



GRADUATE STUDENTS' HANDBOOK

Counselling Psychology Programs

Department of
Educational and Counselling Psychology

McGill University

Updated October 10, 2014

This Handbook is available is available on-line at
<http://www.mcgill.ca/edu-ecp/programs/counsellingpsych/resources#Handbook>

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Welcome from the Chair

It is my pleasure to welcome all of our new and returning graduate students. The Counselling Psychology Doctoral Program is accredited by the Canadian Psychological Association, the American Psychological Association, and the Ordre des psychologues du Québec. The Master of Arts (Non-Thesis) program (Professional/Internship Concentration) is accredited by the Ordre des conseillers et conseillères d'orientation du Québec. The Counselling Psychology program at McGill has a long history and we are confident that you will enjoy your stay at McGill.

There are many individuals within our Department who can help answer your questions. Your Program Director--Dr. Jack De Stefano, your Program Co-ordinator--Alexander Nowak (who is currently on study leave), your Supervisor, and Professors will prove to be helpful in fostering and helping shape your professional development. As Chair of the Department, I am happy to meet and assist you whenever possible. Students are always welcome to share good news, ask questions, or seek solutions or guidance. As a graduate student you are considered a valuable member of the Department of Educational and Counselling Psychology. On behalf of all my colleagues we strongly encourage you to play a full and active role.

Best wishes for a successful, productive and enjoyable year.

Jeffrey Derevensky.

* * *

Introduction

The purpose of this handbook is to provide students in the Counselling Psychology programs with information about the procedures, regulations, and requirements for completing the programs leading to the MA (Non-Thesis) In Counselling Psychology (Professional/Internship Concentration), MA (Non-Thesis) in Counselling Psychology (Project Concentration), and PhD in Counselling Psychology degrees in the Department of Educational and Counselling Psychology at McGill University. Pertinent resources for students in this department are also provided. All requirements and procedures described in this Handbook are current as of December, 2013. If there are any changes, you will be notified by your supervisor or the program director. Please access the Handbook online because the online version is always the most up-to-date: http://www.mcgill.ca/edu-ecp/sites/mcgill.ca.edu-ecp/files/school_psychology_handbook_2013-2014.pdf

This Handbook is designed to provide information to make your experience in your Counselling Psychology program as smoothly organized, productive, and enjoyable as possible. Please read all sections of this Handbook to become thoroughly familiar with your program and department. Further information of special interest to you will be provided as it becomes available. In addition, the Counselling Psychology faculty have prepared information and guidelines on practicum, field practicum, and internship that are of special relevance to you and have been placed in this handbook.

New students in the MA Professional/Internship Concentration are assigned an academic advisor at the beginning of their first semester. All students are encouraged to contact their advisor for information related to program developments, courses, and other program issues. Frequent communication between you and your advisor facilitates a well-designed program of study and your professional development. For PhD and MA Project Concentration students, your academic advisor is your research supervisor. At the doctoral level, the supervisor assists you in forming a doctoral committee and in developing a thesis proposal. The thesis supervisor is always a member of the Counselling Psychology core staff, but professors from other programs or departments can serve as members or even co-supervisor on a student's doctoral committee.

If you have any questions regarding the program you are in, please contact your Program Advisor, supervisor, or the Program Director. We hope that your experience at McGill University is exciting, challenging, intellectually enriching, and professionally rewarding!

Department Chair:	Dr. Jeffrey Derevensky
Program Advisor (on leave):	Mr. Alexander Nowak
Program Advisor (Interim):	Ms. Bonnie McKeating
MA Internship Coordinator:	Professor Ada L. Sinacore
Clinic Director:	Professor Jack De Stefano
Master's Level Practicum Coordinator:	Dr. Jack De Stefano
Doctoral Level Practicum Coordinator:	Dr. Jack De Stefano
Doctoral Level Internship Coordinator:	Dr. Jack De Stefano
Program Director:	Dr. Jack De Stefano

Assessment Materials Resource Center Coordinator (on leave): Ms. Rachael Muncaster
Assessment Materials Resource Center Coordinator (interim): Ms. Emelia Triplet

History of the Department of Educational and Counselling Psychology

The Counselling Psychology programs at McGill University were instituted in the mid-1960s. The Master of Education (MEd) degree in Guidance and Counselling was created and first awarded in 1966 in what was then the independent Department of Counsellor Education. Shortly thereafter, a Doctor of Education (EdD) in Counsellor Education program was instituted (the designation of this doctoral program was changed to PhD in Counselling Psychology in the 1980s). The Faculty of Education was relocated from McGill's Macdonald campus to its downtown campus in 1969.

Since this time, numerous changes have occurred in the Faculty. These changes included the creation of a smaller number of aggregated departments. One of these was the new Department of Educational and Counselling Psychology (ECP), originally merged in 1980 and given this new name in 1993. Educational Psychology and Counselling Psychology share common roots in the study and facilitation of human development and learning, and in the training of professionals who work to optimize learning and personal growth. They draw on the various strengths of the larger Department of Educational and Counselling Psychology because this department is an amalgamation of several major areas of concentration. The rest of the Faculty furnishes expertise in other domains that are often of value to students as they pursue their specialized and personalized studies and research.

Counselling Psychology at McGill University

Counselling Psychology in a Canadian Context: Definition of Counselling Psychology Adopted by CPA Section 24, June 11, 2009

Counselling psychology is a broad specialization within professional psychology concerned with using psychological principles to enhance and promote the positive growth, well-being, and mental health of individuals, families, groups, and the broader community. Counselling psychologists bring a collaborative, developmental, multicultural, and wellness perspective to their research and practice. They work with many types of individuals, including those experiencing distress and difficulties associated with life events and transitions, decision-making, work/career/education, family and social relationships, and mental health and physical health concerns. In addition to remediation, counselling psychologists engage in prevention, psycho-education, and advocacy.

The research and professional domain of counselling psychology overlaps with that of other professions such as clinical psychology, industrial/organizational psychology, and mental health counselling, but is distinguished by an integrated set of core values: (a) Counselling psychologists view individuals as agents of their own change and regard an individual's pre-existing strengths and resourcefulness, and the therapeutic relationship, as central mechanisms of change; (b) the counselling psychology approach to assessment, diagnosis, and case conceptualization is holistic and client-centred, and it directs attention to social context and culture when considering internal factors, individual differences, and familial or systemic influences; and (c) the counselling process is pursued with sensitivity to diverse sociocultural factors unique to each individual.

Counselling psychologists practice in diverse settings and employ a variety of evidence-based and theoretical approaches grounded in psychological knowledge. In public agencies, independent practices, schools, universities, health-care settings, and corporations, counselling psychologists work in collaboration with individuals to ameliorate distress, facilitate well-being, and maximize effective life functioning.

Research and practice are viewed as mutually informative and counselling psychologists conduct research in a wide range of areas, including those of the counselling relationship and other psychotherapeutic processes, the multicultural dimensions of psychology, and the roles of work and mental health in optimal functioning. Canadian counselling psychologists are especially concerned with culturally appropriate methods suitable for investigating both emic and etic perspectives on human behaviour, and promote the use of research methods drawn from diverse epistemological perspectives, including innovative developments in quantitative and qualitative research.



Graduate Program Committees for Counselling

There are four Graduate Program Committees in the Department (Counselling Psychology, School/Applied Child Psychology, Human Development, and Learning Sciences). Each committee is chaired by a Program Director and broadly represents major departmental interests. Each committee recommends admissions, advises on program changes and policy implementation, ranks scholarship applications, structures and supervises comprehensive examinations, and monitors student progress. The committees welcome student input in their deliberations; there are two self-selected student representatives each year on the departmental Executive Committee that oversees the curriculum. Student representatives also sit and vote on the Counselling Psychology Program Committee.

The responsibility for placing students on departmental committees belongs to a graduate student body. Students are sought to participate in ad hoc committees such as those constituted for the hiring of new faculty. These committee appointments are made by the Chair in consultation with the Program

Director. The representatives attend committee meetings, consult extensively with other students who attend job talks and teaching talks, and have a strong voice in the final selection of successful candidates.

The permanent members of the Counselling Psychology Program Committee are as follows:

Jack De Stefano

Martin Drapeau

Marilyn Fitzpatrick

Annett C. Körner

Ada L. Sinacore

Newly hired member (2014) to replace Nathan G. Smith

Newly hired member (2014) to replace Lisa B. Spanierman

Alexander Nowak (or leave replacement)

2 MA student representatives (one from each Concentration)

1 PhD student representative

* * *

Counselling Psychology Professional Training Model

~ Basic Principles ~

The Counselling Psychology programs at McGill University prepare students to work primarily in community mental-health centers, university and other school settings--both public and private, clinics, vocational counselling centers, and in private practice. The principal determinants of the settings in which students will have the competence to work after they have graduated will be the practicum and predoctoral internship sites they have chosen, the electives, and other ancillary training experiences. The primary goal of this program is to develop professionals who have the skills to improve the psychological well-being of children and adults across their entire developmental lifespan. The principal formative activities of the programs comprise clinical training and practice, intense scholarship developing the theoretical and academic underpinnings of this profession, and research training--this especially at the doctoral level. Our graduates are expected to have a high degree of competence in each of these roles.

Students are mentored in the stylistic, cultural, organizational, and literacy skills that are the hallmarks of those who make contributions to our discipline. The standards established in the *Publication Manual of the American Psychological Association* (6th ed.) are emblematic of

what the department expects from students as they proceed through the master's and doctoral programs. Students are expected to equip themselves through personal study in the epistemological, philosophical, and historical underpinnings of the field. Moreover, they are expected to have a reasonable grounding in those basic sciences, such as developmental psychology and social psychology, that contribute to the full spectrum of counselling psychology. To acquire skills in this role, students are encouraged to participate in a number of research projects throughout their MA (Non-Thesis) Professional/Internship or Project Concentrations, and are expected to participate in research beyond their PhD dissertation.

Counselling psychology is built on several disciplinary foundations, among which are career psychology, rehabilitation counselling, psychotherapy, school counselling, psychological testing, behavioral counselling, palliative care counselling, and crisis intervention. Maintaining a broad approach to training, while not limiting opportunities to specialize, ensures that students will leave the program with a sound foundation to establish themselves in their domain of choice. Students are able to draw from many different bases of knowledge and apply this information to the issues and problems with which they are presented.

With this in mind, the department has adopted the scientist-practitioner model for the formation of professional counselling psychologists. This model provides a basis for graduates to assume leadership responsibilities on a national and international level in the area of counselling psychology.

~ The Scientist ~

The role of the scientist is considered important in the training of counselling psychologists. To understand and advance basic knowledge in the domains subsumed under counselling psychology, students must have a firm foundation in scientific methodology and the philosophy of science, proportionate to the graduate level in which they are being trained. Students are educated to be highly skilled consumers of research. As practitioners, graduates must be able to interpret and critically evaluate published and unpublished research. In order to utilize available clinical, educational, and psychological assessment and intervention techniques, graduates must have a sound scientific background to judge the utility and efficacy of such approaches and procedures. This knowledge may come from evaluation of published reports or via their own empirical evaluation of these techniques. In the MA (Non-Thesis) Project Concentration and PhD programs, students are also educated as researchers capable of examining relevant problems of both an applied and basic nature.

Research is a crucial element of the Counselling Psychology program at McGill University. Students are taught the scientific skills required to conduct and evaluate research both in analogue and natural settings. Moreover, students--especially in the MA (Non-Thesis) Project Concentration and the PhD programs--collaborate with faculty members in research and frequently present papers at local, national, and international conferences. Through faculty mentoring and guidance, students are provided with scientific diverse models for advancing knowledge through which knowledge is obtained. The role of the mentor in the program is typically assumed by the student's supervisor. As students advance in their research training, they begin to mentor their junior colleagues.

~ The Practitioner ~

The practitioner is expected to manifest a high level of expertise and clinical skill in the practice of counselling psychology. This expectation is predicated on practitioner competencies as well as those of the scientist.

The practitioner component of the MA (Non-Thesis) Concentration Professional/Internship program encompasses field and clinic-based practice, supervised field work, and internship requirements, as well as clinical coursework in assessment, intervention, consultation, and related areas. The pre-internship practicum and pre-doctoral internship consist of the practitioner components of the program at the doctoral level. This extensive commitment to applied training represents a core element of the program, and taps the expertise of the community resources as well as the more or less distant internship settings in which students may choose to fulfill this aspect of their program. The applied orientation of the program is as varied as the university and community resources afford. Applied experience with clients who are at various developmental stages of their career are important; without basic experience in the field, the professional psychologist is limited both in the efficacious acquisition of practical schemas and in their translation into a variety of different and constantly changing and challenging settings.

The orientations subsumed within training include (but are not limited to) applied behavior analysis, cognitive-behavioral, social learning, psychometric, and developmental perspectives. Training also occurs in assessment, intervention, counselling, consultation, program evaluation, and research. Thus, the practitioner is presented with a wide range of complementary service delivery approaches to clinical problems. This extensive, broad background allows for greater skills in hypothesis testing, monitoring of interventions, tailoring of treatments to individual problems, and examination of treatment efficacy.

Those who have chosen to do a doctoral program may wish to pursue a post-doctoral program of one or two years to further develop expertise in a clinical or research specialization area.

~ Integration and Application of the Scientist-Practitioner Training Model ~

This model can be distinguished at the doctoral level from the master's level training primarily in its emphasis on research and advancing knowledge. The MA (Non-Thesis) Professional/Internship Concentration is oriented primarily toward producing competent practitioners who demonstrate a high level of competence when dealing with the welfare of clients and are also skilled in evaluating and utilizing the research literature of their specialization. PhD graduates who function as service providers in an institutional setting are trained to be more adept at integrating a variety of perspectives and disciplines and advancing the science of their profession. Such individuals are active users, evaluators, and critics of the tools of their profession; they can test, adapt, and develop new procedures in their own practice of psychology, and communicate these findings to others in the field. These competencies are developed through integrative experiences in scientific research methodology, and the acquisition of theoretical knowledge inherent to counselling and the mentoring process.

The training model recognizes the importance of developing personal relationship skills that are essential in establishing an effective therapeutic relationship with clients. These qualities are, to a significant extent, foundational to the successful training of the practitioner as well as desirable characteristics of the scientist. Given the primary focus of enhancing the welfare of their clients, counsellors and counselling psychologists must be committed to the acquisition of these skills. Our programs acknowledge the importance of these characteristics and strive to foster their development, especially in the practicum and internship aspects of the programs.



McGill Psychoeducational and Counselling Clinic

The McGill Psychoeducational and Counselling Clinic is a teaching and training unit of the Department of Educational and Counselling Psychology. The Clinic was extensively upgraded in Canada Foundation for Innovation (CFI) grant in 2003. The purpose of the clinic is to provide an on-site setting for clinical training and research. The Clinic primarily serves the Counselling Psychology and School/Applied Child Psychology programs. The Clinic currently contains six consultation/interview rooms a waiting room, and a playback room with six playback stations, and secure filing cabinets for storing of paper files and video media. All six consultation/interview rooms are wired for digital video-recording of counselling and testing sessions. There are also three additional smaller rooms--one for equipment and two wired for live supervision through a one-way mirror, filing room, and interview rooms.

The Clinic offers fully supervised assessments and counselling services to the community as part of its training and research goals. These services are offered to children, adolescents, families, and adults experiencing difficulties with regard to educational, social, vocational, or interpersonal aspects of their lives. Clients may be referred by schools, community agencies, or by professionals including psychologists, social workers, counsellors, and physicians. Clients do not need referrals in order to request services. For more information please contact Ms. Sally Crawford or Ms. Emelia Triplet, and refer to the Guidelines for Trainees available from the Clinic Director, Dr. Jack De Stefano.



Professorial Staff and Supervision Interests

De STEFANO, Jack, EdD, McGill University, Director of the McGill Psychoeducational and Counselling Clinic

Counselling-psychotherapy process

Clinical supervision

Narrative and collaborative approaches in counselling

DRAPEAU, Martin, PhD, Université du Montréal, Associate Professor

Psychotherapy process and outcome

Knowledge translation

Clinical research and psychopathology, cognitive behavioural therapy, defense mechanisms, cognitive errors and coping action patterns

FITZPATRICK, Marilyn, PhD, McGill University, Full Professor

Psychotherapy process research: Emotional involvement and experiencing processes, the role of positive emotions, the working alliance

Outcomes monitoring in clinical practice and practice-research networks

KÖRNER, Annett C., PhD, University of Leipzig, Assistant Professor

Health psychology/Psychooncology: Coping and adjustment to life-threatening or chronic illness, health behavior, educational low-dose psychosocial interventions, self-management

Psychotherapy, relationship patterns, personality, self-compassion

SINACORE, Ada L., PhD, Columbia University, Associate Professor

Multicultural, feminist, and social justice theory and practice

Career psychology and consultation

Qualitative methods and program evaluation

Cultural transition and immigration

Gender-based violence and bullying

As of December 2013, searches have been authorized to hire two additional professors for this program, replacing Professors Nathan G. Smith and Lisa B. Spanierman who left McGill in the summer of 2013. Appointments are anticipated between May and August of 2014.



Master of Arts in Counselling Psychology: Two Concentrations

The Department of Educational and Counselling Psychology offers two programs of study in Counselling Psychology at the master's level: the MA (Non-Thesis) in Counselling Psychology (Professional/Internship Concentration) and the MA (Non-Thesis) in Counselling Psychology (Project Concentration).

For more information on the degrees offered, please consult section 25.5.1 of the Graduate and Postdoctoral Studies Calendar, or follow the links to specific program outlines at this on-line overview of all graduate degrees in the Department:

http://www.mcgill.ca/study/2013-2014/faculties/education/graduate/gps_edu_educational_and_counselling_psychology

The following two sections provide detailed descriptions of each of the two MA in Counselling Psychology programs.

MA (Non-Thesis) in Counselling Psychology Professional/Internship Concentration

~ Program Goals ~

The aim of the MA (Non-Thesis) in Counselling Psychology (Professional/Internship Concentration) is to produce graduates who:

1. are trained in the major applied areas of counselling,
2. will be qualified to work in a variety of settings where educational, vocational, personal, and developmental counselling is offered, and
3. have had an extensive supervised internship in either a clinical or educational setting.

To do so, the training program emphasizes career and vocational theory and development, individual and group counselling skills, the integration of multicultural, gender, and other diversity theories into practice, and testing and assessment procedures.

Students take a combination of theoretical and practical courses throughout the completion of their degree. Most coursework is taken during the first year (including the summer semester) including a practicum in the Department's Psychoeducational and Counselling Clinic. In the second year, students are on-site at internship placements for three full days per week while attending classes on their remaining two days.

Accredited by the *Ordre des conseillers et conseillères d'orientation du Québec* (OCCOQ), with automatic eligibility for membership upon graduation (subject to residency and French-language provisions), this program prepares students to work in the field as Counsellors in settings such as CSSSs (*Centres de santé et services sociaux*--community integrated health- and social-service units), schools, community, rehabilitation, and vocational guidance centers, governmental, nongovernmental, or private settings. All students must also attend weekly case conferences.

~ Program Requirements ~

(60 credits)

Required Courses

(33 credits)

EDPC 606	(3)	Theories of Intervention I
EDPC 607	(3)	Theories of Intervention II
EDPC 608	(3)	Group Counselling: Theory
EDPC 609	(3)	Psychological Testing I
EDPC 615	(3)	Assessment and Diagnosis in Counselling
EDPC 618	(3)	Professional Ethics and the Law
EDPC 624	(3)	Group Counselling: Practice
EDPC 662	(3)	Career Psychology
EDPC 665D1	(3)	Practicum
EDPC 665D2	(3)	Practicum
EDPE 622	(3)	Multiculturalism and Gender

Internship - Required

(24 credits)

Four 6-credit components reflect various dimensions of the profession. Completion of the internship is essential to becoming a member of the OCCOQ.

EDPC 679D1	(3)	Internship: General I
EDPC 679D2	(3)	Internship: General I
EDPC 680D1	(3)	Internship Research Seminar
EDPC 680D2	(3)	Internship Research Seminar
EDPC 683	(3)	Practicum in Psychological Testing: Personality Assessment
EDPC 684	(3)	Practicum in Psychological Testing: Cognitive Assessment
EDPC 685D1	(3)	Internship: Vocational and Rehabilitation Counselling
EDPC 685D2	(3)	Internship: Vocational and Rehabilitation Counselling

Elective Courses

(3 credits)

The following courses may be offered periodically and taken to complete the academic requirements.

Electives may also be chosen from other 500-or higher-level courses offered by the Department or other departments of the University. Choice of electives requires approval of the Program Director.

EDPC 616	(3)	Individual Reading Course
EDPC 630	(3)	Feminism, Women and Psychology
EDPC 635	(3)	Counselling for Sexual Adjustment
EDPC 636	(3)	Theories of Sex Therapy
EDPC 660	(3)	Selected Topics in Counselling
EDPC 670	(3)	Current Trends in Counselling
EDPE 617	(3)	Adolescent Development

~ The Development of Competencies ~

The program follows a competency-based model. Students are expected to develop expertise in five different competency areas: interpersonal relationships, assessment and evaluation, intervention, ethics, and research. All course syllabi contain a statement indicating which professional competencies will be addressed in that course. Applied components of the program (EDPC 624 Group Counselling: Practice, EDPC 665 Practicum, EDPC 683 and EDPC 684 Practica in Psychological Testing, EDPC 679 and 685 Internship) are evaluated across all competency areas. Below is an outline of the knowledge and skill areas in which students are expected to attain competency.

Competencies for Students in the M.A. (Non-Thesis) in Counselling Psychology (Professional/Internship) program

<i>~ Interpersonal Relationships ~</i>	
Knowledge	Knowledge of theories and their empirical support relative to: <ul style="list-style-type: none"> - interpersonal relationships - relationships of power - therapeutic or working alliance - relations in particular milieu
	Self-Knowledge/awareness of personal: <ul style="list-style-type: none"> - motives - resources - values, - biases or prejudices (particularly cultural biases) - self-presentation (how others perceive you) - risk factors for burnout
	Knowledge of Others

	<ul style="list-style-type: none"> - macro environments (e.g., impact of national standards or public policies, socio-economic and ethno-cultural contexts; cultures of social groups, work environments) - micro-environments (e.g., family dynamics, male/ female relational differences, cultural adaptation or integration)
<i>Skills</i>	<ul style="list-style-type: none"> - how to communicate adequately - how to listen and interact with others - how to express oneself with empathy and respect - how to put others at ease - how to establish a climate of trust - how to analyze difficult interactions - how to adjust to evolving interactions - how to recognize personal resources and limits - how to develop and maintain professional relationships
<i>~ Assessment and Evaluation ~</i>	
<i>Knowledge</i>	<ul style="list-style-type: none"> - methods of evaluation (e.g. grids of observation, tests) - various types of clientele served - human or organizational development - diagnosis or identification of problems - problem analysis - the influence of cultural factors
<i>Skills</i>	<ul style="list-style-type: none"> - formulating a request for evaluation - selection and application of methods of evaluation - collection and analysis of information
<i>~ Intervention ~</i>	
<i>Knowledge</i>	<ul style="list-style-type: none"> - the use of a variety of theoretical approaches and techniques that are tailored to the clientele served: individuals and groups - interventions that support health, well-being or efficiency - the influence of cultural and ethnic factors - assessing the relevance of a referral to another professional or to other resources - principal components of contemporary management in professional domain
<i>Skills</i>	<ul style="list-style-type: none"> - the ability to identify and apply interventions which support health, well-being or efficiency - the ability to assess the effects of the intervention - the ability to consult and refer to other resources as needed
<i>~ Research ~</i>	

Knowledge	<ul style="list-style-type: none"> - scientific foundations of the discipline - applied statistics - different models and strategies of applied research - principles in the communication of applied research results - contemporary approaches to evaluating the quality of professional interventions
Skills	<ul style="list-style-type: none"> - appropriate use of scientific findings - critical judgment - ability to implement applied research tied to professional practice - ability to rigorously apply methods and strategies pertinent to your area of practice
<i>~ Ethics ~</i>	
Knowledge	<ul style="list-style-type: none"> - ethical values and principles - the OCCOQ code of ethics - other ethical codes such as those of the CPA and APA - other professional standards related to practice - standards and guidelines of the profession - knowledge of the legal and socio-economic factors that inform the systems in which counsellors deliver services
Skills	<ul style="list-style-type: none"> - the process of ethical decision-making - the integration of ethical considerations and principles into practice - early identification of potential ethical issues - resolving ethical dilemmas - the ability to mobilize resources and use them optimally

~ The Assessment of Competencies: Interim Assessment of Student Progress ~

In order to assure that students develop the competencies across a broad range of experiences, the program committee regularly assesses issues related student progress. The first assessment takes place late in the fall semester of year one. Subsequent assessments occur in midwinter of year one, in late fall of year two, and in midwinter of year two. At those times, sessional instructors and site supervisors are consulted concerning issues of concern relative to any student in the program prior to the meeting. Full-time faculty members meet and review that feedback along with their own assessments of students of concern. Students whose progress relative to a competency area is satisfactory receive written notification.

Notice of unsatisfactory progress is followed up by a meeting with the student's academic advisor to review the situation. The student must acknowledge in writing the receipt of the letter and

must arrange a meeting with his or her Advisor within a week of receipt of the letter. In that meeting, steps for remediation of the issue(s) raised in the letter will be developed and put into writing. These steps will be specific, behavioral, and measurable. A timeline for completion of the steps must be included in the letter. A copy of this letter is sent to the Program Director and placed in the student's file. At the end of that timeline, the advisor and student again meet to assess and document progress relative to the steps. Two failures to meet specified remedial requirements constitute grounds for dismissal from the program.

~ Practicum and Internship Information ~

All students must complete the required courses listed above. Students obtain practice in counselling in preparation for their internship through the first-year supervised practicum in counselling skills and techniques (EDPC 665D1/D2) in which they counsel three clients for 12 to 15 sessions each. Students are supervised by both their practicum professor and a doctoral-level student supervisor. During weekly group supervision, students discuss cases, review video recordings of interviews (with informed consent obtained from clients), and receive assistance with any problems arising out of their work experiences.

In the second year, students complete a three-day-per-week, two-semester supervised field experience or internship in the community. For one-and-a-half of the remaining days of the week, students have three hours of weekly group supervision related to their internship at McGill (EDPC 679, EDPC 685). In addition, they complete three hours of research training (EDPC 680), and three hours of psychometry training (EDPC 683; EDPC 684). The aim of the MA internship is to give students a broad and intensive experience in the practice of counselling. Clinical courses, the first-year practicum and group practicum, and the second-year general internship and vocational and rehabilitation internships are graded as Pass/Fail. In all other courses, students receive letter grades. The minimum passing grade is B-.

The internship is viewed as a year of further development of professional skills and practices required of a licensed counsellor. The research and psychometry components of the internship are a vital component of training and for licensing by the OCCOQ. Approval of internship sites and supervisors is reviewed on an annual basis by the Internship Director.

Each intern works in one setting throughout the two-semester internship period. Possible internship sites vary widely. High schools, CEGEPs (Quebec's network of community colleges that also offer pre-university programs bridging from secondary school) and other colleges, and university counselling centres provide the majority of internship experiences. Other sites have included CSSSs (Quebec's network of health and social services centres), drug and alcohol rehabilitation centers, and vocational guidance agencies. Hospitals are not generally recommended for interns at the MA level.

~ Requirements of Internship ~

1. *Two-Semester Duration.*

The duration of the internship is two semesters, fall and winter. No other dates are possible.

2. *Timing.*

Internships are three days/week, approximately seven hours per day, Monday to Wednesday. Because of the supervision and instruction requirements at McGill, interns are not on site on Thursday and Friday. Internships are not normally "split" but an exception is the on-campus arrangement between this program and jointly with the McGill Career and Placement Service (CaPS) and the Counselling Service (both in Student Services).

3. *Start Date of Internships.*

Some sites may require students to start in August. Students are expected to comply with this start date but, in such cases, students cannot begin clinical or group work until after the official day of classes at McGill. Students may be asked to attend orientations, trainings, workshops, etc. (and are expected to attend) but cannot be asked to see clients until the official first day of fall classes on campus.

4. *Insurance/Liability.*

Students are covered by McGill liability insurance with regard to their practice. This insurance is applicable from the first official day of classes in the fall term until final marks are submitted at the end of April. Students may not see or engage with clients at their internship sites *as McGill interns* prior to or after this period of time.

5. *Clients.*

Interns must have regular access to clients. Most sites have an orientation period in the early weeks during which interns build their clientele roster. In some instances, the intern will be expected to do outreach to develop the client base; in others, clients may be referred or assigned. In all cases, the site is responsible to ensure that the intern has a steady flow of clients so that she or he can meet the requirements outlined in this document

6. *Group Work.*

Interns will normally have the opportunity to counsel groups of clients. The number of meetings, duration of group work, nature of the group or groups, and other details will be based on the needs of the site and determined in consultation with the intern and the McGill supervisor.

7. *Office.*

Interns must have an office. Although this space may be shared, it must be available as a private space for the intern to meet clients. In addition, the office must provide a level of safety for the student which needs to be in keeping with the nature of the regular client base; students should not be placed in a risky area which is isolated or near equipment that could be potentially dangerous.

8. Telephone.

The intern must have access to a private telephone for contacting clients, parents, or other professionals.

9. Internship Hours.

Interns must have a minimum of 600 hours of clinical training in the course of an internship. On-site training comprises 546 hours (2 semesters \times 13 weeks per semester \times 21 hours per week). McGill supervision comprises 75 hours (2 semesters \times 13 weeks per semester \times 3 hours per week). The following table outlines the McGill program requirements for clinical activities.

<i>Type of Activity</i>	<i>Description</i>	<i>Minimum Hours Required</i>
DIRECT Client Contact	Individual counselling, group counselling, family meetings, testing, assessment ¹	170 hours ²
On site supervision	<i>Minimum</i> of 1 hour per week of individual supervision	26 hours
McGill supervision	Group supervision for 3 hours per week	75 hours
Workshops	Group activities with a psycho-educational focus	No minimum
Case conferences	Meetings with groups of professionals to discuss cases. <i>N.B.:</i> Case conference time during which the intern <i>presents</i> can be considered as supervision	No minimum
Report Writing	Scoring and interpretation of tests, preparation of reports for other professionals or clients records	No minimum
Consultation	Discussions with mental health professionals of interested parties (e.g., teachers, parents) concerning clients	No minimum
Staff Meetings	Meetings concerning administrative matters related to the site	No minimum

Note 1. It is acceptable to consider a counselling hour of 50 minutes with the client and 10 minutes of notes and record keeping as one hour. In sites where clients may be seen for different periods of time, interns should keep track of the amount of time spent in contact with the clients and add 20% for notes and record keeping. Cancelled or missed appointments may NOT be considered client-contact hours.

Note 2. Time to administer tests and meet with clients to discuss the results of the tests. Time spent scoring tests may NOT be considered client-contact hours.

10. Logging hours.

Interns have the responsibility to keep a weekly log of their internship activities. Site supervisors have the responsibility to be aware of the intern's activities and to sign the log on a weekly basis. The log form is available on our departmental website (<http://www.mcgill.ca/edu-ecp/students/counselling/>). McGill supervisors respond to interns' questions concerning the specifics of keeping the log during supervision. In the appendix section of this Handbook is a *Descriptions of Internship Log Categories*

McGill University Counselling Psychology Program - Internship Log Fall 2010 Semester															
Intern Name:															
Name of Internship Site:															
Internship Supervisor Name:															
McGill Supervisor Name:															
	4-Ja	11-Ja	18-Ja	25-Ja	1-Fb	8-Fb	15-Fb	1-Mr	8-Mr	15-Mr	22-Mr	29-Mr	5-Apr	12-Apr	Weekly Totals
	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12	Wk 13	Wk 14	
0	INDIV. DIRECT HOURS														0
1	Counselling														0
2	Career/Voc.														0
3	Testing														0
4	Providing Information														0
5	GROUP DIRECT HOURS														0
6	Counselling														0
7	Family/Couple														0
8	Workshops														0
9	Testing														0
0	Planning Grps & Workshps														0
1	MEETING/CONFERENCE														0
2	Case Conferences														0
3	Staff Meetings														0
4	Site Supervision														0
5	McGill Supervision														0
6	Conference Planning														0
7	Professional Conferences														0
8	ADMINISTRATIVE														0
9	Correspondence														0
0	Telephone Conferencing														0
1	Reports & Record-Keeping														0
2	Test Scoring														0
3	MISCELLANEOUS														0
4	Outreach & Public Relations														0
5	Consultation & Referrals														0
6	Supervisory Duties														0
7	Professional Prep Time														0
9															0
	GRAND TOTAL INTERNSHIP HOURS														0
0	Intern's Signature:														Date:
1	McGill Supervisor's Signature:														Date:
2	On-Site Supervisors Signature:														Date:
3															

document that will assist in the accurate logging of activities by interns. The log form is completed using the Excel spreadsheet provided at the above web address. A snapshot of what the form looks like is provided above to the right. The document should be printed on a single page; if you have trouble doing so, please adjust the page margins in Excel to do so. Office 2007 and 2010 users should consult the following website for tips on doing so: [Microsoft Office Help: Make a worksheet fit the printed page](#). Mac and pre-Office 2007 users can do so by clicking on File – Page Setup – Fit To – 1 page wide by 1 tall.

11. Recording.

At some sites, interns are permitted to record sessions if clients (or parents or guardians where appropriate) give written permission. The recordings are exclusively for the intern's development and supervision. Recording is very advantageous in allowing the intern to perfect skills through regular review and supervision.

12. Individual Supervision.

Interns must have a minimum of one hour scheduled weekly individual supervision on-site. Ad hoc or group supervision may be appropriate in addition to (not instead of) this hour. Supervision normally contains three elements: (a) case discussion and management issues, (b) discussions about issues of intern professional identity and sense of competence in the work, and (c) orientation to professional practice including ethical issues and standards of practice.

13. Site Supervisor Qualifications.

Supervisors should typically be licensed counsellors (OCCOQ members). In instances where the supervisor is not a licensed counsellor, she or he must be approved by the Department as exceptionally qualified. If a student does not have an OCCOQ member as a site supervisor, their McGill supervisor will be an OCCOQ member (*Ordre des conseillers et conseillères en orientation du Québec*). To be qualified, the site supervisor must have a minimum of a master's

degree in counselling or an equivalent degree, have completed five years of post-master's activity or two years of licensed practice following receipt of their doctorate and be a member of a Quebec professional order in the mental health field.

14. *Supervisor Availability.*

A qualified supervisor must be regularly available on-site during the hours the intern is present. When a supervisor must be absent, interns must have a contact person on-site whom they can consult in the event of an emergency.

15. *McGill Supervision.*

Interns will register for and participate in one section (three hours; approximately nine students) of weekly group supervision at McGill on Thursday or Friday.

16. *Communications between McGill and the Site.*

The McGill and on-site supervisors should maintain contact. Site supervisors are encouraged to telephone or to email the McGill supervisor or the program director at any time to discuss issues that may arise.

17. *Site Information.*

To allow potential interns to make informed decisions about applications to potential sites, the program maintains an *Approved Site List* containing the names of the site, the name and contact information of the person to whom application can be made, the location of the site, and the nature of the work that is required. The list is updated and distributed to first year students by the Program Coordinator in November of the pre-internship year. Sites are requested to notify the program of any changes to this information. In addition, students are encouraged to contact those in the second year of the program for reports of their site experiences. ***The most recent site list and the list of sites used in recent years are listed in the PhD section of this Handbook (see the table of Contents), but please verify your site interests with the Approved Site List maintained by Dr. Jack De Stefano because changes can occur at any time.***

18. *New Internship Sites.*

The program endeavours to balance the needs of all students for a placement with the needs of sites to anticipate the presence of an intern for the coming year. For this reason, the number of approved sites is only slightly larger than the number of students. If an intern candidate would like to add a new site to the list, he or she should contact the Internship Director by mid-fall of the pre-internship year and indicate the nature of the site and the rationale for including it as an approved site. The Internship Director will contact the potential site and review the requirements outlined in this document. If the site is interested and if it can meet these requirements and offer McGill interns a strong internship experience, it may be added to the *Approved Site List*. Because interns must be at McGill on Thursday and Friday, internships outside of the province of Quebec or at a great distance from Montreal are strongly discouraged.

19. *Internship Information Day.*

Each year in mid-November, site representatives and intern candidates are invited to an internship information day. The day is an opportunity for the program to review internship

requirements and for sites and intern candidates to become acquainted. Site representatives have the opportunity to make a brief presentation about the nature of their site. Interns can meet potential supervisors and ask questions about internship experiences at different sites.

20. *Application Process.*

Potential interns submit their applications to sites in the first week in January. Students should note that some sites might have earlier deadlines. Interns are advised to treat the application process like a job search. Send your CV to the contact persons at the sites of interest and attach a letter stating why you are interested in an internship there. It is acceptable to follow-up with a telephone call or email to determine if you will be offered an interview. Typically, sites interview a number of candidates, usually in January and early February. Program faculty members do not write letters of reference for internship candidates, but are happy to accept telephone or email inquiries from sites for references. **It is a program policy that students must apply to at least five (5) sites.** Students who plan to stay in Quebec and to seek a psychotherapy permit after graduation should note that not all supervision hours will count toward their permit.

21. *Uniform Notification of Interns.*

Each year the program establishes a uniform offer date in the middle/late part of February. In order to allow both students and sites to be matched in the most fair and efficient manner, we ask all sites to make their internship offers to students on that day (known as 'Internship Notification Day') by email with a copy to the Internship Director. Sites begin to make their offers in the early morning. Students must accept or decline an offer when it is made. Interns are requested to notify any sites whose offers they are declining of their decision as soon as they have accepted an offer from another site. **Please note that if students decline an offer and are not matched to another site, they may have to defer internship for a year. The program does not guarantee matches.**

22. *Intern Acceptance.*

Once an offer has been made and the intern has accepted the offer, students must get from their site a completed Internship Placement Form to indicate that the placement is finalized. The form must be sent to the Program Coordinator as soon as possible and **no later than 2 weeks after the Internship Notification Day.** Please note that students will not be allowed to start at their site if this form is not in their McGill file. In the rare event that a student has not secured a placement, she or he must advise the Department as soon as possible, and no later than 2 weeks from the Internship Notification Day. **If a student has not secured a site by June 23rd, she or he may have to defer the internship to the following year.**

23. *Formal Orientation.*

Interns require a formal orientation concerning practices and procedures of their site. As the early weeks of internship have a steep learning curve, the program recommends that sites provide interns with a written orientation package. When such material is available prior to beginning the internship, it allows the intern to feel more prepared and reduces the burden on the site supervisor.

24. *Orientation Package.*

Recommended contents of orientation package include the following:

- a. *Nature of the counselling work.* Although an understanding of the nature of the counselling work is the purpose of the entire internship, interns will need an initial orientation to the types of clients they will meet and the modalities of counselling preferred at the site.
- b. *Assignment of clients.* Interns need to understand how clients will be assigned. If the intern has some responsibility for developing a clientele, guidance in how to accomplish this will be required.
- c. *Responsibility for clients.* Interns should be oriented to site practices related to the making of referrals or the sharing of clients. If a client will be seen at some times by an intern for counselling and at other times by the supervisor or another professional, interns need to understand when and how these transitions are generally handled.
- d. *Opportunities to develop special interests.* Although certain programs and practices will be well established at each site, interns should be advised if opportunities to initiate programs (e.g., developing a workshop) related to their particular interests exist. Sites will need to negotiate with the intern or the McGill supervisor (or both) how such special programs can be developed and supervised.
- e. *Training opportunities.* At many sites, there may be wonderful opportunities for interns to attend workshops, case conferences, rounds, or seminars, have access to learning materials or resources that are particular to the work of the site. Information on these opportunities is of great value to the intern.
- f. *Identification of the supervisor(s).* Interns should be informed who will be supervising them. If supervision is shared or split between two supervisors, interns should know how the responsibility will be divided and who their supervisors will be during the different periods.
- g. *Supervision scheduling.* Interns should be informed of the time of their regularly scheduled supervision. If the time will vary from week-to-week, they need to understand how the scheduling procedure will be handled. It is the responsibility of the supervisors to make regular weekly supervision time available.
- h. *Supervisor unavailability.* In the event that a supervisor is off-site or is unavailable, the intern must have the name of an available on-site emergency contact person.
- i. *Reporting relationships.* If interns are responsible to someone in the site administration other than their supervisor (e.g., principal in a high school, director of a counselling center), they should be informed of these reporting relationships and the expectations of the administration about the nature of the reporting relationship.
- j. *Informed consent procedures.* Interns need instruction on how the site handles issues of informed consent (for clients, record transfer, reports, etc.), the forms that are in current use, and the signing responsibilities of interns and others. In instances where these consent procedures differ from that of McGill or professional licensing guidelines, the McGill supervisor and site supervisor will consult with each other to determine a course of action. The Program Director should be informed about these discussions.
- k. *Professional consultations.* Interns need to be oriented to the nature of consultations typical

of the site. Where possible this will include contact information for social workers, youth protection workers, psychiatrists, or others who are regularly consulted. Client consent procedures related to these consultations should also be reviewed.

- l. Other consultations.* At sites where interns will meet with interested parties other than mental health professionals (e.g., parents or teachers), they should be oriented to when these consultations are appropriate, how they are managed, and relevant client consent procedures. In particular, interns need an orientation to issues related to the confidentiality of client reports, records, and session progress or attendance in these consultations.
- m. Intern Evaluation.* In addition to supervision, site supervisors are responsible for conducting a series of written evaluations that are submitted to the program. These include two interim progress reports, and two end-of-semester evaluations in December and April. *Interim progress reports.* In mid-October and mid-February, sites make interim progress reports to the program that indicate if the intern is making satisfactory progress to that point. If the interns' progress is deemed unsatisfactory by the on-sight supervisor, the McGill Supervisor, on-sight supervisor and student will meet to discuss a course of action.
- n. End of semester evaluations.* At the end of the fall semester and at the end of the internship, the supervisor should complete the *MA Intern Evaluation Questionnaire*.
- o. Communication of evaluations with interns.* Site supervisors should inform interns of the evaluations they submit to the program. The evaluation process is an opportunity for the intern and the site supervisor to discuss progress and set developmental goals.
- p. Unsatisfactory progress.* If overall progress is deemed *unsatisfactory* in any evaluation, a meeting with the intern, the McGill supervisor, and the site supervisor should be scheduled to determine the measures that can be taken to support the intern in improving their performance.
- q. Dress code.* The program does not have specific dress codes, however some sites do. It is the student's responsibility to respect such codes where they exist and generally present oneself in a professional manner.
- r. Responsibility of the McGill supervisor.* It is the responsibility of McGill supervisor to review intern progress and make the final determination if the internship is deemed a pass. In order to make this determination, the supervisor will take into account the feedback of the on-site supervisor and their written evaluations. In order for the McGill supervisor to properly assess the students' progress at their site and submit a mark, the two end-of-semester evaluation forms must be received in the Department no later than December 1 and April 1 respectively.

25. Payment of Interns. Remuneration of interns varies. Most internships are unpaid; a few include some form of payment or honorarium. Expenses or stipends may be arranged between the intern and the site; the program has no policies concerning the payment of interns.

NOTE: Students are advised that if they wish to **practice outside Quebec**, it is their responsibility to determine the licensing requirements in the jurisdiction in which they want to practice. Other jurisdictions may have different requirements than those of Quebec.

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MA (Non-Thesis) in Counselling Psychology (Project Concentration)

The MA (Non-Thesis) in Counselling Psychology (Project Concentration) is designed to produce graduates with introductory academic preparation for research or clinical careers in counselling psychology. Training is provided in the research domain through coursework in data analysis and a research project. Clinical preparation is initiated in the program through coursework in ethics, intervention, assessment, psychological testing, and multicultural issues, and through a practicum with clients from the community in the second year. The program is intended to give students research preparation for doctoral training. This degree alone does not include an internship and does not fulfill the requirements for membership in the orders that certify either guidance counsellors (OCCOQ) or psychologists (OPQ) in Quebec. This Concentration (or its equivalent) is the prerequisite for admission to the PhD in Counselling Psychology.

~ Program Requirements ~

(60 credits)

Required Courses

(57 credits)

EDPC 606	(3)	Theories of Intervention 1
EDPC 609	(3)	Psychological Testing 1
EDPC 615	(3)	Assessment and Diagnosis in Counselling
EDPC 619	(3)	Research Project 1
EDPC 620	(3)	Research Project 2
EDPC 621	(3)	Research Project 3
EDPC 625	(6)	Clinic Practicum 1
EDPC 626	(6)	Clinic Practicum 2
EDPC 628	(3)	Research Project 4
EDPC 629	(3)	Research Project 5
EDPC 630	(3)	Research Project 6

EDPC 662	(3)	Career Psychology
EDPC 683	(3)	Practicum in Psychological Testing: Personality Assessment
EDPC 684	(3)	Practicum in Psychological Testing: Cognitive Assessment
EDPE 622	(3)	Multiculturalism and Gender
EDPE 627	(3)	Professional Practice of Psychology
EDPE 676	(3)	Intermediate Statistics

Complementary Courses

3 credits from the following:

EDPE 682	(3)	Univariate/Multivariate Analysis
EDPE 687	(3)	Qualitative Methods in Educational Psychology

Details of the Revised Research Project Course Content and Sequence

New Sequence 2014+ (total 18 credits)	Old Sequence until 2013 (total 9 credits)
<i>EDPC 619 Research Project 1 (3 credits):</i> A focused survey of the research literature on a topic chosen in consultation with the research supervisor.	<i>EDPC 619 Research Project 1 (3 credits):</i> Development of a rationale for a research project supported by the research literature, articulation of a research question(s) related to the rationale, and proposal of a method to test the question(s).
<i>EDPC 620 Research Project 2 (3 credits):</i> Development of a rationale for a research project supported by the research literature, the articulation of a specific research question(s) related to the rationale, and write up of a method to collect data that will answer the question.	
<i>EDPC 621 Research Project 3 (3 credits):</i> Data collection based on the method proposed in Research Project 2.	<i>EDPC 620 Research Project 2 (3 credits):</i> The collection and analysis of data for the research project.
<i>EDPC 628 Research Project 4 (3 credits):</i> Data analysis and write up in manuscript format of data collected in Research Project 3.	
<i>EDPC 629 Research Project 5 (3 credits):</i> Interpretation of data collected in Research Project 3 including its relationship to the literature and its implications.	

<p><i>EDPC 630 Research Project 6 (3 credits):</i> The development of a written report of the research project in the form of a manuscript suitable for publication.</p>	<p><i>EDPC 621 Research Project 3 (3 credits):</i> The development of a report of the results of the research project in the form of a manuscript suitable for publication.</p>
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~ The Development of Competencies ~

The program follows a competency model. Students are expected to develop expertise in five different competency areas: interpersonal relationships, assessment and evaluation, intervention, ethics, and research. All course syllabi contain a statement indicating which professional competencies will be addressed in that course. Applied components of the program are evaluated across all competency areas (EDPC 624 Group Counselling: Practice, EDPC 625 and EDPC 626 Clinic Practicum 1 and 2, and EDPC 683 and EDPC 684, Practica in Psychological Testing). Below is an outline of the knowledge and skill areas in which students are expected to attain competency.

Competencies for Students in the MA (Non-Thesis) in Counselling Psychology (Project Concentration) program

<p align="center"><i>~ Interpersonal Relationships ~</i></p>	
<p><i>Knowledge</i></p>	<p>Knowledge of theories and their empirical support relative to:</p> <ul style="list-style-type: none"> - interpersonal relationships - relationships of power - therapeutic or working alliance - relations in particular milieu
	<p>Self-Knowledge/awareness of personal:</p> <ul style="list-style-type: none"> - motives - resources - values, - biases or prejudices (particularly cultural biases) - self-presentation (how others perceive you) - risk factors for burnout
	<p>Knowledge of Others</p> <ul style="list-style-type: none"> - macro environments (e.g., impact of national standards or public policies, socio-economic and ethno-cultural contexts; cultures of social groups, work environments) - micro-environments (e.g., family dynamics, male/ female relational differences, cultural adaptation or integration)

<i>Skills</i>	<ul style="list-style-type: none"> - how to communicate adequately - how to listen and interact with others - how to express oneself with empathy and respect - how to put others at ease - how to establish a climate of trust - how to analyze difficult interactions - how to adjust to evolving interactions - how to recognize personal resources and limits - how to develop and maintain professional relationships
<i>~ Assessment and Evaluation ~</i>	
<i>Knowledge</i>	<ul style="list-style-type: none"> - methods of evaluation (e.g. grids of observation, tests) - various types of clientele served - human or organizational development - diagnosis or identification of problems - problem analysis - the influence of cultural factors
<i>Skills</i>	<ul style="list-style-type: none"> - formulating a request for evaluation - selection and application of methods of evaluation - collection and analysis of information
<i>~ Intervention ~</i>	
<i>Knowledge</i>	<ul style="list-style-type: none"> - the use of a variety of theoretical approaches and techniques that are tailored to the clientele served: individuals and groups - interventions that support health, well-being or efficiency - the influence of cultural and ethnic factors - assessing the relevance of a referral to another professional or to other resources - principal components of contemporary management in professional domain
<i>Skills</i>	<ul style="list-style-type: none"> - the ability to identify and apply interventions which support health, well-being or efficiency - the ability to assess the effects of the intervention - the ability to consult and refer to other resources as needed
<i>~ Research ~</i>	

Knowledge	<ul style="list-style-type: none"> - scientific foundations of the discipline - applied statistics - different models and strategies of applied research - principles in the communication of applied research results - contemporary approaches to evaluating the quality of professional interventions
Skills	<ul style="list-style-type: none"> - appropriate use of scientific findings - critical judgment - ability to implement applied research tied to professional practice - ability to rigorously apply methods and strategies pertinent to your area of practice
<i>~ Ethics ~</i>	
Knowledge	<ul style="list-style-type: none"> - ethical values and principles - the OPQ code of ethics - other ethical codes such as those of the CPA and APA - other professional standards related to practice - standards and guidelines of the profession - knowledge of the legal and socio-economic factors that inform the systems in which counsellors deliver services
Skills	<ul style="list-style-type: none"> - the process of ethical decision-making - the integration of ethical considerations and principles into practice - early identification of potential ethical issues - resolving ethical dilemmas - the ability to mobilize resources and use them optimally

~ Practicum Information ~

EDPC 625 and 626 are designed to give students in the MA (Non-Thesis) Project Concentration further preparation for clinical work. Students learn basic helping skills and follow clients from the community of the Psychoeducational and Counselling Clinic. These courses are designed to prepare students for their doctoral level practicum and eventual predoctoral internship.

EDPC 625 Course Description:

A first-level practicum in basic interviewing and helping skills and their application to a range of problems. Clients are seen in the McGill Psychoeducational and Counselling Clinic.

EDPC 626 Course Description:

A second level practicum in basic interviewing and helping skills and their application to a range of problems. Clients are seen in the McGill Psychoeducational and Counselling Clinic.

~ The Assessment of Competencies: Interim Assessment of Student Progress ~

In order to assure that students develop the competencies across a broad range of experiences, the program committee regularly assesses issues related student progress. The first assessment takes place late in the fall semester of year one. Subsequent assessments occur in midwinter of year one, in late fall of year two, and in midwinter of year two. At those times, all sessional instructors are consulted concerning issues of concern relative to any student in the program prior to the meeting. Full-time faculty members meet and review that feedback along with their assessments of students of concern. Students whose progress relative to a competency area is unsatisfactory will receive a letter from the Program Director. The letter will be placed in the student's file.

The student must acknowledge in writing the receipt of the letter and must arrange a meeting with their supervisor within a week of receipt of the letter. In that meeting, steps for remediation of the issue or issues raised in the letter will be developed and put into writing. These steps will be specific, behavioral, and measurable. A timeline for completion of the steps must be included in the letter. A copy of this letter is sent to the Program Director and placed in the student's file. At the end of that timeline, the supervisor and student again meet to assess and document progress relative to the steps. A copy of the letter must also be attached to the student's annual report.

Two failures to meet the remedial requirements constitute grounds for dismissal from the program.

* * *

MA (Non-Thesis) in Counselling Psychology (Project Concentration) Students Applying to the PhD in Counselling Psychology Program

~ Required Documentation ~

Students applying to the PhD while enrolled in the MA (Non-Thesis) Counselling Psychology (Project Concentration) program are not required to submit the same documentation as external applicants or applicants from any other master's program. In lieu of the standard required

documents required for external applicants or those from other programs, students currently enrolled in the MA Project Concentration must submit the following:

- Completed Online Application
- Letter of Intent
- MA transcript (an unofficial printout of your “Minerva” form is acceptable)
- Updated CV (Please use the CV provided with your MA application and boldface updates since your MA application)
- Annual Report for your MA1 year

All documents are required by the same application deadline, December 15th to begin the following September. In accord with CPA and APA guidelines, admissions decisions will be announced no later than March 15th and acceptances must be received by April 15th or places may be offered to next-ranked other applicants. The program has limited enrolment, normally about six to eight new students a year, based on the availability of dissertation supervision.



PhD in Counselling Psychology

The PhD in Counselling Psychology is built on the scientist-practitioner model.

~ Accreditation ~

The Doctoral program is currently accredited by the Canadian Psychological Association (CPA), which after the most recent site visit in 2010 gave a four-year renewal. The Quebec Order of Psychologists (OPQ) site visited the program in 2012 and renewed its accreditation. The American Psychological Association (APA) has reaccredited the program through August 31, 2015 at which point the APA will cease to accredit programs outside the United States.

After this date students graduating from our PhD program cannot attest to having graduated from an

<i>Accrediting Organisations</i>
<p><i>CPA</i> 141 Laurier Ave. W., Suite 702, Ottawa, ON, Canada, K1P 5J3 1-888-472-0657</p>
<p><i>APA</i> Committee on Accreditation, 750 First St. NE Washington, DC, USA 20002-4242 1-800-374-2721-option 5-local 5974.</p>
<p><i>OPQ</i> 1100 Beaumont, Suite 510 Mt-Royal, QC, Canada, H3P 3E5 1-514-738-1881</p>

APA-accredited program. To graduate from an APA-accredited program, you must complete all the program requirements and graduate (that is, pass the date of Convocation in May or June 2015) before September 1, 2015.

Although there are no official guarantees for the future, many APPIC and US internship sites, and US state licensing boards accept CPA accreditation as equivalent to APA accreditation. In 2012, the Canadian Psychological Association (CPA) and American Psychological Association (APA) through its Commission on Accreditation (CoA) approved and signed the First Street Accord. The accord is a mutual recognition agreement on accreditation. It demonstrates that the APA CoA views the accreditation standards and principles of the CPA as equivalent to the Commission on Accreditation's guidelines and principles. Similarly, the CPA views the accreditation guidelines and principles of the APA Commission on Accreditation as equivalent to the accreditation standards and principles of the CPA. This mutual recognition agreement applies only to the accreditation activities each association undertakes in its own country. It is an agreement that recognizes the equivalence of the systems of accreditation of the CPA and APA and does not confer any reciprocal accreditation status on any of the programs they accredit. See <http://www.apa.org/ed/accreditation/first-street-accord.aspx> for further details.

~ Program Goals ~

The program aims to develop professionals who are prepared to:

1. Contribute to the advancement of knowledge in the field of counselling psychology;
2. Practice from a strong evidence base;
3. Take a leadership role in community, professional and university organizations in counselling psychology.

Graduates (who meet residency and French-language competency standards) are eligible to join the OPQ, the licensing body for Quebec psychologists. The OPQ French-language requirement can be met by being a graduate of secondary schooling in Quebec (holder of a DES), or by passing the language examination given by the *Office québécois de la langue française* (OQLF).

Graduates of the program will be prepared to assume careers in education, health, and community settings, including faculty positions, counselling and psychological positions on the staff of university and college mental health centers, and professional positions in psychological agencies offering preventative mental health services.

~ Program Requirements ~

Required Courses, Comprehensive Examination, and Internship

In addition to the requirements listed below, all courses (or their equivalent) from the MA (Non-Thesis) in Counselling Psychology (Project Concentration) program must have been completed. Any student who enters the PhD program missing any required courses (or their equivalent) from

the MA Project Concentration must complete the missing courses prior to graduating from the PhD program.

Thesis

A thesis for the doctoral degree must constitute original scholarship and must be a distinct contribution to knowledge. It must show familiarity with previous work in the field and must demonstrate ability to plan and carry out research, organize results, and defend the approach and conclusions in a scholarly manner. The research presented must meet current standards of the discipline; as well, the thesis must clearly demonstrate how the research advances knowledge in the field. Finally, the thesis must be written in compliance with norms for academic and scholarly expression and for publication in the public domain.

An individual program of study will be prepared by you and your supervisor and maintained in your official student file. This program of study consists of a contract between you and the university related to the requirements to complete the PhD.

Required Courses

(30 credits)

EDPC 701 Comprehensive Examination	
EDPC 702 Assessment & Diagnosis 2	(3 credits)
EDPC 714 Theory / Models: Family Therapy	(3 credits)
EDPC 720 Consultation and Program Evaluation	(3 credits)
EDPC 780 Supervision	(6 credits)
EDPC 782 Doctoral Field Experience	(6 credits)
EDPC 786 Proposal Preparation and Defense	(6 credits)
EDPE 712 Neurological Bases of Behaviour	(3 credits)

Required Internship

(24 credits)

EDPC 795 Pre-doctoral Internship	(24 credits)
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Complementary Courses

6 credits from the following:

EDPE 682 Univariate/Multivariate Analysis	(3 credits)
EDPE 684 Applied Multivariate Statistics	(3 credits)
EDPE 687 Qualitative Methods in Educational Psychology	(3 credits)

Elective Courses

(6 credits)

Two courses that must be at the 500, 600, or 700 level. Electives are on topics related to specialized interests and must be approved by the supervisor.

In addition to these 6 credits, PhD students may elect a second (optional) Doctoral practicum, EDPC 783. This usually adds an extra year to the program, but provides an opportunity to broaden one's applied knowledge and skill set before applying for the Internship.

Note: EDPE 682, EDPE 684, and EDPE 687 are all required for the PhD program. Most students will complete either EDPE 682 or EDPE 687 (or their equivalent) in a prerequisite master's program. Students must complete EDPE 682, EDPE 684, and EDPE 687 (or their equivalents) in either a predoctoral master's program or the PhD program; all three must be completed prior to graduating from the PhD program.

Typical Sequence of Counselling Psychology Doctoral Studies

Year	McGill Status	Principal Program Activities
1	PhD2	Coursework Development of background in research area
2	PhD3	Remaining coursework (except Supervision course) Comprehensive examination Doctoral practicum Development and defense of dissertation proposal (Colloquium)
3	PhD4	Supervision course Data collection and analysis
4 and 5	PhD5 and 6	Internship Completion of dissertation and defense

Note: McGill regulations stipulate that a student with any master's degree enters a doctoral program in PhD2, even if it is necessary to "make up" master's level courses.

~ The Thesis Supervisor ~

In addition to having competence in the student's area of research interest, the supervisor assumes responsibility for such students' academic advising. This professor must be one of the core Counselling Psychology faculty members (in the 2013-2014 academic year, some exceptions were made to this rule only for students of two supervisors who resigned from the university and for whom no within-program supervisor could immediately be found) and will also serve as the chair of the candidate's thesis supervisory committee. A candidate may decide later to change thesis supervisor, or any other member of the committee; this can be negotiated by discussing the matter with those who are involved.

~ The Development of Competencies ~

The program follows a competency-based model. Students are expected to develop expertise in seven different competency areas: interpersonal relationships, assessment and evaluation, intervention, ethics, research, consultation, and supervision. All course syllabi contain a statement indicating which professional competencies will be addressed in that course. Applied

components of the program are evaluated across all competency areas in the doctoral practicum and internship. Below is an outline of the knowledge and skill areas in which students are expected to attain competency.

Competencies for Students in the PhD in Counselling Psychology

<i>~ Interpersonal Relationships ~</i>	
<i>Knowledge</i>	<p>Knowledge of theories and their empirical support relative to:</p> <ul style="list-style-type: none"> - interpersonal relationships - relationships of power - therapeutic or working alliance - relations in particular milieu <hr/> <p>Self-Knowledge/awareness of personal:</p> <ul style="list-style-type: none"> - motives - resources - values, - biases or prejudices (particularly cultural biases) - self-presentation (how others perceive you) - risk factors for burnout <hr/> <p>Knowledge of Others</p> <ul style="list-style-type: none"> - macro environments (e.g., impact of national standards or public policies, socio-economic and ethno-cultural contexts; cultures of social groups, work environments) - micro-environments (e.g., family dynamics, male/ female relational differences, cultural adaptation or integration)
<i>Skills</i>	<ul style="list-style-type: none"> - how to communicate adequately - how to listen and interact with others - how to express oneself with empathy and respect - how to put others at ease - how to establish a climate of trust - how to analyze difficult interactions - how to adjust to evolving interactions - how to recognize personal resources and limits - how to develop and maintain professional relationships
<i>~ Assessment and Evaluation ~</i>	

<i>Knowledge</i>	<ul style="list-style-type: none"> - methods of evaluation (e.g. grids of observation, tests) - various types of clientele served - human or organizational development - diagnosis or identification of problems - problem analysis - the influence of cultural factors
<i>Skills</i>	<ul style="list-style-type: none"> - formulating a request for evaluation - selection and application of methods of evaluation - collection and analysis of information
<i>~ Intervention ~</i>	
<i>Knowledge</i>	<ul style="list-style-type: none"> - the use of a variety of theoretical approaches and techniques that are tailored to the clientele served: individuals and groups - interventions that support health, well-being or efficiency - the influence of cultural and ethnic factors - assessing the relevance of a referral to another professional or to other resources - principal components of contemporary management in professional domain
<i>Skills</i>	<ul style="list-style-type: none"> - the ability to identify and apply interventions which support health, well-being or efficiency - the ability to assess the effects of the intervention - the ability to consult and refer to other resources as needed
<i>~ Research ~</i>	
<i>Knowledge</i>	<ul style="list-style-type: none"> - scientific foundations of the discipline - applied statistics - different models and strategies of applied research - principles in the communication of applied research results - contemporary approaches to evaluating the quality of professional interventions
<i>Skills</i>	<ul style="list-style-type: none"> - appropriate use of scientific findings - critical judgment - ability to implement applied research tied to professional practice - ability to rigorously apply methods and strategies pertinent to your area of practice
<i>~ Ethics ~</i>	

<i>Knowledge</i>	<ul style="list-style-type: none"> - ethical values and principles - the OPQ code of ethics - other ethical codes such as those of the CPA and APA - other professional standards related to practice - standards and guidelines of the profession - knowledge of the legal and socio-economic factors that inform the systems in which counsellors deliver services
<i>Skills</i>	<ul style="list-style-type: none"> - the process of ethical decision-making - the integration of ethical considerations and principles into practice - early identification of potential ethical issues - resolving ethical dilemmas - the ability to mobilize resources and use them optimally
<i>~ Consultation ~</i>	
<i>Knowledge</i>	<ul style="list-style-type: none"> - the historical context, contemporary theories and methods of consultation in the field of practice - the political, psychosocial and systemic aspects of consultation as they influence the role and the activities of the consultant - phases in the process of consultation - organization of systems (e.g., hospitals, schools, rehabilitation agencies, community services, EAP, private practice)
<i>Skills</i>	<ul style="list-style-type: none"> - establishing a consulting relationship - carrying out a contextual analysis of the problem - negotiating (if needed) between the needs, demands, and interests of different persons so that both parties are satisfied with the outcome - evaluating the effects of an intervention
<i>~ Supervision ~</i>	
<i>Knowledge</i>	<ul style="list-style-type: none"> - different models of the development of competency in supervision - methods and techniques of supervision - modes of supervision evaluation - problems of power relationships and cultural and sexual differences
<i>Skills</i>	<ul style="list-style-type: none"> - developing objectives and methods of training - preparing an evaluation process coherent with the objectives of training - promoting the development professional behaviors such as: <ul style="list-style-type: none"> - <i>ongoing learning</i>

	<ul style="list-style-type: none"> - <i>open to supervision</i> - <i>well-prepared</i> - <i>non-defensive</i> - <i>organized and able to make good use of time</i> - <i>willing to take risks</i> - <i>conscious of personal limits</i> - <i>facilitating the integration of learning.</i>
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~ The Assessment of Competencies: Interim Assessment of Student Progress ~

In order to assure that students develop the competencies across a broad range of experiences, the program committee regularly assesses issues related to student progress. The first assessment takes place late in the fall semester of year one. Subsequent assessments occur in midwinter of year one and continue twice yearly throughout the program. Prior to the assessment meeting, all sessional instructors and supervisors are consulted concerning issues of concern about any student in the program. Full-time faculty members meet and review that feedback along with their own assessments of students of concern. Students whose progress relative to a competency area is unsatisfactory receive a letter from the Program Director outlining the issues. A copy is placed in the student's file.

The student must acknowledge in writing the receipt of the letter and must arrange a meeting with his or her supervisor within a week of receipt of the letter. In that meeting, steps for remediation of the issue(s) raised in the letter will be developed and put into writing. These steps must be specific, behavioral, and measurable. A timeline for completion of the steps must be included in the letter. A copy of this letter is sent to the Program Director and placed in the student's file. At the end of that timeline, the supervisor and student again meet to assess and document progress relative to the steps. A copy of the letter must also be attached to the student's annual report.

Two failures to meet the remedial requirements constitute grounds for dismissal from the program.



PhD in Counselling Psychology Comprehensive Examination Procedures

The PhD comprehensive examination is one of the requirements for the PhD in Counselling Psychology and must be successfully completed BEFORE the colloquium, preferably close to the time you complete the majority of your coursework.

The comprehensive examination must demonstrate the candidate's ability to (a) synthesize and critically evaluate a substantive and relevant theoretical, empirical and clinical body of literature, (b) identify gaps, contradictions and limitations in the existing literature, (c) identify areas that may warrant further investigation; (d) address implications for research and practice, and (e) compose a quality written text that includes (a), (b), (c), and (d) in a coherent manner. These are the criteria for the evaluation of the comprehensive examination paper.

1. The Outline

- ~ The decision to take the comprehensive examination is made by the student in conjunction with the supervisor. Once this decision has been made, the student submits a one-to-two page outline summarizing the major areas to be covered in the paper. The student should consult with his or her supervisor to develop this outline. The final outline needs to be approved by the supervisor and signed by both the student and the supervisor.
- ~ The reviewers (the supervisor and one other reader, chosen by the student in conjunction with the supervisor) then evaluate the outline. The second reviewer can be a member of the McGill Counselling Psychology faculty or a full-time faculty member of any institution. He or she must have clear expertise in an area addressed in the comprehensive examination. This reviewer will also assess the final paper. Reviewers who are not members of the Counselling Psychology program at McGill should be contacted by the supervisor and must agree to participate in the process as outlined here at the time that the outline is sent.
- ~ When the outline is approved, it is given along with the appropriate signatures on this form to the Program Director.

2. The Timetable

- ~ The comprehensive process begins on the day that the outline is approved by the supervisor and the second reader.
- ~ Four weeks later: The student submits a draft of the paper to his or her supervisor.
- ~ Within two weeks of submission: The supervisor meets with the student to provide detailed feedback.
- ~ Eight weeks from beginning: The student submits the final paper to the supervisor and to the second reader.

- ~ Two weeks later: The student is given his or her grade.

3. The Final Evaluation

- ~ The final paper should be between 30 and 40 pages in length, double-spaced, and follow current standard APA style.
- ~ The candidate, in conjunction with the supervisor, will choose a third reader who will be contacted only if the remedial steps need to be taken (see section 4 below). The name of this additional reviewer must be submitted with the final paper.
- ~ The student is expected write the examination independently except for the single meeting with the supervisor during the feedback period.
- ~ The final paper is evaluated as *Pass/Fail* on the criteria mentioned. A grading rubric that represents the standards for the comprehensive examination is found among the appendices to this document.
- ~ The two readers who approved the outline (candidate's supervisor and a second reader) sign this form to indicate their evaluation. The completed form is filed with the Program Coordinator who submits a grade for the examination.

4. Remedial procedures

(a) For Reader Disagreement

- ~ If the two readers disagree on the *Pass* or *Fail* of the paper, then the third reader will be asked to review the submission. If the third reviewer gives a *Pass*, then the candidate passes his or her comps based on the majority judgment. If the third reviewer gives a *Fail*, feedback is provided to the candidate who then has four weeks to revise it and resubmit.

(b) For Two Failing Grades

- ~ If both readers (supervisor and the second reader) agree that the final paper is a *Fail*, then feedback is provided and the student has four weeks to make changes and resubmit the paper.
- ~ The student may not consult with the supervisor during those four weeks.
- ~ The revised the final paper should be submitted to the supervisor and to the Program Director.
- ~ The revised paper will then be assessed by the original two readers.
- ~ The grades should be submitted by the two readers to the Program Director.

PhD in Counselling Psychology Regulations Regarding the Practicum

The McGill University PhD in Counselling Psychology is a scientist-practitioner program. The program prepares its graduates to:

- ~ Contribute to the advancement of knowledge in the field of counselling psychology.
- ~ Practice from a strong evidence base.
- ~ Take a leadership role in community, professional and university organizations.

Doctoral students reach these objectives through their education and training which includes the doctoral field experience named the practicum. The doctoral practica comprise a supervised field placement that should provide substantial training in the competencies domains of:

- ~ Relationship and Interpersonal Skills
- ~ Ethical Issues and Professional Conduct
- ~ Psychological Assessment Skills
- ~ Intervention Skills
- ~ Consultation Skills
- ~ Skills in Application of Research, and
- ~ Clinical Supervision.

This field placement may occur in an educational (e.g., college or university), medical, or community setting. The setting will allow the student to develop competencies in assessment and intervention, to adopt a professional role, to participate in multidisciplinary activities, and to work in a setting where a wide range of relevant experiences is possible.

Throughout the practicum, students are responsible to both the site and university supervisors. The university supervisor may vary from year to year but is usually the Clinic Director. Supervision (both on-site and on-campus) focuses on helping trainees understand clients in the full spectrum of their diversity. As well, supervision stresses effective case conceptualization, intervention, and the trainee's own professional development through reflective self-understanding. The central goal of the practicum is to enable students to gain further experience in providing mental health services. Issues addressed in supervision are educationally relevant and the practicum should support the knowledge and competencies previously mastered.

The practicum should provide a minimum 750 hours of service-related activities. A minimum of 250 hours must consist of clinical service--of these 250, 150 hours must be in direct contact with clients. The remaining 100 hours may be indirect client contact (e.g., viewing of service

provision). Direct service is usually face-to-face contact, defined as interviewing, assessing, or intervening with clients (including individuals, groups, couples, families). The total clinical supervision hours consist of 125 hours of which 50 hours made up of individual supervision. Individual supervision consists of activities in which the supervisor observes the student deliver a service, reviews an audio- or videorecorded session of service delivery with the student, or in which the student presents an ongoing case for discussion and review. Group supervision makes up 75 hours and includes participation in supervision received by other students or in group meetings used to review or discuss an aspect of clinical practice. The remaining 375 hours comprise activities that support the clinical work and include (but are not limited to) keeping files up-to-date, report writing, treatment planning, consultation with peers or other professionals, or workshop planning. Typically, these clinical hours are accumulated in the approved field site. Trainees spend the equivalent of two to three days per week at the field site. Students are expected to accurately document all their hours (see the Appendix for the appropriate form). Site supervisors must sign the forms to indicate their agreement with the documented hours.

Professional development is a critical component of the practicum experience and students are expected to demonstrate appropriate professional skills and conduct. In achieving this objective, they are expected to establish collegial, supportive, and cooperative relations with staff and professional relations with clients. The demonstration of professional skills also involves being punctual, maintaining a professional appearance, being prepared for the supervision meetings, and presenting reports in a timely manner and above all, complying with the rules and guidelines of the particular site.

Practicum training should facilitate development in the following important capacities: (a) an understanding of the commitment to professional and social responsibility as defined by the statutes of the ethical code or codes of the profession, (b) the capacity to conceptualize and understand the nature of human problems, (c) an awareness of the full range of human variability, (d) an understanding of one's own personality and biases and of one's own impact on others in professional interaction, (e) skills in relevant interpersonal interactions such as systematic observation of behavior, interviewing, psychological testing, behavioral interventions, psychotherapy, counselling, and consultation, and (f) the ability to use empirically supported treatments and to develop and maintain an evidence-base for practice.

Students apply to their chosen sites by November of the year previous to their placement (usually during PhD3). Choosing of a site is done through informal meetings with the PhD Practicum Coordinator (see the list of such responsibilities on p. 6).

All sites have been advised that the common date of notification is to be the same as the date set by APPIC for notification. This APPIC date varies year to year, therefore the Practicum Coordinator advises potential sites for doctoral students of the APPIC notification date so all students received notifications at the same time whether or not they applied through APPIC.

~ Responsibilities of the Site Supervisor ~

1. The site supervisor, in the first meeting with the student, develops a set of goals and objectives. In subsequent meetings, together they develop an individualized practice plan based on the objectives outlined above. These guidelines can be expanded to include other activities that the field supervisor deems necessary.
2. The site supervisor shall evaluate the student through the *Trainee Evaluation Form* (provided by the university supervisor) but he or she may add other evaluation procedures. Importantly, expectations and evaluation procedures are communicated to the practicum student at the beginning of the field placement.
3. The site supervisor should supervise the daily activities of the practicum student through case assignment, involving the student in the ongoing activities of the site, monitoring student performance and reviewing, and discussing completed activities with the student.
4. The site supervisor shall provide at least one hour of supervision for every five hours of client contact. Regular scheduling of supervision is recommended. The supervision schedule is flexible but ultimately must meet the needs of the student and the demands of the site.
5. The site supervisor is responsible for alerting the university supervisor to any issues interfering with the student's professional responsibilities. Ideally, communication between the site and the university supervisor should be regular; in the case of a student who is having important difficulties, regular communications are required.
6. The site supervisor should evaluate and mentor the student through frequent feedback, discussion and direct observation, feedback from other site personnel, and review of the student's written reports, case notes, or other documents. A formal evaluation is required at the end of each semester.
7. The site supervisor must help to ensure that the field experience is conducted in a manner consistent with the current legal and ethical guidelines of the OPQ.

~ Responsibilities of the Department Practicum Supervisor ~

1. The practicum instructor identifies and recruits potential field sites and ensures that each practicum site meets program standards as specified above. The McGill practicum supervisor also provides students with a list of possible practicum sites.
2. The McGill practicum instructor communicates in writing with the field supervisor and supplies evaluation forms. The practicum supervisor consults with the field-based supervisors when specific issues warrant it.

3. The McGill practicum instructor monitors the progress made in meeting the objectives of the doctoral field experience.
4. The practicum instructor supplements on-site supervision with regular meetings in individual or group supervision, or both (in EDPC 782).
5. The McGill practicum instructor reviews progress made during the practicum experience. The practicum instructor ensures that reports and evaluations are received in a timely manner.

~ Evaluation Standards ~

Trainees should be given ongoing feedback and formative evaluation during individual on-site supervision. The formal evaluation review should be completed at midyear (end of December or early January) and at the end of the doctoral practicum. Supervision of the trainee must be provided by an on-site supervisor who is a licensed psychologist in Québec or by another clinician who meets the OPQ criteria for clinical supervision. For OPQ-licensed supervisors, a PhD-level supervisor must have a minimum of two years experience as a licensed psychologist. If supervision is provided by a master's-level psychologist (Quebec now mandates doctoral level licensing but many master's-level psychologists remain "grandparented" in their status), that supervisor must have a minimum of six years of experience as a licensed psychologist. In situations in which the supervisor is not a psychologist (e.g., Counsellor, Social Worker), the same guidelines with regard to training and years of experience apply: two years licensed practice following receipt of their doctorate or six years after the completion of the master's degree.

Evaluations are the responsibility of the field supervisor and should be discussed fully with the trainee. Trainees who do not agree with the feedback may contest the evaluation by speaking to the Department Practicum Supervisor who will intervene to attempt to resolve the issue.

The Doctoral Practicum Supervisor (at McGill) will enter the student's final Practicum grade when all required hours have been completed and all the required documents from the site have been received.

~ Active Practicum Sites as of September 2013 ~

Listed immediately below are the Field Placement (external practicum) sites used by our program in the last five years (beginning in the fall of 2008), followed by contact information for each and a brief summary of the setting, population, interventions featured, the typical numbers of placements, and the relationship of the site to the University program. All placements are for nine months but some students stay on longer, especially if they have not met the required hours. Some sites may share a student, between the Royal Victoria and Concordia.

Argyle Institute of Human Relations

4115 Sherbrooke Street West
 Westmount, QC, H3Z 1K9
 (514) 488-8047

Supervisor: Dr. Ali Mindel, OPQ

Description: Community-based, private-practice setting providing assessments and individual therapy. The Institute also provides training in family therapy, apart from its work with our practicum students.

Clientele: Adults

Number of Students Placed Annually: 1 or 0

Duration of Placement: 9 months.

Relationship to Program: External to the program but with a longstanding collaborative relationship, this institute is registered with the Canadian government as a charitable foundation. Staff include psychologists, social workers, and family therapists.

Concordia University, Counselling and Development Service

1455 de Maisonneuve Blvd. West,
 Montreal, QC, H3G 1M8
 (514) 848-3545

Contact Person: Dr. Lazarus (Lazo) Fitopoulos, OPQ; lfitopou@alcor.concordia.ca

Description: University counselling center: Individual counselling, vocational assessment, and career counselling.

Clientele: Adults

Number of Students Placed Annually: 1 or 2

Duration of Placement: 9 months.

Relationship to Program: The Counselling Psychology program has a longstanding collegial relationship with Concordia Counselling and Development. This service is also a key placement for several MA (Professional/Internship students); their placements are administered independently due to different expectations and licensing preparation. In addition, Dr. Fitopoulos is a 2004 graduate of the McGill PhD in Counselling Psychology.

Douglas Mental Health University Institute, Depressive Disorders Program

Pavillon Frank B. Common
 6875, boul. LaSalle,
 Montréal, QC, H4H 13R
 (514) 761-6131 ext. 3322

Douglas Mental Health University Institute, Psychology

Pavillon Dobell,
 6875, boul. LaSalle,
 Montreal, QC, H4H 1R3
 (514) 761-6131 ext. 3074

Supervisor: Dr. Liliane Sayegh, OPQ

Description: Out-patient department, patients with resistant depression

Clientele: Adults

Number of Students Placed Annually: 1 or 0

Duration of Placement: 9 months.

Relationship to Program: The Douglas Hospital and Institute are McGill teaching hospitals.

Contact for all Psychology placements at the Douglas:

Dr. Margaret O'Byrne, OPQ; peggy.obyrne@douglas.mcgill.ca

Emotional Health CBT Clinic

2100 Marlowe Avenue, Suite 261,

Montreal, QC H4A 3L5

(514) 485-7772; www.cbtclinic.ca

Contact: Dr. Luisa Cameli, OPQ

Description: Out-patient psychotherapy; private, mostly CBT treatment

Clientele: Mostly adults, recently some adolescents

Number of Students Placed Annually: 1 or 0

Duration of Placement: 9 months.

Relationship to Program: The Emotional Health CBT Clinic was originally housed at the Montreal General Hospital under the directorship Dr. Michael Spevack. It later moved to the Queen Elizabeth Health Centre. In 2009 Dr. Luisa Cameli became director; the relationship with our program began soon after. The Clinic is affiliated with the McGill University Health Centre (MUHC).

McGill University, Counselling Service

William and Mary Brown Building

3600 McTavish St., Suite 4200

Montreal, QC, H3A 1Y2

(514) 398-3601

Contact Person: Dr. Vera Romano, Director, OPQ, vera.romano@mcgill.ca

Description: Counselling centre: Individual counselling and couple counselling, assessment and consultation; 2 or 3 PhD students in practica and 4 master's level interns a year.

Clientele: Adults, couples (especially university-aged, but the range is wide)

Number of Students Placed Annually: 1 or 2

Duration of Placement: 9 months.

Relationship to Program: There is a very close and special relationship to this unit. A past Director [Dr. Theodore (Ted) Maroun] became Program Director in the Department in the 1970s, the director for many years (Dr. Ted Baker) was a program graduate, and the current Director [Dr. Vera Romano] is a graduate of this PhD, as is one other psychologist. Two staff are currently finishing their PhDs in Counselling Psychology. "We are a staff of fourteen clinicians (eight Psychologists, four licensed professional Counsellors, and one Social worker), and twelve interns (six Master's level and six PhD level in Counselling Psychology)" (from <http://www.mcgill.ca/counselling/about/our-team>). All but two of the professional staff received their training in Counselling Psychology at McGill. The PhD and MA internships are appropriately tailored experiences for each; the unit is very knowledgeable about our program.

Montreal Children's Hospital, Child and Adolescent Clinic

3666 McTavish,
Montreal, QC, H3A 1Y2
(514) 843-1619

Contact: Dr. Sam Burstein, OPQ

Description: Child psychiatry services of large general hospital providing assessments and individual and family therapy; 1 or 2 students per year.

Clientele: Children, adolescents, families.

Number of Students Placed Annually: 1 or 0

Duration of Placement: 9 months.

Relationship to Program: The Montreal Children's Hospital is a McGill teaching hospital. Dr. Burstein and his colleagues have a longstanding relationship with both professional psychology programs in the Department.

Montreal General Hospital, Palliative Care Unit

1650 Cedar Ave., 10 East
Montreal, QC, H3G 1A4

Supervisor: Mme. Johanne de Montigny, OPQ

Description: Hospital setting providing assessments and individual therapy.

Clientele: Adults, families

Number of Students Placed Annually: 1 or 0

Duration of Placement: 9 months.

Relationship to Program: The Montreal General Hospital is a McGill teaching hospital. This the only placement in which the experienced collaborating psychologist does not have a doctorate. The setting, however, is unique and it attracts students with special interests that cannot be readily addressed elsewhere.

Montreal General Hospital, Psychosocial Oncology Program

1650 Cedar Avenue,
Montreal, QC, H3G 1A4
(514) 934-1934

Supervisor: Dr. Marc Hamel, OPQ

Description: Hospital setting providing assessments and individual therapy.

Clientele: Adults, families

Number of Students Placed Annually: 1 or 0

Duration of Placement: 9 months.

Relationship to Program: The Montreal General Hospital is a McGill teaching hospital. This site is not presently accepting Counselling Psychology students, apparently preferring to focus on Clinical Psychology training.

OMETZ

5151 Chemin de la Côte-Sainte-Catherine #300,
Montreal, QC, H3W 1M6
(514) 342-0000

Supervisor: Dr. Felicia Kaufman, OPQ

Description: Community social service center offering counselling and psychotherapy; social and immigration-integration services, assessments, individual and group therapy.

Clientele: Children, adolescents, couples, and families and individuals, especially recent immigrants (considerable diversity).

Number of Students Placed Annually: 1 or 0

Duration of Placement: 9 months.

Relationship to Program: Independent of the program. New relationship since OMETZ hired a licensed, doctoral level psychologist, in 2011.

Royal Victoria Hospital, Sex and Couple Therapy Service

687 Pine Ave.,

Montreal, QC, H3A 1A1

Contact Person: Dr. Dennis Kalogeropoulos, OPQ

Description: Hospital clinic offering therapy services (group, individual, and conjoint), 1 or 2 trainees per year.

Clientele: Adults, couples

Number of Students Placed Annually: 1 or 0

Duration of Placement: 9 months.

Relationship to Program: The Royal Victoria Hospital is a McGill teaching hospital located adjacent to campus and closest to the Education Building.

St. Mary's Hospital, Annex Building

3830 Lacombe Avenue,

Montreal, QC, H3T 1M5

(514) 734-2684

Contact Person: Dr. Nathalie Dimh, OPQ

Description: **Medical centre:** Individual therapy, assessment, and consultation.

Clientele: Adults

Number of Students Placed Annually: 1 or 0

Duration of Placement: 9 months.

Relationship to Program: St. Mary's Hospital is a McGill teaching hospital serving a catchment area of immense socio-economic, ethnic, linguistic, religious, and age variability.

~ Other Practicum Sites Used Since 1999 ~

Concordia University, Counselling and Development Centre

1455 de Maisonneuve Blvd. West, Rm. H-440

Montreal, QC, H3G 1M8

(514) 848-3545; Fax: (514) 848-4534

Contact Person: Dr. Lazarus Fitopoulos, OPQ.

Trainee Placements: 1 trainee, full year (2001-2002), normally 2 per year at this site.

Clientele: Adults

Description: University counselling centre: Individual counselling, vocational assessment, and career counselling.

Algonquin College, Counselling Service

1385 Woodroffe Ave.

Ottawa, ON, K2G 1V8

(613) 727-4723 ext. 7200

Contact: Vince Giannandrea

Trainee Placement: 1 trainee in 2002

Description: Student Services Centre: Individual therapy, career assessments and consultations.

Clientele: Adults

Montreal General Hospital, Psychological Services

Department of Psychiatry

1650 Cedar Avenue

Montreal, QC, H3A 1A4

(514) 934-8010

Supervisor: Dr. Allen A. Surkis, OPQ [now retired]

Trainee Placement: 1 student in 2002, none since

Description: Hospital centre, inpatient and outpatient population.

Clientele: Adults, couples

Markham Stouffville Hospital

381 Church St.,

Markham, ON, L3P 7P3

(905) 472-7000

Supervisor: TBA

Trainee Placement: 1 student in 2009

Description: Hospital setting providing assessments and individual therapy.

Clientele: Adults

* * *

PhD Academic Progress and Student Evaluation

The following represents a summary of the basic expectations for all graduate students in the PhD program in Counselling Psychology.

~ Academic Progress ~

Students are encouraged to do the following:

- ~ Maintain the highest standards of excellence in their scholarly activities, courses, and clinical practice.
- ~ Actively apply for outside funding, scholarships, and fellowship.
- ~ Attend special seminars, (e.g., presentations by visiting professors, job talks by future applicants for faculty positions) sponsored by the Counselling Psychology group, and other units within the Department or Faculty.
- ~ Annually perform some administrative work in the research laboratories. This might include organization of seminars and conferences by visiting speakers, serving on committees for the governance of the department, the preparation of annual reports, etc.
- ~ Participate in conference presentations and publication of scholarly work. Co-presentations and co-publications are strongly encouraged.
- ~ Actively participate in community-based activities.
- ~ Become student members in one or more of the professional organizations associated with our discipline (e.g., CPA, APA, CCPA)

Note: Students are *not* expected to perform each requirement to the same degree. Students taking a leadership, supervisory, or major role in one area may assume a secondary role in another area.

~ Annual Assessment of Satisfactory Progress - Annual Reports ~

Annual reports formally evaluate development each year in the seven competency areas:

1. Interpersonal Relationships
2. Evaluation
3. Intervention
4. Research
5. Ethics and Professional Code of Conduct
6. Consultation
7. Supervision.

Students are advised to keep a personal file (paper or electronic) documenting all activities for each academic year to track the data needed for completing the annual report.

Students must complete their annual report by June 10th of each year and submit it to their supervisor. The supervisor and the student meet to discuss the report. In particular, the meetings focus on progress on yearly goals, setting of goals for the upcoming year, and evaluation of the student's strengths and areas for development. Progress on the goals established in the previous year is the basis for a satisfactory or unsatisfactory evaluation. If the annual report is satisfactory, the advisor and the student each sign the report and forward a copy to the Program Coordinator. The report is kept in the student's departmental file. Not all areas are relevant in each year of a program; a *satisfactory* evaluation can be given when the evaluation area is not relevant for that year.

In the event of an unsatisfactory report, the student and supervisor consult to develop a remediation plan, a schedule for implementation of the plan, and to specify the consequences of failing to implement the plan. The Program Director or the Program Committee may be consulted by either the advisor or the student in this process. This plan is then documented in a letter from the supervisor to the student. A copy of the letter is sent, with the annual report, to the Program Director. The supervisor monitors the plan and reports to the Program Director when the conditions of remediation are met. The Program Director then advises the student in writing that the program is satisfied that the conditions have been met. GPS regulations specify that, in the case of an unsatisfactory annual progress report, in the following year there must be a semi-annual report then a final report for the year. If the midyear report is also not satisfactory, the student can be dismissed from the program.

If the advisor believes that the conditions have not been met, the Program Committee is consulted. The Program Committee reviews the case and offers their assessment of the issue to the supervisor and to the Program Director. The Program Director is charged with the final responsibility for determining an unsatisfactory assessment and must communicate the assessment to the student in writing along with the consequences. Generally this will be done in a face-to-face meeting with the advisor present.

Whereas the annual report is a formal procedure, students are advised to meet with their advisors regularly to assure that interim markers of progress are regularly established, evaluated, and met. Should the lack of progress be due to any kind of medical condition, family stress, or pregnancy, childbirth, or adoption, there are a number of leave arrangements that enable the student to "stop the clock" for defined periods of time. Students registered with the Office for Students with Disabilities (OSD) may also receive support for requests for extended time to meet certain program provisions. Recommendations from OSD may be binding.



Doctoral Internship in Counselling Psychology

The internship is an integral component of the PhD program in Counselling Psychology, representing the culminating experience of the training program and functioning as a transition point to independent professional status. It occurs apart from the departmental program and is administered externally by the internship setting. Thus, internship supervision is the responsibility of the internship setting.

~ Eligibility of Students to Accept an Internship Placement ~

The internship occurs after the course work, clinical practicum, and proposal defence have been completed. Students are only permitted to *apply for an internship placement after their comprehensive exams* have been successfully completed. At the time of application, students who have not already completed their proposal defence should also have projected timetable for completion. Students may begin their internship only after the successful defense of the dissertation proposal. It is strongly recommended that students complete a considerable portion of the dissertation research (e.g., data collection and analysis) prior to beginning the internship. Internship sites have different requirements. Some require that the thesis proposal has been successfully defended before they will consider an application. Others require the dissertation be completed prior to beginning internship. It is a great advantage to students to have most of the dissertation work completed prior to internship so that clinical networks created on-site are useful in the post-PhD job search. Some internship sites have also been practicum sites in the past; this practice will continue. However, trainees are expressly forbidden to do a practicum and an internship at the same site.

~ Internship Objectives ~

The primary objective of the internship is to provide students with the opportunity to function in a school, a college, a university, a community setting, or a hospital setting. The internship is intended to provide experiences relevant to the following areas:

1. Knowledge of effective psychological service delivery systems and effective use of community and institutional resources,
2. Exposure to diverse models of clinical interventions and treatments (e.g., psychodynamic, client-centered, behavioral, cognitive),
3. Continued development of communication skills and the ability to be part of a multidisciplinary team,
4. Continued refinement and enhancement of skills in diagnosis and evaluation consultation, intervention, and supervision,
5. Continued professional development through in-service training, attendance at conferences, and self-study--it is recommended that days spent on professional activities that take the intern away from the internship site be viewed as professional days and not deducted from the intern's vacation time,

6. Continued development in the understanding of legal and ethical issues in psychology, and,
7. Support of the intern's research activities.

~ Applying for an Internship ~

Students are encouraged to schedule a meeting with the Program Director early in the year in which they plan to apply for internship to review their plans and discuss questions concerning program requirements. Applications should normally be limited to CPA- or APA- approved internship sites or their equivalent (please see the Procedures for Students Securing Internships at Non-Accredited Sites and the Standards for Non-Accredited (CPA or APA) Doctoral Internship Sites). Considerations of the breadth and quality of the experience, the frequency and type of activities the intern will engage in, and the organization and administration of the site, are important in applying for internship. In order to ensure a sufficient breadth of experience, students may not apply to any site at which they have already completed a doctoral level practicum. Although the internship may be completed over two years, it should be completed at a single site. Students are also advised to consider licensure requirements in the province or state in which they intend to practice when selecting a site. The licensure requirements in the United States are available on the APPIC website (www.appic.org) along with an outline of the most stringent internship licensure requirements across all 50 states. Students should be aware that selecting a site that is not approved by CPA or APA approved can impact future employment prospects.

Applying to accredited sites

Students are strongly encouraged to apply to CPA- or APA-accredited internship sites. Such sites are usually accessed through APPIC (www.appic.org). The application process to accredited sites is typically rigorous and requires students to research multiple sites, write several essays describing their experiences and approaches to clinical work, document clinical hours, prepare cover letters, and secure commitments from referees. Sites have different application deadlines, some as early as November 1st of the year prior to the internship, so students should allow time to complete this process.

During this process, the Program Director must attest to the fact that the student is ready to go to internship the following year. This means, in part, that the student must have completed all course work, practicum, and comprehensive examinations prior to applying. The Program Director must also attest to the veracity of the clinical hours that the student is claiming and write a letter that outlines the important internship objectives. In order to do this, the student must supply the Program Director with copies of signed hours-logs to support the clinical-hours claims. It is recommended that you schedule an appointment with the Program Director in October to review your internship application plans, to provide documentation and to indicate your internship objectives in order that the attestation can be completed in time for your first application deadline.

If you are not matched to an accredited site, you have three alternatives: to go through the Clearinghouse for a second round match, to select a site that is not accredited by CPA or APA, or to defer your application to the following year.

Applying to non-accredited sites

When a placement at a CPA- or APA-accredited site is not possible, ***it is the responsibility of the student*** to inform the Program Director of how the internship site that they select meets the requirements outlined below. All non-accredited sites must be approved by the Program Director ***before*** beginning the internship. Exceptionally, students may complete the internship at two different internship sites to broaden their experience. However, this may only be done in consultation with the Program Director to ensure that the total experience meets all program requirements.

When students elect to apply to an internship site that is not CPA- or APA-accredited, they should consult the following documents to ensure that their site is approved by the program: *Procedures for Students Securing Internships at Non-Accredited Sites*, *Procedures for Non-Accredited (CPA or APA) Sites Accepting McGill Counselling Psychology Doctoral Interns*, *Standards for Non-Accredited (CPA or APA) Doctoral Internship Sites*. These documents are found in the Appendix section of this Handbook.

~ Internship Hours Requirements ~

A minimum of 1600 hours are required during the predoctoral internship, which may be carried out in no fewer than nine and no more than 24 months.

Internship training must contain a minimum of 600 hours of client contact, including at least 400 hours of direct client contact. Direct contact is defined as any practical training activity during which the trainee is face-to-face and actively intervenes with a client or any significant member of the client's system (e.g., spouse or parent) directly linked with the provision of psychological services.

Internship training must contain a minimum of 200 hours of supervision, including 100 hours of one-on-one supervision.

During the internship, students must log all hours on the *Internship Hours Log*. This is the same log that is used for the doctoral practicum and can be found on the website. Information related to access to the Log is described in the Appendices. Signatures must be obtained from the site supervisors for all logged hours. Logs must be submitted before a passing grade can be given for EDPC 795.

~ Internship Supervision ~

Every supervisor must be a doctoral-level licensed psychologist. It is desirable that the supervisor also have doctoral-level training in supervision as well as psychotherapy. Supervisors must also have at least two years of licensed practice following receipt of their doctorate before supervising a Program student.

The Director of Training (DT) of the site is responsible for ensuring the adequacy of intern training student supervision. Any training problems that cannot be resolved on-site should be reported immediately to the Program Director either by the site DT or the student.

~ Evaluation of the Internship ~

EDPC 795, the pre-doctoral Internship, is graded as Pass/Fail. For sites that are CPA- or APA-approved, the responsibility for format of the evaluation rests with the site. The only additional McGill requirements are the hours logs as specified above.

For sites that are not CPA- or APA-accredited, interns should be evaluated using the *Pre-Doctoral Internship Trainee Evaluation Form*. Two evaluations, one at the midpoint and one at the end of the internship must be completed by the site supervisor and forwarded to the McGill Program Director. In the event that the intern has more than one site supervisor, more than one form can be completed at each evaluation point or the supervisors can collaborate on a joint evaluation. For all sites, copies of interim and final evaluations, including a clear statement that the intern has successfully completed the internship requirements of the site, should be sent to the Program Director. In the event that the intern wishes to appeal the evaluation that has been given by the internship site, appropriate channels must be followed within the internship agency. The intern should advise the Program Director of such an appeal in writing. The Counselling Psychology PhD program will generally accept the evaluation of the site.

No grade for EDPC 795 can be submitted on MINERVA (McGill's on-line student-record system) until the final evaluation and the hours logs are received. Students have the responsibility to follow-up on late evaluations. Please be aware that a student cannot graduate without a passing grade on EDPC 795.

~ Brief Descriptions of Internship Agencies Employed in the Past Two Years ~

Albany Psychology Internship Consortium (APA)

Albany Medical College, Albany, NY, USA

"It is a program designed to prepare the doctoral candidate for assuming the role of an adaptive, self-reflective, and competent practicing professional. Through intensive supervision, optimal amounts of direct client contact, and didactic seminars, interns are provided a coherent broad-based clinical training experience.

“As a consortium, internship training takes place across a number of challenging settings. We provide the opportunity to work as a highly visible and respected professional in a multidisciplinary setting. Interns collaborate with psychiatrists, psychiatric residents, physicians, medical students, psychology practicum students, social workers, and nurses. In providing the interns with experience with other mental health disciplines, we allow them to discover for themselves their identities as valued professionals with unique perspective and expertise.

“The internship year begins September 1st and is a 12-month, full-time program for six interns.”

Excerpt from <http://www.amc.edu/Academic/PsychologyInternship/>

Annapolis Valley Health, Mental Health and Addiction Services (APPIC) Kentville, Nova Scotia

“AVH Mental Health and Addiction Services supports people, families and communities to live well—no matter where they are in their health journey. We focus on protecting and improving the health of our communities along the continuum of care—from promoting healthy lifestyles and behaviours to prevention and treatment.

“We offer a range of services for individuals and families who are experiencing mental health and addiction issues. If you would like to learn more about which of our services may be best suited to your needs, please contact us. You may click on the buttons below to view a complete listing of our programs and services in each area.

“We are also committed to working with partners on the social determinants of health—including family life, education, poverty, housing etc.

“Staff disciplines include: social work, psychology, community support, psychiatry, nursing, health promotion and occupational therapy. Addiction Services staff will have training in and are governed by one of the professional bodies however, those providing treatment are referred to as Clinical Therapists.”

Excerpted from <http://www.avdha.nshealth.ca/program-service/mental-health-addiction-services>

Emotional Health CBT Clinic Queen Elizabeth Health Centre Montreal, QC

“We treat adults, adolescents and children. Appointments are available during the day and evening. Services are available in English and in French. Most clients are referred by their physician, but a referral is not necessary. We provide treatment for the full spectrum of anxiety and mood disorders, as well as for low self-esteem, anger, relational difficulties, sleep disorders,

and eating disorders except anorexia. We do not treat alcohol or drug addictions, and we are not specialized in the treatment of personality disorders.”

Excerpted from <http://www.cbtclinic.ca>

McGill University Counselling Service (Not accredited. Equivalent to CPA)
William and Mary Brown Building

“McGill Counselling prioritizes the integration of training and research in the delivery of effective psychological services. Utilizing the latest knowledge of effective assessment and treatment interventions enables the provision of state-of-the-art services. Counselling also encourages professional development through supervision, didactic seminars, and case conferences. Trainees are encouraged and mentored in the process of integrating current theoretical and empirical research into their treatment conceptualization, planning, and implementation and will learn to apply their skills within a multicultural and ethical service delivery environment.

“Our goal is to train interns in a variety of clinical domains. The majority of interns direct client hours will be accrued through individual personal counselling, yet experience is also gained conducting group psychotherapy/workshops, career counselling, intake, and crisis intervention. Interns have the opportunity to gain experience working with students with a range of presenting concerns (e.g., anxiety, depression, grief, relationship and developmental issues, trauma, vocational decision-making), design group workshops using evidence-based practice guidelines and increase the Counselling Services’ outreach activities and interactions with the broader student population. Reflective of the McGill community, interns can expect to work with a diverse group of clients from a variety of ethnic and cultural backgrounds.”

Excerpted from <http://www.mcgill.ca/counselling/about/training-program>

Montreal General Hospital (Not accredited. Equivalent to CPA)
McGill University Health Centre
Psychosocial Oncology Program

“The Psychosocial Oncology Program benefits from the experience and expertise of a team of psychologists, psychiatrists, social workers and nurses who specialize in helping cancer patients. Each member of the interdisciplinary team is ready to listen and empathize, to help patients mobilize their resources, and provide them with the tools and strategies they need to rise to the challenges that come with cancer.

“Among the services provided to ambulatory cancer patients and their families are screening for distress, psychological and psychiatric consultations, brief individual, couple and family therapy, and grief counselling. Thanks to a standard triage process, individuals requesting psychosocial services are contacted by telephone within 48 hours.

“Other activities of the Psychosocial Oncology Program include continuing education workshops for professionals, presentations at national and international conferences, and clinical training of doctoral students. The Psychosocial Oncology program of the MUHC participates actively with Cedars CanSupport on an ongoing basis.”

Excerpted from <http://muhc.ca/cancer/page/psychological-and-community-support-our-patients>

University of Manitoba Student Counselling and Career Centre (CPA and APA) Winnipeg, Manitoba

“The Student Counselling and Career Centre is an active, service-oriented unit that offers a training program fostering the development of excellence and diversity in clinical capabilities and approaches. Interns receive supervised experience in individual and group approaches, psychological assessment, career counselling, working with diverse clientele, consultation, crisis intervention, and supervision. Opportunities for research involvement are also available.

“The unit provides a full range of services and programs to the 27,000 students at the two University of Manitoba campuses. Staff include professionals representing Clinical and Counselling Psychology, and Social Work, along with a consulting psychiatrist. Practicum and field placements are offered in addition to the internship positions.”

Excerpted from

http://www.umanitoba.ca/student/counselling/media/2013_internship_brochure.pdf

University of Toronto Counselling and Psychological Services (APPIC) Toronto, Ontario

“CAPS is part of the Health and Wellness Centre of the University of Toronto’s Student Life Programs and Services. In partnership with Health Promotions and Health Services, CAPS offers University of Toronto students a wide range of services to help support them in achieving their personal and academic best. Health and Wellness exists to create opportunities, programs and policies to help students and communities, reduce risk for illness and injury, to enhance health as a strategy to support student learning, and advocate for safety and human dignity.

“Toward this end, CAPS provides assessment, consultation, and short-term treatment for University of Toronto students that present with a variety of presenting concerns, including but not limited to anxiety, depression, relationship difficulties, and academic challenges. CAPS is staffed by an inter-professional group of mental health providers, including psychologists, psychiatrists, social workers, and counsellors. CAPS engages in program evaluation in order to ensure quality assurance in its services, programming, and treatment.

“The Internship runs in consortium with the University of Toronto’s Accessibility Services for the assessment component. The mission of Accessibility Services is to facilitate the inclusion of students with physical, sensory, learning or mental health disabilities into all aspects of university

life. In partnership with University departments, faculty, and staff, Accessibility Services ensures that students receive appropriate advice, support, and accommodation to support their academic success.”

Excerpted from <http://caps.utoronto.ca/pdf/Internship-Brochure-2014-15.aspx>



Doctoral Dissertation

The successful proposal of a dissertation (or thesis--McGill uses these labels interchangeably) includes five stages: (a) the development of a research proposal and its defense in a departmental colloquium (EDPC 786), (b) a McGill Research Ethics Board certification of acceptability (you may also need ethics review and approval from the site at which you collect data), (c) the execution of the study (data collection and analysis), (d) writing the dissertation, and (e) successfully completing an oral defense of the thesis in a public forum.

~ Doctoral Advisory Committee ~

Each student must develop an advisory committee to provide input on his or her doctoral research. The doctoral advisory committee is chaired by the supervisor and normally includes two or three other members. Committee members are chosen by the student, with the participation and approval of the supervisor, for their ability to contribute needed expertise to the development of the student's dissertation research. Committee members do not need to be ECP Departmental faculty but must have clear expertise related to the dissertation. It is recommended that candidates identify faculty who have interests related to their area of research, and might serve as members of the advisory committee, early in their program. One strategy is to make a short list of three or four appropriate potential committee members. Reading several recent publications of these individuals in an effort to understand their current research is highly advisable. A meeting to discuss research possibilities with these professors can then be scheduled. When meeting with a potential committee member, bring a copy of your résumé and a brief outline of your proposed research.

~ Thesis Proposal and Defense ~

In consultation with the thesis supervisor and advisory committee members, the student develops a thesis proposal.

A final draft of the proposal should be circulated to all committee members at least three weeks prior to the proposal defense. At the defense, the student will make a short (approximately one-

half hour) formal presentation of the proposed thesis research that reviews the theory and rationale for the study, the research base on which it will build, and thoroughly presents the methodology, proposed analyses of the results, and a statement of the original contribution to science that the project will constitute. The presentation is followed by a question period and suggestions for modifications by the committee members. At the conclusion of the meeting, the doctoral committee shall go to a closed session (absent all students). Members of the committee vote on whether the student should proceed with data collection (consistent with the outlined recommendations of the committee) or whether the student must reappear before the group for another formal presentation. Although total agreement is highly desirable, a majority vote of the student's doctoral committee shall determine whether or not the student should proceed. The committee shall sign the appropriate authorization form which is placed in the student's file. Ethical approval for the study may be obtained prior to the colloquium however, changes based on the defense may necessitate changes in the ethics application.

~ McGill Guidelines Concerning Execution, Writing, Submission, and Defense of the Thesis ~

The Graduate and Postdoctoral Studies Office (GPS) has the following specifications for thesis preparation. Please visit the GPS website for full details <http://www.mcgill.ca/gps/thesis/guidelines/preparation>. Theses not so prepared will not be accepted unless the Executive Committee of Council (of GPS) has given its agreement in advance.

~ Ethical Guidelines ~

In order for doctoral research with human subjects to proceed, an ethics certificate must first be obtained. For information on research ethics procedures please see the following website: <http://www.mcgill.ca/research/researchers/compliance/>.



Financial Assistance

McGill University and the Department of Educational and Counselling Psychology do not as yet have a full-funding model for graduate students, although this is the long-term goal. In making an overall financial plan, however, students should take into account (a) the relatively low tuition fees, especially for Quebec residents and other jurisdictions that have negotiated reciprocal resident-level tuition costs (Quebec tuition fees for other Canadian students are set annually at the Canadian average excluding Quebec, and international fees are well below typical US fee levels), and (b) the relatively low cost-of-living in Montreal compared to other major cities. The

following support is currently available, and amounts may be updated regularly before we can update this Handbook.

~ Provost's Graduate Fellowships ~

Every new student enrolling in a McGill master's-level research degree (including the MA Project Concentration and the PhD) receives a one-time Fellowship of approximately \$1500 in recent years. Every student newly enrolling in a PhD program receives a one-time Fellowship that has ranged in recent years between \$5000 and close to \$8000. The amount is adjusted each year in a funding envelope assigned to departments.

~ Grants and Fellowships ~

Funding from external sources forms an important complement to the funding package offered to newly admitted doctoral students at McGill. External Fellowships are available from various sources, including government departments (e.g., SSHRC, CIHR, FQRSC, FRSQ) and agencies, foundations and private companies. The value of awards offered by these agencies varies from \$15,000 to \$35,000 per year. These awards are often renewable. The deadlines to apply for the majority of external fellowships usually fall between October and November for fellowships tenable in September of the following year. To view a list of the agencies offering graduate student funding opportunities and individual application deadlines, please visit www.mcgill.ca/gradapplicants/funding/external/.

A number of competitive fellowships and prizes are available across disciplines (see <http://www.mcgill.ca/internalawards/multidisciplinary-awards>) and within the Faculty of Education (see <http://www.mcgill.ca/internalawards/faculty-dept-awards/education>). Many Counselling Psychology students have been successful in these competitions and all students are urged to apply.

The Graduate Research Enhancement and Travel (GREAT) awards program budgets \$300,000 annually to support graduate student travel and research dissemination (you must have a paper accepted on the program--it can be co-authored with other students or your supervisor). GREAT awards are awarded by the Faculties and can also pay for travel for fieldwork, archival inquiry, and off-campus collaboration. For more information see [funding opportunities for study abroad](#).

~ Research Assistantships ~

Many faculty members employ graduate students through Research Assistantships (generally assigned in September but sometimes over the summer or late spring). These are assigned on an individual basis. Students are encouraged to speak with individual professors and program directors and watch for notices on listservs or posted on departmental bulletin boards.

~ International Students ~

International students are generally ineligible for funding from provincial and federal agencies. Because of this, the department attempts to offer larger fellowships to international students based on its yearly funding budget. International students are encouraged to apply to relevant funding opportunities. Information about funding opportunities for international students can be found at www.mcgill.ca/gradapplicants/funding/international/.

~ Teaching Assistantships ~

Teaching Assistantship (TAs) positions in ECP are open to MA, MEd, and PhD students. All postings are posted on the McGill Career Planning Service (CAPS) website (<http://www.mcgill.ca/caps/>); this website requires a Log In. Applicants must apply directly via CAPS. A current curriculum vitae (CV) and completed departmental application form are required. All required application forms are available for downloading in the CAPS posting. Please be sure to be aware of the application deadlines, which are clearly indicated in each posting.

Please note that the application process, selection process and appointments of all TAs positions are governed by the collective agreement of the Association of Graduate Students Employed at McGill (AGSEM). As such, applicants who are past TAs are union members and are placed in a priority pool that must first be exhausted before the department can offer a TA ship to non-priority pool members. In order to become a member, you would need to be selected for a Teaching Assistantship. Once you are selected and are a member, you are ranked in the priority pool for future positions so long as you remain a member. Although AGSEM members are given priority in hiring, new members do join every year. Some courses have very specific knowledge requirements (e.g., statistics) that can only be filled by a select number of applicants. We encourage students to apply in every semester. For detailed information about AGSEM, please consult their website at <http://agsem-aedem.ca/>

Tips for Preparing Fellowship Applications

McGill University's Office of Fellowships and Awards has published guidelines for students preparing fellowship applications. The funding agency committees and internal selection committees are looking for excellence in three areas: strong letters of recommendation, academic excellence, and excellence of research proposal with evidence of research potential.

- a) Letters of recommendation should be from people who know well your academic work and research potential. Do not wait until the last minute to ask for letters of recommendation. Provide referees with a copy of your research proposal, academic transcripts, and a current curriculum vitae (CV) to help them write the letter of support. Referees preferably should be professors from McGill and/or your most recent university. Ask your referees if they are able to give you an excellent

reference. A lukewarm reference letter will not help you.

- b) Academic excellence should be clearly made evident in the application. Be sure to list any prizes, scholarships, fellowships, etc., that you have received, as well as any other evidence of academic excellence (e.g., Dean's Honours List).
- c) Write your research proposal so that it can be understood by someone outside your field because your application will be assessed by committees comprising people who may not be experts in your field. At the same time do not be simplistic. Avoid technical jargon. Indicate the historical context of the study, your hypothesis or research question, methodology, potential contribution to knowledge, and importance to the field. Ask your supervisor, another professor, and fellow graduate students to vet the application and provide you with feedback. For the past several years, GPS has offered *Would You Fund It* consultation meetings with experienced faculty members who have worked on granting committees. Students can make an appointment for a consultation. Be sure to bring copies of your application draft for the consultant to review.
- d) List any of your publications and conference presentations as evidence of research potential, particularly if presented in peer-reviewed journals and international conferences. Presentation *proposals* should not be listed. Evidence of research productivity is frequently the difference between a successful and an unsuccessful application. Use all of the available space provided for the proposal.
- e) If you are not successful this year, keep trying. Granting agencies typically do not allow applications from students in the final years of their programs. Apply when you think your chances are greatest.
- f) Deadlines are strict. Make sure that you are ready in time.

Further information about Graduate Fellowships and Awards is available from the Faculty of Graduate Studies and Research, James Administration Building. Please visit the Graduate and Postdoctoral studies website for more details about funding:

<http://www.mcgill.ca/gradapplicants/funding/>. Notifications of awards and deadlines are provided by the program coordinator via the listserve.



Additional Information for all Counselling Psychology Students at McGill

~ Course Evaluations ~

McGill Senate regulations state that teaching must be evaluated and that student input should be one component. The MERCURY Online Course Evaluation System is for end-of-term course

evaluations for undergraduate and graduate courses at McGill. Online course-evaluation forms can be accessed through MINERVA. The system is designed to allow 24-hour access for anonymous online completion of course evaluations by students for each course in which they are registered. Instructors have access to their evaluation only after the final grades have been submitted. The University will inform you by mass-email when the evaluation period opens and will remind you periodically during the evaluation period of the value of completing the evaluations. Please visit <http://www.mcgill.ca/tls/teaching/course-evaluations/faq> for further information on the online course-evaluation system.

~ McGill Libraries ~

The McGill Library consists of 11 branch libraries, primarily disciplinary in focus, and several affiliated collections located on the Montreal downtown city campus and at the Macdonald campus on the shores of Lac St. Louis.; it is one of the largest libraries in Quebec and the fourth largest university library in Canada. The McGill Library includes over six million print items in its collections. The number of e-journals and e-books has increased dramatically (in the tens of thousands). Almost all items held are listed in the Library's online [catalogue](#). Hundreds of computers in eZones are available in all branch libraries in a secure environment and are used for accessing online courses, reading library materials, email, word processing for assignments and the Internet. Facilities for plugging in laptops are available in a wireless network. There are individual study areas, and group-study rooms which can be booked for use. Printing and copying facilities, operated by a card system, are conveniently located in all branch libraries. Special facilities are also available for the vision and hearing impaired. All members of the McGill community can borrow from the Library. Students, faculty members, and staff use their McGill ID card. The library of most interest to graduate students in Counselling Psychology is the Humanities and Social Sciences Library in the McLennan-Redpath Buildings. The book and journal collections of the Education Library and the Health Sciences Library were physically merged with the Humanities and Social Sciences Library in 2013, but the spaces remain for all other purposes (1st floor of Education Building and 3rd floor of the McIntyre Medical Sciences Building), a Librarian or Library Assistant is on duty during the day, and materials can be returned from any part of the system. Although many older journals and classic books will now require a one-block walk down McTavish Street, the vast majority of current and recent journals are available online to McGill students and staff from anywhere in the world with Internet access.

Library hours for all the McGill Libraries and any changes are posted in the Libraries, on building doors, and on <http://www.mcgill.ca/library/>. Expert and friendly staff members are available to provide assistance in locating information for course work, assignments, or research topics. Liaison Librarians can help track information on particular topics, locate difficult to find information, and can assist with resources required for the preparation of research funding applications. They will also schedule visits to classes, seminars, or lab meetings. Information-skills programs also include workshops to help researchers build and refine their research skills, as well as training in software programs used to organize references and format bibliographies. The Library has a university-wide site license for the citation-management software packages, EndNote, Reference Manager, and ProCite. McGill students, faculty and staff may download any of these programs free of charge. EndNote Web, which is accessed and used online, is also

available to the McGill community. Please discuss the use of such software with your supervisor. When using such software, students must still verify that citations and references are properly matched and in proper APA format and order; it is also advisable to disable such software when submitting texts for feedback or grading because EndNote, for example, can make it difficult to use Track-Changes with specific citations or parts of a reference list.

~ Computer Databases and Searching ~

For the most up-to-date information about McGill's library please visit their website:
<http://www.mcgill.ca/library/>.

McGill's library catalogue provides students with access to books and journals available at its libraries and online. These materials may also be borrowed from other Universities via the Interlibrary Loan (ILL) service by acquiring a CREPUQ card (Conférence des Recteurs et des Principaux des Universités du Québec). Colombo is a web-based interlibrary loan (ILL) system used to search multiple university and other library catalogues simultaneously and request items not held at McGill Library. For further information about CREPUQ and Columbo please visit
<http://www.mcgill.ca/library/services/otherloans>

The McGill Library also has access to a number of combined catalogues that allow students search databases for thousands on libraries worldwide
(<http://www.mcgill.ca/library/services/otherloans/othercatalogues/>).

OVID is a web interface that allows you to search different databases using a common search screen and commands. OVID databases contain abstracts and references to journal articles and books. OVID provides access to online periodical indexes and abstracts. The major databases of interest is PsycINFO. Faculty and students have electronic access to many new acquisitions including: *APA PsycARTICLES*, *Eric E*Subscribe*, *Education Full Text* (Wilson), *CBCA Fulltext*, *Education* (Micromedia), *Proquest Research Library*, *Proquest Digital Dissertations*, *Science Direct* (Elsevier), *Web of Science*, *Social Sciences Citation Index* (ISI Web of Knowledge), *Kluwer Online*, *Project Muse*. Please consult the library website for a complete listing of available data bases and for information about workshops.

~ McGill University Bookstore ~

Textbooks and coursepacks can be purchased at the McGill University Bookstore. Students can also purchase other nonfiction and fiction books, school supplies, and items with the McGill logo on them. It is located at 3420 McTavish Street: <http://www.mcgill.ca/bookstore/>.



Assessment Materials Resource Center

The primary role of the Department's Assessment Materials Resource Center (AMRC) is to provide graduate students from Counselling Psychology and School/Applied Child Psychology (and at times Inclusive Education) with the necessary standardized materials to conduct psychological and cognitive assessments. In essence the AMRC serves as a "loan collection" at which test packages can be loaned to individual students as part of their course requirements. The measures housed in the AMRC are based on the instructors' lists indicated in course outlines. For a complete summary of measures currently available, detailed information about accessibility, hours, ethical and legal issues, user fees, affected courses, and borrowing privileges please refer to the assessment collection's website at <http://www.mcgill.ca/edu-ecp/students/amrc/>



Computers and Related Services at McGill

~ Education Microcomputer Laboratory ~

The Education Microcomputer Laboratory, room 328, is open to students and is used for instructional purposes (e.g., statistics courses). It is composed of two large labs that are normally scheduled for classes, and a central drop-in lab space. One lab contains PCs, the other Macs. Students have access to laser printers at a cost. Color printing is also available. The Laboratory houses a software collection ranging from educational programs to business packages. Lab assistants are on duty at all times to assist users. Workshops are offered periodically. The central kiosk also provides a lending service for audiovisual equipment to supplement the computer facilities and screens located in most classrooms and seminar rooms,

~ IT Services ~

Email

Your McGill Email Address (usually in the form of firstname.lastname@mail.mcgill.ca) is the official way the University communicates with you by email. This email address will be assigned to you when you APPLY to McGill. You can access your email via the myMcGill portal or directly through Outlook Web App (OWA) at <https://exchange.mcgill.ca>. Sign in using your McGill Username and McGill Password. If you are usually addressed by a name other than your first name (e.g., you refer to yourself by a diminutive or a middle name, or you want

to include an initial), you can create a “pseudonym” that will link directly to your official McGill email address. Both addresses will work.

Email on mobile devices

You can get your McGill Exchange email delivered to an [iPad](#), [iPhone](#) or [iPod Touch](#) or many other Exchange-capable smartphones.

Wireless coverage

Students have access to a secure wireless network on the downtown and Macdonald campuses and in every student residence at McGill.

Virtual Private Network (VPN)

Connecting to McGill's VPN allows you to access campus-restricted systems from anywhere, so you can continue your research and study. In addition, [Google Scholar](#) collaborates with the Library to offer students direct access to journals and other documentation.

McGill Student Directory

Students can choose to opt into the McGill Student Directory. Choose whether to display your email or telephone information to the world or only to the McGill community.

eduroam

Students can use their McGill Username and Password to log into wireless networks at participating universities in Europe, Canada, Asia, and Australia.



Counselling Psychology Professional Organizations

As professional Counselling Psychologists in training, students are expected to be informed on the current trends and developments in the field. One way to do this is through membership in various professional organizations. Students are encouraged to get involved in such organizations and become familiar with their procedures and philosophies.

Canadian Psychological Association (CPA)

The CPA is the major Canadian national organization devoted to the advancement of psychology as a science, as a profession, and as a means of promoting human welfare. The

Canadian Psychological Association serves as a forum for the latest research in Canadian Psychology as well as for professional topics that directly affect psychologists in the workplace. Members receive the newspaper *Psynopsis*, the journal *Canadian Psychology*, and a choice of two journals. The CPA website is at <http://www.cpa.ca>

American Psychological Association (APA)

The American homologue to CPA is APA <http://www.apa.org>. By virtue of its size and the large number of world-class journals that it publishes, the APA exerts a significant influence on Canadian psychology. Through its many journals, both flagship and divisional, as well as its annual conventions, it assists the findings of psychological research, and works toward improved standards for psychological training and service. Through its approximately 50 divisions, psychologists interested in specific areas may more easily join with others to promote research, practice, and the discussion of important psychological issues. The division of the APA that is directly affiliated with the international community of counselling psychologists is Division 17. The Division's publications are the *Journal of Counselling Psychology* and *The Counselling Psychologist*.

Canadian Counselling and Psychotherapy Association (CCPA)

The CCPA is a professional association of professional counsellors and psychotherapists designed to work with clinicians, vocational guidance counsellors, rehabilitation counsellors, and other specialists in counselling psychology. It supports research in this field and publishes in its flagship journal, *Canadian counsellor/conseiller(ere) canadien(ne)*. For membership information contact <http://www.ccpa-accp.ca/>

APPENDICES

Pertinent Information and Documents You Should Have

In addition to this Handbook, the Office of Graduate and Postdoctoral Studies offers a wealth of essential information. Information is available concerning policies and procedures (www.mcgill.ca/gps/policies/) with specific references to Course Calendars; Student Guide to Intellectual Property at McGill; Research and Time Limitation Policies; Handbook of Students Rights and Responsibilities; General Information; and Regulations and Research Guidelines (often referred to as The Red Book).

The following documents will be useful during your graduate studies at McGill.

1.	General Information, Faculty Regulations and Research Guidelines and Research Calendar	Faculty of Graduate and Postdoctoral Studies James Administration Building, Room 400 514-398-3990 www.mcgill.ca/gps/ www.mcgill.ca/gradapplicants/apply/admitted/
2.	Minerva (online registration, course information, grades, fee information, etc.)	www.mcgill.ca/minerva-students/
3.	Graduate Fellowships and Awards Booklet	Faculty of Graduate and Postdoctoral Studies www.mcgill.ca/gps/fellowships
4.	Ethics Guidelines	Research Ethics Office James Administration Building, Room 419 www.mcgill.ca/education/edu-research/ethics/ 514-398-6831
5.	Guidelines and Dates Concerning Thesis/Dissertation Preparation and Submission	Faculty of Graduate and Postdoctoral Studies James Administration Building, 4th Floor 514-398-3990 www.mcgill.ca/gps/students/thesis/programs/guidelines/
6.	APA Archival Description of School, Counselling, and Clinical Psychology	www.apa.org/crsppp/school.html www.apa.org/crsppp/counseling.html www.apa.org/crsppp/clipsych.html
7.	Fee Information	Faculty of Graduate and Postdoctoral Studies James Administration Building, Room 400 514-398-3990 www.mcgill.ca/gps/ Student Information, Fee Information www.mcgill.ca/student-accounts/fees/

8.	Guide to Computing, Information Systems and Technology	Computing Centre, Burnside Hall, 2nd floor 514-398-3398 www.mcgill.ca/ics/
9.	Students' Rights and Responsibilities Handbook	Brown Student Services Building, Suite 4100 http://www.mcgill.ca/files/secretariat/Student-Handbook-2009-English.pdf
10.	Graduate Student Handbook of the Post-Graduate Student's Society	Thompson House, 4th Floor pgss.mcgill.ca/WELCOME/
11.	Graduate Studies in Education Handbook	Education Building, 6th Floor Room 614
12.	Campus Recreation Guide Athletics	Currie Gym, 475 Pine Ave. W. 514-398-7000 www.athletics.mcgill.ca
13.	WebCT Vista, online individual course information	www.mcgill.ca/mycourses/ Help Desk www.mcgill.ca/mycourses/help
14.	McGill University Book Store	3420 McTavish Street 514-398-7444 www.mcgill.ca/bookstore/
15.	McGill Computer Store	3420 McTavish Street, 2nd Floor 514-398-5025
16.	McGill Libraries and Collections	www.mcgill.ca/library/
17.	American Psychological Association Publication Manual (5 th ed.)	www.apa.org/books/

Please note that other exceptional sources of information can be found through both the general McGill University website (www.mcgill.ca) and Department Website www.mcgill.ca/edu-ecp/.

Contacts on Campus

Association of Graduate Students Employed at McGill (AGSEM)

AGSEM is the union representing all teaching assistants and their rights at McGill.

Contact: www.net/~agsem

Canadian Federation of Students (CFS) and its Quebec component (CFS-Q)

This is a Canada-wide alliance of students. It has been active in the fight against the privatization and corporatisation of education. The CFS-Q works with numerous grassroots groups, unions, and other student organizations to make education in Quebec fully public and accessible.

Contact: www.cfs-fcee.ca

Career Planning Service

They provide job listings, workshops, individual career counselling to McGill students and postdocs. Contact: www.caps.mcgill.ca

Committee for Graduate Student Support (CGSS)

CGSS works to defend the rights of students and researchers at McGill. This is a confidential service for grad students and postdocs who's civil, academic or human rights have been violated.

Contact: 398-3339 (hotline), www.pgss.mcgill.ca , cgss.pgss@mail.mcgill.ca

Counselling Services

The service offers orientation to life at university, career planning and personal counselling, workshops on time management, study and social skills, aid relating to exam anxiety, stress management and offers relaxation training, assessment and counselling for students with learning disabilities. The service is staffed by psychiatrists, psychologists and counsellors.

Contact: www.mcgill.ca/counselling.

Education Graduate Student Society (EGSS)

All graduate students in Education are automatically members of the Education Graduate Society. Some of the goals of the EDGSS are to facilitate participation of graduate students in the Faculty of Education, to promote academic interaction, to represent members on a wide variety of issues, to establish channels for research funding, to encourage original research among its members, and to liaise with Education graduate students in other universities. Please feel free to get involved.

Contact: www.education.mcgill.ca/egss.

Handicapped and Special Needs Information

The Education Building is equipped with exterior ramps facilitating entry into the building on both the first and the second floors. It has a small garage and a designated handicapped bus stop. The building has elevator access to all floors including the parking garage.

Health Services

They offer advice and treatment for any health concern including dental care and emergencies. You need to have a valid McGill ID card and provincial medicare, or health insurance card to use their services. Contact: www.mcgill.ca/studenthealth.

International Student Services

Offers assistance with all non-academic matters for international students including the Blue Cross health insurance. Contact: www.mcgill.ca/internationalstudents.

398-MAIN McGill Nightline

McGill Nightline is a confidential hotline for personal, medical, and legal issues.

McGill International Students' Network

This network provides international students with social and political services.
Contact: www.misn.ca

Office for Students with Disabilities

The provide services to meet the special needs of students with disabilities including note-takers, tutors, sign language interpreters, Braille, specialized equipment and special arrangements for exams. Contact: www.mcgill.ca/osd.

Post-Graduate Students' Society PGSS

As a current graduate or postdoc student you are a member of the PGSS, McGill's largest contingency of researchers, students, and teaching assistants. They provide information pertaining to academic and ethical rights in the administrative and political arena of McGill.
Contact: www.pgss.mcgill.ca.

Queer McGill

This is a social, political, support service for lesbian, bisexual, gay, and trans students and their friends. Contact: <http://www.queermcgill.ca/>.

SACOMSS

This is a student-run sexual assault center that offers discussion and help groups.
Contact: 398-8500 or <http://ssmu.mcgill.ca/sacomss/>.

Staff and Faculty Directory

Support Staff			
Name	Title	Extension	Room
Ryan, Samantha	Administrative Officer	4260	614D
Thompson, Dean	Undergraduate Program Coordinator	4248	614B
Nowak, Alexander*	Graduate Program Advisor, Assoc. Admin. Officer	4245	614A
Crawford, Sally	Departmental & Chair's Secretary	4240/4242	614
Norton, Geri	Graduate Program Coordinator	4244	614C
Muncaster, Rachael	Administrative Coordinator	4363	614G
Academic Faculty			
Name	Department Responsibilities	Extension	Room
Aulls, Mark W.**		3442	530
Bracewell, Robert J.**		3443	541
Breuleux, Alain		6952	516
Burack, Jacob A.		3433	520
Derevensky, Jeffrey L.	Director of Clinical Training, School/Applied	4249	DH204
De Stefano, Jack	Program Director, Counselling Psychology; Clinic Director, Dir. Cl. Tr., Counselling Psych	2514	B130
Drapeau, Martin		4904	507
Fitzpatrick, Marilyn		3476	543
Flanagan, Tara		3441	511
Hall, Nathan C.		3452	543
Heath, Nancy L.	Program Director, Human Development and MEd	3439	523
Hoover, Michael L.	Facilitator of the Graduate Student Assembly	1607/6376	514
Körner, Annett C.	Chair of Assessment Library Committee	2481	547
Lajoie, Susanne P.		3429	505
Muis, Krista R.		3445	521
Ruglis, Jessica		2418	529
Saroyan, Alenoush	Program Director, Learning Sciences	5329	531
Savage, Robert S.		3435	534
Shaw, Steven R.	Program Director, School/Applied Child Psychology	4913	522
Shore, Bruce M.**	Program Director, Undergraduate Studies	7685	532
Sinacore, Ada L.		3446	545
Sladeczek, Ingrid E.		3450	550
Stringer, Ronald W.		3428	506
Talwar, Victoria		3438	548
Vallerand, Robert	Department Chair	4242	549
Weston, Cynthia J.		5704/6648	TLS

* On study leave, 2013-2014, but phone the same number for assistance

** Emeritus Professors

Description of Internship Log Categories

Updated: October January 26, 2014

INSTRUCTIONS FOR LOGGING HOURS COUNSELLING PSYCHOLOGY MCGILL UNIVERSITY

Follow the instructions below to track and log hours for the MA Internship, MA Project, and PhD programs. Note that hours should never be counted more than once and please consult with you McGill supervisor should you have any questions or concerns. Also note that although this process is meant to help track hours as needed for the APPIC application, the Counselling Psychology Program cannot guarantee the accuracy of the conversion. Moreover, the spreadsheet may not always reflect changes that APPIC has made to their application.

- 1. Use the excel spreadsheet found on the ECP website.**
- 2. When logging hours ensure that you select the correct tab that corresponds to the course for which you are logging the hours.**
- 3. Input identifying information (i.e., trainee name, student number, McGill supervisor name etc.) Also indicate the type of site (e.g., treatment setting) at the top of the hours log form. The options are as follows:**
 - Child Guidance Clinic
 - Community Mental Health Center
 - Department Clinic (Psychology clinic run by a department or school)
 - Forensic/Justice setting (e.g., jail, prison)
 - Inpatient Psychiatric Hospital
 - Medical Clinic/Hospital
 - Outpatient Psychiatric Clinic/Hospital
 - Partial Hospitalization/Intensive Outpatient Programs
 - Private Practice
 - Residential/Group Home
 - Schools
 - University Counseling Center / Student Mental Health Center
 - VA Medical Center
 - Other (Please speak to your supervisor before using this option)
- 4. Tabulate the hours accrued each week using the appropriate categories and change the week labels to reflect the appropriate week/year. Also keep a count of the total number of individuals, couples, or groups you have interacted with. The logging categories are as follows:**

INDIVIDUAL DIRECT HOURS

- for the following categories count the number of individuals

Counselling: Individual emotional/social counselling

Career/Vocational: Individual career/vocational counselling

Assessments & Testing: Administering individual tests and conducting assessments and/or providing individual feedback of test results

School Counselling Interventions:

- **Consultation:** Providing consultation to persons involved in the client's life as part of a direct clinical intervention (e.g., providing info to relatives or teachers, discussing client concerns with a physician or allied health professional; within the context of a school setting).
- **Direct Intervention:** School related direct interventions.
- **Other:** Check with McGill supervisor before use of this category

OTHER PSYCHOLOGICAL INTERVENTIONS

-For this category count the number of individuals with whom you intervened. (E.g., One 2 hour workshop with five people counts as 5 individuals and the hours logged would be 2. You would not log 5 people and 10 hours nor would you log it as 1 group and 2 hours).

Consultation: Consulting with persons involved in the client's life as part of a direct clinical intervention (e.g., providing info to relatives, discussing client concerns with a physician or allied health professional; not in a school setting).

Sports Psychology/Performance Enhancement: Individual or group sports or performance enhancement related interventions.

Medical/Health Related Intervention: Individual or group medical/health enhancement related interventions or workshops (e.g., providing counselling for stress management or psychoeducational workshops).

Intake Interview/Structured Interview: Conducting intake or structured interviews where is this is client who you will not see for counselling/where this is not part of the counselling process.

Other (Providing Information): Providing information to individuals or groups. For example, sometimes interns need to provide general information to clients about services available at a community centre or they may lead workshops that are not medical/health related.

GROUP DIRECT HOURS

-Count either the number of couples or groups not the number of people in the group.

Counselling: Group counselling

Family: Family counselling

Couple: Couple's counselling

Assessment & Testing: Administering tests and conducting assessments in a group and/or providing feedback of test results in a group setting

SUPERVISION

Individual: One-on-one supervision with the supervisor

Group: Supervision that occurs within a group setting and that is not focused directly on the intern

Individual in Group: Supervision focused directly on the intern that occurs within group supervision

ACTIVITIES TO SUPPORT PRACTICE

Indirect Client Contact: Observing but not interacting with a client (e.g., observing therapy through a one-way mirror; sitting in on an intake performed by another therapist)

Staff Meetings: Meetings of staff members focused on administrative issues

Conference Planning: Planning for professional conferences related to the internship site

Professional Conferences: Attendance at professional conferences related to the internship site

Planning Groups & Workshops: Planning and/or preparing for groups and workshops, whether counselling focused or psychoeducational.

Reports & Record-Keeping: Note-taking, report-writing, and/or other record-keeping

Training: Engaging in training (e.g., office procedures, such as scheduling, note-taking, etc.) that orients the intern to the policies and procedures of the internship site

Case Conferences: Meetings, often interdisciplinary in nature (e.g., IEP meetings at a school), in which others are presenting their cases or as a form of intern and staff training and development (note: if the intern presents her or his case in case conference, that time should be entered in the Individual Supervision in Group category)

Test Scoring: Scoring of individual and/or group tests/assessments

Professional Preparation Time: Preparation time related to the internship (e.g., reviewing tapes; reading articles)

Consultation: Consultation with an agent of the client, such as another professional, when the client is not present, (e.g., regarding the coordination of care).

MISCELLANEOUS

Outreach & Public Relations: Engaging with the public related to services offered by the internship site (e.g., media interviews; non-psychoeducational presentations to groups about the services offered at an internship site; open houses; career days)

Referrals: Time spent in providing referrals to other service providers

OTHER PSYCHOLOGICAL EXPERIENCE STUDENTS OR ORGANIZATIONS

Supervision/Advising/Mentoring Staff or Trainees: Providing supervision, advice, or mentoring to staff members or trainees (e.g., DEC student interns)

Program Development/Outreach Programming: Working on program development or outreach programming.

Outcome Assessment of Programs/Projects: Providing an assessment of programs/projects to the site.

Systems of Intervention/Organizational Consultation/Performance Improvement: Consultation or performance improvement at a systemic or organizational level.

Other: Check with McGill supervisor before use of this category

5. **Track the cultural backgrounds of each client. Factors to note are race/ethnicity, sexual orientation, disability status, and gender. Enter this information into the course logging form.**
6. **Count and enter the number of integrated psychological reports you have written for each client (if applicable).** The definition of an integrated report is a report that includes a history, an interview and at least two tests from one or more of the following categories:

personality assessment (objective, self-report, and/or projective), intellectual assessment, cognitive assessment, and neuropsychological assessment.

7. Track the name of each psychological test you have administered and enter the type in brackets (if applicable). Use the following table to determine the type of test you used (if the test cannot be found consult with your supervisor).

Test Type	Specific Test
ADULT Assessment Instruments	
Symptom Inventories	
	Hamilton Depression Scale
	Beck Anxiety Inventory
	Adult Manifest Anxiety Scale
Diagnostic Interview Protocols	
	SADS
	SCID
	DIS
General Cognitive Assessment	
	Stanford-Binnet 5
	TONI 3
	WAIS III AND WAIS IV
	OTHER: Woodcock Johnson Tests III of Cognitive Abilities
Visual Motor Assessment	
	Bender-Gestalt
Commonly Used Neuropsychological Measures	
	Boston Diagnostic Aphasia Exam
	Brief Rating Scale of Executive Functioning (BRIEF)
	Dementia Rating Scale - II
	California Verbal Learning Test
	Continuous Performance Test
	Delis Kaplan Executive Function Test
	Finger Tapping
	Grooved Pegboard
	Rey-Osterrieth Complex Figure
	Trailmaking Test A & B
	Wechsler Memory Scale III
	Wisconsin Card Sorting Test
Measures of Academic Functioning	
	Strong Interest Inventory
	Wechsler Individual Achievement Test (WIAT)
	Wide Range Assessment of Memory and Learning (Version: _____)
	Woodcock Johnson Tests III of Achievement

	WRAT-4
Behavioural/Personality Inventories	
	Millon Clinical Multi-Axial III (MCMI)
	Minnesota Multiphasic Personality Inventory
	Myers-Briggs Type Indicator
	Personality Assessment Inventory
Measures of Malingering	
	Structured Interview of Reported Symptoms (SIRS)
	Miller Forensic Assessment of Symptoms Test (M-FAST)
	Rey 15-Item Test
	Test of Memory Malingering (TOMM)
Forensic/Risk Assessment	
	Psychopathy Checklist-Revised (PCL-R); Static 99
	Violence Risk Assessment Guide (VRAG)
	History-Clinical-Risk 20 (HCR-20)
	Validity Indicator Profile
Projective Assessment	
	Human Figure Drawing
	Kinetic Family Drawing
	Sentence Completion
	Thematic Apperception Test
	Rorschach
	Other (specify: _____)
	Rorschach Scoring System (Specify: _____)
CHILD and ADOLESCENT Assessment Instruments	
Parent/Youth-Report Measures	
	Behavior Assessment System for Children (BASC)
	Achenbach System of Empirically Based Assessment
Symptom Inventories	
	Barkley-Murphy Checklist for ADHD
	Conner's Rating Scales
	Self-report Measures
Diagnostic Interview Protocols	
	DISC
	Kiddie-SADS
General Cognitive Assessment	
	Bayley Scales of Infant and Toddler Development - III
	Differential Abilities Scale - II (DAS-II)
	Mullen Scales of Early Learning
	Stanford-Binet 5
	WPPSI-III
	WISC-IV
	OTHER: Woodcock Johnson Tests III of Cognitive Abilities

Visual-Motor Assessment	
	Bender Gestalt
	Developmental Test of Visual-Motor Integration (Berry)
Neuropsychological Assessment Measures	
	Brief Rating Scale of Executive Function (BRIEF)
	Children's Memory Scale
	Continuous Performance Test (Version: _____)
	Delis Kaplan Executive Function System
	NEPSY-II
	Rey-Osterrieth Complex Figure
Measures of Academic Functioning	
	Wechsler Individual Achievement Test (WIAT)
	Wide Range Assessment of Memory and Learning (Version: _____)
	Woodcock Johnson-III Tests of Achievement
	WRAT-4
Behavioral/Personality Inventories	
	Millon Adolescent Personality Inventory (MAPI)
	Minnesota Multiphasic Personality Inventory - Adolescent (MMPI-A)
Projective Assessment	
	Human Figure Drawing
	Kinetic Family Drawing
	Roberts Apperception Test for Children (RATC)
	Rorschach (Scoring System: _____)

8. Note the number of times that a test was administered/scored and the number of reports you wrote using that test. Enter this information into your log.
9. It is important to be aware that the names of tests administered/scored do not carry over to the Totals Sheet or the APPIC Conversion Sheet. As such, be sure to record the name and type of test that you use in the Totals Sheet and the APPIC Conversion Sheet.
10. Also note that if you use an "other category" the name/labels that you fill in per course should also be manually entered into the Totals Sheet and the APPIC Conversion Sheet.
11. Once you are done logging your hours make a copy of the relevant course excel sheet. Do this by opening a new excel workbook and save it as "Hours Log EDPC XXXX_ Last name." Leave the new excel document open. Go back to the Hours Log_Student Version workbook and left click on the relevant course tab> then select the "move or copy" option> select "Hours Log EDPC XXXX_ Last name" for the "move the relevant course sheet(s) to" section. Then select the relevant course sheet to copy, click the "create copy" checkbox, and then hit "ok." DO NOT copy paste the cells from one workbook into a new workbook. E-mail the hours log sheet to your McGill supervisor (and site supervisor if applicable) to be approved.
12. The McGill supervisor will forward a final and approved copy to the ECP Graduate Advisor.

13. Note. MA Internship students: Your site supervisor can sign a printed copy, which you can submit to your McGill supervisor to attest that your site supervisor has signed off on your hours. However, you will also need to submit the electronic version of your hours form to your McGill supervisor to finalize and send to the ECP Graduate Advisor.

Sample Excerpt from the PhD Counselling Psychology Student Practicum Hours Logging Form

McGill University Counselling Psychology Program - On-Site Hours Log - M. A. Internship - EDCP 665 D1		Enter Semester/Year
Trainee Name:	Enter Student Name	
Trainee Student No:	Enter Student ID#	
McGill Supervisor Name:	Enter McGill Supervisor Name	
Site Supervisor Name (if applicable):	Enter Site Supervisor Name	
Practicum Location:	Enter Practicum Location	
Treatment Setting (See list):	Enter Treatment Setting	

	Number of Individuals, Couples, or Groups	Hours Accrued Each Week														TOTAL	
		4-Ja	11-Ja	18-Ja	25-Ja	1-Fb	8-Fb	15-Fb	1-Mr	8-Mr	15-Mr	22-Mr	29-Mr	5-Apr	12-Apr		19-Apr
INDIVIDUAL DIRECT HOURS	0																
Counselling - Individual Therapy	0																
Older Adults (65+)																	
Adults (18-64)																	
Adolescents (13-17)																	
School-Age (6-12)																	
Pre-School Age (3-5)																	
Infants/Toddlers (0-2)																	
Career/Vocational	0																
Adults (18+)																	
Adolescents (13-17)																	
Assessment & Testing	0																
Psychodiagnostic Assessment																	
Psychoeducational (Cognitive)																	
Personality/Psychopathology																	
Career/Vocational																	
Other (specify: _____)																	
Neuropsychological Assessment																	
Other (specify: _____)																	
School Counselling Interventions	0																
Consultation																	
Direct Intervention																	
Other (specify: _____)																	
OTHER PSYCHOLOGICAL INTERVENTIONS (# individuals)	0																
Consultation																	
Sports Psychology/Performance Enhancement																	
Medical/Health Related Interventions																	
Intake Interview/Structured Interview																	
Substance Abuse Interventions																	
Other (Providing Information)																	
Other (specify: _____)																	
GROUP DIRECT HOURS (# couples or groups)	0																
Group Counselling																	
Adults (18+)																	
Adolescents (13-17)																	
Children (12 and under)																	
Family																	
Couple																	
Assessment & Testing																	
Psychodiagnostic Assessment																	
Psychoeducational (Cognitive)																	
Personality/Psychopathology																	
Career/Vocational																	
Other (specify: _____)																	
Neuropsychological Assessment																	
Other (specify: _____)																	
SUPERVISION	0																
Site Supervision: Individual																	
Licensed Psychologist																	
Allied Mental Health Professional																	
Other (Advanced Grad Student Supervised by Psychologist)																	
Other (specify license type and mental health discipline: _____)																	
Site Supervision: Group																	
Licensed Psychologist																	
Allied Mental Health Professional																	
Other (Advanced Grad Student Supervised by Psychologist)																	
Other (specify license type and mental health discipline: _____)																	
Site Supervision: Individual in Group																	
Licensed Psychologist																	
Allied Mental Health Professional																	
Other (Advanced Grad Student Supervised by Psychologist)																	
Other (specify license type and mental health discipline: _____)																	
McGill Supervision: Individual																	

Licensed Psychologist																				0
Allied Mental Health Professional																				0
Other (Advanced Grad Student Supervised by Psychologist)																				0
Other (specify license type and mental health discipline:_____)																				0
McGill Supervision: Group		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Licensed Psychologist																				0
Allied Mental Health Professional																				0
Other (Advanced Grad Student Supervised by Psychologist)																				0
Other (specify license type and mental health discipline:_____)																				0
McGill Supervision: Individual in Group		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Licensed Psychologist																				0
Allied Mental Health Professional																				0
Other (Advanced Grad Student Supervised by Psychologist)																				0
Other (specify license type and mental health discipline:_____)																				0
ACTIVITIES TO SUPPORT PRACTICE																				0
Indirect Client Contact																				0
Staff Meetings																				0
Conference Planning																				0
Professional Conferences																				0
Planning Groups & Workshops																				0
Reports & Record-Keeping																				0
Training																				0
Case Conferences																				0
Test Scoring																				0
Professional Preparation Time																				0
Consultation																				0
MISCELLANEOUS																				0
Outreach & Public Relations																				0
Referrals																				0
OTHER PSYCHOLOGICAL EXPERIENCE WITH STUDENTS OR ORGANIZATIONS																				0
Supervision/Advising/Mentoring of Students, Staff, or Trainees																				0
Program Development/Outreach Programming																				0
Outcome Assessment of Programs/Projects																				0
Systems Intervention / Organizational Consultation/ Performance Improvement																				0
Other (specify:_____)																				0
WEEKLY TOTALS		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Cultural Factor	Number of Client Seen for the Purpose Of:	
	Intervention	Assessment
Race/Ethnicity		
African-American/Black/African Origin		
Asian-American/Asian Origin/Pacific Islander		
American Indian/Alaska Native/Aboriginal Canadian		
European Origin/White		
Bi-racial/Multi-racial		
Other (specify:_____)		
Sexual Orientation		
Heterosexual		
Gay		
Lesbian		
Bisexual		
Other (Specify:_____)		
Disability Status		
Physical/Orthopedic Disability		
Blind / Visually Impaired		
Deaf/Hard of Hearing		
Learning/Cognitive Disability		
Developmental Disability (Including Mental Disabilities and Autism)		
Serious Mental Illness		
Other (specify:_____)		
Gender		

Male		
Female		
Transgender		
Other (specify: _____)		

	MA LEVEL		PHD LEVEL	
*INTEGRATED PSYCHOLOGICAL REPORTS	Number Written		Number Written	
Adults				
Children/Adolescents				
TESTS ADMINISTERED	Number Clinically Administered/ Scored	Number of Reports Written w/Test	Number Clinically Administered/ Scored	Number of Reports Written w/Test
Adult Assessment Experience				
Insert Test Name (and Type)				
Insert Test Name (and Type)				
Insert Test Name (and Type)				
Insert Test Name (and Type)				
Children/Adolescent Assessment Experience				
Insert Test Name (and Type)				

Trainee's Signature:	Date:
Site Supervisor Signature (if applicable):	Date:
McGill Supervisor's Signature:	Date:

[End of Excerpts from Hours Log]

McGill University
Counselling Psychology
 EDPC 795: Internship – Placement Form

This form is to be completed by the individual(s) who will assume direct supervision of or responsibility for the internship of the student named below. Each student in the internship has an on-site supervisor as well as a university program supervisor. The student cannot be assigned to a McGill supervisor until this form is completed and returned to the Counselling Psychology Program, Department of Educational and Counselling Psychology.

Name of Student: _____

Placement: _____

Address: _____

Telephone: _____ Fax: _____

Name(s) of the person(s) who will supervise or assume responsibility for the student's internship:
 (Please print clearly)

Supervisor's Name	Phone #	Email

Nature of the duties of this student's Internship: _____

Number of days per week this student will be involved in the above duties: _____

Days and times that the student will be required at his or her internship site (e.g., supervision, department grand rounds, team supervision, etc.): _____

Signature of Supervisor: _____ Date: _____

N.B. IT IS UNDERSTOOD BY THE INTERN AND THE STAFF OF THE COUNSELLING PSYCHOLOGY PROGRAM THAT STUDENTS ACCEPTING AN INTERNSHIP AT ANY PLACEMENT WILL WORK WITHIN THE STRUCTURE AND POLICY GUIDELINES OF THAT AGENCY.

McGill University
Counselling Psychology
 EDPC 679/685 – MA Internship
 Interim Evaluation

Intern's Name: _____

Internship Site: _____

Evaluation Date: October 15 _____ February 15 _____

Evaluator's Name: _____

Evaluator's Title: _____

Evaluator's Professional Certification: _____

The progress of _____ to date is:
(Intern's Name)

Satisfactory

Unsatisfactory

Evaluator's Signature: _____

Date Signed: _____

Intern's Signature: _____

Date Signed: _____

Note to Evaluator: This evaluation will be used by the McGill supervisor to determine the intern's current status at their internship site. The intent of the document is to alert the program staff to any serious problems that may jeopardize the intern's progress toward completion of the program. If the rating of the intern is unsatisfactory, *please append an additional sheet with recommended steps to improve progress* to a satisfactory level during the period before the next evaluation.

McGill University
Counselling Psychology
EDPC 679/685 – MA Internship
End of Term Evaluation

Intern's Name: _____

Internship Site: _____

Evaluation Date: October 15 _____ February 15 _____

Evaluator's Name: _____

Evaluator's Title: _____

Evaluator's Professional Certification: _____

Note to the Evaluator:

This evaluation will be used by the McGill supervisor to determine the intern's final grade (Pass Fail) for internship courses EDPC 679 (Internship General) and EDPC 685 (Internship in Vocational and Rehabilitation Counselling). The intent of the questionnaire is to allow maximum freedom to the on site supervisor to identify and clarify the essential strengths and weaknesses of the intern. The evaluation format consists of a general rating scale (for most items) and encourages written comments for all items in the questionnaire. Written comments are most helpful in clarifying the criteria used in evaluating the intern's performance according to the general rating scale. This form is comprised of two sections. In some cases, only Section I will apply to the intern, in other cases both sections may be applicable.

Intern Evaluation Questionnaire

In each of the categories below please check your choice of rating or write a comment beneath the item.
In some statements you may wish to do both.

6. EXCELLENT; 5. SUPERIOR; 4. VERY GOOD; 3. GOOD; 2. FAIR; 1. POOR; 0. N/A

A. GENERAL COUNSELLING SKILLS: ONE TO ONE COUNSELLING

1) Ability to establish a counselling relationship with clients.

6. ____ 5. ____ 4. ____ 3. ____ 2. ____ 1. ____ 0. ____

Comments: _____

2) Ability to establish a working definition of clients' problems.

6. ____ 5. ____ 4. ____ 3. ____ 2. ____ 1. ____ 0. ____

Comments: _____

3) Ability to help clients formulate short- and long-term goals to the mutual satisfaction of the client and/or intern.

6. ____ 5. ____ 4. ____ 3. ____ 2. ____ 1. ____ 0. ____

Comments: _____

4) Ability to use counselling skills/techniques to facilitate client's behaviour change as explained or demonstrated to on-site supervisor.

6. ____ 5. ____ 4. ____ 3. ____ 2. ____ 1. ____ 0. ____

Comments: _____

5) Ability to terminate counselling with client or make referrals when appropriate.

6. ____ 5. ____ 4. ____ 3. ____ 2. ____ 1. ____ 0. ____

Comments: _____

B. INTERN'S RESPONSE TO SUPERVISION

1) Intern's level of preparation for supervision session.

6. ____ 5. ____ 4. ____ 3. ____ 2. ____ 1. ____ 0. ____

Comments: _____

2) The intern's response to supervisor's feedback (e.g., openness to listen, to learn, to collaborate).

6. ____ 5. ____ 4. ____ 3. ____ 2. ____ 1. ____ 0. ____

Comments: _____

3) Intern's general ability to collaborate with supervisor to formulate treatment (counselling intervention) plans.

6. ____ 5. ____ 4. ____ 3. ____ 2. ____ 1. ____ 0. ____

Comments: _____

C. INTERN'S PROFESSIONAL BEHAVIOR

1) Intern's respect for the confidentiality of client data.

6. ____ 5. ____ 4. ____ 3. ____ 2. ____ 1. ____ 0. ____

Comments: _____

2) Intern's relationships with colleagues and support (on-professional) staff.

6. ____ 5. ____ 4. ____ 3. ____ 2. ____ 1. ____ 0. ____

Comments: _____

3) Attention to record keeping, returning telephone calls, keeping up-to-date notes.

6. ____ 5. ____ 4. ____ 3. ____ 2. ____ 1. ____ 0. ____

Comments: _____

D. SUMMARY EVALUATION

1) Intern's general adjustment to the site at this time (e.g., to kind of clientele served, to the role functions of the professional staff of this institution).

6. ____ 5. ____ 4. ____ 3. ____ 2. ____ 1. ____ 0. ____

Comments: _____

2) The intern's demonstrated assets and professional potential.

6. ____ 5. ____ 4. ____ 3. ____ 2. ____ 1. ____ 0. ____

Comments: _____

3) Extent of intern's deficits that require further attention.

6. ____ 5. ____ 4. ____ 3. ____ 2. ____ 1. ____ 0. ____

Comments: _____

4) Do you think this intern has a realistic assessment of his/her potential and/or limitations at this stage of his/her internship experience?

6. ____ 5. ____ 4. ____ 3. ____ 2. ____ 1. ____ 0. ____

Comments: _____

5) Please offer any further comments about this intern's growth and development since the beginning of the internship that you think would be pertinent and helpful for evaluation.

Comments:

Signature: _____

Date: _____

<p>McGill University Counselling Psychology EDPC 782: Doctoral Field Experience Trainee Evaluation Form</p>
--

Student: _____

Supervisor: _____

Director of Practicum Training Site: _____

Practicum Training Site: _____

Dates of Training FROM: _____ TO: _____

This is a(n): *Interim Evaluation* *Final Evaluation*

Hours of Training

Please indicate the nature and the extent (i.e., hours) of training experiences provided below. The trainee is expected to complete weekly logs of hours for every activity listed and to submit these to the site supervisor for his/her initials. For the mid-point evaluation, please calculate the hours to date. For the final evaluation, please indicate the total hours from the beginning to the end of the doctoral practicum at this site.

Domains of Training

In completing the evaluation grids below, please rate this trainee's abilities ***compared to other trainees at a similar level of training***. Indicate your evaluations in the areas of *Relationship and Interpersonal Skills, Ethical Issues and Professional Conduct, Psychological Assessment Skills, Intervention Skills, Consultation Skills, Skills in Application of Research, and Supervision*.

1..... **Deficient:** Functions at a level substantially below that of trainees at this year level. Performance is deficient and unsatisfactory. Remedial action is required.

2..... **Needs improvement:** Functions at a level somewhat below that expected of trainees at this year level. Closer supervision is required.

3..... **Good:** Functions at a level appropriate to the year of training.

4..... **Very Good:** Functions at a level above that expected of trainees at this year level.

5..... **Excellent:** Functions at a superior level relative to other trainees at this level.

N/A **Not Applicable**

Successful Completion: Students are required to have a minimum score of 3 in all categories to successfully complete the practicum requirements and earn a passing grade for the course.

Training experiences for the time period ending: _____.

Direct client contact¹

Individual adult therapy cases _____ total hours

Individual child/adolescent therapy cases _____ total hours

Couple and family therapy cases _____ total hours

Group therapy leadership _____ total hours

Assessment (Adults) _____ total hours

Assessment (Child/Adolescents) _____ total hours

Consultation _____ total hours

Indirect client contact

Observation of individual therapy _____ total hours

Observation of child/adolescent therapy _____ total hours

Observation of family therapy _____ total hours

Observation of group therapy _____ total hours

Observation of assessments _____ total hours

SupervisionIndividual Supervision² _____ total hours

Group Supervision _____ total hours

Activities to support practice³ _____ total hours

¹ Direct contact: a training activity (usually face to face) where students intervene with a client and/or any significant member of the client's system (e.g.: teacher, parent, executive/manager) directly linked with the provision of psychological services.

² Individual supervision: activities where the supervisor observes the student deliver a service, reviews an audio/video taped session of service delivery with the student, or where the student presents an ongoing case for discussion and review.

³ As per the Excel Tracking Log - Activities to support practice.

Relationship & Interpersonal Skills						
1. Deficient	2. Needs Improvement	3. Good	4. Very Good	5. Excellent		
1. With clients:						
a. Ability to take a respectful, professional approach with clients.	1	2	3	4	5	N/A
b. Ability to form a working alliance with clients including those with different cultural backgrounds.	1	2	3	4	5	N/A
c. Ability to deal with conflict, negotiate differences.	1	2	3	4	5	N/A
d. Ability to understand and maintain appropriate professional boundaries.	1	2	3	4	5	N/A
e. Knowledge about the nature and impact of diversity in different clinical situations.	1	2	3	4	5	N/A
2. With colleagues:						
a. Ability to work collegially with fellow professionals including those of different backgrounds from that of the trainee.	1	2	3	4	5	N/A
b. Ability to work effectively with diverse others in assessment, treatment and consultation.	1	2	3	4	5	N/A
3. With supervisors:						
a. Ability to work collaboratively with the supervisor.	1	2	3	4	5	N/A
b. Ability to self-reflect and self-evaluate regarding clinical skills and use of supervision.	1	2	3	4	5	N/A
4. With support staff :						
a. Respectful of support staff roles and individuals	1	2	3	4	5	N/A
5. With teams at clinic:						
a. Ability to participate fully in team's work.	1	2	3	4	5	N/A
b. Ability to understand and observe team's operating procedures.	1	2	3	4	5	N/A
6. With community professionals:						
a. Ability to communicate professionally and work collaboratively with community professionals.	1	2	3	4	5	N/A
7. With the practicum site:						
a. Ability to understand and observe agency's operating procedures.	1	2	3	4	5	N/A
b. Ability to participate in furthering the work and mission of the practicum site.	1	2	3	4	5	N/A
8. Self Knowledge						
a. Aware of personal values, motives, biases.	1	2	3	4	5	N/A
b. Aware of impact on others (clients/colleagues/supervisors)	1	2	3	4	5	N/A
Overall Relationship/Interpersonal Skills	1	2	3	4	5	N/A

Ethical Issues and Professional Conduct						
1. Deficient	2. Needs Improvement	3. Good	4. Very Good	5. Excellent		
1. Observes OPQ Ethical Code of Conduct.	1	2	3	4	5	N/A
2. Observes practicum site rules and regulations.	1	2	3	4	5	N/A
3. Observes pertinent Quebec laws.	1	2	3	4	5	N/A
4. Identifies ethical issues.	1	2	3	4	5	N/A
5. Seeks appropriate information and consultation when faced with ethical issues.	1	2	3	4	5	N/A
6. Timeliness (e.g., notes, reports, meetings and appointments).	1	2	3	4	5	N/A
7. Successfully manages fees and payments.	1	2	3	4	5	N/A
8. Presentation of case material in an organized manner.	1	2	3	4	5	N/A
9. Protects and maintains confidentiality of case materials.	1	2	3	4	5	N/A
10. Monitors own professional behavior and provides unimpaired psychological services.	1	2	3	4	5	N/A
11. Uses resources that support healthy functioning when experiencing personal distress.	1	2	3	4	5	N/A
12. Maintains working rapport with colleagues/other professionals in case conferences, team meetings etc.	1	2	3	4	5	N/A
Overall Ethical Issues and Professional Development	1	2	3	4	5	N/A

Psychological Assessment						
1. Deficient	2. Needs Improvement	3. Good	4. Very Good	5. Excellent		
1. Ability to utilize systematic approaches to gathering data to inform clinical decision making.	1	2	3	4	5	N/A
2. Knowledge of psychometric issues and assessment methods.	1	2	3	4	5	N/A
3. Ability to integrate assessment data from different sources for diagnostic purposes.	1	2	3	4	5	N/A
4. Ability to formulate the case including diagnosis, risk assessment, and identification of behavioral targets for change.	1	2	3	4	5	N/A
5. Ability to clarify referral questions.	1	2	3	4	5	N/A
6. Ability to develop appropriate assessment strategy.	1	2	3	4	5	N/A
7. Ability to develop appropriate treatment recommendations and/or follow-up.	1	2	3	4	5	N/A
8. Ability to communicate assessment results to patients and other professionals.	1	2	3	4	5	N/A
9. Ability to integrate understandings of gender, ethnicity, sexual orientation or other diversity issues into assessment.	1	2	3	4	5	N/A
Overall Psychological Assessment Skills	1	2	3	4	5	N/A

Intervention Skills						
1. Deficient	2. Needs Improvement	3. Good	4. Very Good	5. Excellent		
1. Ability to manage general issues with the therapeutic relationship (i.e. limit-setting, missed appointments, termination, etc.).	1	2	3	4	5	N/A
2. Ability to formulate a therapeutic plan and goals (based on both a case assessment and a conceptual model of intervention).	1	2	3	4	5	N/A
3. Ability to develop and implement specific empirically-supported treatment methods.	1	2	3	4	5	N/A
4. Ability to effectively communicate skills that promote a therapeutic alliance, patient disclosure, and active problem exploration.	1	2	3	4	5	N/A
5. Ability to evaluate treatment efficacy/outcomes on an ongoing basis.	1	2	3	4	5	N/A
6. Demonstrates an understanding of how gender, ethnic, cultural, and sexual orientation factors may influence interventions and takes these factors into account.	1	2	3	4	5	N/A
7. Reviews and, when appropriate, modifies the therapeutic plan on the basis of an ongoing case assessment.	1	2	3	4	5	N/A
8. Recognizes therapeutic complications and instances of personal values, emotions or biases that may impair professional objectivity and conduct.	1	2	3	4	5	N/A
9. Ability to identify when and how collateral interventions, including family involvement, are indicated.	1	2	3	4	5	N/A
10. Ability to formulate suitable termination recommendations.	1	2	3	4	5	N/A
11. Ability to provide clear, well-integrated, timely, and concise progress notes, countersigned by supervisors.	1	2	3	4	5	N/A
12. Reports are well organized, succinct and provide useful and relevant recommendations to other professionals.	1	2	3	4	5	N/A
13. Ability to accurately assess crisis situations including suicidality, violence potential, and the gravely disabled	1	2	3	4	5	N/A
14. Develops responsible plans for intervening in crisis situations including, for example, therapy referral, behavioral contracting, and voluntary and involuntary hospitalization	1	2	3	4	5	N/A
15. Uses good professional judgment and knowledge of how to access community resources such as child or elder protective services	1	2	3	4	5	N/A
Overall Psychotherapy/Behavior Change Skills	1	2	3	4	5	N/A

Consultation Skills						
	1. Deficient	2. Needs Improvement	3. Good	4. Very Good	5. Excellent	
1. Knowledge of the roles of other professionals.	1	2	3	4	5	N/A
2. Ability to effectively relate to other professionals in accordance with their unique patient care roles.	1	2	3	4	5	N/A
3. Ability to clarify consultation questions in relation to the particular needs, responsibilities and problems of the consultee.	1	2	3	4	5	N/A
4. Ability to choose an appropriate means of assessment to answer referral questions.	1	2	3	4	5	N/A
5. Ability to implement a systematic approach to data collection in a consultative role.	1	2	3	4	5	N/A
6. Consultative reports are well organized, succinct and provide useful and relevant recommendations to other professionals.	1	2	3	4	5	N/A
Overall Consultation Skills	1	2	3	4	5	N/A

Skills in Application of Research						
	1. Deficient	2. Needs Improvement	3. Good	4. Very Good	5. Excellent	
1. Understands and applies theory and research knowledge related to practice in the setting.	1	2	3	4	5	N/A
Overall Skills in Application of Research	1	2	3	4	5	N/A

Supervision						
	1. Deficient	2. Needs Improvement	3. Good	4. Very Good	5. Excellent	
1. Ensures that no clinical services are delivered without the oversight of a qualified supervisor.	1	2	3	4	5	N/A
2. Attends supervisory sessions regularly and punctually.	1	2	3	4	5	N/A
3. Demonstrates professional work habits (e.g., duty hours, personal appearance, etc.).	1	2	3	4	5	N/A
4. Maintains working rapport with supervisor(s).	1	2	3	4	5	N/A
5. Accurately reports clinical activities to supervisor(s).	1	2	3	4	5	N/A
6. Accepts supervisory input regarding performance.	1	2	3	4	5	N/A
7. Incorporates supervisory directives in service delivery.	1	2	3	4	5	N/A
8. Is aware of when to seek additional supervision or referral.	1	2	3	4	5	N/A
9. Demonstrates emotional adjustment and maturity.	1	2	3	4	5	N/A
10. Is well-prepared for supervision.	1	2	3	4	5	N/A
Overall Use of Supervision	1	2	3	4	5	N/A

Global Evaluation of Trainee

STRENGTHS:

NEEDS:

RECOMMENDATIONS FOR FUTURE TRAINING:

(Signature of supervisor*) (Date) _____
(Signature of student**) (Date)

*Supervisor signature indicates that feedback on clinical performance to date has been given to the trainee. Once completed and signed, please provide copies of this evaluation to the student.

**Trainee signature indicates only that the feedback was given. Trainees who do not agree with the feedback may contest the evaluation by speaking to the McGill Practicum Supervisor who will contact the site and set up a meeting in discuss and resolve evaluation issues.

Send the evaluation with original signatures to:

Dr. Jack De Stefano
Doctoral Practicum Supervisor
McGill University,
Counselling Psychology Program

McGill University
Counselling Psychology
 EDPC 783: Doctoral Field Experience
 Trainee Evaluation Form

Student: _____

Supervisor: _____

Director of Practicum Training Site: _____

Practicum Training Site: _____

Dates of Training FROM: _____ TO: _____

This is a(n): *Interim Evaluation* *Final Evaluation*

Hours of Training

Please indicate the nature and the extent (i.e., hours) of training experiences provided below. The trainee is expected to complete weekly logs of hours for every activity listed and to submit these to the site supervisor for his/her initials. For the mid-point evaluation, please calculate the hours to date. For the final evaluation, please indicate the total hours from the beginning to the end of the doctoral practicum at this site.

Domains of Training

In completing the evaluation grids below, please rate this trainee's abilities ***compared to other trainees at a similar level of training***. Indicate your evaluations in the areas of *Relationship and Interpersonal Skills, Ethical Issues and Professional Conduct, Psychological Assessment Skills, Intervention Skills, Consultation Skills, Skills in Application of Research, and Supervision*.

1..... **Deficient:** Functions at a level substantially below that of trainees at this year level. Performance is deficient and unsatisfactory. Remedial action is required.

2..... **Needs improvement:** Functions at a level somewhat below that expected of trainees at this year level. Closer supervision is required.

3..... **Good:** Functions at a level appropriate to the year of training.

4..... **Very Good:** Functions at a level above that expected of trainees at this year level.

5..... **Excellent:** Functions at a superior level relative to other trainees at this level.

N/A **Not Applicable**

Successful Completion: Students are required to have a minimum score of 3 in all categories to successfully complete the practicum requirements and earn a passing grade for the course.

Training experiences for the time period ending: _____.

Direct client contact¹

Individual adult therapy cases _____ total hours

Individual child/adolescent therapy cases _____ total hours

Couple and family therapy cases _____ total hours

Group therapy leadership _____ total hours

Assessment (Adults) _____ total hours

Assessment (Child/Adolescents) _____ total hours

Consultation _____ total hours

Indirect client contact

Observation of individual therapy _____ total hours

Observation of child/adolescent therapy _____ total hours

Observation of family therapy _____ total hours

Observation of group therapy _____ total hours

Observation of assessments _____ total hours

SupervisionIndividual Supervision² _____ total hours

Group Supervision _____ total hours

Activities to support practice³ _____ total hours

¹ Direct contact: a training activity (usually face to face) where students intervene with a client and/or any significant member of the client's system (e.g.: teacher, parent, executive/manager) directly linked with the provision of psychological services.

² Individual supervision: activities where the supervisor observes the student deliver a service, reviews an audio/video taped session of service delivery with the student, or where the student presents an ongoing case for discussion and review.

³ As per the Excel Tracking Log - Activities to support practice.

Relationship & Interpersonal Skills						
1. Deficient	2. Needs Improvement	3. Good	4. Very Good	5. Excellent		
8. With clients:						
a. Ability to take a respectful, professional approach with clients.	1	2	3	4	5	N/A
b. Ability to form a working alliance with clients including those with different cultural backgrounds.	1	2	3	4	5	N/A
c. Ability to deal with conflict, negotiate differences.	1	2	3	4	5	N/A
d. Ability to understand and maintain appropriate professional boundaries.	1	2	3	4	5	N/A
e. Knowledge about the nature and impact of diversity in different clinical situations.	1	2	3	4	5	N/A
9. With colleagues:						
a. Ability to work collegially with fellow professionals including those of different backgrounds from that of the trainee.	1	2	3	4	5	N/A
b. Ability to work effectively with diverse others in assessment, treatment and consultation.	1	2	3	4	5	N/A
10. With supervisors:						
a. Ability to work collaboratively with the supervisor.	1	2	3	4	5	N/A
b. Ability to self-reflect and self-evaluate regarding clinical skills and use of supervision.	1	2	3	4	5	N/A
11. With support staff :						
a. Respectful of support staff roles and individuals	1	2	3	4	5	N/A
12. With teams at clinic:						
a. Ability to participate fully in team's work.	1	2	3	4	5	N/A
b. Ability to understand and observe team's operating procedures.	1	2	3	4	5	N/A
13. With community professionals:						
a. Ability to communicate professionally and work collaboratively with community professionals.	1	2	3	4	5	N/A
14. With the practicum site:						
a. Ability to understand and observe agency's operating procedures.	1	2	3	4	5	N/A
b. Ability to participate in furthering the work and mission of the practicum site.	1	2	3	4	5	N/A
8. Self Knowledge						
a. Aware of personal values, motives, biases.	1	2	3	4	5	N/A
b. Aware of impact on others (clients/colleagues/supervisors)	1	2	3	4	5	N/A
Overall Relationship/Interpersonal Skills	1	2	3	4	5	N/A

Ethical Issues and Professional Conduct						
1. Deficient	2. Needs Improvement	3. Good	4. Very Good	5. Excellent		
12. Observes OPQ Ethical Code of Conduct.	1	2	3	4	5	N/A
13. Observes practicum site rules and regulations.	1	2	3	4	5	N/A
14. Observes pertinent Quebec laws.	1	2	3	4	5	N/A
15. Identifies ethical issues.	1	2	3	4	5	N/A
16. Seeks appropriate information and consultation when faced with ethical issues.	1	2	3	4	5	N/A
17. Timeliness (e.g., notes, reports, meetings and appointments).	1	2	3	4	5	N/A
18. Successfully manages fees and payments.	1	2	3	4	5	N/A
19. Presentation of case material in an organized manner.	1	2	3	4	5	N/A
20. Protects and maintains confidentiality of case materials.	1	2	3	4	5	N/A
21. Monitors own professional behavior and provides unimpaired psychological services.	1	2	3	4	5	N/A
22. Uses resources that support healthy functioning when experiencing personal distress.	1	2	3	4	5	N/A
12. Maintains working rapport with colleagues/other professionals in case conferences, team meetings etc.	1	2	3	4	5	N/A
Overall Ethical Issues and Professional Development	1	2	3	4	5	N/A

Psychological Assessment						
1. Deficient	2. Needs Improvement	3. Good	4. Very Good	5. Excellent		
9. Ability to utilize systematic approaches to gathering data to inform clinical decision making.	1	2	3	4	5	N/A
10. Knowledge of psychometric issues and assessment methods.	1	2	3	4	5	N/A
11. Ability to integrate assessment data from different sources for diagnostic purposes.	1	2	3	4	5	N/A
12. Ability to formulate the case including diagnosis, risk assessment, and identification of behavioral targets for change.	1	2	3	4	5	N/A
13. Ability to clarify referral questions.	1	2	3	4	5	N/A
14. Ability to develop appropriate assessment strategy.	1	2	3	4	5	N/A
15. Ability to develop appropriate treatment recommendations and/or follow-up.	1	2	3	4	5	N/A
16. Ability to communicate assessment results to patients and other professionals.	1	2	3	4	5	N/A
9. Ability to integrate understandings of gender, ethnicity, sexual orientation or other diversity issues into assessment.	1	2	3	4	5	N/A
Overall Psychological Assessment Skills	1	2	3	4	5	N/A

Intervention Skills					
1. Deficient	2. Needs Improvement	3. Good	4. Very Good	5. Excellent	
13. Ability to manage general issues with the therapeutic relationship (i.e. limit-setting, missed appointments, termination, etc.).	1	2	3	4	5 N/A
14. Ability to formulate a therapeutic plan and goals (based on both a case assessment and a conceptual model of intervention).	1	2	3	4	5 N/A
15. Ability to develop and implement specific empirically-supported treatment methods.	1	2	3	4	5 N/A
16. Ability to effectively communicate skills that promote a therapeutic alliance, patient disclosure, and active problem exploration.	1	2	3	4	5 N/A
17. Ability to evaluate treatment efficacy/outcomes on an ongoing basis.	1	2	3	4	5 N/A
18. Demonstrates an understanding of how gender, ethnic, cultural, and sexual orientation factors may influence interventions and takes these factors into account.	1	2	3	4	5 N/A
19. Reviews and, when appropriate, modifies the therapeutic plan on the basis of an ongoing case assessment.	1	2	3	4	5 N/A
20. Recognizes therapeutic complications and instances of personal values, emotions or biases that may impair professional objectivity and conduct.	1	2	3	4	5 N/A
21. Ability to identify when and how collateral interventions, including family involvement, are indicated.	1	2	3	4	5 N/A
22. Ability to formulate suitable termination recommendations.	1	2	3	4	5 N/A
23. Ability to provide clear, well-integrated, timely, and concise progress notes, countersigned by supervisors.	1	2	3	4	5 N/A
24. Reports are well organized, succinct and provide useful and relevant recommendations to other professionals.	1	2	3	4	5 N/A
13. Ability to accurately assess crisis situations including suicidality, violence potential, and the gravely disabled	1	2	3	4	5 N/A
14. Develops responsible plans for intervening in crisis situations including, for example, therapy referral, behavioral contracting, and voluntary and involuntary hospitalization	1	2	3	4	5 N/A
15. Uses good professional judgment and knowledge of how to access community resources such as child or elder protective services	1	2	3	4	5 N/A
Overall Psychotherapy/Behavior Change Skills	1	2	3	4	5 N/A

Consultation Skills						
	1. Deficient	2. Needs Improvement	3. Good	4. Very Good	5. Excellent	
7. Knowledge of the roles of other professionals.	1	2	3	4	5	N/A
8. Ability to effectively relate to other professionals in accordance with their unique patient care roles.	1	2	3	4	5	N/A
9. Ability to clarify consultation questions in relation to the particular needs, responsibilities and problems of the consultee.	1	2	3	4	5	N/A
10. Ability to choose an appropriate means of assessment to answer referral questions.	1	2	3	4	5	N/A
11. Ability to implement a systematic approach to data collection in a consultative role.	1	2	3	4	5	N/A
12. Consultative reports are well organized, succinct and provide useful and relevant recommendations to other professionals.	1	2	3	4	5	N/A
Overall Consultation Skills	1	2	3	4	5	N/A

Skills in Application of Research						
	1. Deficient	2. Needs Improvement	3. Good	4. Very Good	5. Excellent	
2. Understands and applies theory and research knowledge related to practice in the setting.	1	2	3	4	5	N/A
Overall Skills in Application of Research	1	2	3	4	5	N/A

Supervision						
	1. Deficient	2. Needs Improvement	3. Good	4. Very Good	5. Excellent	
10. Ensures that no clinical services are delivered without the oversight of a qualified supervisor.	1	2	3	4	5	N/A
11. Attends supervisory sessions regularly and punctually.	1	2	3	4	5	N/A
12. Demonstrates professional work habits (e.g., duty hours, personal appearance, etc.).	1	2	3	4	5	N/A
13. Maintains working rapport with supervisor(s).	1	2	3	4	5	N/A
14. Accurately reports clinical activities to supervisor(s).	1	2	3	4	5	N/A
15. Accepts supervisory input regarding performance.	1	2	3	4	5	N/A
16. Incorporates supervisory directives in service delivery.	1	2	3	4	5	N/A
17. Is aware of when to seek additional supervision or referral.	1	2	3	4	5	N/A
18. Demonstrates emotional adjustment and maturity.	1	2	3	4	5	N/A
10. Is well-prepared for supervision.	1	2	3	4	5	N/A
Overall Use of Supervision	1	2	3	4	5	N/A

Global Evaluation of Trainee

STRENGTHS:

NEEDS:

RECOMMENDATIONS FOR FUTURE TRAINING:

(Signature of supervisor*) (Date) _____
(Signature of student**) (Date)

*Supervisor signature indicates that feedback on clinical performance to date has been given to the trainee. Once completed and signed, please provide copies of this evaluation to the student.

**Trainee signature indicates only that the feedback was given. Trainees who do not agree with the feedback may contest the evaluation by speaking to the McGill Practicum Supervisor who will contact the site and set up a meeting in discuss and resolve evaluation issues.

Send the evaluation with original signatures to:

Dr. Jack De Stefano
Doctoral Practicum Supervisor
McGill University,
Counselling Psychology Program

McGill University
Counselling Psychology
 EDPC 795: Doctoral Internship
 Trainee Evaluation Form

Student: _____

Supervisor: _____

Director of Practicum Training Site: _____

Practicum Training Site: _____

Dates of Training FROM: _____ TO: _____

This is a(n): *Interim Evaluation* *Final Evaluation*

Hours of Training

Please indicate the nature and the extent (i.e., hours) of training experiences provided below. The trainee is expected to complete weekly logs of hours for every activity listed and to submit these to the site supervisor for his/her initials. For the mid-point evaluation, please calculate the hours to date. For the final evaluation, please indicate the total hours from the beginning to the end of the doctoral practicum at this site.

Domains of Training

In completing the evaluation grids below, please rate this trainee's abilities ***compared to other trainees at a similar level of training***. Indicate your evaluations in the areas of *Relationship and Interpersonal Skills, Ethical Issues and Professional Conduct, Psychological Assessment Skills, Intervention Skills, Consultation Skills, Skills in Application of Research, and Supervision*.

1..... **Deficient:** Functions at a level substantially below that of trainees at this year level. Performance is deficient and unsatisfactory. Remedial action is required.

2..... **Needs improvement:** Functions at a level somewhat below that expected of trainees at this year level. Closer supervision is required.

3..... **Good:** Functions at a level appropriate to the year of training.

4..... **Very Good:** Functions at a level above that expected of trainees at this year level.

5..... **Excellent:** Functions at a superior level relative to other trainees at this level.

N/A **Not Applicable**

Successful Completion: Students are required to have a minimum score of 3 in all categories to successfully complete the practicum requirements and earn a passing grade for the course.

Training experiences for the time period ending: _____.

Direct client contact¹

Individual adult therapy cases _____ total hours

Individual child/adolescent therapy cases _____ total hours

Couple and family therapy cases _____ total hours

Group therapy leadership _____ total hours

Assessment (Adults) _____ total hours

Assessment (Child/Adolescents) _____ total hours

Consultation _____ total hours

Indirect client contact

Observation of individual therapy _____ total hours

Observation of child/adolescent therapy _____ total hours

Observation of family therapy _____ total hours

Observation of group therapy _____ total hours

Observation of assessments _____ total hours

SupervisionIndividual Supervision² _____ total hours

Group Supervision _____ total hours

Activities to support practice³ _____ total hours

¹ Direct contact: a training activity (usually face to face) where students intervene with a client and/or any significant member of the client's system (e.g.: teacher, parent, executive/manager) directly linked with the provision of psychological services.

² Individual supervision: activities where the supervisor observes the student deliver a service, reviews an audio/video taped session of service delivery with the student, or where the student presents an ongoing case for discussion and review.

³ As per the Excel Tracking Log - Activities to support practice.

Relationship & Interpersonal Skills						
1. Deficient	2. Needs Improvement	3. Good	4. Very Good	5. Excellent		
15. With clients:						
a. Ability to take a respectful, professional approach with clients.	1	2	3	4	5	N/A
b. Ability to form a working alliance with clients including those with different cultural backgrounds.	1	2	3	4	5	N/A
c. Ability to deal with conflict, negotiate differences.	1	2	3	4	5	N/A
d. Ability to understand and maintain appropriate professional boundaries.	1	2	3	4	5	N/A
e. Knowledge about the nature and impact of diversity in different clinical situations.	1	2	3	4	5	N/A
16. With colleagues:						
a. Ability to work collegially with fellow professionals including those of different backgrounds from that of the trainee.	1	2	3	4	5	N/A
b. Ability to work effectively with diverse others in assessment, treatment and consultation.	1	2	3	4	5	N/A
17. With supervisors:						
a. Ability to work collaboratively with the supervisor.	1	2	3	4	5	N/A
b. Ability to self-reflect and self-evaluate regarding clinical skills and use of supervision.	1	2	3	4	5	N/A
18. With support staff :						
a. Respectful of support staff roles and individuals	1	2	3	4	5	N/A
19. With teams at clinic:						
a. Ability to participate fully in team's work.	1	2	3	4	5	N/A
b. Ability to understand and observe team's operating procedures.	1	2	3	4	5	N/A
20. With community professionals:						
a. Ability to communicate professionally and work collaboratively with community professionals.	1	2	3	4	5	N/A
21. With the practicum site:						
a. Ability to understand and observe agency's operating procedures.	1	2	3	4	5	N/A
b. Ability to participate in furthering the work and mission of the practicum site.	1	2	3	4	5	N/A
8. Self Knowledge						
a. Aware of personal values, motives, biases.	1	2	3	4	5	N/A
b. Aware of impact on others (clients/colleagues/supervisors)	1	2	3	4	5	N/A
Overall Relationship/Interpersonal Skills	1	2	3	4	5	N/A

Ethical Issues and Professional Conduct						
1. Deficient	2. Needs Improvement	3. Good	4. Very Good	5. Excellent		
23. Observes OPQ Ethical Code of Conduct.	1	2	3	4	5	N/A
24. Observes practicum site rules and regulations.	1	2	3	4	5	N/A
25. Observes pertinent Quebec laws.	1	2	3	4	5	N/A
26. Identifies ethical issues.	1	2	3	4	5	N/A
27. Seeks appropriate information and consultation when faced with ethical issues.	1	2	3	4	5	N/A
28. Timeliness (e.g., notes, reports, meetings and appointments).	1	2	3	4	5	N/A
29. Successfully manages fees and payments.	1	2	3	4	5	N/A
30. Presentation of case material in an organized manner.	1	2	3	4	5	N/A
31. Protects and maintains confidentiality of case materials.	1	2	3	4	5	N/A
32. Monitors own professional behavior and provides unimpaired psychological services.	1	2	3	4	5	N/A
33. Uses resources that support healthy functioning when experiencing personal distress.	1	2	3	4	5	N/A
12. Maintains working rapport with colleagues/other professionals in case conferences, team meetings etc.	1	2	3	4	5	N/A
Overall Ethical Issues and Professional Development	1	2	3	4	5	N/A

Psychological Assessment						
1. Deficient	2. Needs Improvement	3. Good	4. Very Good	5. Excellent		
17. Ability to utilize systematic approaches to gathering data to inform clinical decision making.	1	2	3	4	5	N/A
18. Knowledge of psychometric issues and assessment methods.	1	2	3	4	5	N/A
19. Ability to integrate assessment data from different sources for diagnostic purposes.	1	2	3	4	5	N/A
20. Ability to formulate the case including diagnosis, risk assessment, and identification of behavioral targets for change.	1	2	3	4	5	N/A
21. Ability to clarify referral questions.	1	2	3	4	5	N/A
22. Ability to develop appropriate assessment strategy.	1	2	3	4	5	N/A
23. Ability to develop appropriate treatment recommendations and/or follow-up.	1	2	3	4	5	N/A
24. Ability to communicate assessment results to patients and other professionals.	1	2	3	4	5	N/A
9. Ability to integrate understandings of gender, ethnicity, sexual orientation or other diversity issues into assessment.	1	2	3	4	5	N/A
Overall Psychological Assessment Skills	1	2	3	4	5	N/A

Intervention Skills						
1. Deficient	2. Needs Improvement	3. Good	4. Very Good	5. Excellent		
25. Ability to manage general issues with the therapeutic relationship (i.e. limit-setting, missed appointments, termination, etc.).	1	2	3	4	5	N/A
26. Ability to formulate a therapeutic plan and goals (based on both a case assessment and a conceptual model of intervention).	1	2	3	4	5	N/A
27. Ability to develop and implement specific empirically-supported treatment methods.	1	2	3	4	5	N/A
28. Ability to effectively communicate skills that promote a therapeutic alliance, patient disclosure, and active problem exploration.	1	2	3	4	5	N/A
29. Ability to evaluate treatment efficacy/outcomes on an ongoing basis.	1	2	3	4	5	N/A
30. Demonstrates an understanding of how gender, ethnic, cultural, and sexual orientation factors may influence interventions and takes these factors into account.	1	2	3	4	5	N/A
31. Reviews and, when appropriate, modifies the therapeutic plan on the basis of an ongoing case assessment.	1	2	3	4	5	N/A
32. Recognizes therapeutic complications and instances of personal values, emotions or biases that may impair professional objectivity and conduct.	1	2	3	4	5	N/A
33. Ability to identify when and how collateral interventions, including family involvement, are indicated.	1	2	3	4	5	N/A
34. Ability to formulate suitable termination recommendations.	1	2	3	4	5	N/A
35. Ability to provide clear, well-integrated, timely, and concise progress notes, countersigned by supervisors.	1	2	3	4	5	N/A
36. Reports are well organized, succinct and provide useful and relevant recommendations to other professionals.	1	2	3	4	5	N/A
13. Ability to accurately assess crisis situations including suicidality, violence potential, and the gravely disabled	1	2	3	4	5	N/A
14. Develops responsible plans for intervening in crisis situations including, for example, therapy referral, behavioral contracting, and voluntary and involuntary hospitalization	1	2	3	4	5	N/A
15. Uses good professional judgment and knowledge of how to access community resources such as child or elder protective services	1	2	3	4	5	N/A
Overall Psychotherapy/Behavior Change Skills	1	2	3	4	5	N/A

Consultation Skills						
	1. Deficient	2. Needs Improvement	3. Good	4. Very Good	5. Excellent	
13. Knowledge of the roles of other professionals.	1	2	3	4	5	N/A
14. Ability to effectively relate to other professionals in accordance with their unique patient care roles.	1	2	3	4	5	N/A
15. Ability to clarify consultation questions in relation to the particular needs, responsibilities and problems of the consultee.	1	2	3	4	5	N/A
16. Ability to choose an appropriate means of assessment to answer referral questions.	1	2	3	4	5	N/A
17. Ability to implement a systematic approach to data collection in a consultative role.	1	2	3	4	5	N/A
18. Consultative reports are well organized, succinct and provide useful and relevant recommendations to other professionals.	1	2	3	4	5	N/A
Overall Consultation Skills	1	2	3	4	5	N/A

Skills in Application of Research						
	1. Deficient	2. Needs Improvement	3. Good	4. Very Good	5. Excellent	
3. Understands and applies theory and research knowledge related to practice in the setting.	1	2	3	4	5	N/A
Overall Skills in Application of Research	1	2	3	4	5	N/A

Supervision						
	1. Deficient	2. Needs Improvement	3. Good	4. Very Good	5. Excellent	
19. Ensures that no clinical services are delivered without the oversight of a qualified supervisor.	1	2	3	4	5	N/A
20. Attends supervisory sessions regularly and punctually.	1	2	3	4	5	N/A
21. Demonstrates professional work habits (e.g., duty hours, personal appearance, etc.).	1	2	3	4	5	N/A
22. Maintains working rapport with supervisor(s).	1	2	3	4	5	N/A
23. Accurately reports clinical activities to supervisor(s).	1	2	3	4	5	N/A
24. Accepts supervisory input regarding performance.	1	2	3	4	5	N/A
25. Incorporates supervisory directives in service delivery.	1	2	3	4	5	N/A
26. Is aware of when to seek additional supervision or referral.	1	2	3	4	5	N/A
27. Demonstrates emotional adjustment and maturity.	1	2	3	4	5	N/A
10. Is well-prepared for supervision.	1	2	3	4	5	N/A
Overall Use of Supervision	1	2	3	4	5	N/A

Global Evaluation of Trainee

STRENGTHS:

NEEDS:

RECOMMENDATIONS FOR FUTURE TRAINING:

(Signature of supervisor*) (Date) _____
(Signature of student**) (Date)

*Supervisor signature indicates that feedback on clinical performance to date has been given to the trainee. Once completed and signed, please provide copies of this evaluation to the student.

**Trainee signature indicates only that the feedback was given. Trainees who do not agree with the feedback may contest the evaluation by speaking to the McGill Practicum Supervisor who will contact the site and set up a meeting in discuss and resolve evaluation issues.

Send the evaluation with original signatures to:

Dr. Jack De Stefano
Doctoral Practicum Supervisor
McGill University,
Counselling Psychology Program

**McGill University
Counselling Psychology
MA Interim Evaluation Questionnaire**

Dear: _____

Date: _____

Re: *Interim Assessment of Student Progress*

In order to assure that students' development is consistently addressed the Counselling Psychology Program Committee meets mid-semester to assess student progress. The evaluation of students focuses on three broad areas: academic course work, development of clinical skills, and professional development. Based on the committee's recent discussions it was determined that your progress in each of the areas is as follows:

	<i>Satisfactory</i>	<i>Unsatisfactory</i>
Academic Course Work (includes all course work and comprehensive examinations)	Comments:	Comments:
Clinical Skills	Comments:	Comments:
Professional Development	Comments:	Comments:

If you have received and unsatisfactory assessment in any of the three areas, please meet with your Academic Advisor and/or Course Instructor in order to develop and appropriate course of action to remedy the situation. Please note that progress on research is assessed individually with your supervisor.

Please do not hesitate to contact me if you have any concerns.

Yours truly,

Jack De Stefano,
PhD Program Director
Counselling Psychology
cc: Academic Advisor



Educational and Counselling Psychology
Counselling Psychology Program
PhD and MA (Project) Student Annual Report

Name:
Level (e.g., PhD2):
Year Reported:
Supervisor(s):

COURSES COMPLETED THIS YEAR¹

Course No.	Course Name	Grade
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COMPETENCE 1: *Interpersonal Relationships*

*Please indicate development during the past year in the areas of self-knowledge, knowledge of professional relationships, professional communications skills, and handling of difficult interactions. Discuss any rating of **unsatisfactory** on the **Interim Assessment of Student Progress** mid-semester evaluation and indicate progress in the areas identified.*

Satisfactory development in *Interpersonal Relationships*²: YES _____ NO _____

COMPETENCE 2: *Evaluation*

Please indicate your development during the past in the domain of evaluation. Include courses in which evaluation was addressed, and information on assessments completed in practicum or internship.

Satisfactory development in *Evaluation*: YES _____ NO _____

COMPETENCE 3: *Intervention*

MA Project

- i. EDPC 625/EDPC 626 *Please indicate if you have completed these courses this year and the number of hours supervised intervention completed.*

PhD

- ii. PRACTICUM (EDPC 782)

If you have not yet applied for a practicum, please indicate the year in which you will apply.

If you have applied for a practicum this year, please indicate the following:

Sites to which you have applied:

Sites to which you were invited for an interview:

Sites that offered you a placement:

¹ In addition to listing the courses completed this year in this section, you may reference courses that are relevant to the development of a competency in other sections.

² Not every competency will be relevant in each year of a student's program. A competency is rated unsatisfactory only when expected progress in that year (e.g. achievement of goals, maintaining ethical and professional conduct) in that year is not made. When a competency is rated as unsatisfactory, a letter from the supervisor indicating a plan for addressing the deficit must be attached. The letter must indicate specific actions for improvement with a timeline and the consequences of failing to take those actions. Letters must be submitted and co-signed by the Director of Training.

Site selected:

If you complete your practicum this year, please attach a copy of the site supervisor's evaluation.

iii. INTERNSHIP (EDPC 795)

If you have not yet applied for internship, please indicate the year in which you will apply.

If you have applied for an internship this year, please indicate the following:

Site(s) to which you have applied:

Site(s) to which you were invited for an interview:

Site(s) that offered you a placement:

Site selected:

Is it funded (Y/N):

Is it APPIC accredited (Y/N):

Is it APA accredited (Y/N):

Is it CPA accredited (Y/N):

Does it conform to CDSPP guidelines (Y/N):

Will you hold 2 Half-Year Internships (Y/N):

Will it be Full or Part-Time:

If you completed your internship this year, please attach a copy of your site supervisor's evaluation.

iv. ISSUES OF DIVERSITY

Please indicate any seminars given or attended, job talks, workshops, conference presentations, course work, or clinical work related to development in diversity.

Satisfactory development in **Intervention**: YES _____ NO _____

COMPETENCE 4: **Research**

i. RESEARCH SKILL DEVELOPMENT

Describe any research projects on which you have been involved this year. Indicate the person(s) with whom you collaborated, your contribution to the project and the skills that you developed.

ii. CONFERENCES

List conference presentations given and conference proposals currently under review. Use APA format.

iii. MANUSCRIPTS/PUBLICATIONS

List manuscripts to which you have contributed. Use APA format to indicate in preparation, in press, or published.

iv. AWARDS/FELLOWSHIPS RECEIVED (prizes, fellowships, travel grants etc.)

Award Name	Agency	Dates	Amount

v. COMPREHENSIVE EXAMS *Please highlight one of the following:*

Completed prior to this year:
 Completed this year (indicate the date of completion):
 Will be completed (indicate year):

vi. DISSERTATION PROPOSAL

If you have not passed your colloquium, please describe progress on your dissertation proposal during the past year.

If you successfully completed your colloquium this year, please indicate the following:

Proposed dissertation title:
 Date of defense:
 Names of committee members:

vii. DISSERTATION

If you have completed your colloquium, please indicate the progress on your dissertation relative to the following:

Ethics approval:
 Data collection:
 Data analysis and interpretation:
 Chapter or manuscripts in progress or completed:

Satisfactory development in **Research**: YES _____ NO _____

COMPETENCE 5: **Ethics and Professional Conduct**

- i. *Discuss any rating of **unsatisfactory** on the **Interim Assessment of Student Progress** mid-semester evaluation in the area of professional conduct and indicate progress in this area.*
- ii. *Indicate progress in attaining ethical approval for research projects.*
- iii. *Indicate ratings on practicum or internship evaluations related to ethical conduct.*

Satisfactory development in **Ethics and Professional Conduct**: YES _____ NO _____

COMPETENCE 6: **Consultation**

Please indicate any courses taken (e.g. EDPC 720) or consultation projects in which you participated this year.

Satisfactory development in **Consultation**: YES _____ NO _____

COMPETENCE 7: **Supervision**

Please indicate any courses taken (e.g. EDPC 780) or supervision done in practicum or internship settings this year.

Satisfactory development in **Supervision:** YES _____ NO _____

OTHER PROFESSIONAL DEVELOPMENT

i. **TEACHING**

Please include courses taught, teaching assistantships, or workshops given. Include supporting documentation such as course syllabi or teaching evaluations.

ii. **PROFESSIONAL AFFILIATIONS**

Please indicate the professional or research organizations/societies of which you are a member and any offices you hold in those organizations.

iii. **SERVICE TO THE UNIVERSITY**

List and describe your role on any university, faculty, department, or program committees on which you have served. Include administrative contributions on research teams or labs.

iv. **SERVICE TO THE PROFESSION**

List and describe your role in any professional organization. Indicate participation in organization of conferences or seminars, or assisting in manuscript reviewing.

GOALS AND OBJECTIVES

i. **PREVIOUS GOALS**

Cut and paste the goals from your last annual report in this section.

ii. **PROGRESS RELATIVE TO GOALS**

Indicate how you have achieved each of the goals from your last annual report in this section. If a goal is not achieved you must present compelling evidence for the failure to meet it. The issue of what is compelling is at the discretion of the supervisor with appeal to the director of training.

iii. **RATING OF PROGRESS TOWARD GOALS**

Satisfactory YES _____ NO _____

iv. **GOALS FOR THE NEXT ACADEMIC YEAR**

Identify professional, clinical research, and academic goals/objectives for the upcoming year. Include the following elements for each goal.

- a. Description of the goal
- b. Timeline for completion
- c. Competency or competencies addressed in this goal

Satisfactory progress toward *goals*¹: YES _____ NO _____

OVERALL EVALUATION

STUDENT

I am currently working an average of _____ hours per week outside the program².

I have prepared this report and, to the best of my knowledge, can state that it is accurate and complete.

Student signature:

Date:

SUPERVISOR

The progress of this student is satisfactory as indicated by YES responses in the areas of *Interpersonal Relationships, Evaluation, Intervention, Research, Ethics, Consultation, Supervision, Professional Development and Goal Achievement*. .

YES _____ NO³ _____

Supervisor signature:

Date

¹ Progress toward goals is rated unsatisfactory when a goal is not reached. When students have failed to achieve a goal(s) and believe that extenuating circumstances explain this failure, they should present compelling evidence of the circumstance with the annual report to the supervisor. When goal achievement is rated as unsatisfactory, a letter from the supervisor indicating a plan for addressing the deficit must be attached. The letter must indicate specific actions for improvement and the consequences of failing to take those actions. Letters must be submitted and co-signed by the Director of Training.

² *Outside the program* is defined as employment that is not within the university (e.g. RA, TA, work is not *outside the program*) and not part of program requirements (e.g. a paid practicum or internship is not *outside the program*).

³ More than one unsatisfactory overall rating in an annual report is grounds for dismissal from the program.

<p>McGill University Counselling Psychology EDPC 701 – Comprehensive Examination Form</p>
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1. The Outline (please append a hard copy of the outline to this document)

Title of the Outline: _____

Student: _____

Approved by: _____

Approved by: _____

Supervisor: _____

Second Reader: _____

Signature: _____

Signature: _____

Date: _____

Date: _____

2. The Timetable

Expected Date of Draft to Supervisor: _____

Final Due Date of Paper: _____

Note. The form should be completed to this point at the time the examination begins.

3. The Final Evaluation

Supervisor: Pass Fail

Second Reader: Pass Fail

Signature: _____

Signature: _____

Date: _____

Date: _____

Name of Potential Third Reader: _____

NOTE. IT IS THE RESPONSIBILITY OF THE STUDENT TO ENSURE THAT ALL REQUIRED SIGNATURES ARE ON THIS FORM AND THAT THE COMPLETED FORM IS GIVEN TO THE DIRECTOR OF TRAINING.

4. Remedial Procedures

This section of the form is only used if there is a failing grade in section 3.

a) For Reader Disagreement

Date of Submission to Third Reader: _____

Third Reader Grade: Pass Fail

Third Reader Signature: _____

Date: _____

b) For Two Failing Grades

Date of Resubmission: _____

Supervisor: Pass Fail Second Reader: Pass Fail

Signature: _____

Signature: _____

Date: _____

Date: _____

Final Grade: Supervisor: Pass Fail

Signature of Director of Training: _____

Date: _____

Notes: Signature of the Director of Training on this form is only required in the event that one of the remedial procedures has been followed. A student may only fail the comprehensive examination once. Failure to pass the comprehensive examination a second time will result in termination of the student from the doctoral program.

**McGill University
Counselling Psychology
EDPC 786 – Thesis Research Proposal
Defense Form**

The signatures below attest to this student having successfully defended her or his PhD thesis research proposal at a formal meeting of the thesis supervisory committee.

Student: _____
(Please print name clearly)

Thesis Title: _____

Date/Time: _____

Place/Room: _____

Committee Members:

Name	Signature

<p>McGill University Counselling Psychology Equivalence/Exemption Form</p>

Student: _____ ID: _____

Students who request that a course be considered for equivalence in their program are responsible for providing the information below and obtaining the required signatures. The steps in establishing equivalence are as follows:

- (i) Answer questions 1-3 below.
- (ii) Submit this form along with the syllabus (see#3) to the instructor named in #3.
- (iii) The instructor should indicate by signing below agreement that the completed course is equivalent to the McGill course.
- (iv) Submit this form together with the syllabus and copy of the relevant transcript to the Director of Training for final signature, along with a copy of the McGill Transfer Credit Form available here: http://www.is.mcgill.ca/wfiles/SIS/transfer_credit_form.pdf

1. The course for which equivalence is requested.

Course Name: _____

Course#: _____

Number of credits: _____

2. Course which has already been completed.

Name of institution: _____

Course Name: _____

Course#: _____

Number of credits: _____

3. Name of the most recent instructor of the course for which equivalence is requested.

Name: _____

Document Check List

- Please check the box to the left and attach (a) a copy of the syllabus for the course previously completed and (b) a copy of the transcript for the course previously completed.

Instructor's name: _____

Instructor's signature: _____ Date: _____

Training Director's name: _____

Training Director's signature: _____ Date: _____

Counselling Psychology Doctoral Program Comprehensive Examination Grading Rubric

Student: _____

Evaluator: _____

	Fail	Pass	Pass with Distinction
APA style (e.g., format, grammar, spelling)	No consideration of APA style	Adequate APA style; few errors	Perfect style
Sophistication of writing (clear thesis statement and coherent narrative)	Disjointed and convoluted	Proficient: clear and concise, adheres to thesis statement	Expert: clear, concise, very strong argument
Identification and description of relevant theoretical and empirical literature (accurate and comprehensive summary of literature)	Unclear description/ Insufficient identification of literature	Clear description/ Adequate identification of literature	Expert description/ comprehensive identification of literature (constructs, methods, and findings are clear)
Synthesis of theoretical and empirical literature (integration of multiple studies to further rationale)	Inadequate synthesis	Adequate synthesis: relationships are apparent	Expert synthesis: sophisticated discussion of relationships
Critique (identification of contradictions, gaps, and inconsistencies)	Inadequate critique	Proficient critique	Expert critique
Implications for research and practice (e.g., identification of areas for further study; articulation of potential research questions)	No implications presented or implications are not related to the literature; failed to address both research and practice	Implications are proficient in drawing upon the literature; implications have some practicality	Implications are derived expertly from the synthesis and critique; implications are practical and explicit

- Both readers must give passing scores in all categories to be considered a passing grade.
- A failing score in any category will result in a failing grade. If the two readers both give a failing grade, then the candidate is provided feedback and she or he has 4 weeks to revise and resubmit the paper.
- If the two readers disagree on whether the paper should receive a passing grade, then the third reader will be asked to review the paper. If the third reviewer gives a passing grade (i.e., scores of pass or pass with distinction in all categories), then the candidate passes her or his comprehensive examination based on the majority rule. If the third reader gives a failing grade in any category, then feedback is provided to the candidate who then has 4 weeks to revise it and resubmit.

McGill Counselling Psychology Program Procedures for Students Securing Internships at Non-Accredited Sites

When a student elects to apply to an internship site that is not CPA or APA accredited, they should follow the guidelines below.

1. Be familiar with the McGill Counselling Psychology Program: *Standards for Non-Accredited Pre-Doctoral Internship Sites* (see below).
2. Review all online or printed available materials concerning the site to get a sense of whether or not the site is likely to meet the standards.
3. Print a copy of the *Procedures for Non-Accredited (CPA or APA) Sites Accepting McGill Counselling Psychology Pre-Doctoral Interns* and a copy of the *Standards for Non-Accredited Doctoral Internship Sites* and submit it with your letter of application to the site.
4. During your interview, review the *Standards for Non-Accredited Pre-Doctoral Internship Sites* with the site to ensure that the site can meet the McGill requirements. Interviews typically offer time for you to ask questions about the internship experience; focus some of your questions around the standards.
5. After the site has offered the internship, request that the person responsible for training at the site reviews and signs the *McGill Counselling Psychology Program: Standards for Non-Accredited Pre-Doctoral Internship Sites* initialing each page. This document should be returned to the Director of Training at McGill by the Director of Training at the site along with a copy of your letter of acceptance.
6. Students are not permitted to begin an internship at a non-accredited site that has not submitted the signed *Standards for Non-Accredited Pre-Doctoral Internship Sites*.

Procedures for Non-Accredited (CPA or APA) Sites Accepting McGill Counselling Psychology Pre-Doctoral Interns

1. When considering a intern from the Counselling Psychology program at McGill, the person responsible for training at the site must review these procedures along with the *Standards for Non-Accredited (CPA or APA) Doctoral Internship Sites*. Accepting an intern should indicate that you can comply with these standards.
2. Questions or clarifications about these procedures and standards should be directed to the McGill Counselling Psychology Program Director of Training, Dr. Jack De Stefano (jack.destefano@mcgill.ca). Candidates that you interview from the McGill Counselling Psychology Program may have questions concerning how your site complies with these standards.
3. When you are ready to make an offer to a student from the McGill Counselling Psychology Program, please sign a copy of the *Standards for Non-Accredited (CPA or APA) Pre-Doctoral Internship Sites* and initial each page. Return the document to
 Dr. Jack De Stefano,
 McGill University,
 Counselling Psychology Program,
 3700 McTavish Street
 Montreal, QC H3A 1Y2.

It is also acceptable to send an electronic copy of the document in PDF form with your electronic signature from your institutional email. Please email: jack.destefano@mcgill.ca.

4. Send a copy of the letter of acceptance that you send to the student to Dr. De Stefano either by surface mail or in electronic form as indicated above.
5. The following documents must be sent by the site to the McGill Director of Training, Dr. De Stefano according to the timetable below.

<i>Document</i>	<i>Standard</i>	<i>Date Due</i>
Letter of offer	2	When offer is made
Site Policies and Procedures	2, 27	When offer is made
Individualized training plan for the intern	23, 24	Beginning of internship
Doctoral Evaluation Form (including hours log)	26	Mid-point of internship
Doctoral Evaluation Form (including hours log)	26	End of internship
Copy of the certificate/letter of completion	29	End of internship
Documentation concerning remediation	27, 28	As required

McGill Counselling Psychology Program Standards for Non-Accredited (CPA or APA) Pre-Doctoral Internship Sites

Organization of the Internship

1. The selection of candidates for an internship program occurs as the result of a systematic review of applicants' qualifications by the site to determine the fit between applicants' preparation and interests and the needs and operations of the internship program.
2. Candidates are given a letter of offer by the site. The letter includes a copy of the policies and procedures of the internship site.
3. The internship is a full-time commitment over the course of one calendar year or, half-time over the course of two, consecutive calendar years, a minimum of 1600 hours.
4. Because interns contribute to and support the training of their peers, the site admits at least two, and preferably more, interns each year¹.
5. Interns understand and play an integral role in the application of the agency's mission; however, interns' primary roles are as trainees. Interns do not spend more than two-thirds of their time providing direct professional service to clients.
6. Interns spend approximately 50% of their hours in direct services, 25% in supervision, and 25% in indirect service. Direct services are normally face-to-face contacts including interviewing, assessing, intervening, providing consultation to clients (groups, couples, families). Indirect services include any activities related to the provision of clinical services (e.g., report writing, observing assessment/intervention sessions, functioning within an inter-professional team, carrying out program or treatment evaluation, administrative work, staff meetings etc.)
7. Internship training is offered in an organized and coherent sequence of experiences and activities, providing exposure to a variety of problems and populations. Each successive experience:
 - i. increases in complexity,
 - ii. is commensurate with the increasing knowledge and skill, and readiness for autonomy of the intern as she/he progresses through the internship, and
 - iii. facilitates the intern's integration of her/his training experiences.
8. Professional practice within the discipline both informs and is informed by science. The way in which science and practice are integrated within the site is evident to interns.
9. The internship site provides interns with the administrative, educational, and supervisory support necessary to allow them to assume increasing responsibility for their professional practice over the course of the internship year.
10. By the conclusion of the internship year, interns' have sufficient knowledge and skill in the in the assessment and intervention procedures listed below (i. - vii.) to render them eligible to pursue registration in any jurisdiction in Canada.
 - i. psychological assessment
 - ii. intervention (i.e., planning, techniques and evaluation)

¹ Recommended but not required.

- iii. consultation (e.g., inter-disciplinary team functioning; other organizations such as schools and community agencies)
 - iv. programme development and evaluation (e.g., methodology for total quality management, inter-professional service development and evaluation)
 - v. interpersonal relationships (e.g., therapeutic alliance and professional rapport, self knowledge and the impact of therapist characteristics on professional relationships, effective communication)
 - vi. professional standards and ethics
 - vii. supervision.
11. Training encompasses a range of assessment and intervention procedures and is not restricted to a single type.
 12. The site provides training in:
 - i. empirically-supported interventions
 - ii. more than one therapeutic modality (e.g., individual, couple, family, group).
 13. The site adheres to national, provincial, and territorial standards and guidelines of professional practice in psychology, including but not limited to CPA's Canadian Code of Ethics for Psychologists and Practice Guidelines for Providers of Psychological Services.

Supervision received by the intern

14. The site shall provide regularly scheduled clinical supervision.
15. Supervision takes place within a collaborative and respectful supervisor-supervisee relationship.
16. Supervision promotes and facilitates reflective critical analysis of professional services provided and the development of professional identity and skills.
17. Supervision is provided at the minimum rate of four hours per week related to direct service (interns' interviewing, assessing, or intervening with patients/clients) or to activities to support this (e.g., progress/session notes, report writing, etc.).
18. Three of the four hours of supervision must be individual supervision. Individual supervision is defined as, "communication between a supervisor and supervisee in which the supervisor observes, or reviews audio or video tapes, or engages in case discussion concerning the supervisee's delivery of services." Individual supervision can be one-on-one; it also can occur in a group in which the trainee has a designated and regular amount of time to present her or his case(s). Only the designated hours are counted as individual supervision.
19. The remaining hour of the 4 hours of supervision required can be provided in any other group format including participation in the supervision received by another intern.
20. Supervision is provided by licensed doctoral-level psychologists with a minimum of two years post-doctoral experience.

Supervision provided by the intern

21. Training in supervision gives interns an opportunity to supervise junior graduate students. Any supervision provided by an intern is itself supervised by the intern's supervisor(s). Didactic training in supervision in the form of seminars may also be offered.
22. Where interns provide supervision, this is considered direct service and is logged as such.

Evaluation

23. The supervisor or person responsible for training at the site shall prepare a written, individualized training plan to be reviewed with the intern at the beginning (within the first two weeks) of the year of the training and/or rotation.
24. The training plan focuses on the seven skills areas outlined above in # 10 (i.e., psychological assessment, intervention, consultation, program development and evaluation, interpersonal relationships, professional standards and ethics, and supervision).
25. At the beginning of the internship year, the site provides interns with a document outlining their policies and procedures. The document must contain policies and procedures that outline the appeal for a decision made by the site with respect to:
 - i. decision to institute a remediation plan,
 - ii. decision that an intern has failed to meet the provisions of the remediation plan,
 - iii. decision to terminate an intern.
26. Using the *Doctoral Evaluation Form* located in the Program Handbook, the site provides written feedback to the intern that explicitly assesses the intern's performance and progress in meeting training goals and objectives. Formal, written evaluation is completed by the supervisor at regular and pre-determined points. At minimum, the *Doctoral Evaluation Form* is completed at midpoint and the end of the internship. The written evaluation is reviewed with the intern who signs the document and is then forwarded to the McGill Director of Training. In completing the evaluation form, trainee's abilities should be compared to other trainees at the same level (i.e. those who are completing predoctoral internship training).
27. If interns are not meeting the minimum site standards, the following procedures are followed:
 - i. Interns must be advised of their substandard performance in writing.
 - ii. Interns must be given a reasonable period of time and reasonable professional support to achieve standard performance. The site prepares a written remediation plan, agreed to by the site and the intern, that specifies the standards to be achieved and the plan for achieving them.
 - iii. Both the site and the intern are responsible for fulfilling the terms of the remediation plan.
 - iv. Interns may not be terminated from or allowed to complete the internship unsuccessfully, until the remediation plan is deemed unsuccessful in helping the intern achieve the specified performance standard.
28. The site issues a certificate or letter to interns who successfully complete internship. A copy is sent to the McGill Director of Training.

Diversity

29. Internship sites demonstrate their understanding and respect for human diversity and a commitment to human dignity and civil rights in all aspects of their operations including, but not limited to, the treatment of clients, staff, and interns.
30. The site comprehensively and systematically provides its interns with didactic instruction or practical experience about the variability in human diversity as it affects and is affected by psychological phenomena and professional practice.

31. The site makes reasonable accommodations for interns and staff with needs unique to their diverse status.

Professional Psychology Staff

32. Internship training is offered by an organized group of professional psychologists who collaborate in the planning, delivering and monitoring of psychological services within the site.
33. The staff is of sufficient size and stability so that an internship would not be compromised by the loss of a single staff member.
34. Staff involved as supervisors of interns are registered for the practice of psychology in the province in which the site is located.
35. Other professionals including doctoral-level psychologists in the process of obtaining licensure for independent practice, master's-level practitioners of psychology, or suitably qualified and credentialed members of other professions may contribute to the training experiences of interns. The supervisory roles of other professionals cannot count towards the hour requirements for supervision.
36. Supervisors uphold relevant national and provincial or territorial professional and ethical standards and guidelines of practice.

Treatment of Interns

37. Interns are treated with the same dignity and respect accorded to professional psychology staff.
38. The value accorded interns' input and contributions is evident within the operation of the site.
39. Interns' contributions to research or other professional projects are credited appropriately (e.g., authorship of publications).

Facilities and Resources

40. Facilities and resources provided by the organization that are adequate to meet the needs of the interns and include:
 - i. Quiet, accessible, secure and private work space,
 - ii. Secure storage of interns' work,
 - iii. Efficient means of communication with supervisors and fellow interns (e.g., telephone, voice-mail, e-mail access),
 - iv. Policies and mechanisms to ensure patient confidentiality and protection of information when patient care and/or supervision are provided using electronic media,
 - v. Secure and sound-dampened space in which to carry out professional activities with clients,
 - vi. Reasonable clerical support for service functions and training needs including the means to document progress notes, psychological reports and any other required written communication,
 - vii. Audio-visual resources necessary for supervision (e.g., audio-video recording equipment, therapy rooms with one-way mirrors),
 - viii. Computer access to include Internet, word-processing, and data analysis software wherever possible,

- ix. Library facilities, including books, journals, and electronic access to same wherever possible,
- x. Current and relevant assessment materials and supplies, facilities for group and individual tests; specimen sets of widely used tests, manuals, rating forms, recording forms, etc.

I have read the standards in this document and attest that

_____ (name of site)

is offering an internship conforming to these standards to

_____ (name of intern)

beginning on _____ (date).

_____ (Signature)

_____ (Position)

_____ (Date)