

# PSYC\*7991, Course Outline: Winter 2026

## General Information

**Course Title:** PSYC\*7991 Clinical Practicum I

### **Course Description:**

This course is intended to foster clinical psychology graduate student training and experience in clinical competencies. Students provide psychological services to child and adolescent clients. Services are provided either at the Maplewoods Centre for Child and Family Therapy, or, with instructor permission, at external practicum settings. Students will carry out clinical work under the direct supervision of clinical faculty, staff or licensed psychologists at external practica. Students will gain competency in clinical skills, including professionalism and interpersonal relationships, assessment, intervention, ethical practice, and supervision.

**Credit Weight:** 0.25

**Academic Department (or campus):** Psychology

**Semester Offering:** Fall, Winter, Spring

**Class Schedule and Location:** Students will meet regularly with their assigned clinical supervisor. In addition, students will meet as needed as cohorts with the course instructor, to discuss practicum and professional issues relevant to each particular stage of development (eg. preparing to apply for external practicum placements).

## Instructor Information

**Instructor Name:** Tamara Berman, Ph.D., C.Psych.

**Instructor Email:** tberman@uoguelph.ca

**Office location and office hours:** FVMI 229, contact to arrange

## Course Content

**Specific Learning Outcomes:** To obtain a level of clinical competency commensurate with student's level of training. Students and supervisors will set individualized goals and learning outcomes in a supervision contract at the beginning of each course enrollment. Goals set depend on the student's stage in the program, and on their individual needs.

### **MA1 Level**

1. Demonstrate professional demeanor when interacting with a client population.

2. Show awareness of expected skills and behaviors at different ages and stages of child development.
3. Demonstrate proficiency in completing telephone intake interviews.
4. Demonstrate proficiency in carrying out screening for imminent suicide risk factors.
5. Demonstrate proficiency in selecting, administering, and scoring selected psychometric assessment measures.
6. Demonstrates skill in writing complete and concise notes following client interactions.
7. Identify key ethical considerations in implementing clinical work with children, adolescents and families.
8. Develop awareness of diversity considerations in clinical work, and develop skills for working with diverse populations.
9. Show awareness of when it is important to consult a supervisor.
10. Demonstrate ability to prepare for and engage in clinical supervision (both individual and group supervision).
11. Self-reflect on own professional development (e.g., clinical goal setting and monitoring, exploration of strengths and areas for further development, self-awareness).

CCAP Competencies & Facets	Level	Specific LO
<p><b>Professionalism &amp; Interpersonal Relationships</b></p> <ol style="list-style-type: none"> <li>1. Demonstrates knowledge of self (e.g., motivation, culture, resources, values, personal biases, factors that may influence the professional relationship such as limits)</li> <li>2. Demonstrates knowledge of others, including the macro- (e.g., work, national norms, etc.) and micro-environments (e.g., personal differences, family, culture, gender differences, etc.) in which people function</li> <li>3. Engages in a professional level and style of conduct and deportment (e.g., organization, timeliness, dress and hygiene, practicing within one's competence)</li> <li>4. Establishes and maintains trust and respect in the professional relationship (e.g., follows-through on commitments, proactively seeks out supervision when necessary)</li> <li>5. Establishes and maintains professional relationships with clients from all populations served and appropriate interdisciplinary relationships with colleagues and learners</li> <li>6. Engages in reflective practice and adjusts personal approach, as needed, in professional contexts (e.g., self-care communicating with colleagues, seeking supervision or feedback)</li> </ol>	<p>Basic</p> <p>Basic</p> <p>Intermediate</p> <p>Intermediate</p> <p>Basic</p> <p>Basic</p>	<p>8,10</p> <p>2,10</p> <p>1</p> <p>1,8,9</p> <p>1,9,10</p> <p>1,9,10</p>

<b>Assessment &amp; Evaluation</b>		
1. Demonstrates knowledge of human populations served and human development	Basic	2
2. Demonstrates skill in formulating appropriate referral questions	Basic	2,5
3. Demonstrates knowledge of and selects appropriate psychological assessment methods, based on psychometric properties and evidence base, across referral and practice areas (e.g., cognitive, personality, diagnostic, strengths)	Basic	5
4. Appropriately applies assessment methods (standardized measures and clinical interviewing), consistent with case formulation, and scores and interprets assessment data	Basic	2,5
5. Demonstrates knowledge of diagnostic systems including DSM-5 and others (e.g., ICD-10) and effective skills in making a diagnosis when appropriate	Basic	5
6. Demonstrates knowledge of and ability to conceptualize cases with consideration to intra-, inter-personal, and systemic contexts, along with strengths	Basic	2,5,9
7. Demonstrates skill in effective written and verbal communication (e.g., results from assessment, diagnostic feedback)	Basic	6
8. Demonstrates skill in developing recommendations and action plan based on assessment findings	Basic	5,9
<b>Intervention &amp; Consultation</b>		
1. Demonstrates knowledge of the relation between assessment and intervention	Basic	1,3
2. Demonstrates knowledge of appropriate consultation practices (includes seeking and providing)	Basic	8,9
<b>Ethics &amp; Standards</b>		
1. Demonstrates knowledge of major ethical principles, issues, and dilemmas, and common professional issues relevant to the practice of psychology	Basic	4,7
2. Demonstrates knowledge of standards and codes of professional conduct	Basic	4,7
3. Demonstrates knowledge of jurisprudence and legislation in relation to psychology	Basic	7
4. Proactively identifies and conceptualizes potential and actual ethical issues and dilemmas, using key ethical codes (i.e., CPA, TCPS), relevant jurisprudence and legislation, and CPA ethical decision-making process in resolving professional and ethical issues.	Basic	4,7,9
5. Implements ethical concepts, codes of conduct, legislation, and consultation into professional practice.	Basic	4,7,9

<b>Supervision</b>		
1. Demonstrates knowledge of the multiple roles, responsibilities, and acquisition of competencies in supervision (i.e., of supervisor and supervisee)	Basic	8,9
2. Demonstrates knowledge of the ethical, legal, and contextual issues of supervision (including both supervisor and supervisee)	Basic	8,9
3. Identifies supervision goals and learning objectives, and tracks progress in achieving these goals	Basic	9,10
4. Engages effectively in the supervision process (individual, peer, and group supervision) as supervisee (e.g., prepared for supervision, openness to supervision, participation in collaborative supervision process, aware of limits, fosters open and participatory climate).	Intermediate	8,9,10

### **MA2 Level**

1. Demonstrate professional demeanor when interacting with a client population.
2. Show awareness of expected skills and behaviors at different ages and stages of child development.
3. Demonstrate proficiency in maintaining professional relationships with assigned clients, supervisors, and fellow students.
4. Demonstrate proficiency in taking notes for observed intake interviews.
5. Demonstrate proficiency in carrying out screening for imminent suicide risk factors.
6. Demonstrate proficiency in selecting, administering, scoring and interpreting psychometric assessment measures.
7. Demonstrates skill in writing complete and concise notes following client interactions.
8. Show understanding of formulation and diagnosis in a child and adolescent population.
9. Demonstrate skill at assessment report writing.
10. Ability to identify and make recommendations based on assessment results.
11. Ability to deliver feedback of assessment results and conclusions to children, youth, parents and school teams.
12. Identify key ethical considerations in implementing clinical work with children, adolescents and families.
13. Show awareness of diversity considerations in clinical work, and develop skills for working with diverse populations.
14. Show awareness of when it is important to consult a supervisor.
15. Demonstrate ability to prepare for and engage in clinical supervision (both individual and group supervision).
16. Self-reflect on own professional development (e.g., clinical goal setting and monitoring, exploration of strengths and areas for further development, self-awareness).

CCAP Competencies & Facets	Level	Specific LO
<p><b>Professionalism &amp; Interpersonal Relationships</b></p> <ol style="list-style-type: none"> <li>1. Demonstrates knowledge of self (e.g., motivation, culture, resources, values, personal biases, factors that may influence the professional relationship such as limits)</li> <li>2. Demonstrates knowledge of others, including the macro- (e.g., work, national norms, etc.) and micro-environments (e.g., personal differences, family, culture, gender differences, etc.) in which people function</li> <li>3. Engages in a professional level and style of conduct and deportment (e.g., organization, timeliness, dress and hygiene, practicing within one’s competence)</li> <li>4. Establishes and maintains trust and respect in the professional relationship (e.g., follows-through on commitments, proactively seeks out supervision when necessary)</li> <li>5. Establishes and maintains professional relationships with clients from all populations served and appropriate interdisciplinary relationships with colleagues and learners</li> <li>6. Engages in reflective practice and adjusts personal approach, as needed, in professional contexts (e.g., self-care, communicating with colleagues, seeking supervision or feedback)</li> </ol>	<p>Intermediate</p> <p>Basic</p> <p>Intermediate</p> <p>Intermediate</p> <p>Intermediate</p> <p>Intermediate</p>	<p>13,15</p> <p>2,15</p> <p>1</p> <p>1,13,14</p> <p>1,13,14</p> <p>1,14,15</p>
<p><b>Assessment &amp; Evaluation</b></p> <ol style="list-style-type: none"> <li>1. Demonstrates knowledge of human populations served and human development</li> <li>2. Demonstrates skill in formulating appropriate referral questions</li> <li>3. Demonstrates knowledge of and selects appropriate psychological assessment methods, based on psychometric properties and evidence base, across referral and practice areas (e.g., cognitive, personality, diagnostic, strengths)</li> <li>4. Appropriately applies assessment methods (standardized measures and clinical interviewing), consistent with case formulation, and scores and interprets assessment data</li> <li>5. Demonstrates knowledge of diagnostic systems including DSM-5 and others (e.g., ICD-10) and effective skills in making a diagnosis when appropriate</li> </ol>	<p>Basic</p> <p>Basic</p> <p>Basic</p> <p>Intermediate</p> <p>Basic</p>	<p>2</p> <p>2,6</p> <p>6</p> <p>2,6</p> <p>8</p>

6. Demonstrates knowledge of and ability to conceptualize cases with consideration to intra-, inter-personal, and systemic contexts, along with strengths	Basic	2,6,14
7. Demonstrates skill in effective written and verbal communication (e.g., results from assessment, diagnostic feedback)	Basic	4,9,11
8. Demonstrates skill in developing recommendations and action plan based on assessment findings	Intermediate	10
<b>Intervention &amp; Consultation</b>		
1. Demonstrates knowledge of the relation between assessment and intervention	Basic	8,9,10
2. Demonstrates knowledge of appropriate consultation practices (includes seeking and providing)	Basic	13,14
<b>Ethics &amp; Standards</b>		
1. Demonstrates knowledge of major ethical principles, issues, and dilemmas, and common professional issues relevant to the practice of psychology	Basic	5,12,13,14
2. Demonstrates knowledge of standards and codes of professional conduct	Basic	5,12
3. Demonstrates knowledge of jurisprudence and legislation in relation to psychology	Basic	5,12
4. Proactively Identifies and conceptualizes potential and actual ethical issues and dilemmas, using key ethical codes (i.e., CPA, TCPS), relevant jurisprudence and legislation, and CPA ethical decision-making process in resolving professional and ethical issues.	Basic	5,12,13
5. Implements ethical concepts, codes of conduct, legislation, and consultation into professional practice.	Basic	5,12,13
<b>Supervision</b>		
1. Demonstrates knowledge of the multiple roles, responsibilities, and acquisition of competencies in supervision (i.e., of supervisor and supervisee)	Basic	13,14,15
2. Demonstrates knowledge of the ethical, legal and contextual issues of supervision (including both supervisor and supervisee)	Basic	13,14,15
3. Identifies supervision goals and learning objectives, and tracks progress in achieving these goals	Basic	13,14,15
4. Engages effectively in the supervision process (individual, peer, and group supervision) as supervisee (e.g., prepared for supervision, openness	Intermediate	13,14,15

to supervision, participation in collaborative supervision process, aware of limits, fosters open and participatory climate).		
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**PhD1 Level**

1. Demonstrate professional demeanor when interacting with a client population.
2. Show awareness of expected skills and behaviors at different ages and stages of child development.
3. Demonstrate proficiency in maintaining professional relationships with assigned clients, supervisors, and fellow students.
4. Demonstrate proficiency in carrying out in person intake interviews.
5. Demonstrate proficiency in completing suicide risk evaluation.
6. Demonstrate proficiency in selecting, administering, scoring and interpreting psychometric assessment measures.
7. Demonstrates skill in writing complete and concise notes following client interactions.
8. Show understanding of formulation and diagnosis in a child and adolescent population.
9. Demonstrate skill at assessment report writing.
10. Ability to identify and make recommendations based on assessment results.
11. Ability to deliver feedback of assessment results and conclusions to children, youth, parents and school teams.
12. Demonstrate knowledge of a range of intervention approaches relevant to children, adolescents and families.
13. Gain experience acting as primary therapist for children, adolescents and/or families.
14. Demonstrate competency in assessing and monitoring treatment process and progress.
15. Identify key ethical considerations in implementing clinical work with children, adolescents and families.
16. Show awareness of diversity considerations in clinical work, and develop skills for working with diverse populations.
17. Show awareness of when it is important to consult a supervisor.
18. Demonstrate ability to prepare for and engage in clinical supervision (both individual and group supervision).
19. Self-reflect on own professional development (e.g., clinical goal setting and monitoring, exploration of strengths and areas for further development, self-awareness).

<b>CCAP Competencies &amp; Facets</b>	<b>Level</b>	<b>Specific LO</b>
<b>Professionalism &amp; Interpersonal Relationships</b>	Intermediate	18
1. Demonstrates knowledge of self (e.g., motivation, culture, resources, values, personal biases, factors that may influence the professional relationship such as limits)		
2. Demonstrates knowledge of others, including the	Intermediate	2,8

<p>macro- (e.g., work, national norms, etc.) and micro-environments (e.g., personal differences, family, culture, gender differences, etc.) in which people function</p> <p>3. Engages in a professional level and style of conduct and deportment (e.g., organization, timeliness, dress and hygiene, practicing within one’s competence)</p> <p>4. Establishes and maintains trust and respect in the professional relationship (e.g., follows-through on commitments, proactively seeks out supervision when necessary)</p> <p>5. Establishes and maintains professional relationships with clients from all populations served and appropriate interdisciplinary relationships with colleagues and learners</p> <p>6. Engages in reflective practice and adjusts personal approach, as needed, in professional contexts (e.g., self-care, communicating with colleagues, seeking supervision or feedback)</p>	<p>Advanced</p> <p>Advanced</p> <p>Intermediate</p> <p>Intermediate</p>	<p>1,3,18</p> <p>1,3,16,17</p> <p>1,3</p> <p>16,17,18</p>
<p><b>Assessment &amp; Evaluation</b></p> <p>1. Demonstrates knowledge of human populations served and human development</p> <p>2. Demonstrates skill in formulating appropriate referral questions</p> <p>3. Demonstrates knowledge of and selects appropriate psychological assessment methods, based on psychometric properties and evidence base, across referral and practice areas (e.g., cognitive, personality, diagnostic, strengths)</p> <p>4. Appropriately applies assessment methods (standardized measures and clinical interviewing), consistent with case formulation, and scores and interprets assessment data</p> <p>5. Demonstrates knowledge of diagnostic systems including DSM-5 and others (e.g., ICD-10) and effective skills in making a diagnosis when appropriate</p> <p>6. Demonstrates knowledge of and ability to conceptualize cases with consideration to intra-, inter-personal, and systemic contexts, along with strengths</p> <p>7. Demonstrates skill in effective written and verbal communication (e.g., results from assessment, diagnostic feedback)</p> <p>8. Demonstrates skill in developing recommendations</p>	<p>Intermediate</p> <p>Intermediate</p> <p>Intermediate</p> <p>Intermediate</p> <p>Intermediate</p> <p>Intermediate</p> <p>Intermediate</p> <p>Intermediate</p>	<p>1,2</p> <p>4,8</p> <p>6</p> <p>6,8</p> <p>8</p> <p>2,8</p> <p>7,9,11</p> <p>10</p>

and action plan based on assessment findings		
<b>Intervention &amp; Consultation</b>		
1. Demonstrates knowledge of major evidenced-based intervention theories and approaches with individuals and systems (e.g., children, families, groups, organizations). This includes demonstrating respect for the positive aspects of all major intervention approaches, with an openness to varied viewpoints and approaches	Basic	12
2. Demonstrates knowledge of the relation between assessment and intervention	Intermediate	10
3. Effectively selects, plans, implements, evaluates, and modifies interventions; this includes awareness of when to refer and/or terminate the intervention and the use of evidence-based measures	Basic	12,13,14
4. Demonstrates skills in documentation, and both written and verbal communication, regarding intervention process, progress, and termination	Basic	7
5. Demonstrates knowledge of appropriate consultation practices (includes seeking and providing)	Intermediate	16,17
6. Assesses and evaluates intervention progress and modifies the intervention as indicated including but not limited to use of evidence-based measures	Basic	13,14
<b>Ethics &amp; Standards</b>		
1. Demonstrates knowledge of major ethical principles, issues, and dilemmas, and common professional issues relevant to the practice of psychology	Intermediate	5,15
2. Demonstrates knowledge of standards and codes of professional conduct	Intermediate	5,15
3. Demonstrates knowledge of standards and codes of professional conduct	Intermediate	15
4. Proactively Identifies and conceptualizes potential and actual ethical issues and dilemmas, using key ethical codes (i.e., CPA, TCPS), relevant jurisprudence and legislation, and CPA ethical decision-making process in resolving professional and ethical issues.	Intermediate	5,15
5. Implements ethical concepts, codes of conduct, legislation, and consultation into professional practice.	Intermediate	5,15
<b>Supervision</b>		
1. Demonstrates knowledge of the multiple roles, responsibilities, and acquisition of competencies in supervision (i.e., of supervisor and supervisee)	Intermediate	16,17

2. Demonstrates knowledge of the ethical, legal, and contextual issues of supervision (including both supervisor and supervisee)	Intermediate	16,17
3. Identifies supervision goals and learning objectives, and tracks progress in achieving these goals	Intermediate	16,17,18
4. Engages effectively in the supervision process (individual, peer, and group supervision) as supervisee (e.g., prepared for supervision, openness to supervision, participation in collaborative supervision process, aware of limits, fosters open and participatory climate)	Advanced	16,17,18

## PhD2

1. Demonstrate professional demeanor when interacting with a client population.
2. Show awareness of expected skills and behaviors at different ages and stages of child development.
3. Demonstrate proficiency in maintaining professional relationships with assigned clients, supervisors, and fellow students.
4. Demonstrate proficiency in carrying out in person intake interviews.
5. Demonstrate proficiency in completing suicide risk evaluation.
6. Demonstrate proficiency in selecting, administering, scoring and interpreting psychometric assessment measures.
7. Demonstrates skill in writing complete and concise notes following client interactions.
8. Show understanding of formulation and diagnosis in a child and adolescent population.
9. Demonstrate skill at assessment report writing.
10. Ability to identify and make recommendations based on assessment results.
11. Ability to deliver feedback of assessment results and conclusions to children, youth, parents and school teams.
12. Demonstrate knowledge of a range of intervention approaches relevant to children, adolescents and families.
13. Gain experience acting as primary therapist for children, adolescents and/or families.
14. Demonstrate competency in assessing and monitoring treatment process and progress.
15. Identify key ethical considerations in implementing clinical work with children, adolescents and families.
16. Show awareness of diversity considerations in clinical work, and develop skills for working with diverse populations.
17. Show awareness of when it is important to consult a supervisor.
18. Demonstrate ability to prepare for and engage in clinical supervision (both individual and group supervision).
19. Self-reflect on own professional development (e.g., clinical goal setting and monitoring, exploration of strengths and areas for further development, self-awareness).

CCAP Competencies & Facets	Level	Specific LO
<p><b>Professionalism &amp; Interpersonal Relationships</b></p> <ol style="list-style-type: none"> <li>1. Demonstrates knowledge of self (e.g., motivation, culture, resources, values, personal biases, factors that may influence the professional relationship such as limits)</li> <li>2. Demonstrates knowledge of others, including the macro- (e.g., work, national norms, etc.) and micro-environments (e.g., personal differences, family, culture, gender differences, etc.) in which people function</li> <li>3. Engages in a professional level and style of conduct and deportment (e.g., organization, timeliness, dress and hygiene, practicing within one's competence)</li> <li>4. Establishes and maintains trust and respect in the professional relationship (e.g., follows-through on commitments, proactively seeks out supervision when necessary)</li> <li>5. Establishes and maintains professional relationships with clients from all populations served and appropriate interdisciplinary relationships with colleagues and learners</li> <li>6. Engages in reflective practice and adjusts personal approach, as needed, in professional contexts (e.g., self-care, communicating with colleagues, seeking supervision or feedback)</li> </ol>	<p>Intermediate</p> <p>Intermediate</p> <p>Advanced</p> <p>Advanced</p> <p>Advanced</p> <p>Advanced</p>	<p>18</p> <p>2,8</p> <p>1,3,18</p> <p>1,3,16,17</p> <p>1,3</p> <p>16,17,18</p>
<p><b>Assessment &amp; Evaluation</b></p> <ol style="list-style-type: none"> <li>1. Demonstrates knowledge of human populations served and human development</li> <li>2. Demonstrates skill in formulating appropriate referral questions</li> <li>3. Demonstrates knowledge of and selects appropriate psychological assessment methods, based on psychometric properties and evidence base, across referral and practice areas (e.g., cognitive, personality, diagnostic, strengths)</li> <li>4. Appropriately applies assessment methods (standardized measures and clinical interviewing), consistent with case formulation, and scores and interprets assessment data</li> <li>5. Demonstrates knowledge of diagnostic systems including DSM-5 and others (e.g., ICD-10) and effective skills in making a diagnosis when appropriate</li> <li>6. Demonstrates knowledge of and ability to</li> </ol>	<p>Advanced</p> <p>Advanced</p> <p>Advanced</p> <p>Advanced</p> <p>Advanced</p> <p>Intermediate</p>	<p>1,2</p> <p>4,8</p> <p>6</p> <p>6,8</p> <p>8</p> <p>2,8</p>

<p>conceptualize cases with consideration to intra-, inter-personal, and systemic contexts, along with strengths</p> <p>7. Demonstrates skill in effective written and verbal communication (e.g., results from assessment, diagnostic feedback)</p> <p>8. Demonstrates skill in developing recommendations and action plan based on assessment findings</p>	<p>Intermediate</p> <p>Advanced</p>	<p>7,9,11</p> <p>10</p>
<p><b>Intervention &amp; Consultation</b></p> <p>1. Demonstrates knowledge of major evidenced-based intervention theories and approaches with individuals and systems (e.g., children, families, groups, organizations). This includes demonstrating respect for the positive aspects of all major intervention approaches, with an openness to varied viewpoints and approaches</p> <p>2. Demonstrates knowledge of the relation between assessment and intervention</p> <p>3. Effectively selects, plans, implements, evaluates, and modifies interventions; this includes awareness of when to refer and/or terminate the intervention and the use of evidence-based measures</p> <p>4. Demonstrates skills in documentation, and both written and verbal communication, regarding intervention process, progress, and termination</p> <p>5. Demonstrates knowledge of appropriate consultation practices (includes seeking and providing)</p> <p>6. Assesses and evaluates intervention progress and modifies the intervention as indicated including but not limited to use of evidence-based measures</p>	<p>Intermediate</p> <p>Advanced</p> <p>Intermediate</p> <p>Intermediate</p> <p>Intermediate</p> <p>Intermediate</p>	<p>12</p> <p>10</p> <p>12,13,14</p> <p>7</p> <p>16,17</p> <p>13,14</p>
<p><b>Ethics &amp; Standards</b></p> <p>1. Demonstrates knowledge of major ethical principles, issues, and dilemmas, and common professional issues relevant to the practice of psychology</p> <p>2. Demonstrates knowledge of standards and codes of professional conduct</p> <p>3. Demonstrates knowledge of standards and codes of professional conduct</p> <p>4. Proactively Identifies and conceptualizes potential and actual ethical issues and dilemmas, using key ethical codes (i.e., CPA, TCPS), relevant jurisprudence and legislation, and CPA ethical decision-making process in resolving professional and ethical issues.</p>	<p>Advanced</p> <p>Advanced</p> <p>Advanced</p> <p>Intermediate</p>	<p>5,15</p> <p>5,15</p> <p>15</p> <p>5,15</p>

5. Implements ethical concepts, codes of conduct, legislation, and consultation into professional practice.	Intermediate	5,15
<b>Supervision</b>		
1. Demonstrates knowledge of the multiple roles, responsibilities, and acquisition of competencies in supervision (i.e., of supervisor and supervisee)	Advanced	16,17
2. Demonstrates knowledge of the ethical, legal, and contextual issues of supervision (including both supervisor and supervisee)	Advanced	16,17
3. Identifies supervision goals and learning objectives, and tracks progress in achieving these goals	Intermediate	16,17,18
4. Engages effectively in the supervision process (individual, peer, and group supervision) as supervisee (e.g., prepared for supervision, openness to supervision, participation in collaborative supervision process, aware of limits, fosters open and participatory climate)	Advanced	16,17,18

### PhD3

1. Demonstrate professional demeanor when interacting with a client population.
2. Show awareness of expected skills and behaviors at different ages and stages of child development.
3. Demonstrate proficiency in maintaining professional relationships with assigned clients, supervisors, and fellow students.
4. Demonstrate proficiency in carrying out in person intake interviews.
5. Demonstrate proficiency in completing suicide risk evaluation.
6. Demonstrate proficiency in selecting, administering, scoring and interpreting psychometric assessment measures.
7. Demonstrates skill in writing complete and concise notes following client interactions.
8. Show understanding of formulation and diagnosis in a child and adolescent population.
9. Demonstrate skill at assessment report writing.
10. Ability to identify and make recommendations based on assessment results.
11. Ability to deliver feedback of assessment results and conclusions to children, youth, parents and school teams.
12. Demonstrate knowledge of a range of intervention approaches relevant to children, adolescents and families.
13. Gain experience acting as primary therapist for children, adolescents and/or families.
14. Demonstrate competency in assessing and monitoring treatment process and progress.
15. Identify key ethical considerations in implementing clinical work with children, adolescents and families.

16. Show awareness of diversity considerations in clinical work, and develop skills for working with diverse populations.
17. Show awareness of when it is important to consult a supervisor.
18. Demonstrate ability to prepare for and engage in clinical supervision (both individual and group supervision).
19. Self-reflect on own professional development (e.g., clinical goal setting and monitoring, exploration of strengths and areas for further development, self-awareness).
20. Develop skills at providing supervision of clinical work carried out by more junior students, in situations such as intake interviews, assessment, and/or therapy.

CCAP Competencies & Facets	Level	Specific LO
<p><b>Professionalism &amp; Interpersonal Relationships</b></p> <ol style="list-style-type: none"> <li>1. Demonstrates knowledge of self (e.g., motivation, culture, resources, values, personal biases, factors that may influence the professional relationship such as limits)</li> <li>2. Demonstrates knowledge of others, including the macro- (e.g., work, national norms, etc.) and micro-environments (e.g., personal differences, family, culture, gender differences, etc.) in which people function</li> <li>3. Engages in a professional level and style of conduct and deportment (e.g., organization, timeliness, dress and hygiene, practicing within one's competence)</li> <li>4. Establishes and maintains trust and respect in the professional relationship (e.g., follows-through on commitments, proactively seeks out supervision when necessary)</li> <li>5. Establishes and maintains professional relationships with clients from all populations served and appropriate interdisciplinary relationships with colleagues and learners</li> <li>6. Engages in reflective practice and adjusts personal approach, as needed, in professional contexts (e.g., self-care, communicating with colleagues, seeking supervision or feedback)</li> </ol>	<p>Advanced</p> <p>Advanced</p> <p>Advanced</p> <p>Advanced</p> <p>Advanced</p> <p>Advanced</p>	<p>18</p> <p>2,8</p> <p>1,3,18</p> <p>1,3,6,7</p> <p>1,3</p> <p>16,17,18</p>
<p><b>Assessment &amp; Evaluation</b></p> <ol style="list-style-type: none"> <li>1. Demonstrates knowledge of human populations served and human development</li> <li>2. Demonstrates skill in formulating appropriate referral questions</li> <li>3. Demonstrates knowledge of and selects appropriate psychological assessment methods, based on psychometric properties and evidence base, across</li> </ol>	<p>Advanced</p> <p>Advanced</p> <p>Advanced</p>	<p>1,2</p> <p>4,8</p> <p>6</p>

<p>referral and practice areas (e.g., cognitive, personality, diagnostic, strengths)</p> <p>4. Appropriately applies assessment methods (standardized measures and clinical interviewing), consistent with case formulation, and scores and interprets assessment data</p> <p>5. Demonstrates knowledge of diagnostic systems including DSM-5 and others (e.g., ICD-10) and effective skills in making a diagnosis when appropriate</p> <p>6. Demonstrates knowledge of and ability to conceptualize cases with consideration to intra-, inter-personal, and systemic contexts, along with strengths</p> <p>7. Demonstrates skill in effective written and verbal communication (e.g., results from assessment, diagnostic feedback)</p> <p>8. Demonstrates skill in developing recommendations and action plan based on assessment findings</p>	<p>Advanced</p> <p>Advanced</p> <p>Advanced</p> <p>Advanced</p> <p>Advanced</p>	<p>6,8</p> <p>8</p> <p>2,8</p> <p>7,9,11</p> <p>10</p>
<p><b>Intervention &amp; Consultation</b></p> <p>1. Demonstrates knowledge of major evidenced-based intervention theories and approaches with individuals and systems (e.g., children, families, groups, organizations). This includes demonstrating respect for the positive aspects of all major intervention approaches, with an openness to varied viewpoints and approaches</p> <p>2. Demonstrates knowledge of the relation between assessment and intervention</p> <p>3. Effectively selects, plans, implements, evaluates, and modifies interventions; this includes awareness of when to refer and/or terminate the intervention and the use of evidence-based measures</p> <p>4. Demonstrates skills in documentation, and both written and verbal communication, regarding intervention process, progress, and termination</p> <p>5. Demonstrates knowledge of appropriate consultation practices (includes seeking and providing)</p> <p>6. Assesses and evaluates intervention progress and modifies the intervention as indicated including but not limited to use of evidence-based measures</p>	<p>Advanced</p> <p>Advanced</p> <p>Intermediate</p> <p>Advanced</p> <p>Advanced</p> <p>Advanced</p>	<p>12</p> <p>10</p> <p>12,13,14</p> <p>7</p> <p>16,17</p> <p>13,14</p>
<p><b>Ethics &amp; Standards</b></p> <p>1. Demonstrates knowledge of major ethical principles, issues and dilemmas, and common professional</p>	<p>Advanced</p>	<p>5,15</p>

<p>issues relevant to the practice of psychology</p> <p>2. Demonstrates knowledge of standards and codes of professional conduct</p> <p>3. Demonstrates knowledge of jurisprudence and legislation in relation to psychology</p> <p>4. Proactively Identifies and conceptualizes potential and actual ethical issues and dilemmas, using key ethical codes (i.e., CPA, TCPS), relevant jurisprudence and legislation, and CPA ethical decision-making process in resolving professional and ethical issues.</p> <p>5. Implements ethical concepts, codes of conduct, legislation, and consultation into professional practice.</p>	<p>Advanced</p> <p>Advanced</p> <p>Intermediate</p> <p>Intermediate</p>	<p>5,15</p> <p>15</p> <p>5,15</p> <p>5,15</p>
<p><b>Supervision</b></p> <p>1. Demonstrates knowledge of the multiple roles, responsibilities, and acquisition of competencies in supervision (i.e., of supervisor and supervisee)</p> <p>2. Demonstrates knowledge of the ethical, legal, and contextual issues of supervision (including both supervisor and supervisee)</p> <p>3. Identifies supervision goals and learning objectives, and tracks progress in achieving these goals</p> <p>4. Engages effectively in the supervision process (individual, peer, and group supervision) as supervisee (e.g., prepared for supervision, openness to supervision, participation in collaborative supervision process, aware of limits, fosters open and participatory climate).</p> <p>5. Supervises learners effectively through individual, peer, and/or group supervision processes (e.g., openness to supervision, prepared, aware of limits, fosters open and participatory climate)</p>	<p>Advanced</p> <p>Advanced</p> <p>Advanced</p> <p>Advanced</p> <p>Intermediate</p>	<p>16,17</p> <p>16,17</p> <p>16,17,18</p> <p>16,17,18</p> <p>18,19</p>

**Additional Notes:**

1. Video Evaluation of Clinical Competencies: Client sessions will be observed live or video-taped and evaluated for clinical competency by the assigned clinical supervisor. Feedback will be provided on a regular basis during individual and/or group supervision. More formalized written evaluations will occur at the end of each term.
2. Client Documentation: Students are expected to document all clinical work with clients. This will include notes of phone and in-person intakes, session notes and final reports for therapy clients, and assessment reports.

**Final examination date and time: NA**

**Final exam weighting: NA**

## **Course Resources**

**Required Texts:** None.

## **Course Policies**

### **Grading Policies**

This course is not graded but rather a SAT/UNSAT grade will be assigned at the end of each enrollment. Students will receive regular written and oral feedback about their performance in the course with respect to competencies that need to be demonstrated. A detailed written Practicum Evaluation will be completed by the student's direct clinical supervisor at the end of the enrollment. The Evaluation will be shared with the course instructor, who will assign the final grade. All components of the course must be completed with sufficient competency to earn a SAT or satisfactory rating.

[Graduate Grade interpretation](#)

### **Sharing of Information**

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 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 and the DCT regarding development of clinical competencies.

## **University Policies**

### **Academic Consideration**

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for

Academic Consideration:

[Grounds for Academic Consideration](#)

## **Academic Misconduct**

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the [Graduate Calendar](#):

## **Accessibility**

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact [Student Accessibility Services](#) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 54335 or email [accessibility@uoguelph.ca](mailto:accessibility@uoguelph.ca) or the [Student Accessibility Services Website](#)

## **Course Evaluation Information**

Please refer to the [Course and Instructor Evaluation Website](#) .

## **Drop date**

The last date to drop one-semester courses, without academic penalty, is **Monday April 6, 2026**. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#).  
[Current Graduate Calendar](#)