

Clinical Child and Adolescent Psychology Graduate Handbook - MA

2019-2020 Handbook

Introductory remarks

Our CPA accredited graduate program in clinical child and adolescent psychology is based on the scientist-practitioner model. This provides a balanced emphasis on science and practice and provides our graduates with the training to become successful in both professional 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, progressively independent research projects (including a MA thesis), special-topics workshops and presentations, and 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

The Clinical Child and Adolescent Psychology Program

The Clinical Child and Adolescent Psychology (CCAP) Program is firmly based on the scientist-practitioner model. It has as its main goal the training of graduate students to become professional psychologists who are proficient contributors to clinical science and competent providers of psychological services to children and adolescents through a prescribed set of courses, research experiences, and practica.

The program offers MA and PhD degrees in a sequenced course of studies. Students entering the MA program do so with the understanding that they are expected to pursue a doctoral degree having first successfully completed a MA degree, comprising course work, clinical work, and an empirical research thesis. If their performance has been satisfactory, then they apply to the PhD program and are admitted. Should students enter the PhD program from other universities, they do so with the understanding that they are required to complete all the required MA level courses for which they do not have equivalent coursework. In this way we ensure that all of our doctoral graduates meet the requirements for provincial registration as psychologists and for working as psychologists in clinical, school, academic, and research settings.

The Clinical Child and Adolescent Psychology (CCAP) Program's mission is to cultivate excellence through developing and training child clinical psychologists within a scientist-practitioner model. Children, adolescents, and their families face numerous challenges and also present with many strengths and resources to address these challenges and improve life. Clinical Child and Adolescent Psychologists have much value to contribute 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 clinical child psychologists with an orientation that considers psychopathological processes and relevant diagnostic implications, while also incorporating a solid foundation in development, including the understanding of the inherent strengths and resources that children, adolescents and families possess. Students are required to demonstrate thorough knowledge and skill in research, clinical skills (assessment and diagnosis, intervention, clinical supervision), and ethics, standards and professionalism.

A range of instructional experiences has 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 and internship. Clinical skills are further developed within a broad array of structured training experiences, including ongoing open practica and a focused CBT practicum in the program's clinic: The Centre for Psychological Services, as well as external practicum placements, and predoctoral internship. Additional learning opportunities are available including monthly Clinical Program Meetings organized around clinical research, professional issues, and 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

Critical inquiry

Self-reflection

Compassion

Flexibility and creativity

Commitment to lifelong learning

Community engaged and impactful research

Engagement with and service to communities

Innovation

CCAP Program Goals and Objectives

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

1. The development of scholarly and research skills
2. The development of clinical skills
3. The development of ethics and professionalism

All of these culminate in the defense of a PhD thesis and the successful completion of one year of internship year in a clinical setting. At the end of their formal training, graduates of the CCAP program are prepared to undertake the professional life of a clinical child psychologist (supervised practice) in clinical, research- scientist, and academic settings.

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 Ph.D. 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. Our Centre for Psychological Services (CPS) has remained a valued cornerstone of the program. In the Fall of 2003, CCAP (then known as the Clinical Program: Applied Developmental Emphasis) began the self-study process and received accreditation by the Canadian Psychological Association (CPA) in November 2005. The program retains its CPA accreditation standing and represents external recognition of the high quality of the program. We adopted the CCAP name in 2018 to reflect the program's 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 internship and after graduation.

Importance of Accreditation

Accreditation by the Canadian Psychological Association (CPA) indicates that our program meets the standards that are thought to be important by the broader psychology community for a professional psychology training program. Our doctoral program was initially accredited in 2004 and has been continuously accredited ever since. We are currently in the process of undergoing review for reaccreditation in the 2018-19 academic year. Graduating from an accredited program has several

advantages for our students as only students from accredited programs are eligible to participate in the APPIC internship 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 internship programs.

For more information on accreditation see: <https://www.cpa.ca/accreditation/>

CCAP Faculty

Core Clinical Faculty: A listing of the core clinical faculty is provided below. Links are provided for additional information regarding faculty research interests.

Dr. Heidi Bailey
hnbailey@uoguelph.ca
ext. 56399, Office: MCKN 3008
[Directory listing](#)

Dr. Karl Hennig
khennig@uoguelph.ca
Ext. 53558, Office: MCKN 4016
[Directory listing](#)

Dr. Stephen Lewis
stephen.lewis@uoguelph.ca
ext. 53299, Office: MCKN 3001
[Directory listing](#)

Dr. Margaret Lumley, Director of Clinical Training
mlumley@uoguelph.ca
ext. 36798, Office: MCKN 3012
[Directory listing](#)

Dr. Kaitlyn McLachlan, Graduate Studies Representative
kmclac02@uoguelph.ca
ext. 56447, Office: MCKN 3011
[Directory listing](#)

Dr. Meghan McMurtry
cmcmurtr@uoguelph.ca
ext. 52499, Office: MCKN 4004
[Directory listing](#)

Dr. Barbara Morrongiello
bmorrong@uoguelph.ca
ext. 53086, Office: MCKN 3003
[Directory listing](#)

Dr. Kristel Thomassin
kristel.thomassin@uoguelph.ca
ext. 53513, Office: MCKN 3016
[Directory listing](#)

Dr. Arlene Young

CCAP Area Coordinator
ayoung09@uoguelph.ca
ext. 58350, Office: MCKN 3004
[Directory listing](#)

Clinical Supervisors at the Centre for Psychological Services are also members of the Core Clinical Faculty. Their contact information is noted below. Information about their clinical interests and backgrounds can be found at: <https://www.uoguelph.ca/cps/about-us/our-staff>

Dr. Tamara Berman
Director, Practicum Coordinator
Registered Psychologist
tberman@uoguelph.ca
ext. 54715

Eileen Gross
Assistant Professor
Registered Psychological Associate
egross@uoguelph.ca
ext. 52574

Dr. Elissa Newby-Clark
Assistant Professor
Registered Psychologist
enewbycl@uoguelph.ca
ext. 56320

Dr. Gregory R. Simpson
Assistant Professor
Registered Psychologist
gsimpson@uoguelph.ca
519-824-4120 X 54008

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

The core faculty, made up of the nine faculty in CCAP, 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 make up the majority of 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 Centre for Psychological Services (CPS), our on campus training clinic.

The major area portfolios are DCT, the Clinic Director, the Graduate Program Committee Representative and the Area Coordinator.

The DCT is responsible for the overall operation of the program and insuring that the accreditation standards of CPA are upheld. The DCT prepares the documentation and chairs the area semester end review of student progress. The DCT represents the program at meetings of CPA, CCPPP, and CPO and works closely with the Clinic Director to monitor the clinical training progress of all program students.

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 document, and internship application letters).

The Clinic Director is responsible for assigning cases to students and clinical supervisors within CPS ensuring that the students are receiving the appropriate practical experiences over a range of supervisors and activities. The Clinic Director also 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 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 representative coordinates with the departmental Graduate Coordinator and the representatives from the other graduate areas. The GPC rep 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 reps for the department, carrying out required tasks as needed; maintains the record of cognates and any differential program specifications which were identified at entry into the program for CCAP students; and creates programs of study for already enrolled (i.e., post-entry) CCAP students who are not following the typical program of studies (e.g., students with leaves) consulting with the DCT, student, and advisor as needed. With respect to this last task, the GPC rep gains approval for these programs of studies, reviewing them with the relevant student and ensuring that these courses of study are brought to area review meetings to ensure appropriate evaluation of progress.

The Area Coordinator (AC) chairs the monthly area meetings, is responsible for the distribution of minutes, and prepares an action list to assist the area in meeting its goals. The AC also compiles the evaluations of each graduate student at the end of each semester for the DCT to review prior to the area wide graduate evaluation meeting. The AC is also responsible for the distribution of public information about the program including the brochure and the website.

Cognates: Foundations of Psychology Courses

All CCAP students must demonstrate sufficient coverage of 5 foundational areas of psychology (biological bases of behaviour, cognitive-affective bases of behaviour, individual differences, social bases of behaviour, history and scientific foundations of general psychology) before completion of the PhD program, consistent with CPA accreditation requirements. Upon entering the program, the DCT will determine if you have sufficient coverage of all areas (2 upper level undergraduate courses or 1 graduate course in each area (except for the History of Psychology where 1 upper level undergraduate or graduate course is needed). 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; and PSYC*6900 History and Systems. At the Masters level, you may consider taking a course that will meet this requirement (optionally).

*Important departmental milestones to achieve during the degree (full-time registration only): Students enrolled in the MA must have their thesis defended in their 6th semester. If this milestone is not met it will result in a "Some concerns" on the student's progress report.

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 with the Office of Graduate Studies no later than a week before the start of your first PhD semester, the doctoral offer of admission may become null and void.

Description of Practica

(Note: 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, the Centre for Psychological Services (CPS). 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.

Guidance to students regarding practica is primarily provided by the Director of Clinical Training and the CPS Clinic Director. The typical sequence of clinical experiential training and course work that students follow across their studies is included at the end of this document.

The CCAP Program acknowledges the invaluable benefit that students receive from their practicum experiences. Integral to our program are four clinical faculty supervisors whose central role is to provide individual and group clinical supervision at CPS in addition to other service and research roles within the department (Assistant Professor, Contract-Limited positions). Our program is also grateful for the time and expertise provided by external practicum supervisors. In recognition of the important educational and training role played by these external supervisors, Associate Graduate Faculty standing may be accorded by the University.

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 skills required for assessment can and should be applied to many situations other than initial evaluation, including, for example, treatment outcome, program evaluation, and problems occurring in a broad spectrum of non-clinical settings. 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.

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 explicitly 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 traditionally experience anxiety about 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).

“While 600 hours of practicum experience before beginning an internship has been set within the CPA accreditation standards as the minimum in which this competence might be gained, more typically 1000 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 internship year. This is more important than the number of hours recorded.” Excerpt from: Guiding Principles in the Preparation of and Selection of Applicants for Internship (Approved at CCPPP AGM, June 2007)

In keeping with CCPPP recommendations, the following table details the practicum hours that are expected throughout the program.

Year 1

PSYC*7991 Internal practicum which includes policies and procedures of CPS, CPS intake line, risk assessment training, and two assessments (intensively supervised).

Hours required: 50

Direct contact hours: 20

Supervision hours: 20

Year 2

PSYC*7991 PSYC*7991 Internal practicum which includes participating on in-person intake team (IPIT)

and substantially contributing to a minimum of two full assessments at CPS.' PSYC*7992 External practicum which involves completion of approximately four cognitive, social/personality and learning disabilities assessments; Consulting with teachers, school administrators, parents.

Hours required: 150

Direct contact hours: 50

Supervision hours: 50

Year 3

PSYC*7994 CBT practicum course with didactic, practice and supervision components within the CPS (1 therapy case min); Within PSYC*7991 carry one additional therapy case at minimum and contribute to a minimum of one assessment case at CPS.

Hours required: 200

Direct contact hours: 45

Supervision hours: 45

Year 4

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

In years 4 and 5 students return to CPS for PSYC*7991. Students are expected to carry 1-2 therapy cases and have involvement in at least one assessment case per year. Leadership on IPIT Team is an expectation for at least two semesters during years 5 and/or 6 as is involvement in supervised supervision of junior colleagues in assessment, intake, or therapy.

Hours required: 450

Direct contact hours: 200

Supervision hours: 100

Hour Totals:

Hours required: 850

Direct contact hours: 315

Supervision hours: 215

Description of Practicum Courses

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

Approximately 350 hours (120 Direct; 120 Supervision)

Faculty Instructor (Coordinator): Clinic Director

Throughout their MA and PhD studies, students are required to undertake ongoing supervised clinical work with children, adolescents and their families at the CPS. 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 participating on the In-Person-Intake-Team (IPIT), 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 CPS 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 CPS). If a student would like to complete an additional PSYC*7991 in a setting other than the CPS, the student must obtain approval from the Director of Clinical Training. 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 CPS within the same timeframe.

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

Approximately 150 hours (50 Direct; 30 Supervision)

Faculty Instructor (Coordinator): Clinic Director

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. Usually students take on between 4 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 (Coordinator): 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 CPS, 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. An electronic resource about external practica available through the Toronto Area Practicum Group can be found here: <http://psychology.gradstudies.yorku.ca/files/2013/09/Practicum-Brochures-Compiled-updated-Jan-2016.pdf>.

Preparing for Practicum

Practicum I (PSYC*7991) can usually be arranged on a semester by semester basis, consistent with ongoing training objectives.

Selecting a Site

For all practica, students should meet with the Clinic Director 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. 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.

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 chief psychologist and gain potential matches for students to follow-up on. If students are interested in placement with school boards (or other assessment placements) that are part of the Toronto-Area Practicum Group, they will need to apply one year in advance.

For Practicum III (PSYC*7993), preparation should begin at least a year in advance, as considerable lead-time is required for some settings. Students who are interested in completing practicum in one of the popular Toronto Area Practicum settings including, CAMH, SickKids, Bloorview Kids Rehabilitation Hospital, Reach Out Centre for Kids, Hamilton Health Sciences, among many other sites, are advised that this group of settings has 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.

Registering in Practica

Registration in each practicum course requires the consent and initials of the faculty instructor or Clinic Director (depending on the course). It is students' responsibility to supply the instructor of these courses with the appropriate Add Form. Once a practicum setting and supervisor has been determined, the student completes three copies of the Practicum Agreement Form: one for the onsite supervisor, one for the Clinic Director, and one to keep for their records.

Students must register for a practicum before undertaking any clinical work. Clinical work undertaken while the student is not registered for practicum will not count as program sanctioned hours. This is to ensure that appropriate experiences and a suitable supervisor are in place for optimal clinical training.

With respect to practicum work at the CPS, students must register for PSYC*7991 for any type of work that may affect clients including shadowing cases and intake duties. Registration 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

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

Responsibilities of Onsite Clinical Supervisors.

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, on average, one hour of face-to-face supervision is to be provided for every two hours of direct, face-to-face client work. Supervision is expected to follow the students' levels 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. Client work may also result in other service related activities such as report writing, scoring, progress notes, and classroom observations that also require supervision. In addition, 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.

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 or the DCT.

Responsibilities of the Course Instructor

Currently, the Clinic Director is responsible for coordination and evaluation of PSYC*7991, PSYC*7992, and PSYC*7993 whereas a clinical faculty member is responsible for PSYC*7994. The instructor assists students in locating and setting up practica. Once a practicum supervisor is determined, the instructor invites the supervisor to submit their CV and then forwards this to the graduate secretary along with the student's name and anticipated start and end supervision dates requesting that the supervisor be nominated to Clinical Associated Graduate Faculty.

The faculty instructor is also responsible for monitoring the progress and experiences of students 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 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. These communications should be brought to DCT's attention.

At the end of the practicum, the instructor is to write each supervisor thanking them on behalf of the CCAP 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 may be periodically reviewed by the DCT and Clinic Director. The PhD Qualifying Exam takes place following completion of PSYC*7993. At this time, the Clinic Director utilizes the information in the student practicum file to write a summary and recommendation as to whether the student demonstrates clinical competency commensurate with a senior PhD student. 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 Clinic Director who coordinates PSYC*7991, PSYC*7992, and PSYC*7993 and with the course instructor for PSYC*7994 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 adhered to.

Practicum Credit

Evaluation

The faculty instructor in conjunction with the clinical supervisor decides whether the regular practicum evaluation form or the short practicum evaluation form 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 verbal feedback from the clinical on-site supervisor. Practicum evaluations are reviewed by the Clinic Director 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. Unethical, irresponsible, incompetent behaviour in practicum activities that is egregious (e.g., harming a client) and/or 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 CCAP area will review the case to determine a recommendation that may range from remedial work to withdrawal from the program.

Incomplete Practica

On rare occasions, typically due to circumstances beyond student control (e.g., personal illness, strikes, changes in clients) a student may not be able to complete sufficient 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 on-site clinical supervisor may deem the course to be incomplete 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.

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.

Funding

To prevent dual relationships and ensure focus of all practica is centred on student learning, program-

sanctioned practica are unpaid clinical training experiences.

Currently our program will review and occasionally grant permission for a site to offer a small honorarium to students to defray the expenses associated with training (e.g., travel, parking). If the practicum setting is able to offer this one-time amount, it should be provided to the student directly and should first be discussed with and approved by the DCT.

Schedule of Clinical Training Expected in MA

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.

MA first year

In the Fall semester of the first year, Foundations in Child and Adolescent Cognitive Assessment (PSYC*6690) is taken. In addition to introducing students to measurement theory, the course integrates an understanding of cognitive development from PSYC*6630 with assessment of cognitive competence and performance. 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 CPS for PSYC*7991. On practicum, students also complete CPS orientation sessions that include intake line protocol, risk assessment training, and policies and procedures of CPS. Students will participate in training at CPS for completing phone intakes overseen by Clinic Director and a senior graduate student.

In the Winter semester of the first year, students take Ethical Issues in Psychology (PSYC*6680) 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. Assessment areas to be covered include: academic achievement and related skills (e.g., phonological processing), memory, attention, visual spatial skills, executive functioning, language, and screening of emotional functioning and adaptive behaviour. The role of assessment in diagnosis and treatment planning of neurodevelopmental disorders (e.g., Autism Spectrum Disorder, Specific Learning Disorders, and ADHD) is covered throughout the course. This course is taken concurrently (and intentionally coordinated) with PSYC*7991 at CPS 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 CPS clients.

MA second year

The Fall Semester of MA2 is comprised of three courses: Developmental Psychopathology (PSYC*6000), Personality and Social Assessment of Children and Adolescents (PSYC*6700), and Clinical Diagnostic and Interviewing Skills (PSYC*6020). All of 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. Further, on their PSYC*7991 at CPS during the MA2 year, students have an opportunity to practice their burgeoning clinical interviewing skills as junior members of our IPIT (in person intake team). Students

are also expected to substantially contribute to a minimum of two full assessments at CPS 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 vast 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 (Clinic Director).

Area-specific Typical Progress Sequence MA CCAP

MA year 1

Semester 1 Fall

Courses

- PSYC*6630 [0.50] Developmental Psychology
- 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 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] Psychological Applications of Multivariate Analysis

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

Semester 3 Summer

Courses

- Optional Cognate (as appropriate/needed)

Practicum

- PSYC*7991 Practicum I (open hours)

MA thesis

- MA proposal examination
- Approval of MA proposal by committee
- Ethics for MA research (if applicable; note the REB review process typically takes 2 to 4 weeks)

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

- PSYC*6000 [0.50] Developmental Psychopathology
- PSYC*6700 [0.50] Personality and Social Assessment
- 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

- 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

- Prepare application for PhD scholarships for PhD year 2 if applicable

Advisory Committee Membership

See Chapter II, heading Student Program, subheading [Establishment of the Advisory Committee](#)

See also Chapter IV, heading Master of Arts, Master of Arts (Leadership), Master of Applied Science, Master of Bioinformatics, Master of Biotechnology, Master of Engineering, Master of Environmental Sciences, Master of Food, Agricultural and Resource Economics, Master of Science, Master of Planning, Master of Science (Planning), subheading [Advising](#).

See also Chapter IV, heading Master of Arts, Master of Arts (Leadership), Master of Applied Science, Master of Bioinformatics, Master of Biotechnology, Master of Engineering, Master of Environmental Sciences, Master of Food, Agricultural and Resource Economics, Master of Science, Master of Planning, Master of Science (Planning), 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 committee will comprise of the primary advisor and 1 faculty member, selected based on the goodness of fit to the proposed project, and typically (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 10th week of the student's 2nd semester. After the committee is formed, it is recommended that the student, their Advisor, and the committee member(s) meet to 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 of Arts, Master of Arts (Leadership), Master of Applied Science, Master of Bioinformatics, Master of Biotechnology, Master of Engineering, Master of Environmental Sciences, Master of Food, Agricultural and Resource Economics, Master of Science, Master of Planning, Master of Science (Planning), subheading [Department 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 reminder, in the case of conflict with the Advisor or Advisory Committee, students can inform either the CCAP representative to the Graduate Program Committee, the Associate Chair, Graduate Program Coordinator, or, if needed, the Department Chair, of the situation.

Transfer of advisors

See Chapter IV, heading Master of Arts, Master of Arts (Leadership), Master of Applied Science, Master of Bioinformatics, Master of Biotechnology, Master of Engineering, Master of Environmental Sciences, Master of Food, Agricultural and Resource Economics, Master of Science, Master of Planning, Master of Science (Planning), subheading [Department 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). The decision to become a student's primary advisor (or co-advisor) in this circumstance 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. As reminder, students can seek feedback from the CCAP representative to the Graduate Program Committee, the Associate Chair, Graduate Program Coordinator, or, if needed, the Department Chair, for support.

Thesis Proposal

See Chapter IV, heading Master of Arts, Master of Arts (Leadership), Master of Applied Science, Master of Bioinformatics, Master of Biotechnology, Master of Engineering, Master of Environmental Sciences, Master of Food, Agricultural and Resource Economics, Master of Science, Master of Planning, Master of Science (Planning), subheading [Department Regulations](#)

Submit signed Department of Psychology Form: [Approval of Master's Thesis Proposal](#)

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 will be scheduled to hold a proposal meeting. Typically, the meeting consists of feedback and questions from the Examination Committee based on the research proposal. It may also include a brief presentation by the student of the proposed research. 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. 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.

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 of Arts, Master of Arts (Leadership), Master of Applied Science, Master of Bioinformatics, Master of Biotechnology, Master of Engineering, Master of Environmental Sciences, Master of Food, Agricultural and Resource Economics, Master of Science, Master of Planning, Master of Science (Planning), subheading [Thesis](#)

See also Chapter IV, heading Master of Arts, Master of Arts (Leadership), Master of Applied Science, Master of Bioinformatics, Master of Biotechnology, Master of Engineering, Master of Environmental Sciences, Master of Food, Agricultural and Resource Economics, Master of Science, Master of Planning, Master of Science (Planning), subheading [Department 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. 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 be a pilot, replication, data from database, component of an ongoing study, a systematic review, or qualitative study.

Type of objectives: 1-3 hypotheses are sufficient, and they may be exploratory in nature.

Type of Analyses: Complexity of analyses is not necessarily important, what's more important is that the analyses need to fit the project and hypotheses, 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 will 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.

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 (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.

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 of Arts, Master of Arts (Leadership), Master of Applied Science, Master of Bioinformatics, Master of Biotechnology, Master of Engineering, Master of Environmental Sciences, Master of Food, Agricultural and Resource Economics, Master of Science, Master of Planning, Master of Science (Planning), subheading [Thesis](#).

See also Chapter IV, heading Master of Arts, Master of Arts (Leadership), Master of Applied Science, Master of Bioinformatics, Master of Biotechnology, Master of Engineering, Master of Environmental Sciences, Master of Food, Agricultural and Resource Economics, Master of Science, Master of Planning, Master of Science (Planning), subheading [Department 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 of Arts, Master of Arts (Leadership), Master of Applied Science, Master of Bioinformatics, Master of Biotechnology, Master of Engineering, Master of Environmental Sciences, Master of Food, Agricultural and Resource Economics, Master of Science, Master of Planning, Master of Science (Planning), subheading [Thesis](#)

See also Chapter IV, heading Master of Arts, Master of Arts (Leadership), Master of Applied Science, Master of Bioinformatics, Master of Biotechnology, Master of Engineering, Master of Environmental Sciences, Master of Food, Agricultural and Resource Economics, Master of Science, Master of Planning, Master of Science (Planning), subheading [Department 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 of Arts, Master of Arts (Leadership), Master of Applied Science, Master of Bioinformatics, Master of Biotechnology, Master of Engineering, Master of Environmental Sciences, Master of Food, Agricultural and Resource Economics, Master of Science, Master of Planning, Master of Science (Planning), subheading [Department Regulations](#)

Look for "Area-specific examination committee creation" 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.

Thesis Public Lecture and Examination

See Chapter IV, heading Master of Arts, Master of Arts (Leadership), Master of Applied Science, Master of Bioinformatics, Master of Biotechnology, Master of Engineering, Master of Environmental Sciences, Master of Food, Agricultural and Resource Economics, Master of Science, Master of Planning, Master of Science (Planning), subheading [Thesis](#)

See also Chapter IV, heading Master of Arts, Master of Arts (Leadership), Master of Applied Science, Master of Bioinformatics, Master of Biotechnology, Master of Engineering, Master of Environmental Sciences, Master of Food, Agricultural and Resource Economics, Master of Science, Master of Planning, Master of Science (Planning), subheading [Department Regulations](#)

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

Source URL: <https://www.uoguelph.ca/psychology/book-page/clinical-child-and-adolescent-psychology-graduate-handbook-ma>