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CLINICAL PSYCHOLOGY PHD PROGRAM

CURRICULUM & INFORMATION HANDBOOK

March 2022

Please note that the information contained herein is subject to updates and changes and is intended to serve as a supplement to information available in the Department of Psychology & Neuroscience Graduate Student Handbook and FGS Guidelines.

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OVERVIEW

The goal of our program is to produce clinical psychologists who are thoroughly grounded in the science of psychology and the methods of clinical practice, and who strive to promote social justice in both domains. Our program and faculty strongly adhere to evidence-based practices, such as cognitive behavioural therapy.

Beginning September 2011, our Clinical Psychology Program is a fast-track PhD program in which students entering from the Bachelor's degree are registered in an MSc and then fast-tracked into the PhD, without completing a Master's thesis or obtaining a Master's degree. Fast-tracking into the PhD program will occur sometime in the first or second year of the program, depending on the student's individual circumstances and needs. Students admitted with a Master's degree in Psychology or a closely related field are eligible for direct-entry into the PhD and may be eligible for advanced standing within the program; such standing is evaluated on a case-by-case basis. *Note that fast-tracking into the Clinical PhD requires that a student has been admitted to study Clinical Psychology. Fast-tracking does not refer to the time it takes students to complete the program.*

Even though students admitted to the Clinical Psychology PhD Program with a bachelor's degree are enrolled in an MSc before being fast-tracked to the Clinical PhD program, we do *not* offer a Master's degree in Clinical Psychology. In the rare circumstance where a student requests that we not fast-track them into the Clinical PhD Program, the student would be required to satisfy any remaining degree requirements as specified for the Psychology MSc degree (including writing and defending a master's thesis); the student would not be eligible to enroll in practicum or other classes restricted to Clinical PhD students and would not be eligible for licensing as a clinical psychologist.

Students admitted into the Clinical Program with a master's degree in Psychology or a closely related field are eligible for direct-entry into the PhD Program (i.e., are not registered in the MSc program) and may be eligible for advanced standing within the program; such standing is evaluated on a case-by-case basis after admission. Students submit their requests directly to the director of clinical training (DCT), who, in consultation with the field placement coordinator and instructors for the course(s) under consideration, reviews all documentation and makes decisions regarding course exemptions and recognition of previous practica and/or thesis work. All applications for advanced placement must receive final approval by Faculty of Graduate Studies (FGS). *Please see Appendix B for details about this process.* Requests for an exemption from one comprehensive project can be made by clinical students who are admitted with an empirical Master's following the successful defence of the first clinical comprehensive. All such requests will be considered on a case-by-case basis and will require the approval of the DCT, the dissertation supervisor and the graduate program coordinator.

Students entering with an Honours degree in Psychology or with a non-clinical Master's degree will be admitted into a program with a 3-year residency requirement. Students entering with a Master's degree in Clinical Psychology will be admitted into a program with a 2-year residency requirement.

BACKGROUND:

The program began in 1989 and had been accredited by both the Canadian Psychological Association (CPA) and the American Psychological Association (APA) since its first possible application, in 1995. With the Program's APA accreditation status expiring at the end of 2007, we sought CPA accreditation only. Our Program was most recently reaccredited by CPA in 2018/2019 for a period of six years.

MISSION STATEMENT

The Clinical Program is founded on a scientist-practitioner training model and is committed to prioritizing equity, diversity, and inclusion in all components of training. Graduates of the program will be thoroughly grounded in both the science of psychology and the methods of clinical practice, the integration of research and clinical practice, and the promotion of social justice in research and clinical practice. Clinical training focuses on objective assessment methods and evidence-based clinical practice. The Program's generalist training allows students the opportunity to gain knowledge and experience in working with individuals across the lifespan as well as with individuals from diverse backgrounds. Students are also provided with the opportunity to expand their learning into areas of interest (e.g., child psychology, adult psychology, neuropsychology, addictions, and health psychology). Students who want extensive training in both science and clinical practice are the best fit for our Program. Our graduates are prepared to work as clinical psychologists in a range of settings and will be particularly valued in settings receptive to the integration of research and practice.

VALUE STATEMENTS/PRINCIPLES

- Professional psychology advances itself through the scientific method; hence, the scientist-practitioner model of training is emphasized in our Clinical Program.
- Faculty, who are scientist-practitioners, model and teach the values of our program.
- Ethical thinking and practice permeate all aspects of the program; hence, the well-being, dignity, and respect of others are paramount.
- Principles of social justice, including human rights, equity, diversity, and inclusion, are taught and fostered in all aspects of the program.
- Critical thinking skills are foundational for both science and practice and are fostered at all levels of training in the program.
- A developmental model of supervision tailors feedback and supervision to a student's level to advance their learning.
- A collaborative framework where graduates learn to be effective members of interdisciplinary teams leads to better client-centred care.
- Training is most effective if provided through multiple methods, including coursework, research (i.e., comprehensives projects and dissertation), practica, clinical workshops, and a full year internship/residency.

GOALS

- A. To provide training consistent with the scientist-practitioner model, by providing graduate students with experience in and knowledge of the science and practice of psychology, and the integration of science and practice.

Objective 1: To produce graduates who are skilled researchers

Objective 2: To produce graduates who are skilled practitioners

Objective 3: To produce graduates who view science and practice as integrated activities

Objective 4: To produce graduates who are skilled at integrating an understanding of human diversity into research and clinical practice.

B. To provide generalist training that ensures breadth in research, practice, and teaching skills, thus making students competitive for internship and employment positions and prepared to take on a range of careers in the field of clinical psychology.

Objective 5: To produce graduates who have a broad knowledge of clinical skills in order to work with clients of all ages

Objective 6: To produce graduates who have a broad knowledge of clinical skills in order to work with clients who present with a wide range of difficulties related to mental health and general well-being

Objective 7: To produce graduates who have a broad knowledge of clinical skills and social justice practices in order to work with clients from diverse backgrounds

C. To ensure that students develop skills, as described in the *MRA*, in each of the four foundational knowledge of psychology areas (i.e., biological, cognitive-affective, and social bases of behaviour; psychology of the individual), as well as the six core competencies areas (i.e., interpersonal relationships, assessment and evaluation, intervention and consultation, research, ethics and standards, and supervision), and as such preparing our graduates for careers as Clinical Psychologists.

Objective 8: To produce graduates who have a strong foundational knowledge in the core content areas to the level of preparedness necessary to enter the profession of clinical psychology

Objective 9: To produce graduates who have clearly developed all core competency areas to the level of preparedness necessary to enter the profession of clinical psychology

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FACULTY

Our Clinical Psychology PhD Program currently has ten core clinical faculty members. These faculty members are active as scientist-practitioners in a variety of areas within clinical psychology including child and adult clinical psychology, addictions, neuropsychology, and health psychology. The core clinical faculty are responsible for teaching clinical core and elective courses. Some faculty also supervise practica as a component within their skills-based courses and in their other clinical roles in hospitals and private practices. Core clinical faculty, along with other departmental non-clinical faculty and adjunct faculty supervise comprehensive and dissertation research projects. The core clinical faculty participate in numerous other activities (e.g., administration, dissertation committees, program and curriculum development, practicum supervision) geared toward maintaining and enhancing the quality of the Clinical Program. For a complete listing of departmental and honorary faculty and their area(s) of interest, please consult the Department of Psychology & Neuroscience website (www.dal.ca/psychandneuro).

The core clinical faculty and their research interests are:

- **Dr. Sean Barrett** (1.0 FTE)
 - addiction, polysubstance use, alcohol, tobacco, gambling, psychiatric comorbidity, human psychopharmacology
- **Dr. Christine Chambers** (.4 FTE)
 - pediatric (child health) psychology, pediatric pain, social media, knowledge translation
- **Dr. Penny Corkum** (1.0 FTE)
 - sleep and childhood psychopathology; attention, behaviour and academic disorders in children; psycho-social interventions; school psychology
- **Dr. Shannon Johnson** (1.0 FTE) – **Director of Clinical Training (DCT)**
 - clinical and cognitive neuropsychology, environmental psychology with an emphasis on human interaction with nature, behaviour change to improve well-being
- **Dr. Alissa Pencer** (senior instructor and Field Placement Coordinator) (1.0 FTE)
 - anxiety disorders and obsessive compulsive disorder in youth, substance use and mental health, prevention and early intervention in severe mental illness, e-mental health
- **Dr. Natalie Rosen** (.6 FTE)
 - sexual function and dysfunctions, transition to parenthood, sexuality and relationships, infertility
- **Dr. Simon Sherry** (1.0 FTE)
 - personality and psychopathology (e.g., suicide, eating disorders, anxiety, and depression) perfectionism, alcohol problems
- **Dr. Sherry Stewart** (.4 FTE)
 - anxiety, substance abuse, problem gambling, comorbidity of mental health and addictions
- **Dr. Natalie Stratton** (instructor) (1.0 FTE)
 - sexual function/dysfunction, sexual & mental health interventions for LGBTQ+ populations, mood disorders, anxiety & anxiety-related disorders, Borderline Personality Disorder, clinical psychology, health psychology
- **Igor Yakovenko** (.6 FTE)
 - change determinants across addictive behaviours, transdiagnostic addiction and comorbidity, cannabis use and disordered gambling, online substance use interventions

We are fortunate to also have a large number of honorary faculty (e.g., cross, adjunct, clinical associate), who, depending on qualifications and eligibility, participate in the Clinical Psychology PhD Program in a variety of functions, e.g., teaching, supervising practica, comprehensive projects, and dissertations.

STUDENTS

As of September 2020, a total of 45 students (37 women, 8 men) are registered in the Program. All qualified applications are welcome and given serious consideration. As part of the university's vision and commitment to building a community of students, faculty, and staff in which diversity, equity and inclusion are fundamental values, we encourage applicants from underrepresented groups <https://www.dal.ca/cultureofrespect/diversity-strategy/diversity-goals-objectives.html>. The Department of Psychology and Neuroscience values different perspectives and research in diverse populations. In addition, training in multicultural perspectives is required as part of the Clinical Program curriculum. Our Program is extremely competitive; usually a class of four to eight students is admitted each year. Class size depends on multiple factors, including supervisor availability and funding. **Applicants are strongly encouraged to contact potential supervisors from the list of departmental faculty, including eligible adjunct and joint or cross appointed faculty. Please note, clinical associates are not eligible for student dissertation supervision.**

Academic Year/Cohort	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
No. of Applications	120	106	128	113	111	127
Admitted	6	7	8	5	8	5
Female	5	4	5	5	7	5
Male	1	3	3	0	1	0
Total N enrolled as of September	37	40	43	42	42	45
Self-Identify as Diverse (i.e., aboriginal, minority, disability, LGBTQ)	n/a	n/a	1	1	5	2
Age range	n/a	20-39	18-44	23-41	22-46	23-43
Graduated – Fall	3	4	5	6	5	2
Graduated – Spring	0	0	0	3	0	1
Average Time to Completion in Years - Post BA-entry	6	6.5	7.2	7.3	6.7	9
Average Time to Completion in Years - Post MA-entry (or N/A)	5.9	7	4	5.5	5	7.7
Total Number of Graduates in preceding 7 years	38	34	34	39	34	37
Licensed/Candidate Register	100%	100%	100%	97%	100%	100%
Withdrew/Dismissed from Program	0	0	0	0	0	0

Students in our Program are active contributors to both research and clinical program planning and review. In terms of contributions to research, the novel nature of our comprehensive requirement (a series of three research or other professional projects, the first of which is supervised by the students' dissertation supervisor and the remaining two are supervised by other faculty members) greatly facilitates student involvement in research and related initiatives across the department. Students are credited appropriately for their research and professional contributions, and in most cases are listed as the first author on publications resulting from their work. We actively encourage and support our students in attending and presenting their work at academic meetings.

In terms of program planning and review, we host an informal session (referred to as "Bites and Gripes") on a monthly to bi-monthly basis to address student concerns and seek student feedback and input on program decisions and issues. The session is hosted by the director of clinical training (DCT) and field placement coordinator (FPC). All students and core faculty in the Clinical Psychology PhD Program are invited to attend. The session is held as an unstructured and open forum, where students can bring forward comments, concerns, or compliments as appropriate. The DCT, FPC, and faculty answer questions and provide follow-up (in person or via e-mail) on any issues raised that cannot be addressed within the session. The Program and faculty find the input and feedback received from students in this forum to be very helpful in program planning and evaluation.

THE CURRICULUM

The Curriculum seeks to integrate research and clinical practice and to promote an understanding of the broad field of psychology. The following is a typical sequence of study:

COURSES:

Beginning in their first year, students take a structured set of courses designed to ensure appropriate depth and breadth of training in both the science and practice of psychology. Courses cover a range of topics, including child and adult psychopathology, assessment, and treatment, as well as general courses in professional ethics, research methods, and statistics.

DISSERTATION:

The doctoral dissertation is a major aspect of the student's research training. Students are admitted to work with specific faculty members; however, changes can be made during the Program. If a student is supervised by an adjunct faculty, a co-supervisor (see Page 15) is also appointed. Students supervised by adjunct or non-clinical departmental faculty are matched with a clinical faculty, in the capacity of clinical mentor (see Page 15). Dissertation committee members are selected from members of the department and suitable adjunct/cross appointed faculty and other individuals who can assist in the dissertation.

Incoming clinical students should form a committee no later than February of their second year and must hold a meeting with that committee no later than the beginning of May in their second year. The Clinical Program committee will serve as the thesis committee for those students in their first year of the Clinical Program; written feedback associated with the annual progress evaluation will serve in place of the FGS form.

Note: Students are encouraged to form their dissertation committee early in their program, with the recognition that they may elect to change the composition of their committee, if necessary, as their project develops. Faculty supervisors are encouraged to discuss committee composition with students and to help guide the selection of appropriate committee members. Dissertation committee members may include comp supervisors. The dissertation must be officially approved during a dissertation committee meeting and the student must record this date on the Clinical Program annual report form. Data collection should be underway by the beginning of the third year. For more information about dissertation committees, please see the FGS Regulations.

COMPREHENSIVES:

Rather than a comprehensive exam, the department's comprehensive requirement is a series of three projects completed under the supervision of different faculty members. The comprehensive plan should be developed to ensure sufficient breadth of training in psychology.

Typically, the plan will comprise three projects; two (of three) comps must be empirical in nature (i.e., includes aspects of the scientific process) – one of which the student must be involved in from conception of idea to dissemination of results (typically first comp). However, there is some flexibility in regard to the third comprehensive, which can be a teaching comprehensive, grant proposal, or a program evaluation (e.g., as part of PSYO 6303), etc. Each student's comprehensive plan is presented to and approved by the Clinical Program Committee at the (monthly) meeting. Because the comprehensives are a departmental requirement, students should consult the Department of Psychology & Neuroscience Graduate Student Handbook (available from the Graduate Secretary) on issues related to these projects. Some issues of particular relevance to students in the Clinical Program, as well as a summary of general issues relating to comprehensives, appear below. Students are also encouraged to consult the Comprehensive Guidelines for Clinical Psychology Students (Appendix C) for suggested timelines.

THE FIRST COMPREHENSIVE:

The comprehensive project that is proposed early in the winter term of the first year in the Program (PSYO 5000) is considered Comprehensive No.1. Generally, this project is conducted under the supervision of the dissertation supervisor and typically involves an empirical study involving original data collection. Students entering with Master's degrees complete their first comprehensive under the same conditions. The comprehensive examining committee for the first comprehensive comprises the dissertation supervisor(s) and the DCT [or designate(s)].

The Committee meets with the student (timing TBD, usually early in the winter term of 1st year) to help guide the process. For this meeting, an oral proposal of the comprehensive project is presented to the Committee (15-minute presentation). All students who are presenting are expected to remain for the duration of all orals. A written version [(APA format) including Introduction and Methods not exceeding ten (10) double spaced pages (not including references)] should be submitted to the Clinical Program administrative assistant, who will distribute to the comprehensive committee, at least two weeks prior to the presentation. At the request of any of these individuals, other members of the faculty or an external reader with expertise relevant to the proposal may be invited to review and evaluate the written proposal at any time (i.e., before or after the oral presentation). The role of the committee is to assist in problem solving as well as to evaluate progress. The written and the oral proposals are important indicators of the student's research abilities; the written and the oral proposals also represent important milestones in the student's completion of the degree. The committee must approve the written and the oral proposals before the student can move forward to defending the final version of the first comprehensive project.

The final version of the comprehensive project is examined orally (somewhat as a thesis defence) by the committee early in the winter term of the following (2nd) year. It must be submitted in writing two weeks prior to meeting. (If submitting in manuscript form, the title page should be altered to indicate it is the first comp and should contain just the student's name as author with supervisor(s) identified on a separate line. The bottom of the title page can contain the APA reference to the submitted paper as this acknowledges the contributions of the coauthors and allows the committee to see it has been submitted for publication.) The examination will usually be open to the public and will consist of a 10-minute oral presentation followed by questions. All students who are presenting are expected to remain for the duration of all presentations. The committee will recommend to the Clinical Program committee a course of action with respect to student advancement in the Program. Following successful defence/completion of the first comprehensive, students must arrange to meet with both the dissertation supervision and comp chair together on an annual basis.

The Comprehensive Plan: Following completion of the first comprehensive, clinical students must meet jointly with their dissertation supervisor and comprehensive chair on an annual basis. Two additional comprehensive projects, approved by the CPC, must be completed. The remaining two comprehensives are usually supervised by faculty other than the dissertation supervisor and may include up to one other dissertation

committee member. The student selects the chair of the comprehensive committee, usually also a supervisor of one of these two additional comprehensive projects, who helps guide the student in the selection of comprehensives and the submission of a comprehensive plan. The plan must outline the comprehensives and the dissertation (to ensure sufficient breadth of training and to avoid too much overlap in content and/or methods) as well as the outcome for the completion of the comprehensives. The chair of the comprehensive committee is a faculty member who presents the plan for the comprehensives to the clinical faculty. The timing of these projects is somewhat flexible, but it is generally advisable for students to have a plan presented for approval no later than December of Year 3.

The second comprehensive project would best be started early in the Fall or Winter of third year and the third comprehensive project would best be started in Years 3-4 of the program. Care must be taken to craft projects that are significant enough to provide a valuable learning experience and not so extensive as to be a barrier to timely completion of the degree. Students should discuss this with both the individual supervisor of each project and with the chair of the comprehensive committee. The second and third comprehensive projects often have a more limited scope than the first comprehensive project. The outcome of the second and third projects depends on the type of project and the stage/aspect of the scientific process the student is working on. Students are encouraged to write-up the results of their comp projects for publication, but this does not need to be the endpoint for all three comprehensive projects. Several example outcomes are provided in the Comprehensive Guidelines for Clinical Psychology Students (Appendix C). Comprehensives must be separate from the dissertation. They are designed to represent a breadth of experience to develop skills and knowledge in areas unrelated to the dissertation. A listing of possible comprehensives is compiled and distributed on an annual basis. A binder with examples of approved comprehensive plans is available in the Clinical Administrative Assistant's office. Students should refer to the Department of Psychology & Neuroscience Graduate Student Handbook (available from the Graduate Secretary) for more details and information about comprehensives, e.g., evaluation of comprehensive progress, in addition to the Comprehensive Guidelines for Clinical Psychology Students.

NB: Requests for an exemption from one comprehensive project may be made from clinical students who are admitted with an empirical Master's following the successful defence of the first clinical comprehensive. All such requests will be considered on a case-by-case basis and will require the approval of the DCT and the dissertation supervisor.

PRACTICA OR FIELD PLACEMENTS

(detailed information is contained in the Practicum Guidelines): A minimum of 600 hours of practicum are completed. It is recognized that additional practicum hours (for a total of approximately 1000-1200 hours) are often necessary to be competitive for internship application. It is important to note that the 600 hours represent the minimum to satisfy the program practicum hour requirement (according to CPA accreditation requirements). Students are encouraged to review the recent policy regarding internship readiness developed by the Canadian Council of Professional Psychology Programs (CCPPP) for additional guidance regarding appropriate numbers and types of practicum hours. The Program discourages excessive practicum hours as this generally slows progress and does not increase competitiveness for internship. For all practica, students must obtain the approval of the field placement coordinator (FPC) before establishing a practicum agreement with a practicum setting. Once the minimum 600 hrs have been met, students must obtain the approval of the field placement coordinator (FPC) AND the dissertation supervisor for each practicum placement. The dissertation supervisor's approval is intended as a mechanism to ensure that the student is on track in all areas of their program. A student may appeal his or her supervisor's decision to deny permission to progress with additional practicum hours after the 600-hour minimum has been completed through the director of clinical training (or designate). Practica are planned in conjunction with the FPC to ensure that a broad range of experience covering various forms of clinical practice are undertaken. All clinical students must register for PSYO 8333.06X/Y (Fall and Winter), each year they are in the Program prior to internship as this is the course through which practicum hours are tracked. As well, registration in this course will allow for students to be covered for liability insurance reasons. There will be no regularly scheduled classes for this course, but rather students may be asked to meet for specific reasons, which would be communicated to them in advance of the required meeting dates. Assuming all course requirements are met for PSYO 8333.06X/Y, a grade of PASS

will be recorded for each student prior to internship. Prior to receiving a PASS, the student will be assigned a grade of IP (In Progress).

TEACHING ASSISTANT (TA) REQUIREMENT:

All Clinical Psychology PhD students are required to complete two TAships (up to 10 hrs/week for a total of 130 hours). Students will complete one TAship in their second year and one in their third year. Students with advanced standing also complete two TAships, unless they receive exemption for a maximum of one TAship (see Appendix B). All students, regardless of advanced standing, must enroll in PSYO 7100 (Seminar in Teaching Effectiveness) during their second year of the Program, which involves a concurrent mandatory teaching assistant experience in PSYO 2000/NESC 2007.

INTERNSHIP:

The final year of the Clinical Psychology PhD Program is a full year internship. All course work must be completed prior to beginning the internship. Comprehensives must be completed by the time of ranking internships. In the event that a student fails to complete their third comp by that time, the student will not be allowed to submit their rankings. Data collection for the dissertation must be completed before the beginning of the internship. In order to be granted permission by the DCT (or designate) to proceed with internship application, two of the three comprehensives need to be completed and the following items **MUST** be submitted to the DCT (or designate) by mid-September or earlier of the year prior to internship:

- 1) statement and outline [supported in writing (email) by the dissertation supervisor(s)] of status of dissertation.
- 2) statement from the supervisor(s) indicating:
 - a) Clinical Psychology PhD Program requirements completed and those remaining with timelines for their completion, and
 - b) indication of the supervisor's support of internship application.

NB: In order to apply to the DCT (or designate) to gain approval to apply for internship, two of three comprehensives must be completed, and course work should all be completed by the end of the academic year. The DCT (or designate) will not give approval unless it is **CERTAIN** that the comprehensives are (will be) complete by the time of ranking internships. A statement to this effect from the comprehensive supervisor(s) is required.

- 3) a copy of student's CV
- 4) list of sites to which the student is planning to apply
- 5) statement of the student's internship goals and interests

Once the above documentation is received, a decision will be made regarding eligibility to apply for internship. If eligible, the DCT (or designate) will incorporate this information to personalize the APPIC Verification of Readiness. The verifications will be completed within one month of receipt of all relevant documentation.

Please note that students applying for internship are *strongly encouraged* to apply to a minimum of six internship sites and rank a minimum of four sites where they would be willing to attend, following their interviews. This guideline was developed to ensure that students have applied and ranked a sufficient number of internship sites to maximize match chances. APPIC data indicates that ranking a total of eleven internship sites is the ideal number. The internship must be approved by the DCT (or designate) and must follow the guidelines for internships outlined by the Accreditation Standards of the Canadian Psychological Association.

COMMITTEE MEMBERSHIP:

Although not a formal Clinical Psychology PhD Program requirement per se, all students in their residency years are expected to serve as student representatives on the various departmental committees. For example, up to two student representatives sit on the Clinical Program committee (CPC) and share one vote. They take the lead in seeking clinical student feedback and input on issues raised at CPC meetings. One of our program sub-committees, the clinical community recognition & appreciation (CCRA), is made up exclusively of students; however, the committee receives guidance and support from the director of clinical training/field placement

coordinator and Clinical Psychology PhD Program admin assistant, as needed. Student contributions to our committees are greatly appreciated and student input is sought whenever possible. Serving on committees is a valuable learning experience for students and ensures that student perspectives are available.

STUDENT PROGRESS

THE EVALUATION OF STUDENTS:

The quality of the student's academic, clinical and research work is evaluated in accordance with current practices in the department. Students are provided with ongoing and comprehensive evaluations throughout their time in the Clinical Psychology PhD Program. The students take the equivalent of 96 credit hours and receive a combination of qualitative and quantitative feedback from their course instructors. In regard to comprehensives, students receive supportive feedback on their proposal and formal feedback on their final submission of their first comprehensive from the DCT (or designate(s)), in addition to the feedback the student receives from their comprehensive supervisor. The second and third comprehensives are evaluated by the respective comprehensive supervisor. The chair of the student's comprehensive committee monitors the student's progress through their (three) comprehensive projects.

Students' competence for professional practice is also carefully monitored via review of evaluations completed by clinical supervisors. Although our Clinical Psychology PhD Program supports students in their decision to delay beginning practica until after their second year of study, many students start in the summer after their first year. Course work in the first year involves mastery of specific assessment skills and imparting knowledge of ethics related to testing. Given that the primary clinical focus in the first year is on assessment, it is necessary that practica in the summer after the first year are assessment-focused, rather than treatment-focused.

In order to provide an overall evaluation of the student's academic, research and applied work, as well as to ensure that the student has benefited from ongoing evaluation, the Clinical Program committee prepares an Annual Student Evaluation at the end of each academic year (typically in May). Each year, the student updates the web-based form, which includes noting progress in terms of courses, practica, and research as well as reviewing how they accomplished their goals from the previous year and setting goals for the upcoming academic year. Once the form is updated, the student's dissertation supervisor as well as the FPC provide qualitative feedback. The CPC reviews the information provided by the student, supervisor, and FPC during a meeting that is open to all CPC members (excluding the student representatives). Typically, the meeting consists of the director of clinical training (or designate), graduate program coordinator and field placement coordinator as well as the student's dissertation supervisor. The information on the web-based form is reviewed and qualitative feedback is provided by CPC. This feedback consists of written, individual feedback on each student's performance, highlighting the student's successes as well as any constructive feedback or concerns and is incorporated in the FGS annual report form.

At the internship level, it is the responsibility of the clinical supervisors and the director of training at the host internship institution to evaluate the competence and professional skills of the intern. The internship settings are required to inform the director of clinical training should any concerns regarding competence or ethical practice arise in their mid-year and year-end evaluations. In addition, a statement indicating successful or non-successful completion of the internship requirements is mandatory at the end of the internship.

APTITUDE AND FITNESS FOR THE PRACTICE OF CLINICAL PSYCHOLOGY

The CPC may require a student to withdraw from the Clinical Psychology PhD Program on the grounds of unsuitability. Students in the Clinical Psychology PhD Program are required to abide by the Code of Ethics published by the Canadian Psychological Association and may be dismissed or suspended from the Clinical Psychology PhD Program for serious violations of this Code. Students may also be asked to suspend participation in the Clinical Psychology PhD Program if there is evidence of alcohol or drug abuse or other conditions that may compromise the student's ability to adhere to standards of practice. Evidence of lack of fitness to practice clinical psychology will be brought to an ad hoc sub-committee of the Clinical Program Committee. This committee will then make a recommendation to the Clinical Program Committee who will make a judgment and convey that judgment to the department chair for action. (Please refer to the Guidelines for Review of Aptitude and Fitness for Clinical Practice, Appendix A).

RESOURCES FOR STUDENTS

FINANCIAL SUPPORT:

The department believes that ensuring students have adequate financial support, particularly in the first few years in the Program, is a priority in helping students focus their attention on meeting their training and professional goals. Although students are strongly encouraged and expected to apply for all sources of external support for which they are eligible, the department provides guaranteed internal funding per year for each of the first five years (four years for students entering with a masters degree) for those students who are not successful in obtaining external awards.

The base stipend amount of \$21,000 (\$21,300 for students entering with a masters degree) for students entering from the bachelor's is increased by \$300/year after the next two residency years before holding steady (e.g., \$21,000 Year 1, \$21,000 Year 2, \$21,300 Year 3, \$21,600 Year 4, \$21,900 Year 5).

All clinical students are required to serve as a teaching assistant (TA) in the undergraduate program in Year 2 and Year 3 of their program (unless those with advanced placement receive an exemption for one). The typical TA commitment can range from 130 hours to 65 hours in one term, with a salary range of \$3,173 to \$1,587 [as per the CUPE Collective Agreement] for their work in this capacity.

Our students have been very successful in securing external funding. In addition to conference travel awards available to all students from the Faculty of Graduate Studies and other related institutions (e.g., IWK Health Centre), many supervisors provide funding from their grants for their students to attend such meetings.

In addition to **Financial Support** (above), there are many other resources available to students and are described in detail in the Department of Psychology & Neuroscience Graduate Student Handbook (available from the Graduate Secretary) **and** the [Faculty of Graduate Studies Regulations](https://academiccalendar.dal.ca/~Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=82&topicgroupid=19618) (<https://academiccalendar.dal.ca/~Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=82&topicgroupid=19618>).

(Additional resources specific to Clinical Psychology PhD students are highlighted below.

Please note that Standard V.F. of the Accreditation Standards and Procedures for Doctoral Programmes and Internships in Professional Psychology, Fifth Edition, 2011, Page 25 <http://cpa.ca/accreditation/resources/>,

stipulates that **“Students do not work more than an average of 20 hours a week in employment outside of the programme. These hours do not include teaching and research assistantships.”** However, as per the Department of Psychology & Neuroscience Graduate Student Handbook, following the FGS guidelines, the maximum allowable number of hours of work outside the Program is **16** hours.

TEST LIBRARY:

The Clinical Psychology PhD Program maintains a well-stocked test library and accompanying materials, including a laptop and a number of scoring programs. These items are located in an office anterior to the Clinical Psychology PhD Program administrative assistant’s office and can be signed out during office hours. A list of these items is disseminated electronically as updated. We welcome suggestions from students and faculty regarding items to add to this collection.

CLINICAL WORKSHOPS:

In response to student interest, the Clinical Psychology PhD Program aims to arrange one or two clinical workshops to be held each year. These workshops are intended to have an applied focus and provide a clinical training opportunity to complement material taught in courses.

- 2006-2007, 1) Treating Disruptive Behaviour in Children and 2) Assessment and Management of Traumatic Brain Injury
- 2007/2008, 1) Sleep in Children and Adults, and 2) Treating Sexual Dysfunction
- 2008/2009, Childhood Sexual Abuse
- 2009/2010, Motivational Interviewing
- 2010/2011, 1) suicide assessment and intervention and 2) work-life balance organized by Saint Mary’s University. In addition, our students were invited to attend a workshop on DBT offered in conjunction with the Department of Psychiatry
- 2011-2012, 1) Group Therapy in Health Psychology Populations and 2) Psychological intervention when the family is the focus for change
- 2012-2013, 1) Clinical Supervision and 2) Suicide Risk Assessment
- 2013-2014, Assessment and Treatment of Youth at Ultra High Risk of Psychosis
- 2014-2015, Acceptance and Commitment Therapy (ACT)
- 2015-2016, 1) Learning Disabilities (led by IWK and co-sponsored by Mount St. Vincent University), and 2) motivational interviewing
- 2016-2017, Emotional Focused Therapy (EFT)
- 2017-2018, Short-Term Psychodynamic Psychotherapy: An Introductory Workshop
- 2018-2019, Let’s Get Dialectical: Foundational Skills of Dialectical Behaviour Therapy
- 2020-2021, Assessment and Evidence-Based Treatment of PTSD

PROGRAM SUPPORT:

The director of clinical training (or designate) and FPC meet with students once monthly or bimonthly (at a session called “Bites and Gripes”) in order to discuss any program issues, provide information requested by the students, and communicate important program decisions to students. The DCT (or designate) is always available to students to discuss any issues. The DCT (or designate) is available by appointment or may have set office hours once per week so that students can discuss any issues individually or in small groups. The field placement coordinator is also available by appointment to meet with the students to help solve any problems related to the students’ applied experiences.

DEPARTMENT AND UNIVERSITY SUPPORT:

The departmental ombud, selected by the students, is available to assist students with any individual difficulties they experience with academic issues or other difficulties that have bearing on their involvement in the

Program. The formal process for addressing concerns is outlined in the Departmental Graduate Student Handbook (Section VII.B) and Section XII in the FGS Regulations.

The ombud is available to help students develop a plan for resolution before, and/or during, going through any formal processes. Students considering a supervisory change should consult with the DCT (or designate) and graduate program coordinator, and potentially also the departmental ombud.

OTHER IMPORTANT POLICIES

CRIMINAL RECORDS CHECK AND OTHER SCREENING PROCEDURES:

The Clinical Psychology PhD Program in the Department of Psychology and Neuroscience at Dalhousie University does not require a criminal records check or other screening procedures (e.g., child abuse registry check) as a condition of admission into its program. However, students should be aware that such record checks or other screening procedures are required by facilities outside the university in which students complete practica and internship placements, as well as for some research activities. Successful completion of these activities is necessary for completion of the Clinical Psychology PhD Program. It is the student's responsibility to have such procedures completed PRIOR TO REGISTERING IN PSYO 6107.03, Assessment Practicum : Child AND PSYO 6108, Assessment Practicum : Adult, i.e., IN THE FALL OF FIRST YEAR. The student is also responsible to pay all associated application fees.

Training facilities may refuse to accept students on the basis of information contained in the record check or other screening procedure(s). If the student is unable to complete a requirement due to a failure to meet the record check or screening requirements of the facility, or if the student is refused access to the facility on the basis of the information provided, the student may fail the course/clinical experience, and as a result may not be eligible for progression or graduation, i.e. may be dismissed from the Clinical Psychology PhD Program. Note that respective facility requirements may change from time to time and are beyond the control of the university.

Students should also be aware that many of the regulatory bodies for psychology require a satisfactory record check as a condition of professional licensure. In Nova Scotia, the Nova Scotia Board of Examiners (NSBEP) accepts graduation from a CPA accredited program as satisfactory to be placed on the Candidate Register. For more information, please review the documentation under the link entitled "Supervision Forms and Process" on <http://www.nsbep.org/>. For information about Criminal Records Check and Child Abuse Registry Check, please consult the field placement coordinator, the practicum manual, or see the following links: <http://www.halifax.ca/police/CriminalRecordCheck.php> and <http://www.gov.ns.ca/coms/families/abuse/ChildAbuseRegister.html>

OUT-OF-PROVINCE PLACEMENT:

Students interested in pursuing out-of-province practica (or comprehensives) must seek permission from their supervisor and DCT (or designate). Since long-distance practica pose some administrative and logistical issues, permission from the field placement coordinator is also required.

CO-SUPERVISOR:

Faculty of Graduate Studies regulations stipulate that students supervised by adjunct (i.e. external) faculty require a departmental (clinical or non-clinical) faculty to be appointed soon after, if not at the time of admission, as a co-supervisor. The co-supervisor must co-supervise and assist both the student and supervisor with departmental and university policies and procedures. While the co-supervisor does not have to be a clinical faculty, this may be an additional consideration, not a barrier, when choosing this person.

CLINICAL MENTOR:

Students supervised by adjunct or non-clinical departmental faculty are matched with a clinical faculty, in the capacity of clinical mentor. The clinical mentor is intended to supplement advice and guidance specifically on clinical information and related issues, e.g., clinical meetings/ organizations, practicum, internship, etc. The clinical mentor is not a required or official appointment, and sought out as often as mutually agreeable during the student's program.

SPACE:

The department provides office space for all graduate students, but the responsibility for providing the space and equipment needed to complete the student's research falls to the dissertation supervisor.

EQUALITY:

The Clinical Psychology PhD Program endorses Dalhousie University's policies on human rights. We actively oppose sexual harassment and discrimination based on race, gender, ethnic origin, sexual orientation, or age. For information about these policies, please search www.dal.ca.

ACADEMIC REGULATIONS AND STUDENT APPEALS:

Students are directed to acquaint themselves with the academic regulations contained in the latest editions of the Graduate Calendar (<https://academiccalendar.dal.ca/~Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=82&topicgroupid=19618>) and both the Department of Psychology & Neuroscience *Graduate Student Handbook* (available from the Graduate Secretary) and Faculty of Graduate Studies (FGS) Regulations (<https://academiccalendar.dal.ca/~Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=82&topicgroupid=19618>). Specific information on student appeals can be found under Section VII.B. in the Departmental Graduate Handbook and Section XII in the FGS Regulations. Appeals process for practicum is contained in the Clinical Program Practicum Handbook.

ACCESS TO STUDENT RECORDS

(please see Student Records Management Guidelines Clinical Psychology PhD Program available from beatrice.hanisch@dal.ca)

Access to student records shall be restricted except for:

- the student in question,
- the departmental chair,
- those authorized by these guidelines,
- the administrative assistants of those authorized by these guidelines, but only at the direction of those authorized, or
- as required by law, no other individual may access Student Records unless the student provides their express written consent.
- students may access any records containing their personal information. Clinical psychology PhD students seeking to access their records should make a request in writing to the director of clinical training. Students are provided information regarding access to their records in the Graduate Student Handbook and the Clinical Program Information Booklet. Students may access their practicum files at any time by contacting the field placement coordinator.

PROGRAM EVENTS & AWARDS

CLINICAL COMMUNITY RECOGNITION & APPRECIATION (CCRA) RECEPTION:

This event is held annually in honour of the many members of the clinical psychology community for their invaluable contributions to the training of the Clinical Psychology PhD Program students, as well as their contribution to the ongoing development of the Program. The organization of this event is overseen by a committee of students, with assistance from the Clinical Program administrative assistant and a faculty member.

THE BEATRICE AWARD

(aka Clinical Student Citizenship Award) is awarded annually to the graduate student in the Clinical Psychology PhD Program who is deemed to have been the “best citizen” and the most positively helpful or supportive to fellow students (graduate or undergraduate) during their time in the Program. The award will be decided by a committee of students, Beatrice Hanisch, and the DCT (or designate). This award is made possible through the generous donation by Dr. Patrick J. McGrath, who established the Clinical PhD Program in his position as inaugural Coordinator (Director of Clinical Training) from 1989 to 1998 and served again from 2002 to 2004.

THE ADMINISTRATION OF THE PROGRAM

The Clinical Program is governed by the Clinical Program Committee (CPC). Major policies about student admissions to the Clinical Psychology PhD Program, student progress, and curriculum are developed by the Clinical Program committee, and are brought to departmental meetings, through the graduate program committee, for final approval. Specific duties of the CPC are as follows:

- to make recommendations to the graduate program committee of the Department on student admissions and funding
- to arrange for those contributions to the Clinical Program from psychologists and agencies external to the Department
- to recommend to the Department major changes in the Clinical Program
- to appoint advisors and thesis supervisors for clinical students
- to provide to all clinical students a written (web) evaluation of their work at the end of each academic year

The CPC comprises:

- director of clinical training (DCT)
- associate director of clinical training (if appointed)
- Chair of the Department of Psychology and Neuroscience or designate
- graduate program coordinator or designate
- all core clinical faculty
- up to two clinical graduate student(s) (who share one vote)

YEAR 1**Fall Term****Course # Course Title**

5000.06	Research Assignment (First Comprehensive)
6102.03	Historical & Contemporary Perspectives & Practical Applications on Child Assessment (short title: Psychological Assessment : Child)
6103.03	Historical & Contemporary Perspectives & Practical Applications on Adult Assessment (short title: Psychological Assessment : Adult)
6104.03	Psychopathology: A Lifespan Perspective (short title: Psychopathology : Lifespan)
6105.03	Ethics and Professional Decision Making
7501.03	Proseminar
8011.03	Colloquium
8333.06	Field Placement
9530.00	PhD Thesis

Winter Term**Course # Course Title**

5000.06	Research Assignment (First Comprehensive)
6001.03	Statistics and Design
6106.03	Foundational Practice Skills in Clinical Psychology
6107.03	Mental Health and Psychoeducational Assessment Practicum: Child (short title: Assessment Practicum : Child)
7502.03	Proseminar
8011.03	Colloquium
8333.06	Field Placement
9530.00	PhD Thesis

Spring Term**Course # Course Title**

6108.03	Mental Health and Psychoeducational Assessment Practicum : Adult (short title: Assessment Practicum: Adult)
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YEAR 2**Fall Term****Course # Course Title**

6003.03	Multivariate Statistics
6213.03 ²	Culture and Identity : Diversity Issues in Clinical Psychology (short title: Diversity)
7100.03	Seminar in Teaching Effectiveness
8012.03	Colloquium
8333.06	Field Placement
9530.00	PhD Thesis
<i>Comprehensive Project II</i> ³	
Second comprehensive should be completed in Year 2	
XXXX.03 ⁵	Teaching Assistantship

Winter Term**Course # Course Title**

6204.03	Cognitive-Affective & Behavioural Bases of Intervention : A Lifespan Perspective (short title: Intervention: Lifespan)
6208.03 ^{1 & 4}	Clinical Neuropsychology
or	
6804.03 ^{1 & 4}	Topics in Neuropsychology
6209.03	Research Seminar
6214.03	Professional Practice in Intervention (short title: Prof Pract in Intervention)
8012.03	Colloquium
8333.06	Field Placement
9530.00	PhD Thesis
<i>Comprehensive Project II</i> ³	
Second comprehensive should be completed in Year 2	
XXXX.03 ³	Teaching Assistantship

pp. 18-19 are course templates of the program by year – courses may be offered in alternate terms each year.

YEAR 3	
Fall Term	
Course #	Course Title
6301.03	Advanced Clinical Intervention : Child ⁴
6304.06	Clinical Rounds/Case Conference
XXXX.03 ⁵	Elective Seminar
8013.03	Colloquium
8333.06	Field Placement
9530.00	PhD Thesis <i>Comprehensive Project III</i>
Third Comprehensive should be completed in Year 3	
XXXX.03 ³	Teaching Assistantship
Winter Term	
Course #	Course Title
6302.03	Advanced Clinical Intervention : Adult ⁴
6303.03	Advanced Clinical Practice Skills in Supervision, Consultation & Program Evaluation (short title: Adv Clin Practice Skills)
6304.06	Clinical Rounds/Case Conference
XXXX.03 ⁵	Elective Seminar
8013.03	Colloquium
8333.06	Field Placement
9530.00	PhD Thesis
<i>Comprehensive Project III</i> ³	
Third Comprehensive should be completed in Year 3	
Supervision Practicum ³	
XXXX.03 ³	Teaching Assistantship

YEAR 4	
Fall Term	
Course #	Course Title
XXXX.03 ⁵	Elective Seminar
8333.06	Field Placement
9530.00	PhD Thesis
Winter Term	
Course #	Course Title
XXXX.03 ⁵	Elective Seminar
8333.06	Field Placement
9530.00	PhD Thesis
YEAR 5	
8333.06	Field Placement
9100.00	Pre-Doctoral Internship
9530.00	PhD Thesis

¹ In consultation with supervisor(s) and DCT (or designate), P6208, Neuropsychology may be taken in Year 1 (if offered that year), especially if the student is planning to start a neuropsychology comprehensive or a field placement in a clinical neuropsychology setting in Year 1 or early in Year 2 of the Program. For important additional information, please also see ⁴ below and PSYO 6804 in *Course Descriptions* under Year 2.

² P6213, Diversity, may be deferred to Year 3 or Year 4.

³ Requirements for which the student will not register, i.e. Teaching Assistantship, Supervision Practicum (in-house supervision practicum should be completed in Year 3 or 4 after completion of PSYO 6303), Comprehensives II & III.

⁴ Students are required to take ONE of either of these two (either PSYO 6301 or PSYO 6302 and either PSYO 6208 or PSYO 6804) classes, depending on their area of specialization. These courses are likely to be offered every other or alternating year. Students may choose to take both PSYO 6301 and PSYO 6302 and may count the other as the one required elective or take advantage of auditing the course.

⁵ Elective - for a total program requirement of one .03 credit hour course. Elective should be selected based on individual career goals and gaps in training. In consultation with the DCT (or designate) and supervisor(s), an elective may be taken in other departments within or outside Dalhousie University. Additional electives may be taken/audited with permission by the supervisor(s) and DCT (or designate).

NB: If a student has not completed all of the requirements for the PhD within five years, the Faculty of Graduate Studies may grant a 1-year extension at the request of the Department. However, the Department may request no more than three such extensions on behalf of the student, and will do so only if there is evidence of satisfactory progress.

COURSE DESCRIPTIONS

YEAR 1

5000.06 - Research Assignment

Students become actively involved in ongoing research in the laboratory of a faculty supervisor. In addition to research training, this class aims to improve the student's oral presentations and scientific writing. A final report (e.g. in the form of Journal article) is required. (The first year project serves as Comprehensive No. 1) (see Page 8 and GS Handbook).

6001.03 - Statistics and Design

This class will survey some common parametric statistical procedures in psychology, including analysis of variance and covariance. Major emphasis is placed on the general linear model and how best to apply the model as a function of the type of data, experimental design, and hypothesis under investigation. Some knowledge of basic statistics is assumed.

6003.03 - Multivariate Statistics

This class will cover a variety of topics in multivariate statistics, such as factor analysis, regression, multivariate analysis of variance and covariance, and discriminant function analysis. Some topics in categorical data analysis may also be covered, such as multiway frequency analysis and logic models.

6102.03 - Historical & Contemporary Perspectives & Practical Applications on Child Assessment

This class addresses the theoretical and applied foundations of psychological measurement as it relates to child assessment. Historical, theoretical and psychometric issues are addressed to provide the students with a sound knowledge base in issues related to test development. The second part of the class emphasizes the development of skills in assessment of cognitive abilities, personality, behaviour and emotional function of children. Students learn to administer, score and interpret performance on a variety of assessment instruments for children. Report writing skills are developed through case studies.

6103.03 - Historical & Contemporary Perspectives & Practical Applications on Adult Assessment

This class addresses the theoretical and applied foundations of psychological measurement as it relates to adult assessment. Historical, theoretical and psychometric issues are addressed to provide the students with a sound knowledge base in issues related to test development. The second part of the class emphasizes the development of skills in assessment of cognitive abilities, personality, behaviour and emotional functioning of adults. Students learn to administer, score and interpret performance on a variety of assessment instruments for adults. Report writing skills are developed through case studies.

6104.03 – Psychopathology: A Lifespan Perspective

This class is an overview of psychopathology from a lifespan perspective. The objective is to provide knowledge of diagnostic criteria, and evidence on etiology and treatment of the major mental health disorders. Historical, social, cultural, and contextual aspects of psychopathology are examined and current research in the field is highlighted.

6105.03 - Ethics and Professional Decision Making

This class covers ethical and professional issues arising in various fields of Psychology, including clinical practice and research. Students will be encouraged to develop a methodology for appraising their ethical and professional behaviour through an understanding of such issues as the legal regulation of psychology, codes of ethics and professional standards, and malpractice. The class will introduce students to the concepts of quality and risk, and explore the relationship between psychology and other professions in multi-disciplinary contexts. The class will also examine the relation between psychology standards and standards established by organizations in which psychologists work, such as health facility accreditation.

6106.03 - Foundational Practice Skills for Clinical Psychology

This class provides an introduction to foundational clinical skills necessary for intervention and assessment practice with clients. Students will learn clinical interviewing techniques and their application with clients across the lifespan. Students will learn how to select techniques and structure interviews to meet specific assessment and intervention goals, keeping with the referral question and the client's developmental status. Students will also become familiar with professional standards of practice, core competencies, and key ethical issues related to clinical practice as a preparation for practicum training.

6107.03 - Mental Health and Psychoeducational Assessment Practicum: Child

This class will provide students with the opportunity to gain applied experience in conducting psychoeducational and mental health assessments with children. Students will be able to apply the skills learned in PSYO 6102 Child Assessment, while conducting one to two assessments. Students will attend class as well as practicum to complete one to two psychological assessments. Students will receive course credit for taking PSYO 6107 as well as accumulate practicum hours to a maximum of 80 hours.

6108.03 - Mental Health and Psychoeducational Assessment Practicum: Adult

This class will provide students with the opportunity to gain applied experience in conducting psychoeducational and mental health assessments with adults. Students will be able to apply the skills learned in PSYO 6103 Adult Assessment, while conducting one to two assessments. Students will attend class as well as practicum to complete one to two psychological assessments. Students will receive course credit for taking PSYO 6108 as well as accumulate practicum hours to a maximum of 80 hours.

7501.03 & 7502.03 – Proseminar : Methods of Psychological Enquiry I & II

With the assistance of Psychology faculty, new students are exposed to a broad range of topics in Psychology as well as a sampling of methodologies used to study human and animal behaviour and its neural underpinnings. The class may also aim to develop the student's communication skills and research ability.

8011.03 – Psychology & Neuroscience Colloquium Masters – whole year

Students are required to go to the Colloquium Series.

8333.06 - Field Placement

Students are assigned to field placements in co-operating institutions where the student will spend one day per week (or equivalent). Placements are individually arranged to provide the student with experience in a variety of clinical environments. Field placements are coordinated and monitored by the field placement coordinator. Students must complete a minimum of 600 practicum hours before they can register for the predoctoral internship (see Page 9 and Practicum Guidelines for detailed information).

NB: Credit can only be given for this class if X and Y are completed in consecutive terms and partial credit cannot be given for a single term. All clinical students must register for 8333.06X/Y, each year they are in the program prior to internship as this is the course through which practicum hours are tracked.

9530.00 - PhD Thesis

Students are expected to be involved in research from the onset of the program, culminating in their PhD dissertation. Students are required to submit a proposal for dissertation research to their Thesis Supervisor, Thesis Committee, and the director of clinical training. In the first two years of the program, students are expected to plan their dissertation research and conduct appropriate literature reviews. It is expected that by the beginning of the third year, students will have begun data collection and will have selected a thesis committee.

YEAR 2

6204.03 - Cognitive-Affective & Behavioural Bases of Intervention : A Lifespan Perspective

This class is an overview of major classes and modes of psychotherapy from a lifespan perspective. The objective is to provide knowledge of the history, development, current research findings, and practical considerations for implementing psychological interventions. Skills and knowledge for evaluating research evidence for specific treatments will be highlighted.

6208.03 - Clinical Neuropsychology

This course emphasizes the development of a knowledge base and applied skills in clinical neuropsychology. Topics include functional neuroanatomy, neurological exam, neuroimaging, process of neuropsychological assessment and differential diagnosis, and introduction to common neurological disorders. The course will involve a combination of instructor- and student-led lectures and discussions, guided readings, observation of clinical cases, and hands-on practice.

(See PSYO 6804 for additional important information).

PSYO 6804 - Topics in Neuropsychology

These seminars will vary from term to term and will focus on brain-behaviour relationships. Topics may include: neuropsychological assessment, functional neuroanatomy, neurological, psychiatric and medical

neuropsychology, cognitive rehabilitation, psychopharmacology, and other related topics.

NB: Beginning 2019/2020, PSYO 6804: Topics in Neuropsychology (cross-listed with an undergraduate honours course) will be offered: This course will meet the foundational knowledge requirement of the biological bases of behaviour and will be offered annually, or as determined by the Program. This course will be a required course (i.e., not an elective) for all clinical psychology students, OR the student chooses PSYO 6208. PSYO 6804 is typically taken in Year 2, though deferral *may* be possible with approval of the instructor, supervisor, and DCT, in consideration of various factors including program/curriculum requirements. PSYO 6208, Clinical Neuropsychology is an advanced skills course in clinical neuropsychology, to be offered in alternate years, or as determined by the Program.

6209.03 - Research Seminar

This class focuses on theoretical and substantive aspects of research design. Topics include reliability and validity of measurement, correlational, quasi-experimental, and experimental designs, measurement redundancy, and power analysis. Students present on selected topics, as well as present on design issues related to their dissertation.

6213.03 – Culture and Identity : Diversity Issues in Clinical Psychology

This course is an introduction to the interrelated concepts of culture and identity as they intersect in clinical psychology. It is intended to promote an appreciation of the impact of diverse and cultural influences on who we understand ourselves and others to be. This class will serve as an initial step towards developing cultural competence.

6214.03 – Professional Practice in Intervention

This class will provide students with the opportunity to gain applied experience in conducting psychological interventions. Students will be able to apply the skills learned in PSYO 6204 Intervention Lifespan. Students will attend class as well as practicum to complete intervention with one client or group. Students will receive course credit for taking PSYO 6214 as well as accumulate practicum hours to a maximum of 80 hours.

7100.03 - Seminar in Teaching Effectiveness

Students currently engaged as Teaching Assistants in PSYO 2000.03 and NESC 2007.03 must concurrently enroll in this class, which has two components: 1) a weekly meeting in which all students meet to discuss general and specific issues

related to class planning, assessment of student performance and dealing with problems; 2) actual teaching experience in class for 2 hours/week. Teaching performance is intermittently observed and feedback provided on an individual basis.

8012.03 – Psychology & Neuroscience Colloquium PhD Year 1 – whole year

Students are required to go to the Colloquium Series.

8333.06 - Field Placement

(see Year 1)

9530.00 - PhD Thesis (see Year 1)

Comprehensive Project II

During the course of the graduate program, students are required to complete two additional comprehensive projects. Clinical students are encouraged to work with both clinical and non-clinical faculty on their comprehensive projects. The student and the comprehensive supervisor are expected to reach agreement on the specific goals of a comprehensive project. Students are free to choose from a wide range of topics constrained by the availability of a suitable supervisor, and by provision of minimal overlap with their dissertation topic. Each student is assigned a comprehensive project chairperson who oversees progress toward comprehensive completion. When all three projects have been completed, the comprehensive project chairperson informs the graduate program committee.

XXXX.03 - Teaching Assistantship

All clinical students will complete two TAships (unless exempted from one TAship as outlined in Appendix B). Students will work as teaching assistants for one term of designated undergraduate courses. Teaching assistantships will involve a maximum of 10 hours per week.

YEAR 3

6301.03 - Advanced Clinical Intervention : Child

This class focuses on a wide range of theoretical and applied aspects of child intervention. The class involves instruction in case conceptualization, treatment planning, and treatment evaluation. Students may choose to take this class or PSYO 6302.03, Advanced Clinical Intervention: Adult, based on their specialization, i.e., only one of either PSYO 6301.03 OR PSYO 6302.03 must be taken.

Students may choose to take both classes, however, not in lieu of another core class (except elective).

6302.03 - Advanced Clinical Intervention : Adult

This course is the adult equivalent of 6301.03; the emphasis is on Adult Advanced Clinical Intervention. Students may choose to take this class or PSYO 6301.03, Advanced Clinical Intervention: Child, based on their specialization, i.e. only one of either PSYO 6301.03 OR PSYO 6302.03 must be taken. Students may choose to take both classes, however, not in lieu of another core class (except elective).

6303.03 - Advanced Clinical Practice Skills in Supervision, Consultation & Program Evaluation

Clinical supervision, consultation, and program development and evaluation constitute three critically important skill areas for clinical psychologists. This course will provide students with hands-on experience in supervision as well as theoretical and practical knowledge in consultation and program development and evaluation.

6304.06 - Clinical Rounds/Case Conference

All students are expected to attend clinical rounds and presentations in various clinical settings in the community. Students are also expected to attend clinical case conferences that will be held on a monthly basis through the Fall and Winter terms. Clinical psychologists from the community and senior students are invited to present cases from their clinical practice. The aim of this class is to familiarize students with different ways of conceptualizing psychological problems, planning and initiating interventions, and evaluating outcome. Evaluation is based on student attendance and participation. (NOTE: Credit can only be given for this class if X and Y are completed in consecutive terms and partial credit cannot be given for a single term.)

8013.03 – Psychology & Neuroscience Colloquium PhD Year 2 – whole year

Students are required to go to the Colloquium Series.

8333.06 - Field Placement

(see Year 1)

XXXX.03 - Elective Seminar

(see Note³, Page 15)

Elective seminars vary from term to term and focus on different topics related to aspects of psychology. Clinical seminars may address methods or strategies

of clinical assessment and intervention in the context of individual, group, or family therapy, cognitive therapy, behaviour therapy, sex therapy, and pharmacotherapy. Clinical seminars held to date have included Topics in Schizophrenia, Clinical Seminar on Depression, Clinical Seminar on Cognitive Therapy, Topics in Developmental Psychopathology, Topics in Neuropsychology, and Topics in Health Psychology. Non-clinical seminars may address methods or strategies of empirical enquiry, and topics in behaviour, cognitive and neuroscience. Students are required to take only ONE elective of their choice, i.e. either clinical or non-clinical, based on individual career goals and gaps in training. In consultation with the DCT (or designate) and dissertation supervisor, the student may seek an appropriate elective in other departments within or outside Dalhousie University.

9530.00 - PhD Thesis (see Year 1)

XXXX.03 - Teaching Assistantship
(see Year 1)

Comprehensive Project III (see Year 2)

YEAR 4

XXXX.03 - Elective Seminar
(see above)

8333.06 - Field Placement
(see Year 1)

9530.00 - PhD Thesis

YEAR 5

8333.06 - Field Placement
(see Year 1)

9100.00 – Pre-Doctoral Internship

A 12-month, full-time internship in an approved setting is required. Typically, the internship setting will be accredited by the Canadian Psychological Association or the American Psychological Association.

9530.00 - PhD Thesis

Appendix A

rev. December 2012

Guidelines for Review of Aptitude and Fitness for Clinical Practice

These guidelines have been developed to outline the steps in the evaluation of aptitude and fitness for clinical practice.

Taking into account the need for expedient review, the designation “in writing” in each of the following steps may be in the form of electronic mail.

In situations where attitude and fitness are being evaluated a sub-committee will be formed and will include three members, appointed by the DCT and GPC.

In the review process, the student has the right to representation. The student is required to inform the Sub-Committee Chair, in writing, if s/he will have a representative present during the review hearing.

1. Within seven (7) days of the Clinical Program Committee’s decision to proceed with a review, the student shall receive a copy of these procedures and formal, written notification of the Sub-Committee’s intention to review the student’s suitability for practice. The student shall be informed of his/her right to representation and his/her right to consult with the Department’s Student Ombudsperson.
2. Within fourteen (14) days of the notification to the student, a written complaint shall be submitted by the complainant(s) to the Sub-Committee. This submission should include:
 - i) a description of the exact nature of the observations leading to the complainant’s concerns with regard to suitability for practice, including a specific description of events and chronology
 - ii) a description of any steps taken by the complainant to address or remediate the complaint with the student
 - iii) a description of the student’s response to this remediation
 - iv) all related documentation
 - iv) suggestions for resolution of the concerns, which may include but are not limited to, remedial training and/or supervision, restriction on the student’s participation in clinical work, suspension or dismissal from the program.
3. In recognition that the issue of aptitude and fitness requires consideration of patterns of behavior, rather than isolated events, written submissions shall be sought by others within the Program who are in a position to observe and evaluate the student’s behaviour, skills, conduct, and competence as they relate to clinical practice. The student shall be informed, in writing, of those from whom submissions are being sought.

4. Upon receipt of the complaint by the Chair of the Sub-Committee, the procedure is as follows:

- a. The Chair shall acknowledge the complaint in writing, informing the complainant of the procedure to be followed.
- b. The Chair shall write to the student, enclosing a copy of all written submission(s) received and a description of the review process, and shall invite the student to submit a written response to the Sub-Committee Chair within fourteen (14) days. This written response may include, but is not limited to:
 - i) a description of the events leading to the complaint
 - ii) details of any relevant circumstances seen to mitigate the impact of these events on the student's suitability for practice
 - iii) a description of any steps taken by the student to remediate the complaint
 - iv) all supporting documentation
 - v) suggestions for resolution of the concerns

c. The Chair shall copy all materials received (complaint(s), additional submissions, and student response) to the members of the Sub-Committee.

d. Review Hearing: A review hearing shall be scheduled to take place within sixty (60) days of the initial notification to the student. The hearing shall take place for a pre-determined period of time. The complainant(s) and the student shall be informed of the date, time and place, and all relevant submissions (complaint(s) and student response) shall be copied to all parties involved. Prior to the review hearing the Sub-Committee shall consider written requests for standing from other parties. These requests must be made in sufficient time for the Sub-Committee to notify all interested parties, in writing, of its decision. No new materials may be introduced during the review hearing without the approval of the Sub-Committee. All parties involved have the right to be present at all stages of the hearing up to but not including the in camera deliberation. The following order shall be observed:

- i. Presentation by the complainant(s) or his/her designate;
- ii. Presentation by the student or his/her designate;
- iii. Presentations by others recognized by the Chair;
- iv. Questions to the complainant by the student or his/her delegate, to the student by the complainant(s), questions to either from parties with legitimate standing; and questions to parties with legitimate standing by the student;
- v. Any further questions by the Sub-Committee;
- vi. In-camera deliberation and decision by the Sub-Committee; the Committee may propose such remedies as it considers appropriate and are within the power of the Sub-Committee under Departmental and university regulations.

e. In judging the student's aptitude and fitness for practice, the Sub-Committee shall rely upon the information obtained through the review process outlined above and shall be guided by the following statement, adapted from the University of Saskatchewan, Department of Psychology's Policy on Evaluation of Student Competence:

Criteria for the Evaluation of Aptitude and Fitness for Clinical Practice:

The goal of Dalhousie's Clinical Psychology PhD Program is to produce clinical psychologists who are thoroughly grounded in both the science of psychology and the methods of clinical practice. The Program also has an ethical and legal obligation to protect both the public and the profession from any foreseeable harm resulting from the professional activities of its faculty or students. The Program offers advanced training relating to Core Competencies and areas of Foundational Knowledge in Clinical Psychology in order to prepare students for clinical work. However, it is understood that, in addition to this training, students in the program must possess a basic aptitude and fitness for clinical practice, sufficient to allow them to meet the standards laid out in the Canadian Code of Ethics for Psychologists. Thus, Faculty, Supervisors, and Administrators in the Program have a responsibility to evaluate students' performance and abilities in coursework, seminars, scholarship, comprehensive examinations, practica, or related program requirements, as well as the student's professional and ethical conduct in the fulfillment of these program requirements as outlined in section iii (a to d) below.

A student may be deemed to have inadequate aptitude and fitness for clinical practice under any of the following circumstances:

- i. The student's conduct clearly and demonstrably impacts the performance, development, or functioning of the student; represents a risk to public safety; or damages the representation of psychology to the profession or public;*
- ii. The student has engaged in one or more serious violations of the Canadian Psychology Association's Code of Ethics, beyond those which would be expected given the student's level of training and professional experience;*
- iii. The student has demonstrated a pattern of behavior which suggests significant deficits in any of the following areas:*
 - a. Interpersonal and professional competence (e.g., the ways in which student-trainees relate to clients/patients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories);*
 - 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 patients/clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories);*
 - 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);*
 - d. Resolution of issues or problems that interfere with professional development or 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 therapy in order to resolve issues or problems).*

Where any of the above conditions have been met, and it is deemed that the student is likely to benefit sufficiently from additional intervention, training, and/or supervision to allow them to function in accordance with the Canadian Code of Ethics, the student may

be suspended or restricted in his/her participation in the program until such time as such remediation has taken place and the student is deemed to have demonstrated sufficient improvement in his/her abilities, conduct and/or behavior.

Where any of the above conditions have been met and the student has failed to benefit from remedial training, intervention or supervision, or is deemed unlikely to benefit from such intervention, training, and/or supervision, the student shall be dismissed from the Program.

f. Following the Review Hearing, the Sub-Committee shall prepare a written decision, including a summary of the facts of the case, a discussion of the implications of these facts for the student's aptitude and fitness for clinical practice, and recommendations for further action. This decision shall be forwarded to the Director of Training, for the consideration of the Clinical Program Committee in rendering its final decision in the matter. A copy of this decision shall be made available to the student and the complainant(s).

g. The Director of Training shall inform the student and the Department Chair of the Clinical Program Committee's final decision, and any resulting action.

h. Further appeal of the decision at the Faculty level, according to University Regulations, is possible if the student is not satisfied with the process at the Departmental level.

Appendix B

Guidelines and Procedures for Decisions regarding Exemptions for Students with Advanced Standing in the Clinical Psychology PhD Program

Approved CPC April 19, 2013, rev May 10, 2013, June 2017, September 2020

Note: Advanced placement refers to all students in the Clinical Psychology PhD Program who enter the Program with a Master's degree, regardless of whether the degree is in Psychology or whether it has a clinical focus. All requests for advanced placement will be vetted by the DCT, FPC, and respective instructors, and are subject to final approval by the Faculty of Graduate Studies (FGS).

Process

1. Once students have accepted the offer of admission into the Clinical Psychology PhD Program, those with Master's degrees are reviewed to determine exemptions. Students are not reviewed for exemptions prior to being admitted or prior to their confirmation of acceptance.¹ Prior to admission/acceptance, the Director of Clinical Training (DCT), if asked by the student, will share with the student the process that is taken to evaluate for exemptions and the likely outcome. However, this information is informal until the time the student accepts admission into the Program.
2. Once the student with advanced standing (e.g., Master's degree) accepts our admission offer, the student is sent an email by the Program Secretary asking for detailed information that will allow the DCT, in consultation with course instructor(s), the Associate DCT and/or the Field Placement Coordinator (FPC), to evaluate previously completed courses for exemptions.
3. In order to be evaluated for course exemptions, the student is asked to submit:
 - a. A table listing the course(s) the student is requesting to be exempted from, as well as the calendar description(s) of the course(s) that the student believes fulfill the Clinical Psychology PhD course credit.
 - i. For example, if the student is requesting to be exempted from PSYO 6102.03, Psychological Assessment: Child, the student would include this in the first column of the table; the next column would list the corresponding course title(s) and calendar description(s) of the course(s) that he/she had taken in his/her Master's degree that is believed to be equivalent.
 - b. The syllabus for each course from his/her Master's degree that he/she believes fulfill a course requirement in the Dalhousie Clinical PhD Program.
4. Students with a Master's degree may apply for exemption for one of the two required Teaching Assistantships. In order to be granted exemption for one TAship, the course outline(s) of courses for which the student TAed must be submitted.

5. Students with a Master's degree from an applied psychology program (e.g., clinical psychology, school psychology) may also be eligible to apply for exemption for practicum hours. Regardless of the number of hours completed in such a Master's program, the maximum allowable exemption toward the practicum requirement in the Clinical Psychology PhD Program is 300 practicum hours. In order to be evaluated for exemption from practicum hours, the student is requested to submit:
 - a. The official tracking of the student's practicum/internship hours completed for his/her Master's degree.
 - b. A statement (email) to the DCT from the coordinator of the student's Master's program confirming the student's total hours.
6. The DCT will review the information submitted by the student and will consult with the course instructors for the courses the student is requesting an exemption. The course instructor can review the submitted information as well as contact the student for additional information.
7. At a closed meeting, the submission is reviewed by the DCT in consultation with the Associate DCT and/or the Field Placement Coordinator. Feedback from the course instructor(s) is shared by the DCT with the group and this information is considered when final decisions about exemptions are made.
8. A formal letter detailing the decision regarding exemptions is sent via email to the student (and copied to the Graduate Program Coordinator (GPC) and the student's file). Outcomes of the review include that the student may not receive an exemption, may be exempted from the entire course, may be asked to complete certain components of the course, or may be asked to audit the course².
9. Students with questions or concerns about the decision are encouraged to discuss these with the DCT. All concerns brought to the DCT are revisited at a DCT meeting (with the Associate DCT and/or the Field Placement Coordinator). Any changes are communicated to the student via another formal letter sent by email. If no changes are made, the rationale for the decision is communicated to the student.
10. If the student is not satisfied with the decision made by the DCT, in collaboration with the course instructor(s), Associate DCT and/or the Field Placement Coordinator, then the student's concerns would be brought to the Clinical Program Committee (CPC) and discussed in a closed meeting. The CPC's vote would represent the final decision, unless the student chooses to put forth a formal grievance. At this point, the Program would follow the procedures outlined by the Faculty of Graduate Studies (FGS).
11. Requests for an exemption from one comprehensive project can be made from clinical students who are admitted with an empirical Master's following the successful defense of the first clinical comprehensive. All such requests will be considered on a case by case basis and will require the approval of the DCT, the dissertation supervisor and the graduate program coordinator. (rev June 2017)
12. All Clinical Program decisions regarding exemptions are subject to final approval by Faculty of Graduate Studies (FGS).

Footnotes:

1. The decision to wait until after the student accepts our offer of admission was made as it is a lengthy and time consuming process to conduct the review to determine exemptions. The program does not want to engage in this process if the student is unsure of whether he/she will accept our admission offer.
2. Given that some of our courses are lifespan focused, students may be exempted from only certain components of the course. For example, a student coming into our program with a school psychology master's degree will have training in child psychology but not adult psychology and so would be required to complete all adult components of the courses. Also, there may be situations where a student's past course does not cover all the material in one of our courses (e.g., a previous statistics course may not have covered a certain statistical technique) and in these situations we may require that the student complete this component in our course, even though he/she is generally exempted from the course. In situations where partial exemption is given, a student may be required to complete an independent studies course to cover these components.

Appendix C

March 2022

Navigating Comprehensive Projects and Timelines: Guidelines for Clinical Psychology Students

This document is intended to highlight key parts of the comprehensive requirements and suggested timelines for clinical psychology students. It does not include *all* relevant information and students should carefully refer to both the [Clinical Program Handbook](#) and the Department of Psychology Graduate Student Handbook on the [Brightspace](#) page for more details and information. The comprehensive system is a unique opportunity to tailor student learning to individual needs and goals, while ensuring a breadth of exposure and experience in the field of psychology.

What are the comprehensive requirements?

Rather than a Comprehensive Exam, the Department's comprehensive requirement is a series of three projects. The comprehensive plan, which consists of a set of brief proposals for these three projects as well as for the dissertation, should be developed in collaboration with the dissertation supervisor (for the dissertation component) and a comprehensive chair (selected by the student; see timeline below for further description of this role) to ensure sufficient breadth of training in the field of psychology. A template for the comprehensive plan is available from Patti. Beatrice has a binder of sample comprehensive plans that students are encouraged to consult. Each clinical student's comprehensive plan is presented—by their comprehensive chair—to and approved by the clinical faculty at their regular meetings (held every 1-2 months).

The following definitions apply. See also example outcomes for comps, in the section below.

Empirical study: A study that includes all aspects of the scientific method from conceptualization, data collection, data analysis through to dissemination. The study may be quantitative or qualitative in nature so long as it follows rigorous methods. A meta-analysis is also an empirical study.

Empirical project: A project which may include some, but not all, aspects of the scientific process as outlined above. An empirical project may also include a systematic review or meta-analysis.

Typically, the comprehensive projects include the following three studies/projects (*Note that labeling of comp 2 and comp 3 is arbitrary and can be inter-changed*):

1. The first comprehensive project is typically an empirical study completed under the supervision of the dissertation supervisor[s]. Students entering the program with a Master's degree complete their first comprehensive under the same conditions, though they may request an exemption from one comprehensive project after successful completion of the first one. In such cases, a description of the Master's project should be included in the comp plan in place of one of the other comp projects. Eligibility for an exemption must be discussed with and approved by the DCT; further details on this process can be found in the [Clinical Program Handbook](#). Students must submit a formal written proposal for this first comprehensive project and orally defend their proposal. They must also submit a final manuscript summarizing the results of this project and successfully complete an oral defense of the project. The written and oral presentations are evaluated by a Comprehensive Examining Committee consisting of two to three committee members appointed by the Director of Clinical Training, as well as the dissertation supervisor. Please refer to projected timelines below.
2. A comprehensive project that is typically an empirical study or project completed under the supervision of a different faculty member to enhance breadth of training and exposure to different supervision models.
3. A comprehensive project that has some flexibility with respect to its focus and is typically completed under the supervision of a different faculty member than the dissertation supervisor or the supervisor of the second comprehensive to enhance breadth of training and exposure to different supervision models. Students might pursue an additional empirical project, or another training experience such as a teaching certificate or preparing a grant application.

Limitations and exceptions

Of the three comprehensive projects, only one can include a meta-analysis or systematic review. Neither are required, however.

Given the implications of Covid-19 on research, students who have a comprehensive plan approved before April 2023 may elect to complete their 2nd or 3rd comprehensive project [but not both] under the supervision of their dissertation supervisor.

What is the ideal scope of each comprehensive project and what are the expected outcomes?

Note that labeling of comp 2 and comp 3 is arbitrary and can be inter-changed.

Comp 1: The first comprehensive project has the largest scope as it typically includes all phases of the scientific process from conceptualization to manuscript writing. The expected outcome is a draft of a manuscript incorporating at least one round of feedback from the supervisor as well as successful completion of the written and oral components as deemed by the examining committee.

Comp 2: While empirical in nature, comp 2 often has a more limited scope than comp 1. For example, students might use archival data rather than collecting their own data. Whether a written product is required for the comp may depend on what stage of the scientific process the student becomes involved with. Students are encouraged to write-up the results of their comp for publication, but this does not need to be the endpoint for all three comprehensive projects. Many students work on a corresponding publication after their comp is officially completed given the benefits to their training as well as to their academic record (e.g., for scholarship applications)

Example outcomes might include, but are not limited to:

- Learning a new statistical analysis, completing the analyses, and drafting the data analysis and results section of a manuscript
- Completing the analyses for a study and presenting the results at a conference (i.e., also become familiar with the relevant content literature, preparing an abstract and presentation)
- Learning a new data collection technique and collecting a pre-determined amount of data. Writing the corresponding Methods section for a manuscript (i.e., while another co-author has written the other sections).
- Conducting a meta-analysis and writing the results section of a manuscript (i.e., while another co-author has written the Introduction and Discussion)
- Conducting a scoping or systematic review for a new research area and writing the results section of a manuscript (i.e., while another co-author has written the Introduction and Discussion).
- Learning about a new theory and literature and writing the Introduction, Methods and Discussion sections of a paper (i.e., while another co-author has conducted the analyses and written the results).

Comp 3: In addition to the examples for Comp 2, potential outcomes for Comp 3 might include:

- Completing a teaching certificate through Dal's Centre for Learning and Teaching <https://www.dal.ca/dept/clt/programs/CUTL.html>
- Preparing a grant application/proposal suitable for submission (scholarship applications would not be admissible to meet this requirement)
- Conducting a program evaluation *or* conducting a review of a completed program evaluation and preparing a report.
- Any project of the sort listed above under the "Comp 2"

When should I complete each of the comprehensive requirements?

Please note that the description below is intended to be a guideline and there is flexibility depending on individual circumstances and preferences. A graphical depiction of these guidelines is presented at the end of this document.

Comp 1 planning: Planning for the first comprehensive project should begin immediately upon entering the program in September of Year 1.

Comp 1 proposal submission & presentation: The Comp 1 proposal is typically due in January of Year 1 in the program. The presentation is two weeks after the proposal has been submitted.

Comp 1 final manuscript submission & defence: The Comp 1 final manuscript is typically due in January of Year 2 in the program. The defence is two weeks after the manuscript has been submitted.

Comp plan (planning and approval): Students should begin discussing their comprehensive plan with the dissertation supervisor and comprehensives chair in Winter of Year 2 (i.e., after defending Comp 1). This is also the term in which students will take Research Methods (P6209), wherein they will complete an assignment to assist with dissertation planning. Students should aim to submit a comprehensive plan by the end of Year 2 (i.e., August) and no later than December of Year 3. Thus, this 12-month period will be a busy “planning” phase in the program as students will need to:

- a) Identify a comps chair. The comps chair (often the supervisor of comp #2) is a faculty member who is familiar with our comp system (i.e., if your comps are all supervised by external faculty, we recommend you choose an internal faculty member as your comps chair). They will assist in preparing the comprehensive plan to ensure it meets the program requirements. The comps chair will present the student’s plan for approval and is also responsible for collecting and submitting comp completion forms from all supervisors.
- b) Identify supervisors for comps #2 and #3
- c) Develop brief proposals for comps #2 and #3 (approximately 0.5-1 page each)
- d) Develop your dissertation proposal (approximately 2 pages)

Note: If you have your comps planned but have not completely finalized your dissertation, you can still submit your comp plan for approval. You will be required to submit an amendment to your comp plan once your dissertation proposal is finalized.

Comp 2: Aim to begin Comp 2 in the Fall or Winter of Year 3 in the program. Allow for one year to complete this comp.

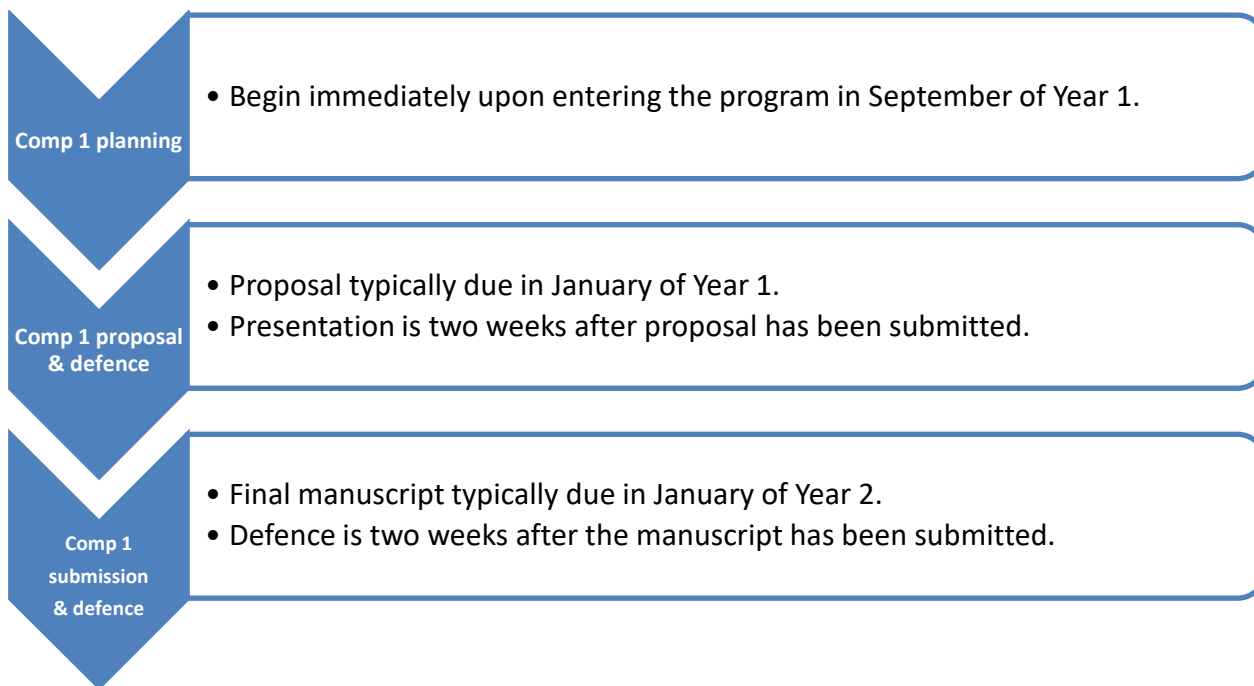
Comp 3: Aim to begin Comp 3 in Years 3-4 of the program. Allow for one year to complete the comp.

Dissertation: Data collection for the dissertation should begin in Year 3 at the latest. The reason we recommend allotting one year to complete each of your comps is because students will also be conducting dissertation research at the same time. However, the comp projects (#2 and #3) themselves should not require a full year to complete; rather, they are completed simultaneously with the dissertation, courses, and clinical practica. Students should consider when they have “quieter” periods in their dissertation research and make a stronger push to complete comps during that time.

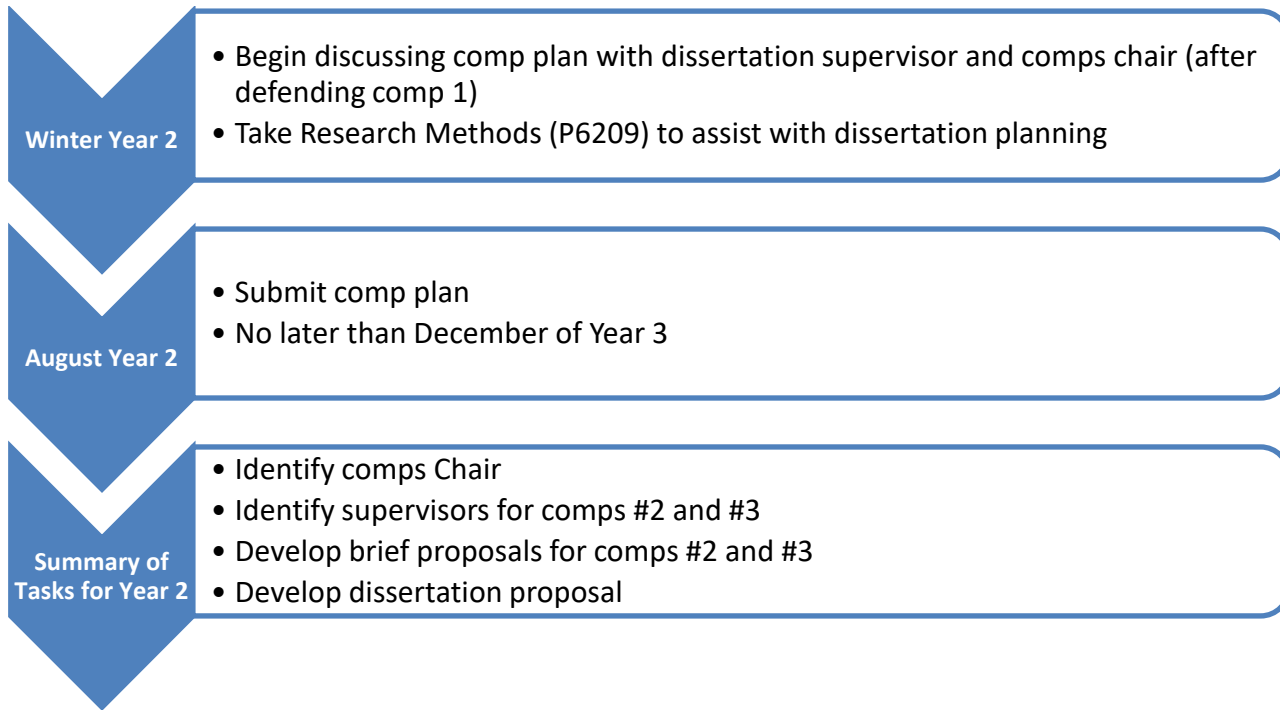
Comp completion: All three comprehensives must be completed and signed off by the supervisors and comps chair, as well as presented to the clinical faculty (by the comps chair), **prior to the student applying for internship (i.e., by mid-October in Year 5, ideally, but in later years the deadline would still be mid-October for applying to internship that year).** This requirement is in relation to the three comps, and does not include the dissertation. The supervisor of each comp must submit a completion form to the comps chair. The student should ensure the supervisor has the form and has completed it. All forms are available from Patti.

Please note that the descriptions below are intended to be a guideline and there is flexibility depending on individual circumstances and preferences.

Comp 1



Comp Planning & Approval



Note: If you have your comps planned but have not completely finalized your dissertation, you can still submit your comp plan for approval. You will be required to submit an amendment to your comp plan once your dissertation proposal is finalized.

Additional comps activities

