Clinical Child and Adolescent Psychology Graduate Handbook - MA

2026-2027 Handbook

Introductory remarks

Our CPA accredited graduate program in clinical child and adolescent psychology is based on the scientist-practitioner model. This model provides a balanced emphasis on science and practice such that our graduates have the training to become successful in multiple professional, research, and academic career paths. The full training program is comprised of both a MA and PhD degree. The MA program utilizes a range of instructional experiences including a developmental sequence of courses, an independent research project(s) (MA thesis), special-topics workshops and presentations, as well as hands-on clinical practice through practica within our training clinic and in community settings.

Detailed information about our program can be found by following the tabs within this comprehensive Handbook.

Area-specific program orientation CCAP

Program Background

Clinical Child and Adolescent Psychology Program

The Clinical Child and Adolescent Psychology (CCAP) Program's mission is to cultivate excellence in training highly skilled child clinical psychologists within a scientist-practitioner model who are well-equipped to serve diverse populations of children, adolescents, and families. The CCAP program stresses developmental processes as a foundation for understanding and addressing child and adolescent psychopathology and how to best foster well-being in an increasingly complex world. Children, adolescents, and their families face numerous challenges and also present with many strengths and resources to address these challenges and improve quality of life. Clinical Child and Adolescent Psychologists have much value to this end.

Philosophy and Training Model

The Clinical Child and Adolescent Psychology Program is based on the scientist practitioner model. Our overriding programmatic goal is to prepare child clinical psychologists with an orientation that considers psychopathological processes and relevant diagnostic implications, while also incorporating a solid foundation in development, including the understanding of inherent strengths and resources that children, adolescents and families possess. Students are required to demonstrate thorough knowledge and skill with respect to research, clinical skills (assessment and diagnosis, intervention, clinical

supervision), and ethics, standards, and professionalism. Explicit across all competency areas is the emphasis on enhancing students' awareness, knowledge, and skills with respect to the understanding of self and others, including the macro- (e.g., work, national norms, etc.) and micro-environments (e.g., personal differences, family, culture, gender) that impact all aspects of students' activities as psychologists in training.

A range of instructional experiences have been designed to operationalize our training model. Through formal courses and seminars, students are expected to acquire foundational knowledge and skills of the discipline. The relationship with the thesis supervisor and advisory committee serves to enhance their ability to undertake progressively independent research across the program. Topics in core clinical courses specifically address the developmental, academic, social, and emotional challenges that children and adolescents may face such that students are prepared to meet these challenges with relevant knowledge and skills on practica, residency, and beyond. Equity, diversity, inclusion approaches, topics and assessments are integrated across CCAP courses and practica. Clinical skills are further developed within a broad array of structured training experiences across degree stages, including ongoing open practica and external practicum placements at both the MA and PhD levels, as well as a focused in-house Cognitive Behaviour Therapy (CBT) practicum and a predoctoral residency completed during the PhD. Additional learning opportunities are available including monthly Clinical Program Meetings organized around clinical research, professional issues, clinical issues, and special-topic workshops offered to the entire program. We purposefully cultivate a learning context to model and foster the highest professional standards in research, teaching, supervision, and clinical practice.

Values

The CCAP program attempts to foster the following values in our students and faculty as they carry out their teaching, research, and professional responsibilities:

Excellence

Ethical behaviour

Integration of science, scholarship, and clinical practice

Inclusion and responsiveness to diversity

Affirming diverse identities

Reconciliation with Indigenous Peoples

Building Relationships with Local Indigenous and Métis Communities

Critical inquiry

Self-reflection

Compassion

Flexibility and creativity

Commitment to lifelong learning

Community engaged and impactful research

Engagement with and service to communities

Innovation

Advocacy

CCAP Program Goals and Objectives

Within a competency framework, our program emphasizes four broad goals, each of which is associated with a number of more specific objectives:

1. The development of professional, interpersonal, and diversity-related knowledge and skills

2. The development of ethics and professional standards

3. The development of scholarly and research skills

4. The development of clinical skills

A Brief History of Our Program

Our program began as a M.A. program in Applied Child Psychology not long after the official founding of the University of Guelph in 1965. The program evolved to include a PhD and was approved by the Ontario Council on Graduate Studies (OCGS) in the early 1990's. In 1996, an on-site clinic was established for the combined purpose of training students and providing a service to children, adolescents and families within the wider community. The Centre for Psychological Services became a valued cornerstone of the program. In the Fall of 2003, CCAP (then known as Clinical Psychology: Applied Developmental Emphasis) began the self-study process and received accreditation by the Canadian Psychological Association (CPA) in November 2005. The current program retains its CPA accreditation standing, reflecting external recognition of the high quality of the program offered. In 2018, the program adopted the CCAP name to reflect the explicit focus on training in clinical psychology within child and adolescent (rather than adult) populations. We have always been proud of the training provided in the program, the students within it, and of their accomplishments on residency and after graduation. In 2021 the Maplewoods Centre for Family Therapy and Child Psychology opened its doors, providing a state of the art and fully renovated clinic for the Guelph-Wellington and broader community.

Importance of Accreditation

Accreditation by the Canadian Psychological Association (CPA) indicates that our program meets the standards seen as important by the broader psychology community for a professional psychology training program. Our doctoral program was initially accredited in 2005 and has been continuously accredited ever since. Most recently, we received accreditation for 2024-25 through 2030-31 with a CPA site visit completed in December, 2025. Graduating from an accredited program has several advantages for our students as only students from accredited programs are eligible to participate in the Association of Psychology Postdoctoral and Internship Centers (APPIC) residency matching program. As well, being from an accredited program facilitates your application for licensure or registration as a clinical psychologist and many employers prefer individuals who have graduated from accredited doctoral and residency programs.

For more information on accreditation see: CPA Accreditation

CCAP

Core Clinical Faculty: A listing of the core clinical faculty is provided here. Click on the faculty profile for additional information regarding faculty theoretical orientation and research interests.

Faculty roles and responsibilities in governing the CCAP Program (or Who to go to for what?)

The core CCAP faculty are responsible for the governance and operation of the program. As such, the faculty, through discussion, shape the curriculum of the program, agree on the policies and procedures that will govern its operation, and jointly evaluate the progress of our students over the course of their studies. The core faculty serve as the research advisors of most CCAP students and often serve as members of the advisory committees. Core faculty teach a majority of the courses in the program. Finally, some of the core faculty provide consultation and clinical supervision to our students at the Maplewoods Centre, our on-campus training clinic.

The major area portfolios are Director of Clinical Training (DCT), the Clinic Director, and the Graduate Program Committee Representative.

The DCT is responsible for the overall operation of the program and ensuring that the accreditation standards of CPA are upheld. The DCT represents the program at meetings of CPA, Canadian Council of Professional Psychology Programs (CCPPP), and College of Psychologists and Behaviour Analysts of Ontario (CPBAO) and works closely with the Clinic Director to monitor the clinical training progress of all program students. The DCT maintains the record of cognates for each student. The DCT also meets regularly with students to address any questions or challenges they may be encountering within their training. Finally, the DCT is responsible for the writing of all documents representing the program as a whole (e.g., CPA annual accreditation reports, reaccreditation documents, and residency application letters).

The Clinic Director is responsible for assigning cases to students and clinical supervisors within Maplewoods Centre ensuring that the students are receiving the appropriate experiences over a range of supervisors and activities. The Clinic Director also typically coordinates the application of students to practicum sites for their external practica and completes regular evaluation of student clinical performance. The Clinic Director also writes the assessment of clinical progress used by the Qualifying Examination Committee in the PhD to determine whether a student meets the levels of competence expected for the clinical component of the Qualifying Examination. Finally, the Clinic Director is responsible for keeping the DCT apprised of student progress throughout their practical clinical training.

The Graduate Program Committee (GPC) representative coordinates with the departmental Graduate Coordinator and the representatives from the other graduate areas. The GPC representative also supports the DCT and the area in terms of progression through the program. More specifically, the GPC: represents the area in GPC meetings, coordinates with the Graduate Coordinator and other GPC representatives for the department, carrying out required tasks as needed.

There are Graduate Student Representatives to the CCAP area. The representatives' primary function is to communicate between faculty and graduate students on issues regarding the CCAP area, and they aim to fairly represent the opinions and concerns of a varied student body to the faculty.

Cognates: Foundations of Psychology Courses

Consistent with CPA accreditation requirements, all CCAP students must demonstrate sufficient coverage of four foundational areas of psychology (biological bases of behaviour, cognitive-affective bases of behaviour, individual differences, and social bases of behaviour) before completion of the PhD program. Upon entering the program, the DCT will determine if students have sufficient coverage of all areas; this is represented by two upper-level undergraduate courses or one graduate course in each area. Individual Differences is covered in the CCAP core program. The current University of Guelph graduate courses approved to meet these requirements include: PSYC*6810 for the Biological Bases of Behaviour; PSYC* 7040, OR PSYC*6930, OR PSYC*6910 for the Social Bases of Behaviour; PSYC*6790 for the Cognitive-Affective Bases of Behaviour. At the Masters level, you may consider taking a course that will meet this requirement (optionally).

Progress through the MA Degree

*Important departmental milestones to achieve during the degree (full-time registration only): Students enrolled in the MA must have their thesis proposal approved by the end of their 3rd semester. If this milestone is not met, it will result in a "Some Concerns" on the student's progress report. Furthermore, the MA thesis must be defended by the end of their 6th semester; see further details below.

IMPORTANT TO NOTE:

A student cannot be in two programs at the same time. The expectation is that a continuing master's student with a doctoral offer for the semester following their last MA semester will defend by the middle of their last MA semester or earlier.

If you are unable to successfully finalize your master's thesis with the Office of Graduate Studies by one week before the start of your first PhD semester, the doctoral offer of admission may become be null and void.

Description of Practica

(Note: As the CCAP program is designed as a MA and PhD level program in which clinical competencies are assessed continuously and cumulatively across both degrees towards preparation for residency application, both MA and PhD level practica are described below).

Overview

Practica are an integral part of the CPA accredited Clinical Child and Adolescent Psychology (CCAP) program and involve supervised placements which take place both in the Department's in-house training facility, Maplewoods Centre, and externally in school boards, community mental health agencies, and hospitals. Practica provide opportunities for students to apply knowledge, clinical skills, and ethical decision-making gained in coursework in a clinical setting. While on practicum, students practice and develop the professional competencies that are an essential part of the training program. The PhD Qualifying Examination provides an evaluation of these clinical competencies to determine suitability for Doctoral candidacy. Moreover, documented skilled performance and experience in practica are essential preparation for the required year-long CPA accredited clinical residency (PSYC*8000). **Before applying for this residency year, students should have developed both breadth and depth of clinical skills through a minimum of 300 direct contact hours with clients and 200 hours of supervision.** Direct contact hours may include assessment, consultation, intervention, or other clinical activities with clients. Note that to be competitive for residency placement, most of our students will achieve greater than 300 direct contact hours (see recommended sequence of practicum experiences in subsequent section). The CCAP Practicum Coordinator, supported by the DCT, provides guidance to students regarding practica. The CCAP program is designed as a combined MA and PhD program in which clinical competencies are assessed continuously and cumulatively. Therefore, the sequence of both MA and PhD level practica is described below.

Broad Competency Areas Assessed Via Practicum Training

The following broad competency areas (comprised of numerous more specific competency facets) are developed and assessed on the integrated series of practicum experiences.

FOUNDATIONAL COMPETENCIES: Foundational competencies cut across each of the functional competencies of the practice of professional psychology on practica (i.e., assessment, intervention, consultation, and supervision).

Individual, Social, and Cultural Diversity*: Students demonstrate an awareness and understanding of the importance of addressing issues of human rights and ***social justice*** in all aspects of training.

Professionalism and Interpersonal Relationships: Students demonstrate knowledge and ability to establish, develop, and maintain effective interpersonal and professional relationships (e.g., with clients, supervisors, students, research participants, colleagues). Psychologists normally do their work in the context of interpersonal relationships. They must therefore be able to establish and maintain a constructive working alliance with clients and other professionals (e.g., colleagues, learners) from myriad backgrounds and experiences.

Evidence-Informed Knowledge and Methods: Students demonstrate professional knowledge and skills that are based on the integration of research evidence, clinical expertise, and ***client*** values and contextual information.

Reflective Practice, Bias Evaluation: Students are able to reflect on their own biases, assumptions, beliefs, power, and privilege concerning professional practice and to be aware of cognitive biases in deriving and organizing information, as well as arriving at conclusions and recommendations (e.g., confirmation bias, recency effect).

Ethics and Standards: Students demonstrate knowledge and application of ethical principles, standards of professional conduct, and jurisprudence in relation to the practice of psychology.

**Aligned with the new CPA accreditation standards, Indigenous Interculturalism need also form its own foundational competency area. As a program, we support this perspective and are moving towards this goal. Expect this competency area to be highlighted in future revisions of the handbook.*

FUNCTIONAL COMPETENCIES: The following functional competencies are common to all psychologists at the point of entry to practice; learning across each competency area is scaffolded across the MA and PhD programs.

Assessment and Evaluation: Demonstrates knowledge about how and ability to assess, conceptualize, diagnose, and communicate the needs, challenges, and strengths of clients to inform practical plans of action. The primary purpose of psychological assessment is to provide an understanding that informs a practical plan of action. It may result in a diagnostic classification or in the identification of strengths or competencies. The skills required for assessment can and should be applied to many situations other than initial evaluation (e.g., treatment outcome, program evaluation, problems occurring in a broad spectrum of non-clinical settings).

Intervention and Consultation: Demonstrates knowledge about and ability to implement activities that promote, restore, sustain, and/or enhance positive functioning and a sense of wellbeing; this includes addressing clients' needs, concerns, distress, and impairment. A broad, comprehensive vision of the intervention competency should include explicit theory as well as knowledge and skills.

Supervision: Students value clinical supervision as central to their own development as a psychologist and come prepared and open to feedback as a supervisee. Students also demonstrate an understanding that to engage in the practice of clinical supervision has the simultaneous purpose of enhancing professional functioning and supporting the well-being of the more junior members of the profession, while monitoring the quality of services/research provided to individuals and groups.

Required Practicum Hours

Students often raise questions about how many practicum hours they need to accrue to be prepared and competitive for their residency. **Directors of residency sites repeatedly stress that it is the quality of the practicum**

experiences rather than the quantity of hours that is important in preparing for students for residency. The expectations in our accredited program are informed by practicum hours guidelines set by both the Canadian Psychological Association (CPA) and recommendations from the Canadian Council of Professional Psychology Programs (CCPPP).

In their recent document outlining the documentation of practicum hours, CCPPP (2021) notes, "typically 1000 hours (400-600 direct service hours) of wisely chosen practicum experience is required to attain sufficient breadth and depth. This would include an appropriate balance of direct service, supervision, and support hours. Students and programs should strive in their practica for experience with cases varying in complexity in different service delivery settings, with a variety of populations, presenting questions, assessment and therapeutic models and methods, case conferences, and supervisors to acquire competencies for a successful residency year. The quality of training is more important than the number of hours recorded" (Documentation of Professional Psychology Training Experiences, CCPPP 2021). CPA's recent update to the Accreditation Standards (approved June 2023) also describe accruing 1000 practicum hours, requiring at least 300 direct or face-to-face hours at the time of application for residency. In keeping with these recommendations, the following table details the practicum experiences and hours that are expected throughout the program.

Practicum Guidelines by Year of Program

Please note that hours in one particular practicum may vary between students and these hours are meant to serve as a guide rather than requirement (e.g., PhD external practica vary in proportion of assessment and intervention activities). The CCAP program is designed such that all students will have sufficient hours and experiences and competencies to engage in the predoctoral residency.

Year	Activities	Total Hours	Direct Contact Assessment	Direct Con Interventio	
MA1 FWS	**PSYC*7991** Phone intake, shadowing assessment, carry out one assessment in pairs		10	10	
MA2 F	**PSYC*7991** One assessment in pairs		10		
MA2 WS	**PSYC*7992 External Practicum** Approximately four to six assessments	200	65		
MA Total			**85**	**10**	
PhD1	**PSYC*7994 CBT Practicum**			10	

FW	One CBT client				
PhD1 WS	**PSYC*7991** At least one additional therapy client and one assessment		10	20	
PhD2 FW	**PSYC*7993 External Practicum** Typically hospital or community clinic based; therapy and assessment	400	20	90	
Total before QE			**115**	**130**	
PhD3 F	**PSYC*7991** At least two therapy clients and one assessment.		10	25	
PhD3 W	**PSYC*7991** At least two therapy clients **PSYC*7996** Supervise a junior student on one therapy client			25 10	+ Providin Supervision
PhD3 S	**PSYC*7991** – At least two therapy clients and complete or supervise one assessment		10	20	

Practicum Guidelines by Year of Program Cont'd.

Year	Activities	Total Hours	Direct Contact Assessment	Direct Con Interventio	
PhD4 F	**PSYC*7991** – At least two therapy clients and carry out or supervise at least one assessment if time allows			25	
TOTAL (Planned Practica)			**135**	**235**	
Additional Clinical Experiences	Students are expected to accrue additional hours throughout their degree in activities such as additional assessment and intervention, consults, program development, group therapy, ASD team, outreach, supervision of junior students, etc.				
GRAND TOTAL		**1000**	**200**	**250**	

Description of Practicum Courses

Clinical Psychology Practicum I: (PSYC*7991) taken in most semesters of the program

Faculty Instructor (Coordinator): Practicum Coordinator or Clinical Faculty Member

Throughout their MA and PhD studies, students are required to undertake ongoing supervised clinical work with children, adolescents, and their families at the Maplewoods Centre. This practicum is undertaken in multiple semesters to permit a broad variety of clients and supervisory experiences. This includes experiences from shadowing clients and performing intake duties early in MA training, to handling complex assessment and eventually therapy clients during PhD training. Senior PhD students will also participate in supervised supervision activities. Supervision of clinical work at Maplewoods Centre is provided by the Clinic Director and several clinical faculty.

Note: In senior PhD years, some students elect to take PSYC*7991 as an external practicum (i.e., outside Maplewoods Centre). If a student would like to complete an additional PSYC*7991 in a setting other than the Maplewoods Centre, the student must obtain approval from the Practicum Approval Committee. It must be clear that the potential site offers sufficient quality clinical training and supervision and that the particular experience is not readily available at Maplewoods Centre within the same timeframe.

Clinical Psychology Practicum II: Masters Level Assessment Practicum (PSYC*7992)

Approximately 200 hours (65 Direct; 40 Supervision)

Faculty Instructor (Coordinator): Practicum Coordinator or Clinical Faculty Member

This practicum is intended to provide students with a broad range of experience in psychological assessment and typically occurs in the psychological services department of a school board. Under supervision, students are expected to be involved in all aspects of psychological assessment services. PSYC*7992 students gain exposure to a range of client populations and presenting problems. Typically, students take on between 5 and 6 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 consultation or other in-service work.

CBT Practicum: PhD Level Practicum (PSYC*7994)

Approximately 100 hours (20 Direct; 20 Supervision)

Faculty Instructor: Assigned to teach PSYC*7994

This practicum course is taken in the first year of the PhD at Maplewoods Centre. It is intended to provide extensive support for students working with their first psychotherapy clients. The course will foster graduate student training in early therapy skills with a focus on cognitive behaviour therapy (CBT) and will include didactic and experiential components. Students will gain competency with the practice of CBT for child and adolescent mental health challenges, be exposed to treatment manuals, and undertake at least one ongoing therapy case using a CBT approach.

Practicum III: PhD Level Practicum (PSYC*7993)

Approximately 400 hours (100 Direct; 50 Supervision)

Faculty Instructor (Coordinator): Practicum Coordinator

This practicum is intended to provide students with in-depth experience in the assessment of and intervention for complex social-emotional and mental health problems. Often this practicum takes place in a hospital or community mental health setting. On this practicum, students continue to develop assessment, therapy and consultation competencies. Most students apply to sites that comprise the Toronto Area Practicum Group.

Clinical Supervision, Consultation, and Program Evaluation Practicum: PhD Level Practicum (PSYC*7996)

Approximately 36 hours (10 Direct; 5 Supervision)

Faculty Instructor: Assigned to Teach PSYC*7996

The 7996 course is normally taken in PhD Year 3 or 4 at Maplewoods Centre. Because it is a practicum, it can be taken the same year as applying/interviewing for residency. This practicum is designed to introduce students to the theory, research, and practice of supervision, consultation, and program evaluation in the field of clinical psychology. Students will become familiar with the professional literature relevant to supervision, gain competency with ethical, culturally-competent clinical supervision, and explore their own development as a supervisor.

Selecting a Site

For all practica, students should meet with the Practicum Coordinator to identify training objectives and potential practicum sites. Together, the student and Practicum Coordinator will develop a rough plan of activities for the practicum to be finalized in consultation with the on-site practicum supervisor. When applying for external practica, students should have an up-to date curriculum vitae that includes coursework, clinical experience, and research.

For Practicum II (PSYC*7992), students need to meet with the faculty instructor for this course 4-5 months in advance of placement to review possibilities for placements at different school boards. Students should supply a recent CV to the instructor who will initiate contact with the lead psychologist and gain potential matches for students to follow-up on. If students are interested in placement with a school board or other agency that is part of the Toronto-Area Practicum Group, they will need to apply one year in advance.

For Practicum III (PSYC*7993), preparation begins in the Fall of the year before students begin the practicum. Students who are interested in completing a practicum in one of the Toronto Area Practicum settings are advised that this group of settings is organized into a **Toronto Area Practicum Group** with a coordinated application date (usually early February), notification date (usually March), and procedure. Reference letters, transcripts and cover letters will be requested when applying for Practicum III.

Insurance

Work completed as part of required studies is covered under the Canadian Universities Reciprocal Insurance Exchange insurance policy. Practicum settings may request proof of this Insurance Certificate. This documentation can be arranged through the faculty instructor or the DCT.

Police Checks, Vaccination Coverage, and Tuberculosis Clearance

Many practicum settings require that all regular and visiting personnel have a criminal record check with a vulnerable sector screen, proof of vaccination coverage/history, 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. Sometimes the processing of this and other paperwork involves substantial time; thus, students should organize themselves and coordinate with the sites well in advance.

Registering in Practica

Registration in each practicum course requires the consent and signature of the faculty instructor or Practicum Coordinator (depending on the course). It is the student's responsibility to supply the instructor of these courses with the appropriate Add Form. Once a practicum setting and supervisor has been determined, the student and supervisor complete the Practicum Agreement/Supervision Agreement Form.

Practicum Responsibilities

Responsibilities of the Student

Students are responsible for establishing training goals and objectives and monitoring their experience in conjunction with their supervisors. At minimum, progress toward these goals should be discussed with the supervisor at the mid-point and at the end of the practicum. Students must also keep a record of their hours and activities and submit these to their practicum supervisor for approval and signature.

Students are expected to resolve issues in a professional manner and to seek prompt advice from their supervisors should any difficulties arise. Students are also able to bring any issues related to their clinical training to the Faculty Instructor, DCT, and/or Practicum Coordinator for discussion.

Hours Tracking

The Department also subscribes to the software program Time2Track to facilitate tracking practicum experiences and students are required to use it for their benefit and also so that their clinical training hours can be cumulatively tracked by the DCT and Practicum Coordinator. Information about how to track hours in Time2Track can be found in the

Tracking Hours folder on the Intake Drive. Note: students will be introduced to this system at some point during their MA1 year - timing may vary.

Responsibilities of Clinical Supervisors

Clinical supervisors are expected to follow the College of Psychologists and Behaviour Analysts of Ontario's professional standards related to supervision. Clinical supervisors should provide students with information about the policies and procedures for the setting, highlighting particular professional and legislative standards that apply. Supervisors should provide students with ongoing feedback about their progress and development of clinical competencies throughout the practicum. In addition, as per the CPA Accreditation Standards, "supervision is quantified by the time the supervisor is available to provide the student with detailed and comprehensive feedback about the student's provision of psychological services to clients. Supervision shall be no less than 25% of the total time spent by the student in direct service-related activities with clients, and the ratio of supervision to direct service should follow a developmental trajectory in line with the student's competence".. Supervision is expected to follow the student's level of competency. Typically, more supervision is required when students undertake new or more complex tasks. For example, students at earlier stages of training or undertaking new responsibilities on practica may require more intensive supervision ratios (e.g., on average in the program, students may require one hour of face-to-face supervision for every two hours of direct, face-to-face client work). Practicum students may also engage in other service-related activities such as report writing, scoring, progress notes, and classroom observations that require additional supervision. Students may count up to 25% of their "indirect" supervision (e.g., report reviewing/feedback, video viewing) as supervision hours.

Supervisors will need to tally and convey these hours to students for addition to their practicum evaluation forms and Time2Track accounts. Supervisors should expect to be contacted one or two times by the faculty member responsible for evaluating the training experience to discuss the student's progress.

The supervisor completes (an) evaluation form(s) 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; this occurs at the mid and/or end-point of the practicum depending on practicum length (i.e., shorter practica may only have an evaluation at the end). 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 and/or the DCT.

Responsibilities of the Course Instructor

Often, the Practicum Coordinator acts as instructor for PSYC*7991, and PSYC*7993 whereas a clinical faculty member acts as instructor for PSYC*7992, PSYC*7994, and PSYC*7996. The instructor assists students in locating and setting up practica.

The instructor is responsible for coordination and evaluation of students' progress and experiences while on practica and helping to resolve any problems that might arise. Monitoring is typically handled through a combination of scheduled cohort meetings and one-to-one consultation. Following the Guidelines of Council of Chairs for Training Councils Voluntary Guidelines for Communication between Graduate Programs and Internships (residencies), 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. These communications should be brought to DCT's attention and in some cases may involve the DCT

directly.

At the end of the practicum, the instructor 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 provided to the Practicum Coordinator, who will place it in the student's practicum file. This file may be periodically reviewed by the DCT and Practicum Coordinator.

The PhD Qualifying Exam takes place following completion of PSYC*7993. At this time, the Practicum Coordinator writes a summary and recommendation as to whether the student demonstrates clinical competency commensurate with a senior PhD student based on information in the student practicum file. This letter will be weighed when making overall decisions about student PhD candidature.

Responsibilities of the Director of Clinical Training

It is the responsibility of the DCT to consult with the Practicum Coordinator and/or Faculty Instructor who coordinates PSYC*7991, PSYC*7992, PSYC*7993, PSYC*7994, and PSYC*7996 to be aware of the progress made by students in the various practica. The DCT meets with individual students as needed to address any questions/concerns about progression in the program including practica. The DCT will also be available for consultation about professional and ethical matters pertaining to the practica and to ensure that the accreditation standards of CPA are followed.

Competency Benchmark Challenges: Remediation and Action Plans

During practica, students will receive regular written and oral feedback about their developing clinical competencies. A detailed written Practicum Evaluation will be completed by the student's direct clinical supervisor and become part of the student's clinical training record. In the interest of ensuring optimal student development, the DCT, practicum committee, and Maplewoods clinical supervisors meet regularly to discuss student progress in clinical competence, performance and behavior, as well as to plan appropriate clinical experiences. These discussions may include review of the student's clinical training record, communications from clinical supervisors, and Time 2 Track hours accrued.

Student overall performance in the CCAP program, including but not limited to clinical competence, performance, and behavior in clinical settings, is also discussed by CCAP Faculty in each semesterly Student Review meeting. Regardless of grade attained in a practicum course, a student may be identified in the Student Review as needing remediation in one or more of clinical competence, performance, and/or behavior in clinical settings. If the need for remediation is identified, an Action Plan will be created to meet these needs. To support ongoing competency development, information about students' clinical competencies (including any remediation plans) may be shared with the student's clinical supervisor(s) in upcoming clinical practica. Whether the practicum takes place at the Maplewoods Centre, or at an external site, there is ongoing communication between external practicum supervisors, the Practicum Coordinator, Course Instructor (as relevant), and the DCT regarding development of clinical competencies.

Practicum Credit

Evaluation

Students are graded on a pass/fail basis by the instructor based on written evaluation and verbal feedback from the clinical supervisor. Practicum evaluations are reviewed by the Practicum Coordinator at various times 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 PhD Qualifying Examination. Should a student fail a practicum, the CCAP area will review to determine a recommendation that may range from remedial work to withdrawal from the program.

Incomplete Practica

Practicum experiences that continue from semester to semester may be given a grade of Incomplete (INC) at the end of the first semester. Automatically, the student carries the practicum into the next registered semester and **should not re-register for the practicum**.

In the following registered semester, with the exception of extraordinary circumstances, the practicum must be completed, and the appropriate paperwork submitted to the 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.

Funding

While most practica are unpaid positions, students may occasionally be provided compensation by an external practicum site. In such situations, care must be taken to manage the inherent dual relationship between student and supervisor to make sure that the focus remains on the development of the student's competencies. As with any external practicum experience, these placements must be reviewed and approved by the Practicum Committee.

CCAP Clinical Training Sequence - MA

The CCAP sequence of clinical training follows a developmental trajectory aimed intentionally to increase core clinical competencies from basic to advanced levels throughout the program. For information on the full sequences of courses and activities, see Area-Specific Typical Progress Sequences MA CCAP.

MA first year

In the Fall semester of the first year, Cognitive Assessment of Children and Adolescents (PSYC*6690) is taken. Students are expected to accurately administer, score and interpret the WISC-V by the completion of this course. Students are to achieve a sufficient level of competence in this course to proceed to engaging with assessments with clients at Maplewoods Centre for PSYC*7991. On practicum, students also complete Maplewoods orientation sessions that include intake line protocol, risk assessment training, and policies and procedures of Maplewoods. Students will participate in training at Maplewoods Centre for completing phone intakes overseen by Clinic Director and a senior graduate student(s). Students will also take either PSYC*6630, or PSYC*6000 (with each alternating for Fall of the MA1 and MA2 years) during the fall semester, providing integration of developmental theory and/or knowledge of developmental psychopathology.

In the Winter semester of the first year, students take Ethical Issues in Psychology (PSYC*6880) to emphasize major ethical considerations and guidelines that must be followed when undertaking research and clinical work. Students are given early scaffolded practice in ethical decision making. Integrated Child and Adolescent Assessment (PSYC*6010) extends the knowledge and skills in assessment introduced in PSYC*6690 and takes a problem-solving approach to comprehensive cognitive assessment of children and adolescents across multiple areas (e.g., academic achievement and related

skills, attention, language, screening of emotional functioning and adaptive behaviour). This course is taken concurrently (and intentionally coordinated) with PSYC*7991 at Maplewoods Centre in which the clinical faculty supervisors provide supervised exposure to first assessment cases. Students will also participate on the intake line, conducting phone screen interviews with potential Maplewoods Centre clients.

MA second year

The Fall Semester of MA2 is comprised of two courses: Developmental Psychopathology (PSYC*6000) OR Developmental Psychology (PSYC*6630; see MA first year) and Clinical Diagnostic and Interviewing Skills (PSYC*6020). These courses are aimed to expand on basic knowledge of typical development by examining the variety of ways that development can go awry in childhood and adolescence and broadening assessment and clinical interviewing skills to assess and understand these complex challenges. Practice of clinical formulation and diagnosis is directly targeted in PSYC*6020. Students are also expected to substantially contribute to a minimum of one full assessment at Maplewoods Centre by the end of this semester.

In the Winter semester of the second year of the MA, students take their first external practicum with an assessment focus, Practicum II (PSYC*7992). The majority of these placements are in a school board psychological services department. Clinical tasks to be undertaken include cognitive, social/personality, and learning disabilities assessments. The student will also consult with teachers, school administrators, parents and community agencies, as required by the practicum setting. Many students' placements may be extended into spring semester, ending in June. The program provides opportunities for these students to meet regularly with the course instructor.

Area-specific Typical Progress Sequence MA CCAP

MA year 1

Semester 1 Fall

Courses
• Either PSYC*6630 [0.50] Developmental Psychology, or PSYC*6000 [0.50] Developmental Psychopathology
• PSYC*6690 [0.50] Cognitive Assessment of Children and Adolescents
• PSYC*6060 [0.50] Research Design and Statistics

Practicum
• PSYC*7991 (open hours)

MA thesis
• Draft ideas for proposals

Scholarships
• Apply for OGS
• Apply for SSHRC or other Tri council scholarship
• Other options may also be available depending on your research topic - search the web and discuss with your supervisor

Semester 2 Winter

Courses
• PSYC*6880 [0.25] Ethical Issues in Psychology
• PSYC*6010 [0.50] Integrated Cognitive Assessment of Children and Adolescents
• PSYC*6380 [0.50] Multivariate Statistics for Psychological Research

Practicum
• PSYC*7991 Practicum I (open hours)

MA thesis
• MA thesis proposal draft submitted to advisor (see MA Thesis proposal section for more information)
• Form MA thesis committee, no later than the 20th class day of the 2nd semester
• Initial MA committee meeting (as applicable)

Semester 3 Summer

Courses
• Optional Cognate (as appropriate/needed)

Practicum
• PSYC*7991 Practicum I (open hours)

MA thesis
• Approval of MA proposal by committee
• Ethics for MA research (if applicable; note the REB review process typically takes 6 to 8 weeks or longer)

Scholarships
• Revise OGS, SSHRC and any other grant application

Other

*Important departmental milestones to achieve during the degree (full-time registration only): MA/MSc must have their approved thesis proposal: 3rd semester. If the milestone is not met it will result in a “Some concerns” on the student’s progress report.
MA year 2

Semester 4 Fall

Courses
• Either PSYC*6000 [0.50] Developmental Psychopathology, or PSYC*6630 [0.50] Developmental Psychology
• PSYC*6020 [0.50] Clinical Diagnostic and Interviewing Skills

Practicum
• PSYC*7991 (open hours)

MA thesis
• Collection of data for MA

Scholarships
• Apply for OGS for the PhD (if applicable)
• Apply for SSHRC or other Tri council scholarship for the PhD (if applicable)
• Other options for the PhD (if applicable) may also be available depending on your research topic

search the web and discuss with your supervisor

Other
• Apply to PhD, if applicable

Semester 5 Winter

Courses
• No courses are typically completed during this semester
• May take a course to meet cognate requirements if needed (see note on cognates)

Practicum
• Wrap up of PSYC*7992
• PSYC*7992 (200 hours), assessment focused, typically in a school setting

MA thesis
• Analysis of MA data (It is suggested to update the advisory committee after data analysis)
• Writing of MA thesis

Scholarships
• None

Semester 6 Summer

Courses
• Cognate course if needed and offered during this semester (see note on Cognates)

Practicum
• PSYC*7991 (open hours)

MA thesis
• MA thesis examination (defense) (It is recommended to schedule defenses late spring or early summer)

Scholarships
• Revise OGS, SSHRC or other PhD funding applications as applicable

Advisory Committee Membership

See Chapter II, heading Student Program, subheading Establishment of the Advisory Committee

See also Chapter IV, heading Master's degree by Thesis subheading Advising.

See also Chapter IV, heading Master's Degree by Thesis, subheading Department Regulations.

Look for "Area-specific advisory committee membership" below CONTENTS for area-specific guidance if it exists.

Area-specific advisory committee membership MA CCAP

Typically for the MA, the advisory committee will comprise of the primary advisor and 1 faculty member, selected based on the goodness of fit to the proposed project, and often (but not necessarily) from the CCAP area. The creation of the advisory committee is the responsibility of the student's primary advisor. This committee should be formed no later than the 20th class day of the student's 2nd semester. After the committee is formed, the student, their Advisor, and the committee member(s) discuss the expectations for that particular committee (e.g., does committee plan to have regular meetings, when does the student expect to have a proposal meeting, when does the student expect to have a finalized proposal).

Conflict with Advisor or Advisory Committee

See chapter III General information, heading Policy on Responsibilities of Advisors, Advisory Committees and Graduate Students and Graduate Student-Advisor Mediation Procedures, subheading Dispute Resolution Mechanisms (with flowchart)

See also Chapter IV, heading Master's Degree by Thesis, subheading Program Regulations

Look for "Area-specific conflict with advisory committee" below CONTENTS for area-specific guidance if it exists.

Area-specific conflict with advisor or advisory committee MA CCAP

As a reminder, in the case of conflict with the Advisor or Advisory Committee that has not been able to be addressed by direct communication with the individuals in question, students can inform either the CCAP representative to the Graduate Program Committee, Graduate Program Coordinator, or, if needed, the Department Chair, of the situation.

Transfer of advisors

See Chapter IV, heading Master's Degree by Thesis, subheading Program Regulations

Look for "Area-specific transfer of advisors" below CONTENTS for area-specific guidance if it exists.

Area-specific transfer of advisors CCAP MA

Students are assigned a primary Advisor (or co-advisors) upon admission. In rare cases a student may wish to change their primary advisor (or co-advisors). If a student wishes to change their primary advisor (or co-advisors), the student must notify the Graduate Program Committee (GPC) representative. The GPC rep will provide assistance to the student who seeks to transfer. In those cases where the advisor is also the GPC rep, the student should contact the departmental Graduate Program Coordinator.

Please note that transfers will be at the discretion of the faculty member(s) being asked to become the student's primary advisor (or co-advisors).

If a faculty member agrees to become the student's new primary advisor (or co-advisor), then typically a new advisory

committee will be constituted under the direction of the newly appointed advisor. Normally, at least one of the members of the existing advisory committee will continue as a member of the new advisory committee. The decision to continue as an advisory committee member is at the discretion of the faculty member.

Thesis Proposal

See Chapter IV, heading Master's Degree by Thesis, subheading Program Regulations

Look for "Area-specific thesis proposal" below CONTENTS for area-specific guidance if it exists.

Area-specific thesis proposal MA CCAP

All MA students of the CCAP program are expected to submit a thesis research proposal to their Advisory Committee and get the committee's approval before proceeding with their thesis research work. The proposal must be approved by the Advisory Committee no later than the end of the 3rd semester in the Master's degree.

The proposal should include the following: Introduction, Method and Materials/Procedure, Proposed Analyses, and a short discussion of feasibility, and can be written at publication length. Proposals must follow the most recent APA formatting guidelines.
Typically, students will submit multiple drafts of their proposals to their advisor prior to submitting it to their committee.

A minimum of two weeks will be allowed for any Advisory Committee member, including the Advisor, to evaluate any work submitted to them.

When the MA candidate's Advisor has deemed that the candidate's proposal is ready to be circulated to the committee the student will send an electronic copy to members of the Advisory Committee.

Students are encouraged to review the Department of Psychology Statistical Methods in Theses: Guidelines and Explanations with their committee (if applicable).

Once the committee has read the proposal, a meeting of the advisory committee may be scheduled to hold a proposal meeting as needed. Typically, the meeting consists of feedback and questions from the Advisory Committee based on the research proposal. It may also include a brief presentation by the student of the proposed research (though this is not a requirement). Evaluation of the proposal will be done holistically. Numeric grades are not required; instead, the work is reported as either satisfactory or unsatisfactory.

It is the responsibility of the committee and the student to have a discussion regarding feasibility of the thesis project. This discussion should include the development of a rough timeline of major checkpoints throughout the research process including: ethics submission and approval, recruitment, data collection, and completion of analyses. Further, students and the committee should discuss a backup plan to ensure students can meet the proposed timeline and the sufficiency requirements. It is important to consider the relative level of difficulty of the components of the proposed thesis project and find a balance between all parts of the research process.

The proposal should strive to demonstrate critical and creative thinking skills, literacy skills and

communication skills and a global understanding. Proposals must be professional and adhere to the highest ethical standards.

Thesis Preparation

See Chapter IV, heading Master's Degree by Thesis, subheading Thesis

See also Chapter IV, heading Master's Degree by Thesis, subheading Program Regulations

Look for "Area-specific thesis preparation" below CONTENTS for area-specific guidance if it exists.

Area-specific thesis preparation MA CCAP

Requirements of a Master's thesis in CCAP

A Master's thesis in CCAP must be completed prior to enrolling in PhD courses. A student cannot be in two programs at the same time. The expectation is that a continuing master's student with a doctoral offer for the semester following their last MA semester will defend by the middle of their last MA semester or earlier. If you are unable to successfully finalize your master's thesis with the Office of Graduate Studies by one week before the start of your first PhD semester, the doctoral offer of admission may become be null and void.
Given the constraints outlined above, the following guideline has been developed to assist students and supervisors in the design of projects that are feasible and allow students to defend no later than the 6th semester of their Master's Program.

Type of study: Generally, projects should be short term in nature. Appropriate theses can include a pilot, replication, data from an existing database, component of an ongoing study, a systematic review, or qualitative study.

Type of objectives: 1-3 goals/hypotheses are sufficient, and they may be exploratory in nature depending on the type of research (e.g., qualitative).

Type of Analyses: Complexity of analyses is not necessarily important; rather, it is more important that the analyses fit the project and hypotheses/aims, and should typically be within the scope of material covered in PSYC*6060 and PSYC*6380.

To maintain feasibility of a project, students are not required to meet the level of statistical power expected in journals; students may conduct analyses on a smaller sample than would be desired for later publication for the purpose of defense. Note: Students are welcome to continue collecting data after their defense for the purpose of publication. However, students and supervisors should discuss the logistics of this plan, ensure ethics approval allows for further data collection, and consider the student's role in the project post defense.

It is important to consider the relative level of difficulty of the components of the proposed thesis project and find a balance between all parts of the research process. For example, if data collection/recruitment is expected to take a significant amount of time students and their committee should consider this within the context of data analyses that will be required.

It is the responsibility of the committee and the student to have a discussion regarding the

aforementioned points and consider feasibility of the thesis project. This discussion should include the development of a rough timeline of major checkpoints throughout the research process including: ethics submission and approval, recruitment, data collection, and completion of analyses. Further, students and the committee should discuss a backup plan to ensure students can meet the proposed timeline and the sufficiency requirements. This discussion can be formalized and signed off on the CCAP MA Thesis Timeline and Feasibility Guide, which should be submitted along with the proposal paperwork in the 3rd semester of the Master's.

Planning, Structure, and Timeline

Components of the final thesis document can be written at publication length. The final manuscript should include the following sections: Introduction, Method and Materials/Procedure, Results, Discussion, Conclusions, and Implications (followed by Appendices, as relevant). Theses must adhere to the most recent APA formatting guidelines as well as the Atrium formatting requirements (see here for formatting and here for submission requirements). Students are strongly encouraged to discuss a plan of the structure of their thesis (including approximate length of the different sections) with their advisor prior to writing their thesis.

During the preparation of the written thesis, the student should be receiving feedback from the advisor as well as the advisory committee (what form that takes (e.g., drafts, meetings) will be up to each committee to determine). Students are encouraged to have a carefully planned timeline for this process, as it will likely take longer than they expect. This can be developed collaboratively with the advisor and advisory committee, and should include the following milestones (with associated dates): Ethics Submission, Ethics Approval, Start of Recruitment, Start of Data Collection, End of Data Collection, Completion of Analyses, First Draft Complete, Draft to Committee (2 weeks to edit), Final Thesis to Chair of Examination Committee (2 weeks before defense).

Students can fall behind because of difficulty implementing their study, difficulty collecting data, etc. Consider potential barriers to meeting the above timeline for your specific project and consider a) ways to prevent such challenges and b) a backup plan to ensure the thesis can still be completed on time and meet sufficiency requirements if such challenges are encountered. Students are encouraged to develop and review this plan together with their advisor and advisory committee.

Students are strongly encouraged to discuss a plan of the structure of their thesis (including approximate length of the different sections) with their advisor prior to writing their thesis.

The thesis should strive to evince critical and creative thinking skills, literacy skills and communication skills and a global understanding. The thesis and the work it includes must be professional and adhere to the highest ethical standards. The thesis must also demonstrate the candidate's capacity for original and independent work, and should include a critical evaluation of work which has previously been done in the candidate's field of research. The thesis should emphasize any new conclusions which may be drawn from the candidate's own research.
Typically, students will submit multiple drafts of their thesis to their Advisor prior to submitting it to their committee who may also need to see multiple drafts.

A minimum of two weeks will be allowed for any Advisory Committee member, including the Advisor, to evaluate any work submitted to them.

Advisory Committee Approval of the Thesis and

Submission to Examination Committee

See Chapter IV, heading Master's Degree by Thesis, subheading Thesis.

See also Chapter IV, heading Master's Degree by Thesis, subheading Program Regulations

Look for "Area-specific advisory committee approval" below CONTENTS for area-specific guidance if it exists.

Examination Committee Membership

See Chapter IV, heading Master's Degree by Thesis, subheading Thesis

See also Chapter IV, heading Master's Degree by Thesis, subheading Program Regulations

Look for "Area-specific examination committee membership" below CONTENTS for area-specific guidance if it exists.

Area-specific examination committee membership MA CCAP

The MA student's advisor will be responsible for the formation of the examination committee and will submit the names of the committee members to the department Chair for approval.

Examination Committee Creation

See Chapter IV, heading Master's Degree by Thesis, subheading Program Regulations

Look for "Area-specific examination committee creation" below CONTENTS for area-specific guidance if it exists.

Thesis Public Lecture and Examination

See Chapter IV, heading Master's Degree by Thesis, subheading Thesis

See also Chapter IV, heading Master's Degree by Thesis, subheading Program Regulations

MA Examination Procedure

Introduction by the Chair - 5 minutes
Presentation of research findings/scholarly work by candidate - 30 minutes (maximum)
Public Question Period - Audience -10 minutes
Break - 5 minutes (members of the public are free to leave)
Examination Period (questions only from examiners) - 1 hour and 40 minutes

Ordering of Questions by the Examination Committee:
There will be two rounds of questions by the Committee. The questioning by the Committee will be in the following order:

1) Member of the Graduate Faculty (not on the Advisory Committee)
2) Member of the Advisory Committee
3) Advisor or second member of the Advisory Committee

Suggested time allotted to examination committee members:
Graduate Faculty (Round 1: 15 minutes, Round 2: 10 minutes)
Advisory Committee Member (Round 1: 15 minutes, Round 2: 10 minutes)
Advisor/Advisory Committee Member (Round 1: 15 minutes, Round 2: 10 minutes)

Deliberation (in camera) - 25 minutes

Look for "Area-specific thesis public lecture" below CONTENTS for area-specific guidance if it exists.

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