

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).

Practica are an integral part of the CPA accredited Clinical Child and Adolescent Psychology (CCAP) program and involve supervised placements in school boards, community mental health agencies, hospitals, and the Department's in-house training facility, Maplewoods Centre. The sequence of practica provide opportunities for students to apply knowledge and clinical skills gained in coursework to develop and practice the professional competencies that are an essential part of the training program. Evaluated competencies on practica are also an important component of the PhD Qualifying Examination for determining suitability for Doctoral candidacy. Moreover, documented skilled performance and experience in practica are essential preparation for the required year-long CPA accredited clinical internship (PSYC*8000). Before applying for this internship year, students should have developed both breadth and depth of clinical training through a minimum of 300 direct contact hours in interviewing, assessing or intervening with clients and 200 hours of supervision. Note that to be competitive for internship placement, most of our students will achieve greater than 300 direct contact hours (see recommended sequence of practicum experiences).

Guidance to students regarding practica is primarily provided by the Clinic Director, supported by the DCT. The typical sequence of clinical experiential training, course work, and other activities that students follow across their studies is included elsewhere in this document.

Note that students must carefully balance their coursework, practica and thesis/dissertation work to ensure that they make good progress on their research. The department has clear requirements regarding the deadlines for thesis and dissertation proposals and overall program timelines which must be considered while acquiring appropriate practicum experience. On a term-by-term basis, particularly in senior years, students must consult with their advisors and the DCT to ensure that they are appropriately balancing the clinical training and research components of graduate study.

Broad Learning Outcomes Assessed Via Practicum Training

The following broad learning outcomes (comprised of numerous more specific competencies) are developed and assessed on our integrated series of practicum experiences.

Professionalism and Interpersonal Relationships: Demonstrates knowledge and ability to establish, develop, and maintain effective interpersonal and professional relationships (e.g., with clients, supervisors, students, research participants, colleagues) with consideration to diversity. This is a core competency that underlies all other competencies. 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).

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).

Description of Practica

Published on Department of Psychology (<https://www.uoguelph.ca/psychology>)

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.

Ethics and Standards: Demonstrates knowledge and application of ethical principles, standards of professional conduct, and jurisprudence in relation to psychology.

Required Practicum Hours

Students are often focused on how many practicum hours they need to accrue to be prepared and competitive for their internship. Directors of internship sites repeatedly stress that it is the quality of the practicum experiences rather than the sheer quantity of hours that sets the applicants for internship in the best stead. 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, CCCPP (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.” from Documentation of Professional Psychology Training Experiences, CCCPP (2021). CPA’s recent update to the Accreditation Standards also describes 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.

MA 1

PSYC*7991 Internal practicum which includes policies and procedures of Maplewoods Centre, Maplewoods Centre intake line, risk assessment training, and one assessment (intensively supervised).

MA 2

PSYC*7991 Internal practicum which includes completing one full assessment at Maplewoods Centre.

PSYC*7992

External practicum which involves completion of approximately five to six cognitive, social/personality and learning disabilities assessments; Consulting with teachers, school administrators, parents.

Hours required: 200

Direct contact hours: 65

Supervision hours: 40

PhD1

PSYC*7994 CBT practicum course with didactic, practice and supervision components within the Maplewoods Centre (1 therapy case min); Within PSYC*7991 carry one additional therapy case at

Description of Practica

Published on Department of Psychology (<https://www.uoguelph.ca/psychology>)

minimum and complete a minimum of one assessment case at Maplewoods Centre.

PhD2

PSYC*7993 is a two-day per week, 400 hour external practicum (typically hospital or community clinic based; therapy and assessment).

PhD 3

PSYC*7991 - Students are expected to carry at least 2 therapy cases throughout, and complete at least two assessment cases.

PSYC*7996 – Students are expected to supervise a junior student on one therapy case.

PhD 4

PSYC*7991 - Students are expected to carry at least 2 therapy cases and carry out or supervise at least one assessment case

Description of Practicum Courses

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

Faculty Instructor (Coordinator): Clinic Director 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 case and supervisory experiences. This includes experiences from shadowing cases and performing intake duties early in MA training, to handling complex assessment and eventually therapy cases 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 Practicum (PSYC*7992)

Approximately 200 hours (65 Direct; 40 Supervision) Faculty Instructor (Coordinator): Clinic Director or Clinical Faculty

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 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, PSYC*7992 students have exposure to a range of presenting problems, including learning, attention, behaviour, social-emotional, developmental, and/or other mental health concerns. 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

Description of Practica

Published on Department of Psychology (<https://www.uoguelph.ca/psychology>)

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 (Coordinator): Instructor/Faculty Member Assigned to Teach PSYC*7994

This practicum course is taken in the first year of the PhD and is intended to provide extensive support for first psychotherapy cases. 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 within the Maplewoods Centre, be exposed to treatment manuals, and undertake at least one ongoing therapy case utilizing a CBT approach.

Practicum III: PhD Level Practicum (PSYC*7993) Approximately 400 hours (100 Direct; 50 Supervision)

Faculty Instructor (Coordinator): Clinic Director

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.

Supervision Practicum: PhD Level Practicum (PSYC*7996) Approximately 36 hours (10 Direct; 5 Supervision)

Faculty Instructor (Coordinator): Instructor/Faculty Member Assigned to Teach PSYC*7994

The 7996 course is normally taken in PhD Year 3 or 4 and because it is a practicum it can be taken the same year as applying/interviewing for internship. This practicum is designed to introduce students to the theory, research, and practice of supervision and consultation 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.

Source

URL: <https://www.uoguelph.ca/psychology/book-page/area-specific-ccap-description-of-practica-ma>