**UNIVERSITY OF
CALGARY**

Graduate Student Handbook
Program in Clinical
Psychology
2024-2025

Please note that all policies and forms cited in this document can be found on the Department of Psychology Sharepoint site at: https://arts.ucalgary.ca/psychology >About > Department Sharepoint, accessed with your U of C username and password.

Revised July 26, 2024

TABLE OF CONTENTS

PREFACE

Welcome to the Program in Clinical Psychology at the University of Calgary. We are very pleased that you have decided to attend the University of Calgary. Clinical Psychology is a program in the Department of Psychology, and is accredited by the Canadian Psychological Association. This Handbook describes the Program, and explains the various policies that have been developed to help students succeed in the Program. It is expected that all Program students and faculty will keep this Handbook as their major source of reference to the Program. This Handbook addresses many of the questions and issues you will encounter; however, we recognize that there may be omissions. Any suggestions or comments you have for future revisions are most welcome. This Handbook is updated continually. Check Sharepoint (available as a link from the Department website) to ensure you have the latest version.

This Handbook is only one of several documents with which students and faculty should be familiar. Policies and forms for the Program are on the Department Sharepoint site.

Please acquaint yourself with the following documents:

1.   The Calendar of the Faculty of Graduate Studies. The Calendar is available on the web at https://calendar.ucalgary.ca/pages/qWd79gJvDD7WRwtKK6qe

2.   The following Faculty of Graduate Studies documents can be found on the web at https://grad.ucalgary.ca/.

   - The Faculty of Graduate Studies' (or FGS) policies and procedures related to supervision, both Master's and Doctoral research, and candidacy and dissertation oral examinations.

   - The Graduate Students' Sources of Funding, which provides information about graduate student appointments, such as Teaching Assistantships and Graduate Research Scholarships.

Please feel free to contact me if you have any questions or concerns. You may also contact the Clinical Psychology Program Faculty Liaison, **Queenie Li**, or your cohort council representative. Again, welcome to the Program, and I wish you all the best in your graduate work.

Sheri Madigan, Ph.D., R.Psych
Director of Clinical Training
Department of Psychology
University of Calgary

1 INTRODUCTION

The Program in Clinical Psychology at the University of Calgary was formally initiated in July 1993. The Program was awarded accreditation from the Canadian Psychological Association in 1995, and it was reaccredited in 2023 for a five-year term.

The Program has developed the following Mission and Values and Guiding Principles:

Mission

Clinical Psychology is an evidence-based science. We advance knowledge related to the etiology, prevention, assessment and treatment of psychological problems and the promotion of health and wellness.

Values and Guiding Principles

Promotion of Human Welfare – We are committed to the dignity of persons, responsible caring, integrity of relationships and responsibility to society.

Excellence – We pursue excellence, innovation and leadership in science, policy, practice, education and training.

Accountability and Transparency – Policies and practices are characterized by accountability, transparency and are based on the best available evidence.

Collegiality – We foster collegial and collaborative relationships within the Program, University and the broader community.

Goals and Objectives

Consistent with our Mission and Values and Guiding Principles, our overall goals and specific training objectives are as follows:

Goal 1: To achieve innovation and excellence in the generation, dissemination, and application of psychological knowledge.

> *Training objectives:*
> **1.1** To develop knowledge of research methods and statistics
> **1.2** To develop the ability to analyze and critically evaluate scientific research
> **1.3** To conduct independent research
> **1.4** To disseminate research findings to both specialized and broad audiences

Goal 2: To develop an understanding of and commitment to evidence-based practice in clinical psychology.

> *Training objectives:*
> **2.1** To promote a Program philosophy that emphasizes clinical psychology as an evidence-based health profession
> **2.2** To provide a coursework and practicum sequence that integrates science and practice

2.3 To provide students with training in evidence-based practice in the context of community settings

2.4 To integrate assessment and treatment activities in ways that emphasize the utility of assessments for the design and evaluation of treatments

Goal 3: To help students develop a professional identity as clinical psychologists who subscribe to evidence-based practices.

Training objectives:

3.1 To provide training in professional ethics and decision-making

3.2 To promote the development of a professional identity as clinical psychologists

3.3 To encourage students to join professional organizations

3.4 To provide students with extensive exposure to and interaction with community-based clinical psychologists

Goal 4: To gain a mastery of the core content in psychology.

Training objectives:

4.1 To develop knowledge in biological, social, cognitive-affective, and individual bases of behaviour

4.2 To develop a comprehensive knowledge of research methods and statistics

4.3 To ensure students have competency in the historical and scientific foundations of general psychology

Goal 5: To adhere to a theoretical framework for research and clinical practice that incorporates systemic and developmental views of psychopathology, assessment, and intervention.

Training objectives:

5.1 To develop an understanding of issues in child, adolescent, and adult psychopathology, assessment, intervention, prevention, and consultation

5.3 To receive specialized training in geropsychology, addictions, eating disorders, health psychology, consultation/supervision, program evaluation, and psychopharmacology

5.4 To integrate knowledge of child and adult clinical practice in working with individuals and families across the lifespan

Goal 6: To develop a lifelong commitment to the integration of science and community-based practice.

Training objectives:

6.1 To integrate science and practice throughout all aspects of training

6.2 To encourage and provide financial support for students to attend conferences and to seek out continuing education experiences

6.3 To support students as graduate teaching assistants or class instructors

6.4 To provide clinical workshops for students and community members

6.5 To involve graduates of our program as community placement supervisors

Goal 7: To foster recognition and respect for diversity and to incorporate sensitivity to diversity into all aspects of clinical research and practice.

> ***Training objectives:***
> **7.1** To include content related to diversity in courses
> **7.2** To provide regular training opportunities with a special emphasis on diversity issues
> **7.3** To provide contacts with clients and supervisors from diverse backgrounds in community practicum placements
> **7.4** To support and interact with the Equity, Diversity, and Inclusion Committee in the Department of Psychology

Goal 8: To develop an identity and skills as a health scientist and professional working within a multidisciplinary framework of research and practice.

> ***Training objectives:***
> **8.1** To provide training and research opportunities in multidisciplinary health care settings
> **8.2** To provide exposure to a broad range of health scientists
> **8.3** To recognize the role of the clinical/scientist-practitioner psychologist as embedded in the knowledge base and practice of the health sciences

2 PROGRAM OFFICE

The Clinical Program office is in Room 356 of the Earth Sciences Building. The office of the Graduate Program Advisor, **Janelle McConnell**, is Room 956 of the Social Sciences Building (phone: 403-220-5484).

3 PROGRAM GOVERNANCE AND STRUCTURE

The Clinical Psychology Program is administered by the Department of Psychology. The Director is appointed by the Head of the Department of Psychology and is directly responsible for its academic program to the Head of the Department of Psychology. The Program Director sits on the Department of Psychology Executive Committee and the Faculty of Graduate Studies Council. The Director of the Program in Clinical Psychology is **Dr. Sheri Madigan**.

In addition to the Program Director, the other administrative position for the Program is the Director of the Psychology Clinic. The Psychology Clinic is in EDC 281 (phone: 403-220-7731 or email: PsyClinic@ucalgary.ca). The Director of the Psychology Clinic is responsible for administrative oversight of the Clinic (e.g., policy development, budget), training activities in the clinic, and coordinating practica and residency aspects of the Program. The Clinic Director is **Dr. Brae Anne McArthur.**

The Program Council is the Program's administrative body. It consists of all core faculty as well as two graduate student representatives (one with voting privileges) and one adjunct faculty (with voting privileges). The Program Council is the decision-making body of the Program and is responsible for ratifying all policies, curriculum development, new adjunct appointments, etc. The Program Council, through the Program Director, is responsible to the Department of Psychology.

The Graduate Program Advisor's (GPA's) role is to support and assist both potential and current

students and act as a liaison between students and the Faculty of Graduate Studies. The GPA prepares all paperwork associated with examinations (defenses) and assists the Program Director with various administrative tasks. The GPA is **Ms. Janelle McConnell**.

In addition to the above structure, the Clinical Program includes several ad hoc and standing committees.

The Clinical Psychology Program Liaison and Community Coordinator is a paid graduate student position. The role of the Program Liaison is to enhance student engagement and foster communication and transparency within the Clinical Psychology Program. The Program Liaison/Community Coordinator is responsible for maintaining clear and consistent communication with students and faculty members, which helps to ensure that program members are informed and connected. The Program Liaison/Community Coordinator actively seeks input and feedback from students, which guide the development of program plans, policies, and events, all aimed at enriching the student experience. Additionally, the Program Liaison/Community Coordinator attends Program Council Meetings (with voting privileges) and co-chairs the Cohort Advisory Council. The current Liaison/Community Coordinator is **Queenie Li.**

The Cohort Advisory Council is co-chaired by the Director of the Clinical Program and the Program Liaison/Community Coordinator. The role of the Council is to encourage open communication between students and faculty by providing an accessible channel for sharing feedback. The Council is comprised of one voluntary member from each cohort, whom may be selected in whichever manner their cohort deems appropriate. Council members gather feedback from their respective cohorts informally as needs arise, and more formally when student input is required for program changes and enhancements. Council members typically serve for one academic year and meet with the DCT and Liaison/Community Coordinator on a bi-monthly or as-needed (maximum once per month) basis. Council members also attend Program Council Meetings on a rotating schedule.

3.1 Curriculum and Accreditation Committee (CAC, ad hoc)

The Curriculum committee (and Accreditation sub-committee) reviews curricular issues and accreditation standards. It is responsible for curriculum changes and for preparing materials for visits from accreditation panel appointees.

3.2 Student Admissions Committee (SAC, standing)

The Student Admissions Committee is chaired by a faculty member appointed by the Director of the Program, and includes other faculty members chosen by the Chair. The primary function of the committee is to review applications and to coordinate the admission of students.

4 PROGRAM FACULTY

The core faculty members of the Program in Clinical Psychology are drawn from full-time faculty in the Department of Psychology at the University of Calgary. Core faculty are responsible for the academic structure and quality of the Program.

Core clinical faculty are eligible to serve as research supervisors of the Program's graduate students. A list of core clinical faculty is provided in Appendix A. In addition to core faculty, other faculty

members in the Psychology Department and adjunct clinical faculty can serve as research supervisors, with the approval of the Director of Training. Adjunct clinical faculty are also eligible to serve on students' research supervisory committees and/or as examiners for the Candidacy Examination.

5 REGISTRATION

All graduate clinical students must register each year no later than the deadline date for their annual registration month (normally September) by using the myUofC Portal (http://my.ucalgary.ca).

Students are responsible for knowing their important Program dates, and those that are listed in the Faculty of Graduate Studies' Calendar (see Academic Schedule). It is also the student's responsibility to register annually and on time, and to be familiar with registration dates. Any changes to registration must be done online by the registration deadline. After the deadline date, a *Change of Course Registration* form is required, and a late fee will be charged. In addition, students wishing to audit a course must fill out a *Change of Course Registration* form.

6 FEES

Fees are assessed by the Faculty of Graduate Studies and administered by the Fees Office. The assessed fees and deadlines for payment are noted on the students' fee statement. Details about graduate tuition and general fees are provided in the Calendar. Fees can be paid in block or in installment form, as detailed in the Calendar.

7 PROGRAM DESCRIPTION

The Program in Clinical Psychology at the University of Calgary was developed with the accreditation criteria of the Canadian Psychological Association (CPA) in mind. It therefore requires that students obtain instruction in the areas of:

a. Scientific and professional ethics and standards;
b. Statistics and research design;
c. Psychological measurement; and
d. History and systems of psychology.

Students must also demonstrate competence in four breadth areas of psychology (CPA criteria):

e. Biological bases of behaviour (e.g., physiological psychology, comparative psychology, neuropsychology, psychopharmacology),
f. Cognitive-affective bases of behaviour (e.g., learning, sensation, perception, cognition, thinking, motivation, emotion),
g. Social bases of behaviour (e.g., social psychology; cultural, ethnic, and group processes; sex roles; organizational and systems theory), and
h. Individual differences (e.g., personality theory, human development, individual differences, abnormal psychology).

In addition to the above, Program students are required to take courses in: psychopathology, assessment, psychotherapy, and other topics in clinical psychology. They are also required to complete practica and residency milestone requirements.

In addition to course work and practica and residency experiences, students are required to

complete candidacies and both a Master's thesis and Doctoral dissertation in a manner that is consistent with the requirements of the Faculty of Graduate Studies.

8 REQUIRED COURSES AND PRACTICA LISTED BY YEAR

The following is an overview of the Clinical Program. See the Faculty of the Graduate Studies Calendar for complete course descriptions. (Note that students entering the Program in 2019 or later are governed by this curriculum. Those entering earlier are governed by the old curriculum).

FIRST YEAR - M.Sc. I

Fall Term

Analysis of Variance	PSYC 615 H(3-3)
Developmental Psychopathology	PSYC 651 H(3-0)
Psychological Assessment of Adults	PSYC 671 H(3-3)

Winter Term

Ethics and Professional Issues (block week)	PSYC 659 H(3-0)
Psychological Assessment of Children	PSYC 673 H(3-3)
Multivariate Data Analysis	PSYC 617 H(3-3)

Spring/Summer Terms

Practicum I (milestone requirement)
Thesis research

SECOND YEAR - M.Sc. II

Fall Term

Clinical Research Seminar	PSYC 650 F(1-0)
Lifespan Psychotherapy	PSYC 680 F(3-3)

Winter Term

Clinical Research Seminar (cont'd.)	PSYC 650 F(1-0)
Functional Neuroanatomy (if required)	PSYC 623 H(3-0)
Lifespan Psychotherapy (cont'd.)	PSYC 680 F(3-3)

Spring/Summer Terms

History of Psychology (block week, if required)	PSYC 601 H(3-0)
Thesis Oral examination	

THIRD YEAR - Ph.D. I

Fall Term

Advanced Clinical Seminar	PSYC 750 Q(3-0)
Clinical Neuropsychology (elective)	PSYC 625 H(3-0)
Neuropsychological Testing (elective)	PSYC 627 H(3-3)
Advanced Practicum I (milestone requirement)	
A graduate level breadth course (if required)	

Winter Term

Advanced Clinical Seminar (cont'd.)   PSYC 750 Q(3-0)
Advanced Practicum I (milestone requirement)
A graduate level breadth course (if required)

Spring/Summer Terms
A graduate level breadth course (if required)
Candidacy examination and Dissertation Research

FOURTH YEAR - Ph.D. II

Fall Term
Advanced Clinical Seminar   PSYC 750 Q(3-0)
Advanced Practicum II (milestone requirement)
Dissertation Research

Winter Term
Advanced Clinical Seminar (cont'd.)   PSYC 750 Q(3-0)
Advanced Practicum II (milestone requirement)
Dissertation Research

Spring/Summer Terms
Advanced Practicum III
Dissertation Research

FIFTH YEAR - Ph.D. III

Fall/Winter
Application and Interviews for Pre-doctoral Residency in Clinical Psychology

Dissertation Research

Spring
Dissertation Research

SIXTH YEAR - Ph.D. IV

Full Year
Pre-doctoral Residency in Clinical Psychology (milestone requirement)
Dissertation Research

9   BREADTH COURSES AND COURSE EXEMPTIONS
As indicated, students must take breadth courses in each of the four content areas specified in the CPA accreditation criteria (Biological Bases of Behaviour, Cognitive-Affective Bases of Behaviour, Social Bases of Behaviour, and Individual Differences). Students must also fulfill these requirements as part of our Memorandum of Understanding (MOU) with the College of Alberta Psychologists (CAP). The MOU is an agreement with CAP that approves our curriculum; thus, students seeking registration with CAP do not need their individual courses reviewed and approved. The MOU and the CPA and CAP criteria for breadth requirements are available in Sharepoint. Note that the criteria for fulfilling breadth requirements specified by CPA and CAP are similar but not identical.

Two of these breadth areas are fulfilled by successfully completing Psychology 623, Functional Neuroanatomy (Biological Bases) and Psychology 651, Lifespan Psychopathology (Individual Differences). **Students are required to complete the cognitive-affective and social breadth courses on their own.** They can be fulfilled by obtaining advanced credit for two senior undergraduate half courses or one half course at the graduate level. Similarly, students may obtain advanced credit for Psychology 623, Functional Neuroanatomy, by obtaining advanced credit for two senior undergraduate half courses. Advanced credit for Psychology 601, History and Systems of Psychology, can be made based on an approved senior undergraduate course. Note that Psychology 305 from the University of Calgary fulfills this requirement; Psychology 405 does not. Each fall, the director of clinical training will distribute a list of potential courses that can be taken to fulfill breadth courses.

Requests for advanced credit for breadth areas (i.e., cognitive-affective, social) Psychology 623, or Psychology 601 must be made in writing to the Program Director, no later than April 30 prior to the student's beginning in the program. (Please use the Advanced Credit Assessment form in Sharepoint.)

Please note that students should discuss meeting the breadth requirements for the Cognitive-Affective and Social Bases of Behaviour with their supervisors prior to submitting their advanced credit form.

In addition**,** some students enter the Program with advanced standing for additional courses. In such cases, a student may apply for and receive advanced credit for graduate-level courses and potentially practicum work. Courses and practicum work are evaluated on a case-by-case basis with the Director of Clinical Training (for courses) and the Clinic Director (for practicum hours), in consultation with the instructors of the courses.

10 GRADUATE STUDENT ADVISEMENT

All Program students must have a Research Supervisor throughout their Program tenure. The Supervisor's role is to help the student acquire the research knowledge and skills needed for their thesis and candidacy work, and to act as a general tutor and mentor. More information about supervision is provided here: https://grad.ucalgary.ca/current-students/thesis-based-students/supervision.

Within two months of starting the Program, supervisors and students must meet and complete the Checklist of Expectations for Graduate Students and Supervisors and the Intellectual Property Awareness Checklist. They should keep a copy for their records and submit a copy to the Graduate Program Administrator to be placed in the student's permanent file. These forms are available here: https://grad.ucalgary.ca/current-students/thesis-based-students/supervision/checklist

In rare circumstances, students or faculty members' research interests change, or it becomes apparent that a student and faculty member cannot work effectively together. A change of supervisor is permissible. The student or faculty member requesting the change should bring the request to the attention of the Program Director. More information about a change in supervision can be found on the Faculty of Graduate Studies website.

11 RESEARCH REQUIREMENTS

11.1 General

Clinical students, their supervisors and committee members must be thoroughly familiar with the Faculty of Graduate Studies' policies and procedures provided on the Faculty of Graduate Studies website and in the Graduate Studies Calendar. In all instances, the policies of the Program are subject to the requirements of the Faculty of Graduate Studies.

11.2 M.Sc. Supervisory Committee

The Faculty of Graduate Studies does not require a supervisory committee at the Masters level; however, the Program does require this committee. The Masters level supervisory committee must be appointed **within eight months** of the student's first registration in the Program, and will consist of the Supervisor plus at least two (2) other full-time or adjunct faculty members, selected through discussion between the student and their supervisor. All Masters committees must include at least one clinical core faculty member other than the supervisor. The committee members must be appropriate to the student's research domain. The supervisor will notify the Graduate Program Administrator with the names of the supervisory committee and the Appointment of Supervisor and/or Supervisory Committee form will be completed, approved by the Program Director, and forwarded to the Faculty of Graduate Studies.

11.3 Ph.D. Supervisory Committee

The Faculty of Graduate Studies requires a supervisory committee for all doctoral students. The committee membership should be determined through discussion between the student and their supervisor, and should reflect research expertise and skills relevant to the proposed project.

This committee consists of at least three (3) members: the supervisor plus at least two (2) other members. All doctoral committees must include at least one clinical core faculty member other than the supervisor. The committee members must be appropriate to the student's research domain, and must be appointed **within three months** after admission to the doctoral program. The supervisor will notify the Graduate Program Administrator with the names of the supervisory committee and the Appointment of Supervisor and/or Supervisory Committee form will be completed, approved by the Program Director, and forwarded to the Faculty of Graduate Studies.

11.4 Thesis and Dissertation Policies

The Program expects its students to be capable of independent research in their chosen areas of practice. At the same time, it is the Program's expectation that theses will be developmentally appropriate and that the standards employed to develop and evaluate the doctoral dissertation will be more stringent than those for the Masters thesis. These differential standards are embodied in the Graduate Studies Calendar. The requirements for Masters thesis quality state that:

The thesis must demonstrate that the candidate is acquainted with the published literature in the subject of the thesis, that appropriate research methodology has been used, and that appropriate levels of critical analysis have been applied.

Ability to publish the results of a Masters thesis is not part of this evaluation. In contrast, the requirements for the doctoral dissertation are:

The doctoral thesis must reflect a significant contribution to knowledge, must contain evidence of a critical understanding of the relevant literature, and must employ appropriate research methodology. It is expected that the material embodied in the thesis must be of high quality and reflects the standards of the discipline.

Students and supervisory committees in the Clinical Program are expected to bear these criteria in mind when selecting a thesis or dissertation topic and research methodology. Further, because Program students are expected to complete all Masters requirements in two years, the Masters project should be manageable within that time.

Note that masters students must complete a manuscript-style thesis (see Section 11.6). Doctoral students may choose to complete a manuscript-style dissertation. The Program policy for manuscript-style dissertations can be found on Sharepoint.

11.5   M.Sc. Thesis Proposal Seminars (Pro-Sems)

Once a student and supervisor have appointed a supervisory committee, one of the first tasks will be the preparation of a research proposal. The Program requires a formal proposal meeting (Pro-Sem) for both the Masters thesis and Doctoral dissertation. This meeting should be held before significant amounts of research work have been undertaken. In effect, the Pro-Seminar is an opportunity for the student to present their research plans to the supervisory committee and other interested members of the Program, to have these ideas discussed, and to obtain approval to proceed.

When a student is ready to present the research plan, they should prepare a document describing the proposed research. This document should include a review of literature sufficient to ensure the candidate is knowledgeable in the area of the thesis, as well as detailed methodology. The document may be up to 30 pages in length and must clearly explain the rationale and method of the study. Once the document is prepared, and the student and their supervisor are confident the student is ready to present the thesis plan, the Pro-Seminar should be scheduled. **Pro-Seminars for Master's level students must be held before the end of the student's first year (August 31).**

As the entire supervisory committee must attend the Proposal Seminar, it must be scheduled at an time appropriate for their needs. Other members of the Program are encouraged to attend. The Graduate Program Administrator should be informed about the date of the meeting at least two weeks in advance. The student is responsible for sending copies of the proposal to their committee members and an electronic copy to the Program office for filing. Committee members should receive the Pro-Seminar document at least two weeks prior to the meeting.

The Proposal Seminar meeting is chaired by the student's supervisor and provides an opportunity for the student to present their research plan, to answer questions about it, and to discuss improvements or amendments. Members of the Supervisory Committee must be satisfied that all their concerns and questions are addressed. The Supervisory Committee members will formally vote on the research plan (pass/fail) or will make the pass contingent upon certain modifications. The supervisor also ensures that the student is aware of the absolute or conditional approval of the thesis plan, and of any required modifications to the proposal. The supervisor must document the decision of the supervisory committee (i.e., pass/fail) and any required changes in a written memo. Copies of this memo must be provided to the student, committee members, the Program Director, and the

Graduate Program Administrator. A copy of these documents will be placed in the student's file.

Although successful completion of the Pro-Seminar is not literally a contract, it is generally expected that, if a student has received committee approval for a thesis proposal, and if they further: 1) execute the plan in a rigorous manner, 2) write a strong thesis document, and 3) are able to address issues in the oral defense, then this work will normally be considered an acceptable basis for approving the research. Other aspects of the student's performance are judged in accordance with the <u>Faculty of Graduate Studies criteria</u>. If major changes to the research plan are required (e.g., if the sample size is less than expected), the student and supervisor should consult with committee members well in advance of the oral to approve any changes to the thesis.

11.6   M.Sc. Thesis Document and Defense

The M.Sc. thesis defense takes place once the student has completed the research proposed at the Pro-Sem and has written a manuscript-length article based on this work (in APA format). The thesis documentation will consist of this article, as well as any appendices that are needed to inform the reader about details of methodology, expanded data sets, etc. (40 page maximum including Tables, excluding References, excluding Appendices). Students are also required to follow the thesis guidelines available on the Faculty of Graduate Studies' website. The thesis defense is scheduled and conducted in accordance with the policies and procedures set out by the Faculty of Graduate Studies. Students and supervisors are expected to be familiar with these policies and procedures. The appropriate Faculty of Graduate Studies forms are supplied by the Graduate Program Administrator.

11.7   Summary of M.Sc. Thesis Oral Responsibilities

Students and supervisors should be thoroughly acquainted with the M.Sc. Thesis Oral requirements, which are outlined in the Graduate <u>Calendar</u>. The Oral examination committee will include (at a minimum) the supervisor, the supervisory committee, and an examiner "external" to the Department but internal to the University (this member can be an adjunct faculty member). A neutral chair is added, but this member is non-voting.

The Supervisor - (M.Sc. Thesis Oral Responsibilities)

It is the responsibility of the Supervisor to schedule the thesis oral examination, to recommend all examining committee members to the Program Director for approval, and to conform to the timelines set out by the Faculty of Graduate Studies. Under no circumstances are students permitted to make arrangements for an examination.

(a) Ensures all supervisory committee members have reviewed a complete draft of the student's thesis and approved that the examination can be scheduled. The Supervisor's signature on the *Notice of Thesis Oral Examination form* acknowledges that this has occurred.

    i. A complete draft of the thesis comprises (i.e., abstract, introduction, method, results, discussion, figures/tables, appendices). Note that committee members should be given adequate time to review the thesis prior to the five-week deadline noted in (b) below.

(b) Notifies the Graduate Program Administrator of the proposed committee membership and

date and time of the examination, and ensures the Graduate Program Administrator knows the composition of the committee at least five (5) weeks in advance of the examination date. This deadline is necessary in order to find a neutral chair, prepare documents, acquire appropriate signatures and send the document/s to FGS for approval.

(c)   Notifies the Graduate Program Administrator of the thesis title at least five weeks in advance of the examination. Confirms these and other details by signing the "*Notice of Thesis Oral Examination form*."

(d)   Signs the *Final Thesis Oral Examination form*.

(e)   Ensures that the *Thesis Approval Form* (signature sheet) is signed by the committee members.

(f)   Signs the *Thesis Approval Form* (signature sheet) only after the student has made any and all changes as required by the committee.

(g)   Authorizes that all revisions have been made and by signing *Departmental Recommendation for Convocation Clearance of Thesis Students* form gives departmental recommendation for convocation clearance to student as well as certifying that: the thesis meets all requirements stipulated in the "Thesis Guidelines," all changes requested by the examining committee have been made, that the student has fulfilled all Program in Clinical Psychology requirements for the degree, or that the student has not completed all Program in Clinical Psychology requirements and has the following still to fulfil (as listed, if applicable).

The Neutral Chair

(a)   Ensures that all members of the examining committee submit the *Examiner's Assessment of Thesis form*.

(b)   Polls the members of the supervisory committee about whether a student should progress to the doctoral program. Ensures that the form is complete and initialed by committee members.

(c)   Signs the *Final Thesis Oral Examination form* and gives it to the Graduate Program Administrator immediately after the examination, along with the signed, original copies of the *Examiners' Assessments of Thesis*.

The Examining Committee (M.Sc. Thesis Oral Responsibilities)

(a)   Is responsible for reviewing a complete draft of the student's thesis and giving approval for the examination to be scheduled.

(b)   Is responsible for knowing the date, time, and place of the examination, and for being on time.

(c)   Is responsible for having thoroughly reviewed the thesis and prepared questions for the

student.

(d) Submits *Examiner's Assessment of Thesis* to the neutral chair at the beginning of the oral examination. This is a confidential document that must not be shared with the candidate or other examining committee members before the final decision of the examining committee. This document must be submitted to the neutral chair before the oral examination can begin.

(Please note that the examination begins when the thesis is distributed. The examiners **should not** discuss the thesis or their evaluation of it with each other (or anyone else) prior to the oral examination).

The Student (M.Sc. Thesis Oral Responsibilities)

(a) Is responsible for knowing the Program guidelines for examination as well as the appropriate Graduate Studies regulations.

(b) In conjunction with the supervisor, selects an examination date and time.

(c) Is responsible for knowing the date and place of the examination, **for bringing the *Thesis Approval Form*** and for being on time.

(d) Reports any problems or concerns about the examination to their Supervisor or the Program Director immediately.

(e) After finalizing the thesis, submits signed form entitled *"Departmental Recommendation for Convocation Clearance of Thesis Students,"* as well as an electronic copy of thesis to the Faculty of Graduate Studies within the deadlines established by the Faculty of Graduate Studies.

(f) Submits *Application for Degree* in accordance with deadlines and ensures the deadline date for convocation is met.

The Program Administrator (M.Sc. Thesis Oral Responsibilities)

(a) In conjunction with the Supervisor, ensures that all Faculty of Graduate Studies regulations are followed.

(b) Helps the Supervisor with the arrangements for the examination (e.g., room bookings).

(c) Arranges for a Neutral Chair.

(d) Issues all required examination forms and ensures that they are signed and dealt with appropriately and in a timely manner.

(e) Before the examination, provides each member of the examination committee with the *Examiner's Assessment of Thesis form* and *Notice of Thesis Oral Examination form*.

(f)   Provides the student, supervisory committee members, and the Supervisor with a copy of the *Notice*, and all pertinent administrative information about the examination.

(g)   Immediately informs the Supervisor of any problems (e.g., examination committee not receiving approval, etc.).

(h)   Receives *Examiner's Assessment of Thesis form* and the *Final Thesis Oral Examination form*, submits these forms for the signature of the Director, and forwards them immediately to the Faculty of Graduate Studies.

(i)   Keeps all records of the examination in the student's file.

11.8   Admission to Doctoral Status

Admission to doctoral status is a formal decision of the Clinical Program. An in-program student who wishes to proceed to doctoral studies from M.Sc. studies must formally apply for admission. As part of the application process, the SEC will review all the material normally considered in the annual reviews related to academic, clinical and research activities, as well as the continuing fit between the student's interests and the Program's offerings. **Students are expected to complete the M.Sc. requirements in two years. A student who has taken more than two years to complete their Master's degree will not normally be recommended for entry to doctoral studies. In any event, students will not be permitted to register for doctoral level courses until all M.Sc. requirements have been completed.**

Canadian M.Sc. II students who are applying to the Ph.D. will receive email notification from the Graduate Advisor to let them know that the admissions portal is open (the portal will be open for a limited time of about 2 weeks to avoid the common occurrence of non-program students applying and paying the admissions fee despite their non-eligibilty being clearly indicated). The student must do the following before May 1:
*   Apply online and pay the application fee. You do not need to provide a statement of intent or list of potential supervisors, but you will need to enter something in each field to progress through the application. You should provide your current list of awards, publications, and employment/volunteer experience. The system will ask for a research proposal and current CV. You do not need to provide these. The Graduate Program Advisor will waive these requirements once you have formally applied.
*   Provide two letters of reference (one must be from your supervisor). Please inform your referees that they will receive a link to the online reference form.
International students need to apply earlier than May 1 to allow time to apply for a student study permit and visa. You are asked to provide the same information as Canadian students but need to apply by the general admission date for new applicants (currently Nov 15).

The student's progress into the doctoral program will be assessed by the Student Evaluation Committee (SEC) as part of the M.Sc. II annual evaluation and by the student's M.Sc. supervisory committee after the completion of the oral defense. A conditional letter of acceptance will be sent sometime in early summer. Once the defense is completed and the supervisory committee's recommendation is received, the SEC will review the complete file and make a final recommendation regarding admission to the Program Director.

From time to time a student's progress or quality of work may be such that a recommendation is made by the SEC not to admit the student to Ph.D. studies. In such a case, the recommendation, as well as the reasons supporting that recommendation, will be forwarded in writing to the Program Director. The Director will review the material, consult with the student and any other appropriate persons as needed, and will make a decision. If the Program Director upholds the recommendation of the SEC, the Program Director will notify the student and the Faculty of Graduate Studies. If not, the student will be recommended for admission to doctoral studies without qualification.

The student and M.Sc. supervisor will also discuss the advisability of the M.Sc. supervisor continuing as the doctoral supervisor. It is recommended that the expectations and needs of both parties be discussed. A supervisor is required for admission.

Once a student is recommended for admission, they must accept their offer of admission through their Student Centre portal

Students Entering the Program at the Doctoral Level

Students transferring into the Program at the doctoral level may receive credit for some or all the M.Sc. course requirements as well as some or all Ph.D. breadth and elective course requirements. The Program Director will meet with the student shortly before or after they enter the Program to determine the course credits and remaining Program requirements, including a tentative timeline for completion of courses, candidacies, and clinical milestones. (many students, in particular students with a non-clinical masters degrees, need to take an additional year to complete the program requirements and to accrue sufficient clinical hours to apply for residency). Students will be required to provide supporting documentation (e.g., course outlines, transcripts). Students seeking credit for Summer Practicum I should advise the Clinic Director and provide them with the practicum evaluation forms from the relevant sites, signed by both the clinical supervisor and the student. Note that advanced credit will only be awarded for clinical training experiences that meet the requirements of our Program (e.g., supervised by a Registered Psychologist, sufficient direct supervision, etc.). This review process will also be used to determine the specific number of "Intervention and Assessment" and "Supervision" hours accrued. As part of the student's application for a predoctoral residency, the Program is required to verify the specific number of Intervention and Assessment Hours and Supervision Hours accrued by the student during the program and hours accrued during a "terminal Master's program." The Program is expected to undertake "a thorough review of the Masters practicum experiences" prior to verifying hours. **Students entering at the doctoral level who are seeking advanced course and practicum credit should do this no later than December 1st of their first year in the Program.**

11.9   Candidacy Requirements

Please refer to the **Graduate Program in Clinical Psychology: Candidacy Requirements** policy on Sharepoint for a complete overview of the Program candidacy requirements, including timelines, appeal process, and evaluation guidelines.

All doctoral students in the Graduate Program in Clinical Psychology must successfully complete the following components:

       1. All course requirements*

2. Thesis proposal
3. Field of study (FoS) Clinical Component, consisting of a written and an oral examination
4. Field of study (FoS) Research Component, consisting of a written examination

The Faculty of Graduate Studies candidacy regulations require that in order to be admitted to candidacy, the student must successfully complete a written thesis proposal that is approved by the Supervisory Committee (see Academic Regulations - Admission to Candidacy).

The FoS examination is completed in two parts (one focused on clinical concepts and a second focused on research concepts). For students who have completed a Master's in our program, the Clinical FoS examination is normally to be completed by the Spring semester in the first year of the Ph.D. program (typically May), although it may be completed in the Summer of that year (typically August) or in Spring or Summer of the second year of the PhD program. For PhD students entering with a Masters from another program, the FoS examination is normally to be completed by the Spring semester (typically May) in the second year of the PhD program, but students may request to defer their Clinical FoS examination to the Summer semester (typically August) of the second year of the PhD program, and their progress through the program will not be impacted. The Research FoS can be completed any time prior to the third year of the PhD program.

The Faculty of Graduate Studies requires that doctoral students must complete all requirements for admission to candidacy within 28 months after initial registration in the doctoral program.

(*) Please note the Faculty of Graduate Studies regulation indicating that courses must be completed before the candidacy examinations does **not** apply to students in the Clinical Psychology Program. Students must indicate which required Program courses (breadth, elective, internship) are remaining in their degree Program. The Director of the Program will authorize a limited number of courses necessary to the Program's requirements to be taken after the FoS examinations, subject to the approval of the Faculty of Graduate Studies. Students who take any courses over and above those courses approved at the time of the Candidacy examination will be assessed extra-to-Program fees for these courses.

Note: Oral Candidacy examinations are a Faculty of Graduate Studies requirement. In addition, the Program has instituted a written portion as a required prerequisite to the oral examination. Since both Program and Faculty of Graduate Studies regulations are concerned, students and supervisors should be thoroughly knowledgeable about the Faculty of Graduate Studies requirements. Information from the Faculty of Graduate Studies supersedes this Handbook. Please report any discrepancies between the two documents to the Graduate Program Advisor.

11.10   Ph.D. Thesis Responsibilities

All students and supervisors are expected to be thoroughly acquainted with the Faculty of Graduate Studies' policies which provide information pertaining to the Thesis Oral examination. The Oral examination committee will include (at a minimum) the supervisor, the supervisory committee, an examiner "external" to the Department but internal to the University (this member can be an adjunct faculty member, contact the GPA for instructions on getting them approved), and an examiner "external" to the University. This external examiner must meet specific criteria as indicated in the

under academic regulations/thesis examinations. A neutral chair is added but this member is non-voting.

The Supervisor (Ph.D. Thesis Responsibilities)

It is the responsibility of the Supervisor to schedule the thesis oral examination, to recommend all examining committee members to the Graduate Program Director for approval, and to conform to the timelines set out by the Faculty of Graduate Studies. Under no circumstances are students permitted to make arrangements for an examination.

(a)   Ensures all supervisory committee members have reviewed a complete draft of the student's research and approved that the examination can be scheduled. The Supervisor's signature on the *Notice of Thesis Oral Examination form* acknowledges that this has occurred.
   i.   Normally the written sample will be a complete draft of the thesis that includes all sections (i.e., introduction, methods, results, discussion and relevant tables/figures). Note that supervisory committee members should be given adequate time to review the thesis prior to the five-week deadline noted in (d) below.

(b)   Recommends the external examiner to the Program Director on the required Faculty of Graduate Studies form at least six weeks prior to the anticipated examination date. A current C.V. of the potential external examiner must be attached. Normally an external examiner can only serve in the same program once every two years.

(c)   Provides a memo detailing the proposed composition of the examination committee to the Program Director at least five weeks prior to the anticipated examination date. A committee will not be approved more than three months before a scheduled examination.

(d)   Provides the date, time, and place of the examination at least five weeks prior to the anticipated examination date to the Graduate Program Administrator.

(e)   Ensures that the *Thesis Approval Form* (signature sheet) is signed in accordance with the requirements for the particular Recommendation.

(f)   Signs form entitled *Notice of Completion for Thesis-Based Students* to certify that: the dissertation meets all requirements stipulated in the "Thesis Guidelines," and all changes requested by the examining committee have been made, that the student has fulfilled all Program in Clinical Psychology requirements for the degree, or that the student has not completed all Program in Clinical Psychology requirements and has the following still to fulfil (e.g., residency).

The Neutral Chair

(a)   Ensures that all members of the examining committee submit the *Examiner's Assessment of Thesis form*.

(b)   Returns the *Final Thesis Oral Examination* form to the Graduate Program Advisor

immediately after the examination, along with the signed, original copies of the *Examiners' Assessment of Thesis*.

The Examining Committee (Ph.D. Thesis Responsibilities)

(a)   Is responsible for reviewing a complete written sample of the student's research and giving approval for the examination to be scheduled.

(b)   Submits *Examiner's Assessment of Thesis* to the neutral chair at the beginning of the oral examination. This is a confidential document that must not be shared with the candidate or other examining committee members before the final decision of the examining committee. Please note that the examination begins when the thesis is distributed. The examiners should not discuss the thesis or their evaluation of it with each other (or anyone else) prior to the oral examination.

(c)   Is responsible for knowing the date, time, and place of the examination, and for being on time.

The Student (Ph.D. Thesis Responsibilities)

(a)   In conjunction with the supervisor and supervisory committee, selects examination date and time.

(b)   Notifies the Graduate Program Advisor of the thesis title at least five weeks in advance of the examination, and checks and confirms all details by signing the *Notice of Thesis Oral Examination* form.

(c)   Is responsible for knowing the date, place, and time of the examination.

(d)   Is responsible for knowing the Program guidelines for examination as well as the appropriate Faculty of Graduate Studies' regulations.

(e)   Delivers a copy of the final dissertation to each member of the examination committee no less than three (3) weeks prior to the examination. The dissertation formatting guidelines are available at the FGS website. Students can elect to write a manuscript-style dissertation. The Program policy is available on Sharepoint.

(f)   Reports any problems or concerns about the examination to their Supervisor or the Program Director/designate immediately.

(g)   After finalizing the thesis, submits signed form entitled *"Notice of Completion for Thesis-based Students"*, as well as electronic copy of thesis to the Faculty of Graduate Studies within the deadlines established by the Faculty of Graduate Studies.

(h)   Submits *Application for Degree* in accordance with deadlines (see Calendar for deadline dates).

(i)   Ensures deadline dates for convocation are met.

The Graduate Program Advisor (Ph.D. Thesis Responsibilities)

(a)   With the Supervisor, ensures that all Graduate Studies regulations are complied with.

(b)   Provides all forms and ensures that they are signed and dealt with in a timely manner.

(c)   Helps the Supervisor with the physical arrangements for the examination (e.g., room bookings, etc.).

(d)   Arranges for a Neutral Chair.

(e)   Provides each member of the examination committee with *Examiner's Assessment of Thesis* forms and copies of the *Notice of Thesis Oral Examination* form.

(f)   Informs the Supervisor of any problems (e.g., examination committee not receiving approval, etc.).

(g)   Receives all forms after the examination for perusal and signature by the Director, and immediately notifies Graduate Studies of the examination outcome.

(h)   Keeps all records of the examination in the student's file.

12 ETHICS APPROVAL

All research conducted at the University of Calgary must receive ethics approval. The Conjoint Faculties Research Ethics Board (CFREB) reviews and approves research with human participants for researchers in non-medical faculties whereas the Conjoint Health Research Ethics Board (CHREB) reviews and approves research with human participants for researchers in medical faculties and for research with subjects recruited wholly or substantially through Alberta Health Services. All graduate students must successfully complete the TCPS2 Core Tutorial (https://www.ucalgary.ca/research/researchers/ethics-compliance/tcps2-core-tutorial) before submitting an ethics application.

Students who wish to use the Department Research Participation System to recruit undergraduate research participants will also need departmental approval, once ethics approval has been attained. Consult the Department of Psychology Sharepoint for more information.

In addition to the University ethics approval, research that is conducted in other agencies (e.g., hospitals, schools) often requires the approval of that agency as well. Students who anticipate doing research in an outside agency should arrange with their supervisors to contact the appropriate person at that agency to determine what additional ethics approval, if any, is required.

Please note, a copy of your ethics approval certificate must be submitted to FGS along with your completed thesis/dissertation (see thesis/dissertation guidelines).

13 PRACTICUM GUIDELINES

13.1   Practicum Requirements

All practicum milestones must be completed as part of the degree requirements for the M.Sc. and Ph.D. degrees. Forms and policies pertaining to practicum training are available on the Department of Psychology Sharepoint site.

The Clinical Program requires that students complete several practica and a predoctoral residency (some sites refer to this requirement as an internship; we use the term residency). The requirements are set out in the form of "milestone requirements," which are not formal courses, but have many of the same elements. For example, there will be a faculty member responsible to oversee the requirements, practicum and residency agreements, review progress, collect the interim and final evaluations, address concerns that may arise, and assign final credit for completion of each milestone. On the other hand, since this requirement is not a formal course, students do not have to register in a practicum or residency course. Rather, their completion of the requirements as set out in their practicum agreement will serve as the basis of the evaluation (pass/ fail). Practica and the residency are not included in GPA calculations.

In addition to course-based practicum components, required practica and residency are as follows:

Practicum I
This practicum milestone occurs during the first summer of training (M.Sc. I) and is assessment-oriented. It is expected that students will be on-site 2 days per week, from May to August, for 14 weeks (approximately 225 clinical hours).

Advanced Practicum I
This practicum milestone occurs during the Ph.D. I year. Students are expected to engage in both assessment and/or psychotherapy, as well as a range of complementary clinical activities. It is expected that students will be on-site from September to June for 2 days per week for approximately 480 – 640 clinical hours. The specific requirements of the Advanced Practicum are established on a student-by-student basis.

Advanced Practicum II
This practicum milestone occurs during the Ph.D. II year and is similar in content and structure to Advanced Practicum I. Students may specify areas for more specialized training that they wish, to prepare them for residency applications and practice. The specific requirements of the Advanced Practicum are established on a student-by-student basis.

Advanced Practicum III
This optional practicum milestone can occur during the Ph.D. III year if the student does not undertake their predoctoral residency. Normally this advanced practicum will take place in the Clinic. It is subject to availability and has a lower priority (i.e., Ph.D. I and II students have a higher priority for placement). It is similar in content and structure to Advanced Practicum II. Students may specify areas for more specialized training that they wish, to prepare them for residency applications and practice. The specific requirements of the Advanced Practicum are established

on a student-by-student basis.

In accordance with the Clinical Program requirements, all students will complete approximately 1,200 hours of supervised practicum experience. This requirement exceeds the 600 hours required by the Canadian Psychological Association for doctoral-level training, but is intended to ensure that students' applications for residency are competitive, as most require more than 600 hours. Of these 600 hours, at least 300 must involve direct client contact; as with the overall number of practicum hours, more than this are often required to be competitive in applying for residency.

First-year students must provide the Clinic Director with the following by September 15th:

a) A signed AHS Oath of Confidentiality; this is generated upon completion of our mandatory Information and Privacy training, at: https://www.albertahealthservices.ca/info/Page3962.aspx Completed and signed *Consent Form for Use and Disclosure of Student Information*.

b) An original copy of the *Police Information Check*, including the Vulnerable Sector Search. Information on this can be found on the Calgary Police Service website: http://www.calgary.ca/cps/Pages/Public-services/Police-information-checks.aspx

Note that students are eligible for a reduced fee from Calgary Police Services and should contact the Clinic Director for a letter of verification of enrolment in a practicum placement. Obtaining a Police Information Check can take many weeks to obtain. *Students are encouraged to initiate the application as early as possible, keeping in mind that they must be completed within 90 days of beginning the Program.* Students who have previously resided outside of Calgary should complete the Police Information Check and Vulnerable Sector Search with their local police service, prior to moving to Calgary. Students should keep a copy of the Police Information Check for their records.

c) A record of vaccinations.

Required vaccinations can be found at: https://www.albertahealthservices.ca/assets/info/hp/cdc/if-hp-cdc-ipsm-imm-recomm-hcs-high-risk-occ-prg-appdx-a-08-302.pdf

Please submit a copy of your vaccination record, and keep your original.

Pre-Doctoral Residency Requirements

A 12-month Pre-Doctoral Residency is a milestone requirement of the Program. The residency is a 12-month, full-time, paid, and supervised training experience in an approved clinical setting (2 half-year experiences are an option) (see Section 14 below). The residency involves intensive exposure to various professional issues, the opportunity to work with a diverse range of clinical populations and problems, and advanced training in the use of specific psychological assessment and intervention strategies. Only students who are registered in the Program and in their final year of study may undertake the Doctoral residency. The specific requirements of the Doctoral residency are established on a student-by-student basis.

13.2   Role of the Clinic Director

The Clinic Director acts as a liaison between the Program in Clinical Psychology and practicum settings. This person is responsible for identifying potential supervisors (in collaboration with Directors of Training/Practicum Coordinators at practicum sites). Other duties include disseminating this information to Program students, monitoring the progress of students in practicum settings, ensuring that practicum evaluations are used in the evaluation of the students' overall progress in the Program, maintaining a record of the total number of supervised clinical hours obtained by each Program student, and providing practicum settings with students' feedback regarding their practicum experiences. The Clinic Director also develops new practicum placements as needed, and familiarizes Clinical Supervisors with the policies and practices within the Program, particularly those Supervisors who are new to the Program. The Clinic Director role is a 50% position.

13.3   Practicum Settings

Practicum placements serve a variety of ages and populations. The range of practicum settings varies from year to year, depending on the availability of Clinical Supervisors. Typically, placements are available through hospitals, community clinics, and specialty clinics in Alberta Health Services as well as other private and non-profit agencies. In addition, the University of Calgary Psychology Clinic is a campus-based setting available for course-based clinical training and specialty practicum placements. The Clinic is an outpatient mental health clinic that provides intervention and assessment services to children, adolescents, and adults from the Calgary community. More information about the University of Psychology Clinic can be found on the [website](#). Students should consult with the Clinic Director for more information about practicum placements.

Students should be aware that some placements may require travel outside of the Calgary area. In addition, a course in neuropsychology is strongly recommended for some geropsychology practicum placements and residency rotations.

Finally, Basic Life Support (BLS) training is required prior to commencing practicum training at several sites.

All practicum settings must be approved by the Clinic Director. Practicum setting requirements are as follows:

a)   Practicum settings should have training as a designated function, and have a philosophy that is consistent with the Program's Missions Statement and Guiding Values and Principles.

b)   The practicum setting should provide students with a range of clinical experiences and ideally populations, whether with respect to presenting problem or other dimensions of diversity (e.g., age, ethnicity).

13.4   Practicum Supervisors and Supervision

Supervision will normally be provided by doctoral-level clinical psychologists designated by the Program as Adjunct Faculty Members or Clinical Supervisors (the latter may be formally recognized as "General Associates" by the university). All supervisors must be Registered Psychologists.

Clinical supervisors are expected to be aware of the student's activities and progress, and provide informal instruction and guidance on an ongoing basis. Consistent with CPA Accreditation standards, this supervision should include direct observation while the student is performing interviews, assessments, and interventions. Use of methods such as videotaped sessions and observation rooms with immediate feedback capability is also strongly encouraged. Formal supervision must occur for a recommended minimum of one hour of supervision for every four hours of direct contact with clients. This supervision should include face-to-face review of the student's activities and progress, and explicit guidance and instruction. Normally, 75% of supervision should be done individually while 25% can be done in a group format.

Occasionally, students in their first or second years of training may be partly supervised by Clinical Psychology Residents or even more advanced practicum students in the practicum setting. These arrangements are approved on a case-by-case basis, and always include co-supervisory arrangements with Adjunct Faculty Members or Clinical Supervisors. Clinical Residents and advanced practicum students must be receiving feedback on their supervisory skills in these arrangements.

Keep in mind that Clinical Supervisors may be volunteering their time. They are dedicated professionals who have a commitment to providing high quality training. Appreciate them! Recognize excellence by nominating deserving individuals for the Excellence in Clinical Supervision Award (awarded annually). Policies and procedures for making this nomination are on the Department of Psychology Sharepoint site.

13.5 Practicum Placement Procedure

Obtaining a practicum placement is a competitive process and involves the following steps:

a) Students submit the following documents underlined electronically to the Clinic Director by the following dates: current CV, list of completed and current graduate level courses, unofficial graduate transcript, a statement regarding the relevance of the requested practicum training to education and career goals and the student learning objectives, a signed *Practicum Reference Consent Form* (with names and contact information for at least two referees) and the *Practicum Application Form* (for internal Program use only). If a student is seeking a placement in Alberta Health Services through HSPnet, they must also complete the Consent Form for Use and Disclosure of Student Information (available in Sharepoint).

For practica beginning	Students submit Practicum Application by:	Clinic Director Distributes by:
Fall (Sept. 1)	March 1	March 15
Summer (May 1)	January 5	January 15

b) The Clinic Director obtains information from Directors of Training or Practicum Coordinators in the community about supervisor availability, and consults as necessary with individual students to assess their preferences, training needs, etc.

c) The Clinic Director assigns students to Clinical Supervisors based on the following criteria:

      i.   Seniority (Ph.D. II students get preference over Ph.D. I students, Ph.D. III students have the lowest priority)
      ii.   Training needs and interests
      iii.   Academic and research progress
      iv.   Demonstrated ability to meet practicum goals and deadlines

d) IN some cases, the Clinic Director provides contact information for the Clinical Supervisor and students contact him/her to interview for the position. Students should treat this interview as if they were applying for a job and should present themselves accordingly. It is the responsibility of the student to inform the Clinic Director as to whether they have been successful in obtaining the practicum. In other cases, students are matched directly and no formal interview is required.

e) Once the student is matched, the Clinic Director will send the Clinical Supervisor a confirmation letter and supporting documentation (e.g., course outline, evaluation forms) with a copy to the student. This information will be copied to the student, the academic supervisor, the Practicum Coordinators/Directors of Training in the community, and Program Managers, if relevant. The student can then set up the placement in Time2Track and complete all practicum documents.

Every effort will be made to provide students with their desired placements; however, this may not always happen. **Moreover, students who are offered a placement and turn it down are not guaranteed an alternative placement**. Note that the overriding goal in matching students to placements is to ensure that students receive well-rounded training and are competitive for the residency application process. This becomes more important as students advance in the Program.

Matching students and placements is often time-sensitive. Thus, it is important to let the Clinic Director know if you will be away. **Students who do not respond to e-mails (and have not informed the Clinic Director of their absence) may have limited selection and may not receive their preferred choice for a practicum placement.**

Under no circumstances should students approach prospective supervisors to inquire about the possibility of a placement with them. There are multiple reasons that this would be frowned upon by practicum coordinator(s) at the university (i.e., the Clinic Director) and Alberta Health Services. Please speak with the Clinic Director if you have interest in a particular site/supervisor or become aware of a new potential practicum placement. Identifying such a possibility does not guarantee placement at a new practicum site, because the Program must balance the needs of many students.

13.6   Practicum Expectations and Evaluation

It is **<u>mandatory</u>** that all students engaging in practicum training adhere to the following:

a) Students are expected to behave in accordance with accepted professional and ethical standards at all times. Dress professionally. Be aware of and abide by dress codes within practicum sites.
b) Complete and submit the *Practicum Agreement Form* to the practicum coordinator, to ensure that you will get the proper credit in the designated practicum milestone. Those students who engage in practicum training without doing so may not be covered by the University of Calgary's liability insurance.

c) Submit the *Clinical Practicum Student Evaluation Report* (midterm and final for summer and specialty placements), and the *Clinical Practicum/Residency Site & Supervisor Evaluation* to the Clinic Director by the specified deadlines, with the required signatures. Students will not receive credit for their practicum and residency milestones until both evaluation forms are signed and submitted.

Practicum evaluations are graded as follows: clear pass, marginal pass, and fail. A clear pass and a marginal pass will receive a grade of "credit," whereas a fail will receive a grade of "no credit." If a student fails a practicum, they may be given the opportunity to do a remedial placement (see also 13.9). The decision to provide a remedial placement will be made on a case-by-case basis by the DCT and the Clinic Director. If a student receives a final rating of "marginal pass," the Clinical Supervisor will document specific areas for improvement, a remediation plan will be developed and the Clinic Director will monitor the student's progress in these areas in subsequent placements. Students who wish to appeal a grade should refer to the University policy on Reappraisal of Grades and Academic Appeals.

The practicum evaluations are considered in the annual evaluation of students. Please note that an unsatisfactory evaluation, or an inability to demonstrate improvement in those areas that have been identified as deficient, may result in dismissal from the Program. In addition, students must demonstrate aptitude and proficiency in their clinical training at the M.Sc. level in order to be accepted into the doctoral program.

13.7   Documenting Practicum Experience

Students are expected to keep an updated log of their clinical hours throughout their training, indicating the number of hours spent in various types of activities. The Association of Psychology Predoctoral Internship Centers (APPIC) guidelines divide clinical activities into intervention and assessment hours (i.e., "direct" service with face-to-face contact with clients), supervision received, and support activities. Depending on students' clinical experiences and level of training, approximately 25% – 50% of students' practicum hours should be direct service and about one hour of supervision should be received for every four hours of direct service. However, it is important to note that the APPIC Application for Psychology Internship requires students to provide a high level of detail regarding the nature of their clinical activities when applying for the clinical residency (see www.appic.org). Thus, students are strongly encouraged to look at this application early in their training to ensure that their practicum record-keeping is thorough.

There are several helpful resources and computer spreadsheets for documenting practicum hours. Time2Track is a widely-used service for this purpose, and is free for clinical students through the Department's subscription. Information about Time2Track and other such services can be obtained from the Clinic Director or Clinic Coordinator. In Sharepoint, there is a document that will be helpful in documenting hours, entitled "CCPP Guidelines for the Documentation of Professional Psychology Training Hours."

The Clinic Director maintains a record of the total number of supervised clinical hours obtained by all students in the Program and students' records should be consistent with this total. When students apply for residency, the letter of support written by the Director of Training will make reference to this total, thus the obvious need for consistency.

Students who are admitted to the Program at the doctoral level may seek credit for Practicum I, normally completed at the M.Sc. level. They should advise the Clinic Director and provide them with the practicum evaluation forms from the relevant sites, signed by both the clinical supervisor and the student. Note that advanced credit will only be awarded for clinical training experiences that meet the requirements of our Program (e.g., supervised by a Registered Psychologist, sufficient direct supervision, etc.). The evaluations will be used to determine the specific number of "Intervention and Assessment" and "Supervision" hours accrued. Students seeking advanced practicum credit should do this no later than **December 1st** of their first year in the Program.

13.8   Outside Clinical Activities/Program Sanctioned Hours.

Students are strongly encouraged to perform their clinical activities within the practicum structure in the clinical curriculum. In specific cases, the program may sanction certain clinical activities that are outside of the formal practicum experiences.

These activities typically take two forms: 1) clinical work that is done in the context of a research project (e.g., structured interviews, assessment, program evaluation), and 2) senior students that engage in clinical work to obtain additional clinical hours or clinical exposures.

If after reviewing the *Program Sanctioned Hours Policy and Procedure* document the outside clinical activities meet the criteria for program sanctioned hours approval the following steps must be taken in order for the hours to be considered.

1) Complete the *Program Sanctioned Clinical Activities Approval Form* **_prior to starting the clinical experience_**.
2) Submit the Program Sanctioned Clinical Activities Approval Form as a PDF document to the Practicum Coordinator for approval.
3) **Once approved,** complete the *Program Sanctioned Clinical Activities Agreement Form,* the *Midterm Evaluation,* and the *Final Evaluation* with your clinical supervisor via Time2Track.
4) Final program sanctioned hours will be approved by the Practicum Coordinator via signature on the *Final Evaluation Form* on Time2Track.

13.9   Early Termination of the Practicum and Remedial Training

In exceptional circumstances, a practicum may be terminated by the student or the Clinical Supervisor. In either case, there must be written documentation outlining the specific circumstances that led to the termination and this documentation must be made available to and signed by the student, the Clinical Supervisor, the Clinic Director, and the Practicum Coordinators at the training site. This documentation may take the form of a final *Clinical Practicum Student Evaluation Report*.

If a practicum is terminated, the student may or may not be offered a remedial placement. Decisions will be made on a case-by-case basis. The Clinic Director, in consultation with the student,

the academic supervisor, the DCT, and the Clinical Supervisor, will review the final *Clinical Practicum Student Evaluation Report* to determine whether the accumulated practicum hours will be counted toward the minimum number of practicum hours required by the Program.

13.10   Access to Practicum Files

The Clinic Director, or their designate, is responsible for maintaining files regarding students' practicum placements. These files will include, but will not be limited to: 1) records of placements taken previous to the Program, for which credit is requested; and 2) placement supervisors' evaluations of practicum performance for all placements taken within the Program.

The files are the property of the Program in Clinical Psychology. Access to these files is limited to the student involved, the DCT, the Clinic Director and designate, the research supervisor, the Graduate Program Administrator, and members of site visit teams for the accreditation panels of groups, such as CPA, by which the Program is accredited. Students may review from their files any of the practicum forms that they have signed and should retain copies of these documents.

14 CLINICAL RESIDENCY

Students are expected to go on clinical residency in year three or four of their Ph.D. program. To be eligible for residency, students must have completed their Candidacy exams, completed all course work, completed all practicum milestones, and at a minimum, successfully defended their dissertation proposals. It is strongly recommended that students have their data collection completed, and that, if at all possible, they have submitted a first draft of the dissertation to their research supervisor before they leave for residency.

Students will preferably be placed in CPA- and/or APA-accredited residency programs or the equivalent. However, it is recognized that there may be exceptional circumstances that prevent a student from attending an accredited residency in a small minority of cases. Please consult the *policy regarding applications to non-accredited Clinical residency sites* for guidelines on the process of applying to a non-accredited residency site.

In the case of non-accredited residency settings, it is the responsibility of the student to obtain the necessary information from the setting to establish its equivalency to an accredited program (see policy). If a student wishes to arrange a non-accredited residency experience, they should consult with the Clinic Director in September. **All documentation must be received by the Clinic Director by October 1 so that it can be reviewed by Program Council at the October meeting.**

Two very useful websites for residency information are:
- Canadian Council of Professional Psychology Programs CCPPP) www.ccppp.ca
- Association of Psychology Postdoctoral and Internship Centers (APPIC) www.appic.org
  - This website includes links to residency program brochures.

Students are normally expected to have completed between 10-12 integrated reports and 500-600 direct clinical hours before applying to residency. It is recommended that students review Match Made on Earth for a treasure trove of information about applying for residency.

Admission to clinical residency is by competition. A proposed timeline for application is contained on

the CCPPP website. **Note that requests to the Director of Training for letters/forms confirming readiness to do the residency are due October 15.**

Students should also consult with the residency settings to which they are considering applying, to ensure that the experiences they will obtain fit their interests and requirements. Because residencies are typically viewed as the finishing experience of graduate programs in clinical psychology, and often lead to paying positions, students are urged to consider the selection of a residency with a view towards their long-term career interests, rather than short-term considerations, such as convenience or stipend.

As the Program in Clinical Psychology is a member of the Canadian Council of Professional Psychology Programs (CCPPP), and the Council of University Directors of Clinical Programs (CUDCP), the Program is committed to Association of Psychology Postdoctoral and Internship Centers' (APPIC) policies regarding the offering and awarding of residencies. These policies are found in the directory of residencies provided by the CCPPP, and students who intend to go on residency should read and know these procedures (see the APPIC website at https://www.appic.org/). Students must immediately report violations of these procedures to the Director of Training.

Students who apply for, but do not obtain, a clinical residency in Phase I can make use of the Phase II Match. Students in this position should contact the Program Director. It should be noted that the residency is a pre-doctoral milestone requirement, which must be satisfactorily completed before a student will be authorized to receive a doctoral degree.

Students, when being paid by the residency site, should first and foremost be covered by the site's insurance as an employee. In terms of additional professional liability insurance, students, as long as they are actively enrolled at the University of Calgary during the semester of their residency, are also covered by the University's general liability and medical malpractice insurance for activities related to their education and training.

If you require a certificate of insurance, you will need to have the Clinic Director request this certificate on their behalf. Students will also need to provide written documentation from the residency site, requesting the certificate of insurance.

15 STUDENT EVALUATION

The evaluation of students is an integral part of any sound program. Although the focus of evaluation tends to be on formal assessments, it is important to note that the best evaluation is critical self-examination, as part of an ongoing process of personal development. Formal evaluations are an important adjunct to informal, continuous evaluation.

Clinical Psychology Program students are evaluated in a few continuing ways. First, there are course examinations and requirements and candidacy examinations, established within the limits set by the Program. Second, students are evaluated with the criteria established by the Faculty of Graduate Studies and must complete the Graduate Student Annual Progress Report (APR) by July 31st so that it can be approved by supervisors and the Program Director by the FGS deadline of August 31st. Note that to provide all the information that is required for accreditation, the Annual Progress Report must be filled out thoroughly. In addition to submitting the Annual Progress Report, students must complete the Checklist of Breadth and Elective courses, available in

Sharepoint. Third, student performance in clinical practica and residencies are evaluated by on-site supervisors, who send the evaluation forms to the Clinic Director. Finally, as a student in clinical psychology, you should be aware that faculty are obligated ethically and professionally to not advance or recommend graduate students with demonstrable problems (e.g., cognitive, psychological, interpersonal, or ethical) that may interfere with professional competence. Given this obligation, you should be aware that your competence in the following areas will be evaluated: (a) interpersonal and professional competence; (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on others); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or Program faculty; by the successful completion of remediation plans; by participating in personal psychotherapy to resolve issues or problems). Clinical supervisors are asked specific questions regarding these aspects of competence on the Clinical Practicum Student Evaluation report.

The evaluation of students in M.Sc.II will include an assessment of the suitability for acceptance into the doctoral program. This assessment will complement the assessment of the supervisory committee completed after the thesis defense.

16 GRADUATION

Although the Program in Clinical Psychology has as its ultimate goal the training of doctoral-level clinical psychologists, students in the Program earn a Master's degree *en route* to the Doctoral degree. Thus, students will have two graduations before they successfully complete the Program. Students should ensure that they fill out Application for Degree forms and submit them to the Faculty of Graduate Studies in accord with the timelines in the Faculty of Graduate Studies Calendar.

Upon successful completion of the thesis defense, and delivery of a satisfactory thesis to the Faculty of Graduate Studies, the student will be recommended for graduation at the next convocation. Students do not technically "have" a degree until the convocation ceremony is completed.

17 APPEALS

Students have the right to appeal any course grade, practicum or residency evaluation, thesis or Candidacy examination result, annual evaluation, or decision regarding continuance or graduation. Admission decisions (i.e., admitting a M.Sc. student to the Ph.D.) cannot be appealed. The level and type of appeal will be contingent upon the nature of the grade, evaluation or decision that is being appealed. For example, in the instance of a practicum failure, the student should first appeal to Clinic Director. Failing satisfactory resolution at that level, the matter should be brought to the Program Director who will attempt to resolve the issue directly, or through an arbitrator. Students should also consult the Faculty of Arts appeals procedures where course grades or milestone completions are the issue. Confidentiality will be maintained throughout the process.

In the event of a more serious allegation or appeal, students are encouraged to first appeal to the individual involved. If such an appeal is not possible or appropriate, students should bring their appeal or allegation to the attention of the Program Director. The Program Director may attempt an

informal resolution of the issue. If this is not possible, the appeal should be brought to the attention of the Department Head. Appeals that are unsuccessful at the level of the department can also be brought to the attention to the Faculty of Graduate Studies Appeals Committee (see the Faculty of Graduate Studies' Calendar and website). Confidentiality will be maintained throughout the process.

Students who wish to appeal, but who are uncertain about the procedures or about their decision, may also request an informal consultation with the Program Director. In the event of a more serious concern, students should also informally consult with a Graduate Academic and International Specialist in the Faculty of Graduate Studies. They are available to advise students on graduate student policies and they have experience in issue resolution (see FGS website for up-to-date contact information).

The **Student Ombuds Office**, which is also available to students in the Program (information can be found at https://gsa.ucalgary.ca/services/university-information/ombudsperson/), strives to provide an effective and accessible service to all Graduate Students, and is committed to fairness and confidentiality for all parties. The GSA Ombudsperson is available to assist with term and final grade reappraisals, appeals of academic and non-academic violations and other issues affecting your academic progress at the University.

18 STUDENT INPUT INTO THE CLINICAL PROGRAM

Program students have various means of evaluating the clinical and graduate courses and of providing input to the Program itself. First, students provide feedback about both courses and practicum placements through evaluation forms. All graduate courses in the Program in Clinical Psychology are evaluated by students, with a view to course improvements. Practicum placements are similarly evaluated by the students, with a view towards an improvement in clinical supervision or, in the case of extreme problems, the removal of practicum placements from the Program's inventory.

A second avenue of student input into the Program is through the Cohort Advisory Council and the Program Liaison/Community Coordinator. Students are able to offer feedback to these council members as needed, or they may be formally asked for input regarding program changes and enhancements.

Third, students are represented on the Clinical Faculty's Program Council, which meets monthly. Each meeting, one Cohort Advisory Council member (on a rotating basis) and the Program Liaison/Community Coordinator attend the Program Council. The Program Liaison/Community Coordinator has voting privileges. Students may bring items to the agenda of the Program Council and express their opinions to the Program Council through a vote at Council meetings. Students also receive minutes from the Program Council meetings so that they are kept informed about the activities of Program Council.

Fourth, Program students have an elected representative who attends Department of Psychology meetings and is a voting member.

Fifth, graduate students in clinical psychology have representation on the Graduate Student Council through the Graduate Students Association of the University of Calgary. This position, again, is an

elected one. The Council can be a forum for raising more general concerns related to graduate education at the University of Calgary.

Sixth, every three years, the Program receives feedback from the Canadian Graduate and Professional Student Survey (CGPSS) in a variety of areas, including overall satisfaction, research experience, and supervision. Finally, the Program conducts periodic surveys of graduate students on specific issues within the Program, most recently (in 2021) to obtain students' perspectives on equity, diversity, and Inclusivity in the Program. In addition to these formal procedures for student input, informal input through discussion with members of the Program faculty is encouraged. As the "consumers" of the Program, students are in a privileged position to make suggestions for improvements, and these will be seriously considered.

19 STUDENT FUNDING

Program students are funded in a variety of ways, including graduate assistantships teaching (GATs), research assistantships, research scholarships, and external scholarships and fellowships. A full copy of the funding policy is available in Sharepoint. The program endeavors to make funding decsions as early and transparently as possible, but because the different timelines of the various funding mechanisms are not aligned, it is challenging. Note that first-year students are not permitted to hold GATs due to the heavy workload.

19.1   Funding for Conference and Residency (Interviews) Travel

The Program also offers money to students who are presenting papers or posters at peer-reviewed conferences ($500/year maximum). This money is intended to assist students with travel and registration costs. The Conference Funding Application form is available in Sharepoint and should be directed to the Program Director with supporting documents, which includes confirmation of the presentation at the conference and a list of conference-related expenses.

Depending on the availability of funding, student travel for residency interviews may also be eligible for travel funding.

Please note that these funds are limited and are distributed on a first-come, first-served basis during the budget year (May 1 to April 31). Students may apply for funding for one conference per budget year.

20 LEAVES OF ABSENCE

Students should be aware that the University has a policy for various leaves of absence. Please consult the Graduate Calendar for further information. Under exceptional circumstances, planned temporary withdrawals from the Program can also be arranged. Please do not hesitate to contact the Director of Training if you would like to discuss a leave of absence or temporary withdrawal from the Program.   Consulations with FGS is also readily avaialbe.

21 OUTSIDE WORK

Students will proceed through the Program best if they do not engage in outside work. The various forms of funding are intended to keep students on campus and working on their academic programs as much as possible. However, from time-to-time students may need to pursue outside work in order

to supplement their income or help with household finances. Students approaching the end of their doctoral degrees may also find that they are in a position where they are no longer eligible for internal funding, and will need outside work to supplement their incomes. The position of the Program is that, within the framework provided by the Faculty of Graduate Studies, students should concentrate first on their academic work, and secondly on outside work as a means of income.

Students who find that they must engage in outside work **must discuss this with their Supervisor and the Program Director to obtain approval**, and to assess its impact on their program, as students may have internal funding limited or denied if engaged in outside work. Students should also be aware that there are liability issues associated with non-Program psychological work that should be considered before accepting any such positions. Finally, students holding external awards must comply with the university's and respective agency's guidelines regarding other sources of income while holding a scholarship. Failure to do so may result in the loss of the award.

22 REGISTRATION (LISENCING)

It is the intent of the Program in Clinical Psychology that its graduates should be able to become registered in any province in Canada. The Program carefully follows registration developments in other jurisdictions that might require curricular changes. **While it is the Program's goal to ensure that students meet registration requirements, students should not normally seek registration while involved in the Program.** Students who are not registered retain a special status within the profession, and are protected under the responsibilities of the Program and supervising psychologists for their professional work. Students who are provisionally or fully registered are responsible not only to the Program for their functioning, but also to the professional association. It is possible that this dual responsibility may lead to professional and/or liability problems for students. Further, the registration process itself is very expensive.

An exception to the guideline that students not seek registration while involved in the Program concerns students planning to reside in Alberta post graduation. These students can seek registration during their predoctoral internship year, which facilitates employment with Alberta Health Services after graduation. The Program has a memorandum of understanding with the College of Alberta Psychologists that accredits the Program so that Program graduates (or near graduates) can apply for registration without detailed review of their academic credentials. This document is available in the Department Sharepoint along with the form that can be used to apply for registration following this "pathway" (CAP Pathway for Academic Credentials). Students initiating this process must send an email to the Program Director requesting that the director contact the College to confirm that the student is eligible for registration.

Once graduates of the Program are ready to begin the registration procedure, the Program is pleased to provide any necessary letters of support. Students should consult the Program Director about any questions they have. **Although the Program will make registration information available to students, it is not the Program's responsibility to ensure that students are ready for registration.** Students should ensure that their courses (including breadth courses) and practical experience are sufficient for those jurisdictions in which they intend to work after graduation. Students are requested to retain copies of all course outlines for the courses they complete, as these are often required for licensing.

23 ETHICS

The Program in Clinical Psychology endorses the code of ethics and guidelines of the College of Alberta Psychologists (CAP) and the Canadian Psychological Association (CPA). Students in the Program are expected to be familiar with these codes and guidelines, and to behave in accordance with them, and with other ethics documents and guidelines appropriate to their work (e.g., specialty guideline documents). The Program encourages students to become Student Members of the CPA and other organizations to learn more about current issues in professional psychology.

Because of its support for the codes of ethics and guideline documents of the professional associations, the Program takes very seriously any allegations of unprofessional or unethical student conduct. Allegations will be investigated by the Program Director and will be considered in decisions concerning a student's continuance in the Program. In like manner, Program faculty are also expected to belong to professional organizations, and to behave in an ethical manner. Allegations of unprofessional faculty conduct will also be investigated by the Program Director and may be referred to the appropriate University or professional conduct committee for action.

Since the Program would rather deal with an ethical dilemma or problem before it becomes a matter of complaint, students who find themselves in ethical dilemmas are encouraged to consult with Program faculty. Further, the Program strongly encourages (but does not require) all students to obtain *professional and legal liability insurance*. Legal liability insurance will provide for legal coverage should a serious ethical complaint be lodged against a student, while professional liability insurance will protect both the student and the people for whom they provide services in the event of actual professional liability. Both types of insurance are available to student members of the CPA (cpa.ca).

Please note that ethical violations must be reported on the APPIC residency application, both by the student and by the Director of Clinical Training.

24 PROFESSIONALISM AND PROFESSIONAL ETIQUETTE

As graduate students in clinical psychology, you represent the profession of clinical psychology in the classroom, clinical and research settings, and community. As such, it is critical that you demonstrate professionalism in your actions and interactions with peers, faculty, staff, supervisors, and other professionals as well as with the students you teach/mentor, clients, research participants, and others with whom your work.

Dress in Professional Environments. When on clinical placements and meeting with research participants, students should dress in a manner that is appropriate to the professional nature of their activities.

Responsibilities Regarding Websites, Blogs, Email, Email Signature and Answering Machine/Voice Mail Messages (adapted from the University of San Diego graduate student handbook). The Council of University Directors of Clinical Psychology (CUDCP) has shared information with member programs concerning the potential implications of information clinical graduate students share in various electronic modalities, such as blogs, personal pages in social networking sites, on personal web pages, emails, and recorded voicemail messages. These electronic media are being accessed or used in ways that extend beyond their original intent. That is, what may seem to be fun, informative,

and candid might put the student and, by extension, the Program, the University of Calgary, and/or the profession in a bad light.

- Examples of how these media have been accessed include, but are not limited to, the following: residency programs report conducting web searches on applicants' names before inviting applicants for interviews and before deciding to rank applicants in the match.
- Clients conducting web-based searches on trainees' names and finding information about therapists (and declining to come to clinics based on what they find).
- Potential employers are conducting online searches of potential employees prior to interviews and job offers.
- Answering machine/voicemail messages are perceived as unprofessional when accessed by supervisors, students, clients, or current or potential employers.

Consequently, what a student might see as "private" self-disclosure reflecting their perceptions of themselves may actually be very public. Examples include blogs, personal pages on Facebook, and other social media that even may date back to *before* graduate school.

If you identify yourself as a graduate student in the Program, then the Program has an interest in how you portray yourself and the Program. Students are advised to engage in "safe" online and social media practices and be concerned about professional demeanor and presentations. If you report doing (or are depicted on a website or in an email as doing) something unethical or illegal, and this information is conveyed to Program faculty, this information may be used by the Program to determine probation or even dismissal. As a preventive measure, students (and faculty) should approach carefully any online blogs and websites that include personal information. Consider the image you wish to portray of yourself in the content and signature lines of your email. In these cases, is there anything posted that you would not want the Program faculty, employers, family, or clients to read or view?

Students are expected to become familiar with and adhere to University of Calgary's Information Technology (IT) policies regarding appropriate use of information technology and network access.

Cell Phones. Professionalism is expected in appropriate student use of cell phones and texting. Use the vibrate function or turn your cell phone off during all classes, clinical and research sessions, and supervision and meetings with your mentor or mentees, as well as while teaching and when presenting at or attending sessions at a professional meeting or conference.

Furthermore, if your cell phone or home telephone is ever used for professional purposes (research, teaching, or clinical activities), ensure that the voice mail greeting is appropriate and professional in demeanor and content.

25 PROGRAM POLICIES RELATED TO TRAINEES WHO EXPERIENCE CONFLICTS WORKING WITH DIVERSE CLIENTS/PATIENTS

This policy is based on that developed in January 2014 by the BEA Working Group on Trainee Conflicts Serving a Diverse Clientele, APA Education Directorate.

In our CPA-accredited Program we are committed to a training process that ensures that graduate students develop the knowledge, skills, and attitudes to work effectively with members of the public who embody intersecting demographics, attitudes, beliefs, and values. When graduate students' attitudes, beliefs, or values create tensions that negatively impact the training process or their ability to effectively treat members of the public, the Program faculty and supervisors are committed to a developmental training approach that is designed to support the acquisition of professional competence. We support graduate students in finding a belief- or value-congruent path that allows them to work in a professionally competent manner with all clients/patients.

For some trainees, integrating personal beliefs or values with professional competence in working with all clients/patients may require additional time and faculty support. Ultimately, though, to complete our Program successfully, all graduate students must be able to work with any client placed in their care in a beneficial and non-injurious manner. Professional competencies are determined by the profession for the benefit and protection of the public; consequently, students do not have the option to avoid working with certain client populations or refuse to develop professional competencies because of conflicts with their attitudes, beliefs, or values.

Please note that the Department of Psychology has an Equity, Diversity, and Inclusion Committee that welcomes the involvement of graduate students.

26 SOCIAL EVENTS

The Program has social events each year. Please watch your e-mail for notices. The Program extends an invitation to all students, staff, faculty, and their partners, as a way of getting to know each other in a social setting. The Department of Psychology has a graduate students association, known as the Psychology Graduate Students Association (PGSA), which organizes social functions.

27 UNIVERSITY SERVICES

27.1 Sexual Harassment

Sexual violence is a serious problem in our society and is defined as any unwanted sexual attention or act against someone, without their freely given consent. It is a complex issue and can include many different things, such as sexual assault, harassment, discrimination, sexism, stalking and offensive or unwelcome language and attention. At the University of Calgary, we are working diligently to create a safe campus environment where sexual violence is never tolerated. In June 2017, we introduced a standalone sexual violence policy that applies to all community members including students, faculty, staff and volunteers. It also outlines jurisdiction for responding to off-campus incidents that occur between two university community members, as well as any online violence. One of the key elements of the sexual violence policy is the addition of the sexual violence support advocate (SVSA), an individual who provides education and champions the needs and rights of any UCalgary community member affected by sexual violence. The SVSA provides a safe space where people of all genders, sexualities, and backgrounds can find the support and care they need, whether that means advocating for academic or professional accommodations, informing you of reporting and therapeutic options, accompanying you to appointments, helping you tackle everyday challenges or just having someone there to listen. For more information, visit the Sexual Violence Support website. To arrange a confidential consultation, contact the SVSA at 403.220.2208 or svsa@ucalgary.ca.

27.2 Student Counselling (Mental Health Services)

SU Wellness Centre is in 370 MacEwan Student Centre. Students experiencing personal problems are encouraged to make use of this confidential service, which is available by appointment at (403) 210-9355. See their website for more information: https://ucalgary.ca/wellnesscentre/services/mental-health-services

Please note that there is a list of mental health resources for students in Sharepoint. Students interested in seeing a clinician in the SU Wellness Centre can indicate that they are a student in our Program and they will be matched with a therapist who is not a trainee. The Psychological Association of Alberta indicates which therapists offer a student discount. In addition, the test library has two copies of *Self-care for Clinicians in Training: A Guide to Psychological Wellness for Graduate Students in Psychology* by Leigh A. Carter (2014). This is an excellent resource. You are encouraged to borrow a copy or purchase your own copy.

27.3   Health Services

Currently SU Wellness Centre has physicians, chiropractors, massage therapists, and psychiatric consultants available. Appointments can be made by phoning (403) 210-9355. These services are based in 370 MacEwan Student Centre.

27.4   Disabilities

Students should be aware that there is a Student Accessibility Service on campus. The purpose of the centre is to provide academic accommodations due to functional limitations brought on by disabilities for the purposes of examinations, Program requirements, etc. Students in the Program with physical, mental, or health-related disabilities can register with Student Accessibility Services to review academic accommodations. SAS is in MacEwan Student Centre 452. You can call them at (403) 210-6019 or email them at access@ucalgary.ca.

27.5   Security Services and Safewalk Program

Campus Security patrol the buildings and grounds of the University of Calgary. In an emergency they can be summoned by dialing (403) 220-5333. The Safewalk Program provides security personnel to accompany students, faculty or staff around the campus 24 hours a day, and can be reached at the above extension.

27.6   Chaplain's Centre

The Faith & Spirituality Centre seeks to cultivate a pluralistic community by encouraging cultural and religious literacy, community building, and social change as an integral part of the student experience. The Faith & Spirituality Centre has a great drop-in space for all! Study, eat your lunch, meet new people, or simply relax! They have free snacks, coffee/tea, and a variety of activities you can do while in the centre. Drop by anytime to learn more about our programming or to visit a chaplain – for chaplain contact information please visit https://ucalgary.ca/fsc/chaplains. For more information on programming and multi-faith spaces and/or drop-in space related to faith and spirituality on campus, visit http://www.ucalgary.ca/fsc or call (403) 220-5451.

27.7   Graduate Student Association (GSA)

A not-for-profit organization governed by University of Calgary graduate students, the Graduate Students' Association (GSA) is charged with the social, academic, and practical well-being and growth of graduate students on campus. The GSA oversees and promotes workshops, special events, the provision of financial aid and support as well as the facilitation of career-based growth and development for graduate students as they progress through their university programs. Check their website for additional information: https://gsa.ucalgary.ca/.

27.8   Computer Services and Technical Support

All Program students are required to obtain an IT account as soon as possible through the IT website: https://it.ucalgary.ca/. You need an e-mail account, which you should check often. Students are encouraged to become familiar with web-browsing software, if they are not already.

27.9   University of Calgary Bookstore

The University of Calgary Bookstore is on-line at: http://www.calgarybookstore.ca/. You can purchase everything from textbooks to electronics here.

27.10   Libraries

Students are most likely to use three different libraries on campus in addition to the online services. The Main Library is the Taylor Family Digital Library, and houses most of Psychology/Social Sciences, and some Psychiatry resources. The Medical Library, located in the Foothills Hospital complex, holds most of the medical and other psychiatry resources, while the Law Library in the Professional Faculties Building (PFB) holds resources related to professional issues, and legal aspects of professions. Library resources, including contact information for the Psychology librarian specialist, are available online at http://library.ucalgary.ca/

27.11   Research Services

Research Services Office is in the SMART Technologies Building, 3636 Research Road NW, and coordinates research applications on campus. They administer competitions for thesis and travel grants. Check the Research Services website for additional information: http:/www.ucalgary.ca/research/

28 PROGRAM SERVICES

28.1   Psychological Test Library

The Program in Clinical Psychology maintains a Test Library (Room EDC 281R) which contains many current and archival psychological tests, books, and test distributor brochures (phone: 403-210-8448 or email: test.library@ucalgary.ca). The Test Library Policy is available in Sharepoint. Students can access test materials by contacting the Clinic Coordinator or the Graduate Assistant assigned to the test library (i.e., Test Librarian) for that term. This information is posted on the clinic website: https://arts.ucalgary.ca/psychology-clinic/contacts.

28.2   Student Mailboxes

Each student is assigned a shared mailbox in the Department of Psychology, and students are solely responsible for collecting their mail. These mailboxes are accessible at all hours and should be checked regularly for mail and notices**.**

28.3   Audio-Visual Equipment

Small recording cassettes and a dictating machine are available on a sign-out basis from the Clinical Test Library. There are also videos and audiotapes on many psychological topics available for student use.

28.4   Photocopying/Laser Printing/Fax

Students are permitted to use the printer/copier in the grad lab by swiping their UCID card. Faxes which arrive for clinical students in the Psychology Office (fax number is 403-282-8249) will be delivered to the student's mailbox. Outgoing faxes may be sent from the copier in the department mailroom.

28.5   Gradpost

Gradpost is a regular email from the Faculty of Graduate Studies that has timely information about deadlines, scholarships, awards, etc.

APPENDIX A

Clinical Psychology Program Contacts

Department of Psychology, Program in Clinical Psychology
2500 University Drive NW, Calgary, Alberta T2N 1N4
psycgrad@ucalgary.ca

Name	*Location*	*Phone Number*	*Email Address*
Janelle McConnell *Program Advisor*	SS956	220-5484	jmcconne@ucalgary.ca
Madison Trifaux *Psychology Clinic Coordinator*	EDC 281J	220-7731	madison.trifaux@ucalgary.ca PsyClinic@ucalgary.ca
Clinical Test Library	EDC 281R	210-8448	testlibr@ucalgary.ca

CORE FACULTY CONTACTS

Name	*Office*	*Phone Number*	*Email Address*
Dr. Brandy Callahan	A131C	220-7291	brandy.callahan@ucalgary.ca
Dr. Tavis Campbell	A225	210-8606	t.s.campbell@ucalgary.ca
Dr. Susan Graham	A270	220-7188	grahams@ucalgary.ca
Dr. David Hodgins	A251F	220-3371	dhodgins@ucalgary.ca
Dr. Sheri Madigan, Director of Clinical Training	A131E	220-6826	sheri.madigan@ucalgary.ca
Dr. Brae Anne McArthur, Director of the UCalgary Psychology Clinic	EDC 281M	210-7994	braeanne.mcarthur@ucalgary.ca
Dr. Melanie Noel	A260	220-4969	melanie.noel@ucalgary.ca
Dr. Ami Tint			Ami-tint@ucalgary.ca
Dr. Kristin von Ranson	A272	220-7085	kvonrans@ucalgary.ca
Dr. Keith Yeates	A254	220-2928	kyeates@ucalgary.ca

APPENDIX B

Clinical Psychology Program Deadlines

	Deadline
Checklist of Expectations for Graduate Students and Supervisors Intellectual Property Awareness Checklist	Within 2 months of starting the Program
Graduate Student Annual Progress Report	Due to your supervisor by July 31
Application for Advanced Credit	December 1 of M.Sc. I (or Ph.D. I if entering at the doctoral level)
M.Sc. Supervisory Committee	Within 8 months of students' first registration in the Program
M.Sc. Proposal Seminar (Pro-sem)	August 31 of M.Sc. I
M.Sc. Thesis: Oral Examining Committee	Supervisor must inform the GPA of the membership of the examining committee 5 weeks prior to the defense. Prior to the five-week deadline, supervisory committee members must approve a complete draft of the thesis. Students must submit a final copy of the thesis to their examining committee members no later than 3 weeks prior to the examination.
Deadline for M.Sc. II students to apply to the Ph.D.	May 1 of M.Sc. II
Ph.D. Supervisory Committee	No later than 3 months after admission to the doctoral program.
Ph.D. Proposal Seminar/Candidacy deadlines	See Candidacy Requirements Policy (Sharepoint)
Ph.D. Dissertation: Oral Examining Committee	External examiner form must be submitted to FGS at least 6 weeks prior to defense. Supervisor must inform the GPA of the membership of the examining committee 5 weeks prior to the exam. Prior to the 5-week deadline, supervisory committee members must approve a complete draft of the thesis. Students must submit a final copy of the dissertation to their examining committee members no later than 3 weeks prior to the examination.
Practicum deadlines	See Handbook
Request to apply for a non-accredited residency	October 1
Deadline for submitting residency forms to the DCT confirming readiness	October 15