-4     |
| QUALIFYING EXAM COMPLETED   | -         | Year 4<br>(F)    |
| Practicum II (400 hours)  | PSYC*7993 | Year<br>3/4      |
| Advanced Child & Adolescent Psychotherapy   | PSYC*6610 | Year 4<br>(F)    |
| Legislation and Professional Practice (.25)   | PSYC*6890 | Years<br>4-5 (F) |
| Practicum III (open hours, multiple registrations. See course outline Appendix A1 for roles in multiple registrations)      | PSYC*6473 | Years<br>1-5     |
| Memory & Cognition (if student does not have 2 senior half undergraduate courses in cognitive-affective bases of behaviour) | PSYC*6790 | Years<br>1-4     |
| Neuropsychology (if student does not have 2 senior half undergraduate courses in biological bases of behaviour)             | PSYC*6810 | Years<br>1-4     |

|  |                                       |              |
|--|---------------------------------------|--------------|
| Social and Community Intervention OR Foundations of Applied Social Psychology OR Applied Social Psychology in social psychology if student does not have 2 senior half undergraduate courses in social bases of behaviour) | PSYC*6590/<br>PSYC*6640/<br>PSYC*6830 | Years<br>1-4 |
| Philosophy and History of Psychology as a Science (required if student does not have 1/2 undergraduate course)   | PSYC*6900                             | Years<br>3-5 |
| DISSERTATION COMPLETED   | -                                     | Year 5       |
| Clinical Internship *  | PSYC*8000                             | Year 6       |

**Notes:**

- As a member of the Canadian Council of Professional Psychology Programs (CCPPP), we adhere to the Guiding Principles regarding the preparation of students for internship (click below). CCPPP Guiding Principles
- Visit the Canadian Council of Professional Psychology Programs (CCPPP) and click on the tab "For Students".
- Multiple registration occurs in Practicum III (PSYC\*6473), which is intended for students to gain additional clinical experience and skill. Students may take Special Problems in Psychology (PSYC\*6412) to provide in-depth consideration of clinical topics of mutual interest to faculty and students, as well as electives within and without the Department of Psychology.
- A graduate degree in psychology is not sufficient for the professional practice of psychology. In most Canadian provinces post-graduate training hours and professional licensure are also required. For requirements of specific provinces or states, consult the College of Psychologists for the respective provinces.

**Introduction** *Practica are a required part of the program in Clinical Psychology: Applied Developmental Emphasis (CP:ADE), accredited by the Canadian Psychological Association. (See [www.psychology.uoguelph.ca](http://www.psychology.uoguelph.ca) and CP:ADE brochure for description.) They involve supervised placements in school boards, community mental health agencies, hospitals, and the Department's in house training facility (Centre for Psychological Services). These practica provide opportunities for students to apply theory and knowledge gained in course work to develop and practice the professional skills that are an essential part of the program and subsequent clinical practice. Performance in practica is also an important component of the PhD Qualifying Examination for these students in determining their suitability for doctoral candidacy. Moreover, documented skilled performance and experience in practica are essential preparation for the required year-long required clinical residency (PSYC\*8000). Before applying for this internship year, students should have developed both breadth and depth of clinical training through 1000-1200 hours of practica, a minimum of 300 of which should be direct clinical contact hours in interviewing, assessing or intervening with clients directly as per CPA accreditation standards.*

**Note that students must carefully balance their practica and dissertation work to ensure that they make good progress on their dissertation, including meeting required deadlines for approval of the proposal while acquiring sound and adequate practicum experience.**

*The CP:ADE Program acknowledges the invaluable benefit that students receive from their practicum experiences and is grateful for the time and expertise provided by on-site practicum supervisors. In recognition of the important educational and training role played by on-site supervisors, Associate Graduate Faculty or Special Graduate Faculty may be accorded by the University and the names of recent practicum sites and supervisors are listed on the CP:ADE website <http://www.psychology.uoguelph.ca>. A listing of past practicum settings receiving students from the CP:ADE program and potential settings is maintained on the O drive of the Department of Psychology for students to consult in locating placements.*

**General Practicum Goals**

*Practicum training at all levels should facilitate the development of the following important competencies:*

- *skill in all aspects of professional interactions, including interviewing, observing, psychological assessment, psychotherapy, counselling, consultation, and other forms of intervention*
- *capacity to conceptualize human problems within the range of human and contextual diversity and variability*
- *understanding of one's own personality and biases, and one's impact on others in professional interactions*
- *understanding and commitment to professional and social responsibility, as defined by the ethical codes of the profession*
- *ability to incorporate current theory and research in the conceptualization of problems and intervention planning*
- *ability to contribute to the current knowledge and practice in psychology.*

### Required Practicum Courses and Preparatory Course Work

**Masters  
Level  
Practica  
(PSYC\*6471)**

This practicum is intended to provide students with a broad range of experience in psychological assessment. They are expected to (in consultation with their supervisors) conduct initial interviews, plan assessments, administer a range of tests, score and integrate assessment data, generate preliminary formulations, consider differential diagnoses, and write integrated, informative psychological assessment reports. Although the breadth and complexity of cases and level of involvement of students will vary depending on the abilities of the individual student, the client population, and the practicum setting itself, it is hoped that 6471 students have exposure to a range of presenting problems, including learning, attention, behaviour, social-emotional, developmental, and/or other mental health concerns. Usually students take on between 4 and 7 assessments over the course of a semester depending on the complexity of the cases and depth of the assessments. Students may also be involved in therapeutic or behavioural interventions either as therapists or co-therapists, consultation, in-service work, or other related activities, depending upon their interest and suitability with the agreement of their supervisors. Generally we hope for about 60 face-to-face client hours.

The practicum follows course work in cognitive and social emotional assessment, learning disabilities, childhood psychopathology and intervention (see attached chart for full listing of courses). Students will also have completed some practicum work in PSYC\*6473 shadowing and assisting with cases at the Centre for Psychological Services. Students spend approximately 180 hours in their practicum setting, usually 13 hours per week for one semester, including approximately 60 hours of direct client work and approximately 30 hours of face-to-face supervision. They also meet weekly in a practicum class with the faculty instructor in charge for additional supervision and training, for a total of 200 hours.

**PhD Level  
Practica  
(PSYC \*6472)**

This practicum is intended to provide students with in-depth experience in the assessment of complex social-emotional and mental health problems and intervention. Students are encouraged to apply to a number of different practicum placements loosely corresponding to their interests and future goals as a clinician to maximize the likelihood of securing a practicum placement in a timely fashion. Often this practicum takes place in a hospital or community mental health setting, and occurs after or in conjunction with advanced courses in psychotherapy and psychodiagnosis in students' second doctoral year. Students continue to develop assessment, therapy and consultation skills and meet regularly as a class with the faculty instructor. The practicum entails 400 hours and may be completed in four days a week across one semester or two days a week across two semesters. Often students are able to combine research interests with the services provided on the practicum.

**Open  
Practica  
(PSYC\*6473)**

This practicum is intended to provide students with opportunities to develop and round out their clinical skills to attain both breadth and depth. This includes experiences from shadowing cases and performing intake duties to handling complex therapy cases. To assist with this, throughout their MA and PhD studies students are required to undertake ongoing practica through supervised clinical work at the Centre for Psychological Services on the University of Guelph campus and/or at locations external to the University. This practicum may be registered in multiple semesters to permit a broad variety of case experiences and varied supervisory experiences. The minimum requirement for this practicum is that sufficient work be completed in one or two semesters to allow for an evaluation of the student's competence and development within the practicum.

## Preparing for Practicum

|   |  |
|---|--|
| <b>Selecting a Site</b>                         | <p>Students should meet with the faculty member in charge of the practicum course to identify training objectives and potential practicum sites and to develop a rough plan of activities for the practicum to be finalized in consultation with the on-site practicum supervisor. For Practicum I this needs to be done 3-4 months in advance. A listing of potential practicum placements and contacts is available from the Director of Clinical Training and is included in the CP:ADE folder of the O drive. For Practicum II preparation should begin at least a year in advance, as 18 months lead-time is required for some settings. Practicum III can usually be arranged on a semester by semester basis consistent with ongoing training objectives. To arrange practica, students need a good sense of their remaining doctoral courses and when they are offered to plan course work and practica in conjunction with each other. They should also bear in mind their dissertation work and time line for data collection. The milestone when applying for internship is normally "data collected " so that there is a good chance of defending the dissertation before internship or at the latest early in the internship year, When applying for practica students should have ready an up-to date curriculum vitae that includes coursework, clinical experience, and research completed and planned for before the practicum begins.</p>  |
| <b>Insurance</b>                                | <p>Work completed as part of required studies is covered under the Canadian Universities Reciprocal Insurance Exchange insurance policy. Practicum settings may want proof of this. This documentation can be arranged through the faculty instructor or Clinical Development Co-ordinator.</p>  |
| <b>Police Checks and Tuberculosis Clearance</b> | <p>Many practicum settings require that all regular and visiting personnel have a criminal record check with a vulnerable sector screen, certificate of vaccinations, and certificate of being free of tuberculosis. Policies vary from setting to setting and may change from one year to the next. Students must determine what the policies are at the setting and ensure that appropriate documentation is submitted in advance of beginning the practicum.</p>  |
| <b>Registering in Practica</b>                  | <p>Registration in each practicum course requires the consent and initials of the faculty instructor or Clinical Development Co-ordinator on an Add Form to ensure that the placement is approved and that the student has acquired the appropriate skills and knowledge to undertake the practica. Students may be required to undertake remedial work to achieve this before being permitted to enrol in the course. Once a practicum setting and supervisor has been determined, the student completes 3 copies of the Practicum Agreement Form: one for the onsite supervisor, one for the faculty instructor, and one to keep.</p> <p>Students must register for a practicum before undertaking clinical work for it to be counted as practica to ensure that appropriate experiences and an appropriate supervisor are in place. In other words, they cannot work in a clinical setting and then apply to have this experience retrospectively credited as practica. However such experiences may be deemed program sanctioned hours if they have entailed supervision by a registered psychologist or registered psychological associate and appropriate documentation of hours and experiences is submitted to the Director of Clinical Training and Clinical Development Co-ordinator for consideration.</p> <p>With respect to practicum work at the Centre for Psychological Services, students must register for PSYC 6473 for any type of work that may affect clients including shadowing cases and intake duties. When registering for PSYC*6473 for specific case work in the Centre for Psychological Services, students should not register until a case is booked to minimize the chance of being registered and a suitable case and supervisor not materializing. A later registration or "late add" can be done at any point during the semester from the end of the add period to just prior to the end of the</p> |

semester. It must be done in paper format and not through Web Advisor. The Graduate Secretary will assist students with getting the proper form and signatures before submitting the registration to Graduate Program Services. There is no charge for adding a course after the add period as long as the student is currently registered for the semester.

### **Practicum Responsibilities**

#### **Responsibilities of the Student**

The student is responsible for establishing training goals and objectives and monitoring their experience in conjunction with their on-site and faculty supervisors. Progress toward these goals should be discussed with the supervisor at the mid-point as well as at the end of the practicum. They must also keep a record of their hours and activities and submit it to their on-site practicum supervisor for signature. Students are expected to resolve issues in a professional manner and to seek advice from the faculty and on-site supervisor should any difficulties arise. At the end of the practicum they complete a brief evaluation of their practicum experience.

#### **Responsibilities of the Onsite Clinical Supervisor**

Clinical supervisors should provide students with information on the policies and procedures for the setting, as well as identify particular professional and legislative standards that apply. Ongoing feedback should be provided to the student through scheduled supervision. Based on the ASPPB Guidelines for Practicum Experience (October 2008) face to face supervision is to be provided for no less than 25% of the time the student spends in service-related activities. In addition as per the CPA Accreditation Standards, two hours of face-to-face supervision are to be provided for every four hours of direct, face-to-face client work. This client work may also result in other service related activities such as report writing, scoring, progress notes, and classroom observations which require supervision. Typically more supervision is required when students undertake new or more complex tasks. Please note that the amount of group supervision should be restricted. Supervisors are asked to adhere to these guidelines, so that, as per CPA accreditation standards, over the course of students' accumulated direct service activities of at least 300 hours before applying for internship, at least three-quarters of these direct service hours have been individual supervision, and a maximum of only one quarter in group supervision. In addition, supervisors should expect to be contacted one or two times by the faculty member acting as course instructor to discuss the student's progress.

At the conclusion of the practicum, the supervisor completes an evaluation form regarding the student's competencies, recommends future training goals, discusses this with the student, and verifies that the documentation of hours and experiences compiled by the student is accurate. At any point during the practicum, supervisors are to convey any serious or immediate concerns regarding the student's practicum work to the faculty instructor identified on the Practicum Agreement Form.

#### **Responsibilities of the Course Instructor**

The instructor assists students in locating and setting up practica. Once a practicum supervisor is determined, the instructor provides the supervisor's name, contact information and name of student supervisee to the Director of Clinical Training so that the supervisor can be invited to submit a CV for nomination to Associate Graduate Faculty.

The faculty instructor is also responsible for monitoring the progress and experiences of students while on practica, providing additional guidance on cases, and helping to resolve any problems that might arise. This is typically handled through a combination of scheduled classes and one-to-one consultation. Following the Guidelines of Council of Chairs for Training Councils Voluntary Guidelines for Communication between Graduate Program and Internships, the faculty instructor should make 1-2 informal (telephone or email) contacts with the site supervisor to elaborate on or answer any questions on the nature of the program and expectations

for supervision and accountability and to monitor student progress. In cases in which a site supervisor expresses concerns over a student, the instructor is to document these concerns as they are conveyed, address them with the student, and follow-up with the on-site supervisor accordingly. They should be brought to the CP:ADE area's attention as appropriate.

At the end of the practicum, the instructor is to write each supervisor thanking them on behalf of the CP:ADE Program for their contribution. The instructor also ensures that all practicum documentation for each student is complete and signed and that the final grade is submitted. Practicum documentation for each student is to be collated, provided to the graduate secretary for entry into the database, and then placed in the student's practicum file. This file is reviewed by the Clinical Development Co-ordinator, who at the time of the student's qualifying examination, writes a summary and recommendation as to whether the student has passed the clinical component of the qualifying examination

### **Practicum Credit**

|                            |  |
|----------------------------|--|
| <b>Evaluation</b>          | The faculty instructor in conjunction with the supervisor decides whether the regular evaluation form or the shorter one should be used depending on the nature of the student's involvement on practicum. Students are graded on a pass/fail basis by the faculty instructor based on written evaluation and spoken feedback from the clinical on-site supervisor. Practicum evaluations are reviewed by the Director of Clinical Training and/or designate to gain an overview of student progress and provide guidance for future training experiences, as well as to provide a summary of clinical competence as part of the Qualifying Examination. Unethical, irresponsible, incompetent behaviour in practicum activities considered appropriate to the student's level of training which continues after explicit corrective feedback to the student would likely be grounds for failure in a practicum course. Should a student fail a practicum, the CP:ADE area will review the case to determine a recommendation that may range from remedial work to withdrawal from the program.  |
| <b>Incomplete Practica</b> | Occasionally because of circumstances beyond a student's control (e.g., personal illness, public epidemics, strikes, changes in clients) a student may not be able to complete enough practicum work or gain enough experience to be evaluated within the semester in which they are registered for a practicum. In such cases the faculty supervisor in consultation with the site supervisor may deem the course to be incomplete (INC) and the student receives an interim grade of Incomplete (INC) on their end of current semester transcript. Automatically the student carries the practicum into the next registered semester and should not re-register for the practicum. An INC signifies that the course is still technically in effect into the following registered semester.<br><br>In the following registered semester, with the exception of extraordinary circumstances, the practicum must be completed and the appropriate paperwork submitted to the faculty instructor as per Practicum Responsibilities above. An evaluation of satisfactory or unsatisfactory will be assigned by the faculty instructor, replacing the INC on the student's transcript. Note that an INC on a practicum should be an exception. |
| <b>Funding</b>             | In accordance with CPA guidelines, when payment to supervisors is directly tied to clients seen with the student supervisee, practica are necessarily unpaid training experiences. This is to prevent dual role relationships between supervisee and supervisor. However in such cases, settings are permitted to assist students in defraying the expenses associated with their training (e.g., travel, parking) and/or provide a general honorarium at the conclusion of the practicum. If the practicum setting is able to offer this one-time amount, it should be provided to the student  |

directly or to the CP:ADE program Director of Clinical Training (cheque payable to the University of Guelph) for direct disbursement to the student. In cases where supervisors are salaried, this restriction does not apply.

**CP:ADE Course of Studies**

|   |                                       |              |
|---|---------------------------------------|--------------|
| Research Design and Statistics  | PSYC*6060                             | Year 1 (F)   |
| Developmental Psychology  | PSYC*6630                             | Year 1 (F)   |
| Cognitive Assessment of Children and Adolescents  | PSYC*6690                             | Year 1 (F)   |
| Developmental Psychopathology: Etiology and Assessment  | PSYC*6000                             | Year 1 (W)   |
| Personality and Social Assessment of Children and Adolescents   | PSYC*6700                             | Year 1 (W)   |
| MA THESIS PROPOSAL COMPLETED  |                                       | Year 1 (S)   |
| Learning Disorders: Research and Clinical Practice  | PSCY*6010                             | Year 2 (F)   |
| Psychological Applications of Multivariate Analysis   | PSYC*6380                             | Year 2 (F)   |
| Ethical Issues in Psychology (.25)  | PSYC*6880                             | Year 2 (W)   |
| Practicum 1 (200 hours)   | PSYC*6471                             | Year 2 (W)   |
| Clinical Diagnostic and Interviewing Skills   | PSYC*6020                             | Year 2 (S)   |
| MA THESIS COMPLETED   |                                       | Year 2 (S)   |
| Psychological Measurement   | PSCY*7070                             | Year 3 (F)   |
| Models of Child and Adolescent Psychotherapy  | PSYC*6580                             | Year 3 (F)   |
| DISSERTATION PROPOSAL COMPLETED   |                                       | Year 3 (S)   |
| QUALIFYING EXAM COMPLETED   |                                       | Year 4 (F)   |
| Program Evaluation  | PSYC *6840                            | Year 3-4 (W) |
| Practicum II (400 hours)  | PSYC*6472                             | Year 3/4     |
| Advanced Child and Adolescent Psychotherapy   | PSCY*6610                             | Year 4 (F)   |
| Legislation and Professional Practice (.25)   | PSYC*6890                             | Year 4-5 (F) |
| Practicum III (open hours, multiple registrations)  | PSCY*6473                             | Years 1-5    |
| Memory and Cognition (if student does not have 2 senior half undergraduate courses in cognitive-affective bases of behaviour)   | PSYC*6790                             | Year 1-4     |
| Neuropsychology ((if student does not have 2 senior 2 undergraduate courses in biological bases of behaviour)   | PSYC*6810                             | Year 1-4     |
| Social and Community Intervention OR Foundations of Applied Social Psychology OR Applied Social Psychology (if student does not have 2 senior 2 undergraduate courses in social bases of behaviour) | PSYC*6590/<br>PSYC*6640/<br>PSYC*6830 | Year 1-4     |
| Philosophy and History of Psychology as a Science ( if student does not have 1 senior 2 undergraduate course)   | PSYC*6900                             | Year 3-5     |
| DISSERTATION COMPLETED  |                                       | Year 5       |
| Clinical Internship   | PSYC*80000                            | Year 6       |

- H. Bailey**  
Associate Professor  
Ph.D. (University of Western Ontario)  
Attachment; parental trauma history and symptoms; parent-child relational processes; socio-emotional development
- R. W. Barron**  
Professor  
Ph.D. (Ohio State University)  
Cognitive, linguistic, and motivational influences upon the acquisition of literacy and mathematics skills; developmental reading disorders  
*Note.* Dr. Barron will NOT be taking any students for entrance into graduate studies Fall 2012
- M. A. Evans**  
Professor &  
Chair, Department of  
Psychology  
Ph.D. (University of Waterloo), C. Psych.  
Reading; communication development; learning disabilities, shyness  
*Note.* Dr. Evans will NOT be taking any students for entrance into graduate studies Fall 2012
- M. P. Grand**  
Professor & Director of  
Clinical Training  
Ph.D. (State University of New York, Stony Brook), C. Psych.  
Adoption; family psychology, mindfulness  
*Note.* Dr. Grand will NOT be taking any students for entrance into graduate studies Fall 2012
- K. H. Hennig**  
Assistant Professor  
Ph.D. (University of British Columbia), C. Psych.  
Child & adolescent aggression, dating violence; peer relations; gender, interpersonal theory & research; interventions
- S. Lewis**  
Assistant Professor  
Ph.D. (Dalhousie University)  
Nonsuicidal Self-injury (NSSI), suicide, personality, mood difficulties (e.g., depression), emotion regulation, prevention and promotion of resilience in youth  
*Note.* Dr. Lewis will NOT be taking any students for entrance into graduate studies Fall 2012
- M. Lumley**  
Assistant Professor  
Ph.D. (Queen's University), C. Psych.  
Cognitive sequelae of maltreatment among adolescents; adolescent depression
- M. M. Konstantareas**  
University Professor  
Emeritus  
Ph.D. (University of Toronto), C. Psych.  
Social and personality development; psychopathology of childhood, Pervasive Developmental Disorder, parental stress  
*Note.* Dr. Konstantareas will be taking students for entrance into graduate studies Fall 2012, however supervision would occur in Toronto.
- M. McMurtry**  
Assistant Professor  
Ph.D. (Dalhousie University), C. Psych. (Supervised Practice)  
Pediatric pain assessment and management; dyadic interactions
- B. A. Morrongiello**  
Professor  
Ph.D. (University of Massachusetts), C. Psych.  
Infant learning and memory; topics in child-health psychology, including Auditory development in infants and children; cross-modal perception; Paediatric health psychology, including: stress & coping in children, injury prevention in children

**Adjunct Faculty**

**B. Kenyon**                      Ph.D. (Concordia University), C.Psych.  
Director, Centre for  
Psychological Services

*Additionally*, we have several Associate Graduate Faculty, Special Graduate Clinical Faculty, Complementary Faculty, along with other faculty members in psychology from outside the CP:ADE area who sit on advisory committees and qualifying exams as per the areas of expertise they bring to this research.

---

**Applications** Requirements for application to our clinical graduate program which begins at the M.A. level are:

- Completion of an Honours Psychology Degree (with a thesis component), additional experience working in a research lab is recommended.
  - Written General GRE (Graduate Records Exam) and Psychology GRE.
  - And if English is a second language, a written Test of English as a Foreign Language (TOEFL).
  - Adequate training in statistics and relevant coursework (especially Developmental Psychology).
  - Some documented experience working with children, preferably within a clinical setting.
  - Applicants must be able to pass child abuse registry and police security checks, and upon an offer of acceptance into the program are required to obtain this documentation.
  - According to Department graduate requirements, consideration for graduate studies requires a minimum Grade Point Average (GPA) of B+ for admission at the MA level.
- Applicants, however, that are considered for admission to the CP:ADE MA program have had a minimum GPA of A-.** Note that the admission GPA is based on the last 16 half-credit courses without splitting a semester. (Also see below for current GRE averages.)

The average GRE scores of students admitted into our program from Fall 2006 to Fall 2009:

- GRE-Verbal: **547**
- GRE-Quantitative: **668**
- GRE-Written: **5.0**
- GRE-Psychology: **716**

Your application package must also contain all of the forms: submission summary, transcripts, letters of recommendations, and Psychology Department Graduate Studies Admission Questionnaire, as detailed on the Application Instruction page. Be sure to indicate in your application which faculty member you wish to work with (see below 'Finding a Supervisor')

**Note.** We do not typically admit students to the PhD program unless they have completed an M.A. in child clinical psychology.

\* Students of diverse ethnic backgrounds and those with special needs are encouraged to apply to the program. Equipment and additional support for students with disabilities is available at the *Centre for Students with Disabilities* (519-824-4120 ext. 56208).

## Financial Assistance

Incoming MA graduate students are all guaranteed a minimum level of funding currently set at \$16,000 for two years (6 semesters), and PhD students are guaranteed a minimum of \$17,500 for three years (9 semesters). This guarantee of funding consists of all sources of graduate funding which you might obtain including Graduate Teaching Assistantships (GTAs), Graduate Service Assistantships (GSAs), Board of Graduate Studies: Research Scholarships (BGSRS), CSAHS Dean's Scholarships (DSs), research support provided by faculty research grants (GRAs), external scholarships (e.g., OGS, SSHRC, NSERC, CIHR), sessional teaching, other smaller College & University internal awards, and payment for providing consulting or clinical services sponsored by University-based institutions. Students who receive an award from SSHRC, NSERC, or CIHR will also receive an additional \$5,000 per year of the award within their given time line. In more detail:

- Students typically are supported by Graduate Teaching Assistantships (GTAs). For the Fall 2009/2010 year (3 semesters), approx. \$276,155 in GTA support was awarded to clinical students. A current GTA (Fall '10 - Summer '11) is 140 hours worth \$5,260.00 (although current rates are under negotiation).
- Additional sources of funding include Graduate Research Assistantships (GRAs) in which individual faculty pay students from personal research grants. GRAs are typically equivalent in value to a GTA.
- External Awards. Several of our students have also received external awards from the Ontario Graduate Studies (OGS), Natural Sciences and Engineering Research Council of Canada (NSERC), Social Science and Humanities Research (SSRC), and the Ontario Mental Health Foundation (OMHF). Awards typically range from \$15,000 (Ontario Graduate Scholarship) to three-year awards totaling \$105,000 (SSHRC Doctoral Scholarship). Additional sources of funding exist specific to the area of clinical research. External awards to clinical students totaled \$310,000 in the 2009/2010 year (excluding concurrent awards of lower financial value that had to be declined).
- University-Wide Internal Awards (UWIAs). "The Dean's Tri-Council Scholarship valued at \$5,000 per year are awarded in equal semesterly payments, to all registered MTCU eligible graduate students winning a scholarship from NSERC, SSHRC or CIHR. This scholarship will be awarded in the semester in which the tri-council award is confirmed to begin and is held for the duration of award (for as long as the student is MTCU eligible - typically up to and including semester 6 in the Master's programs and 9 in the Doctoral programs). No application is necessary.... The CSAHS Deans' Scholarships in varying amounts ranging from \$500 - \$20,000 per year, are awarded to students showing outstanding academic performance with a minimum of 75% average in the last year of full-time, or equivalent, study. Canadian citizens or permanent residents who are registered master's students up to semester six and doctoral students up to semester nine are eligible. Departments will nominate students to the College Awards Committee on the basis of research performance/potential, including progress in the program of study. Application is not required" (2009-10 Calendar - XI. Graduate Awards & Financial Assistance). For further details regarding UWIAs see:  
<http://www.uoguelph.ca/registrar/calendars/graduate/current/gradawards/gradawards-uwia.shtml> .
- A few students elect to work as sessional instructors. Both qualified graduate and non-graduate students are eligible to work as sessional instructors under CUPE 3913 Unit #2. Pay is determined by a wage scale that incrementally increases based on the number of previous courses taught. The department Chair determines a sessional's

starting position on the pay scale. Current 2009-10 minimum wage is \$6,546.94 per course.

- Experienced students may also be provided with some reimbursement for their work in administering clinical assessments.
- All students also receive an annual professional development allowance each year (\$100 for MA students, \$150 for PhD students), conference travel allowances (\$250 per year), and receive reimbursement for their thesis expenses (\$200 for an MA Thesis, \$300 for a PhD thesis). See the Graduate Handbook for details concerning submission timelines for reimbursement.

For further application details, instructions, and forms see: Application Instructions: Psychology - Graduate Program at Guelph. Materials are to be completed by the applicant and forwarded to:

**Robin Fraser**

Graduate Secretary  
Department of Psychology  
University of Guelph  
Guelph, Ontario  
Canada  
N1G 2W1

**DEADLINE: Complete applications must be received by December 15th**

**REMINDER:** Request ETS to forward Official GRE general and psychology subject test score reports directly to the University of Guelph as well as Official TOEFL scores (if applicable). Note. We do not normally accept applications from our own undergraduate program. For additional information, contact:

**Robin Fraser**

Graduate Secretary  
phone: 519-824-4120, ext. 53508  
e-mail: psygsec@psy.uoguelph.ca

To discuss the Clinical Psychology: Applied Developmental Emphasis program, contact:

**Dr. Stephen Lewis**

e-mail: slewis03@uoguelph.ca

**Finding a Supervisor**

Unlike many other graduate programs, we admit students into the clinical area generally rather than first linked to an immediate supervisor. Matching applicants and supervisors will take place as a subsequent step. Be sure to indicate in your application which faculty member you wish to work with. Indicate more than one faculty member as a particular faculty may not be taking students for that year

**Program History**

The Clinical Psychology: Applied Developmental Emphasis program of graduate studies has followed its own unique developmental trajectory: In 1965, with the official founding of the University of Guelph, the Department of Psychology offered graduate training at the Master's level. The department's first chair was Dennis Stott, trained in England, and possessing an established record of publications and practice in the field of learning disabilities. Professor Stott was the founder of the Centre for Learning Disabilities and played an important role in establishing the M.A. program in Applied Child Psychology. Students with interests primarily in school-related problems were attracted to the program. Most of these early graduates went on to careers in school-based departments of psychological services.

In the mid 1970's, the program began to change emphasis. By this point, several of the founding members of the area had been replaced by a new cohort of faculty trained in clinical programs with a strong emphasis in developmental psychology. This led to a philosophical shift in the program which now stressed the need to understand children's difficulties as grounded in the wider context of developmental processes. As a result, the program of studies was changed from a Master of Arts in Child Psychology to a M.A. in Applied Developmental Psychology. The course sequence was modified as courses in Applied Developmental Psychology, Ethics and an additional practicum in a noneducational setting was required. Many of the new graduates of this modified M.A. program found employment in more community-based services that offered therapeutic intervention for a whole range of clinical populations, as well as in psychology departments within school boards. For the next fifteen years, much emphasis was placed upon building the professional character of the program.

The curriculum again was modified to reflect the growth in scholarship in Applied Developmental Psychology. Many of the faculty were promoted through the ranks with their research emphasizing such diverse topics as reading and learning disabilities, shyness and parent-child interaction, the psychological effects of adoption, health and risk taking of young children, and autism and parental stress. Several of our students went on to receive a Ph.D. in Clinical Psychology from other universities and our graduates were consistently quickly employed in educational, hospital, and mental health settings. Our program of studies in Applied Developmental Psychology was rated as "outstanding" and the "best Master's program in the province" in a province-wide review of graduate programs in Ontario. As a result of this public recognition, a new Ph.D. program in Applied Developmental/Applied Social Psychology was approved by OCGS in the early 1990's. The nature of the Master's program remained unchanged for both streams of the new doctoral program. However, for the Ph.D. degree, students now took further courses in social psychology, multivariate analyses, social policy, and history and philosophy of psychology. All of the graduates in the developmental stream became registered as psychologists with the College of Psychologists of Ontario. Some found employment in university departments. However, a majority of the graduates worked with children and their families in hospital and community-based clinics and in educational settings. The combined Ph.D. program in Applied Developmental/Applied Social Psychology attracted excellent students.

However, we soon came to recognize that by combining the two streams of

**Program  
History**  
(contd.)

studies, neither stream now had the flexibility to meet their separate and unique needs for professionalism. Students in Applied Developmental had aspirations to strengthen their clinical skills by participating in a formal internship. Those who pursued this option found their way to such settings as the Children's Hospital of British Columbia in Vancouver, the Children's Hospital in Calgary and The Child and Family Centre of McMaster Children's Hospital, Hamilton. Nevertheless, the message that internship applicants were receiving was that their applications were hindered by the fact that they were not coming from an accredited course of studies. To be eligible for accreditation, it was clear that we needed to be freed from the restraints of the combined program. In 1996, the Department gained permission from the University to establish a clinic for the combined purpose of training our students and providing a service to children, adolescents and families within the wider community. The Centre for Psychological Services has become a mainstay of our tutelage. Until its formation, in-course clinical experiences were limited and aside from the cognitive assessment course, students only received direct clinical supervision in placements outside of the university. However, with an on-site clinic, we have been able to provide a range of learning experiences for our students from the shadowing of cases for our first semester students to supervised assessment, diagnosis and therapy for our senior students. The clinic also provides an on-going series of seminars of a clinical, professional and legal nature. The third influence on our current direction was the fact that graduates of the program were proceeding to registration with the College of Psychologists of Ontario as clinical psychologists.

The College has laid out the requirements for registration and this has served as another source for shaping our new direction. Considering our program of studies against the standards of the College, we added a graduate level course in neuropsychology, an advanced psychotherapy course and a seminar in diagnosis and assessment of pervasive developmental disabilities. In 2003 the Department of Psychology at the University of Guelph received permission from the OCGS to separate the Applied Developmental/Social Psychology Ph.D. program into two separate graduate training programs. Furthermore, recognizing our continued move toward professional clinical training, we were granted permission to offer a Ph.D. program of studies in Clinical Psychology with an Applied Developmental Emphasis. This change acknowledged our continued commitment to grounding childhood clinical difficulties within a normative developmental model. It also allowed us to work toward a level of training that is commensurate with the best of professional clinical practice as reflected in the standards of the accreditation process.

In the Fall of 2003 the CP:ADE Area began the self-study process towards accreditation, and at its November 2005 meeting the Canadian Psychological Association (CPA) newly accredited CP:ADE as a clinical psychology program. In November 2008, the program was re-accredited through to the 2012-2013 academic year. We have always been proud of the training provided in this program, of the students within it, and of their accomplishments on internship and after graduation. Accreditation represents external recognition of the high quality of the program. We are pleased to be among other accredited programs in Canada in affirming these standards.

**Appendix: CP:ADE Clinical Course Requirements for Accreditation in Clinical Psychology as per CPA Standards**

Note: ( ) placed around courses that appear again in the listing

| <b>Content Area</b>   | <b>normally in MA studies</b>              | <b>normally in PhD studies</b>                                |
|---|--|---|
| H. AT LEAST 1 ½ YR GRADUATE COURSE OR 2 ½ YEAR SENIOR UNDERGRAD COURSES IN CORE BREADTH     |  |   |
| H 1. biological bases of behaviour  |  | (6810)  |
| H 2. cognitive-affective bases of behaviour   |  | (6790)  |
| H 3. social bases of behaviour  |  | (6640 or 6830 or 6590)  |
| H 4. individual behaviour   | 6630, 6000 and 6010                        |   |
| H 5. history and scientific foundations of general psychology *                             |  | (6900-recommended*)   |
| I. GRADUATE LEVEL INSTRUCTION IN  |  |   |
| I 1. scientific & professional ethics & standards   | 6880 (.25 credit)                          | 6890 (.25 credit)   |
| I. 2 research design and methodology  |  | 6670  |
| I. 3 statistics   | 6060, 6380                                 |   |
| I. 4 tests construction and psychological measurement                                       |  | 7070  |
| J. GRADUATE TRAINING IN   |  |   |
| J 1. psychological assessment   | 6690, 6700, 6020, 6471, (6473, 6000, 6010) | (6472)  |
| J 2. intervention   | (6000)                                     | 6472/3, 6580, 6610  |
| J 3. consultation   | (6471/3)                                   | (6472/3)  |
| J. 4 Program evaluation   |  | 6840  |
| J 5. Clinical supervision   | (6473)                                     | (6473)  |
| K. GRADUATE TRAINING IN RANGE OF ASSESSMENT & INTERVENTION PROCEDURES AND THEORETICAL BASES |  |   |
| K 1. Empirically supported interventions  | (6010; 6000; 6580)                         | (6610)  |
| K 2. Training in more than one therapeutic modality   | (6471, 6473, 6580)                         | (6472/3, 6610)  |
| Assessment  | (6690, 6700, 6010, 6471/3)                 | (6472, 6473)  |
| L. ACCESS TO INSTRUCTION IN RELATED FIELDS  |  | non-required electives  |
| FULL-YEAR INTERNSHIP  |  | 8000  |
| THESIS  | MA Thesis                                  | PhD Dissertation  |
| Number of courses   | 9 ½ courses plus ethics and 6471 & 3       | 4 ½ courses plus jurisprudence, 6472 & 6473 plus core breadth |

updated: July 24, 2009