

# School/Applied Child Psychology Student Handbook

Updated: April 2011

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## WELCOME

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With its incredibly rich history of innovation, discovery, and application of scientific knowledge to the benefit of the human condition, McGill is among the top public research-intensive and student-centered universities in the world. McGill University currently has over 250 Masters' and Doctoral programs. In addition to the School/Applied Child Psychology Program, the Department offers a number of other Master's and Doctoral Programs in Counselling Psychology, Human Development, and Educational Psychology. The office of Graduate and Postdoctoral Studies, located in the James Administration Building, Room 400, Tel. 514-398-3990; [www.mcgill.ca/gps](http://www.mcgill.ca/gps), offers a wealth of information concerning guidelines, policies and procedures, funding, resources, events, and fellowships and awards to help make your stay at McGill rewarding.

On behalf of the entire faculty, we are extremely pleased to welcome you into our program, and hope that your studies will be challenging, exciting, creative, life enriching, and rewarding.

Sincerely,

Ingrid E. Sladeczek, PhD  
Program Director

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## INTRODUCTION

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The *Handbook* provides graduate students with information about the procedures, regulations, and requirements for completing their MA and PhD degrees in the School/Applied Child Psychology program. As additional information or changes may occur during the course of the year, students are advised to keep abreast of all updated information.

The *Handbook* includes important information to make your experience in the School/Applied Child Psychology programs productive and more enjoyable. Please read all sections of the *Handbook* to become thoroughly familiar with the program and the Department. Information of special interest and importance to graduate students is provided.

The doctoral program in School/Applied Child Psychology is currently accredited by the American Psychological Association (APA) and the Ordre de psychologues du Québec (OPQ). APA has made the decision to stop accrediting programs outside the United States effective September 1, 2015. As such, students who graduate with a PhD after this date can not attest to having graduated from an APA accredited program. The program will make every effort to extend its current APA accreditation through the official cutoff date. We will also be working toward Canadian Psychological Association (CPA) accreditation. We anticipate that the transition from APA to CPA accreditation should proceed smoothly. Most APPIC and U.S. internship sites, and most state licensing boards in the U.S. accept CPA accreditation as equivalent to APA accreditation. If you have any questions regarding the program, Department, or University, please contact your advisor or the Program Director.

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## PERTINENT INFORMATION AND DOCUMENTS YOU SHOULD HAVE

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

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

Medical/Dental Information		
17.	Health and Dental Plan Information	<a href="http://pgss.mcgill.ca/">pgss.mcgill.ca/</a>
18.	Clinic Services	<a href="http://www.mcgill.ca/studenthealth/clinic/">www.mcgill.ca/studenthealth/clinic/</a>
19.	Dental Services	<a href="http://www.mcgill.ca/studenthealth/clinic/dental/">www.mcgill.ca/studenthealth/clinic/dental/</a>
20.	Canadian Residents and International Information on Health Insurance -	<a href="http://www.mcgill.ca/studenthealth/insurance/">www.mcgill.ca/studenthealth/insurance/</a>

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

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## USEFUL CONTACTS AND NUMBERS

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Dr. Alenoush Saroyan (Department Chair)	514-398-4240
Samantha Ryan (Administrative Officer)	514-398-4260
Alexander Nowak (Graduate Program Advisor, Counselling Psychology / School/Applied Child Psychology)	514-398-4245
Dr. Jack DeStefano (Clinic Director)	514-398-2514
Geri Norton (Graduate Program Coordinator, Educational Psychology Programs/ Scholarships and Grants Information)	514-398-4244
Dean Thomson (Undergraduate Program Coordinator)	514-398-4248
Sally Crawford (Departmental and Chair's Secretary)	514-398-4242
Claudia Weijers (Administrative Coordinator; Psychology Assessment Library Coordinator; and Clinic Administrator)	514-398-4363
Campus Directory/Information	514-398-4455
Campus Security	514-398-4556
Department Administrative Offices, Education Room 614	514-398-4240



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## **CORE FACULTY MEMBERS SCHOOL/APPLIED CHILD AND APPLIED DEVELOPMENTAL PSYCHOLOGY PROGRAMS**

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**Program Director:** Professor Ingrid E. Sladeczek

**Professors with Primary Responsibilities in School/Applied Child Psychology**

Professor Jeffrey L. Derevensky (sabbatical 2010 – 2011)

Professor Steven Shaw

Professor Ingrid E. Sladeczek – program director

Professor Ronald Stringer

**Professors with Responsibilities in Applied Developmental Psychology and School/Applied  
Child Psychology**

Professor Jacob A. Burack

Professor Victoria Talwar

**Professors with Responsibilities in Human Development and School/Applied Child  
Psychology**

Professor Tara Flanagan

Professor Nancy L. Heath

Professor Robert Savage

**Other Administrative Responsibilities held by Core Faculty Members**

Coordinator of the PhD Comprehensive Examinations: Dr. Ingrid E. Sladeczek

Coordinator of the PhD Clinical Practicum: Dr. Ron Stringer

Interim Director of Clinical Training: Dr. Ingrid E. Sladeczek

Director of the Psychoeducation and Counselling Clinic: Dr. Jack DeStefano

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## **MCGILL'S PROFESSIONAL TRAINING MODEL IN SCHOOL/APPLIED CHILD PSYCHOLOGY**

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The School/Applied Child Psychology program at McGill University prepares students to work primarily in schools, school districts, mental health centers, hospitals, clinical practice, and university settings. The primary goal of this program is to develop professionals and researchers with skills to enhance the educational and psychological well-being of children and adolescents. Activities include a wide diversity of course work and clinical experiences designed to enhance students' research, knowledge and clinical skills. With this goal in mind, the program has adopted the Scientist-Practitioner model. This model provides a basis for graduates to assume leadership responsibilities in the area of school and applied child psychology.

### **The Scientist**

The role of the scientist is considered important in the training of PhD level school psychologists. To understand and advance basic knowledge in the domains subsumed by school psychology, students must have a firm foundation in scientific methodology and the philosophy of science. Students are educated to be highly skilled consumers of research as well as researchers capable of examining relevant problems of both an applied and basic nature. Training in research skills is applied across all domains of the training model. Graduates must be able to interpret and critically evaluate published and unpublished research and writing. As consumers of educational and psychological assessment and intervention techniques, they 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.

School/Applied Child Psychology is an amalgamation of multiple disciplines of scientific and clinical knowledge. No one perspective (e.g., psychometric, developmental, cognitive, behavioral) is viewed as sufficient for the development of a school/applied child psychologist. Maintaining a broad approach to training while not limiting specialization within subdomains ensures a comprehensive approach. The School/Applied Child Psychology program emphasizes the importance of developing a breadth and depth of basic and applied knowledge in all areas of psychology, and the ability to draw from many different bases of knowledge and apply this information to the issues and problems encountered.

Research remains a crucial element of the School/Applied Child Psychology training at McGill University. Students are expected to gain knowledge in the areas encompassed by school and applied psychology. Instruction in the scientific skills required to conduct and evaluate research in the field is presented in most courses, individual research projects, and departmental seminars. Students are collaborators and present papers at local, national and international conferences with faculty, and are strongly encouraged to publish their scientific work. Through faculty mentoring and guidance, students are provided with models of the divergent and scientific processes whereby knowledge is obtained. The role of the mentor in the program is typically assumed by the student's supervisor.

## **The Practitioner**

The practitioner is expected to manifest a high level of expertise and clinical skills in the practice of school/applied child psychology and is expected to be knowledgeable in evidence-based treatment and prevention models. This expectation is, in part, a function of the practitioner's competencies as a scientist and the interaction of these two domains.

The practitioner component of the program encompasses over 2,200 hours of field and clinic-based curriculum, supervised field-work and internship requirements, as well as clinical coursework in assessment, intervention, consultation, and related areas. This extensive commitment to applied training is core to the program and capitalizes on the expertise of all faculty. The applied orientation of the program remains varied, as the orientation subsumed within the clinical training includes, but is not limited to, applied behavior analysis, cognitive-behavioral, social learning, and developmental perspectives. Training also occurs in assessment, intervention, counseling, consultation, and program evaluation. The practitioner is presented with a wide range of complementary service-delivery approaches to clinical problems. This extensive, broad background allows for enhanced skills in hypothesis testing, monitoring of interventions, tailoring of treatments to individual problems, and examination of treatment efficacy.

The practitioner role is fundamental to the scientist model. Applied experience with children and adolescents is important as without basic experience in the field, the professional school/applied child psychologist is limited in the acquisition of knowledge and theory and the translation of these data to practice and training. The practitioner represents a central role for the doctoral level school/applied child psychologist.

By the completion of the PhD, students are expected to manifest expertise and competence in the practice of school and applied child psychology. The practitioner component of the program involves extensive training in practicum and internship sites as well as clinical coursework and assessments. Applied experience with children and adolescents is essential to the professional psychologist. With these experiences in the field, students acquire the necessary background to translate their acquired knowledge and theory into practice.

The two training components within the model, scientist-researcher and practitioner, are complementary as well as overlapping areas of expertise and development. The program is designed to train graduate students to become competent in each of these areas.

## **Integration and Application of the Training Model**

The model is differentiated from certification-level training primarily in its orientation toward training individuals who are committed to and capable of advancing knowledge. The certification-level training, not available at McGill, is oriented primarily toward producing competent service providers who, when dealing with the welfare of children and adolescents, must also demonstrate a high level of competence. The school/applied child psychologist functions as a service provider in a school or clinical setting and is trained to be more adept at integrating a variety of perspectives and disciplines toward the practice of school/applied child psychology as well as having a current understanding of the theory and mechanisms underlying the techniques used in multiple settings. Such individuals are active consumers, evaluators, and critics who are able to test, adapt, and

develop new procedures in their own practice of psychology and to communicate these findings to others in the field. These competencies are developed through integrative experiences in scientific research methodology, the acquisition of theoretical knowledge cogent to school/applied child psychology, and the mentoring process.

The dual training model by no means reduces the importance of personal relationship skills (e.g., empathy and regard) as aspects of the professional psychologist. These qualities are, to a significant extent, precursors to the successful training of the practitioner as well as desirable characteristics of the scientist in the field of school/applied child psychology. With the primary focus of enhancing the welfare of children and adolescents, the psychologist is committed to this goal. Our program acknowledges the importance of these characteristics and strives to foster their development, especially in clinical training.

Students are urged to read the archival descriptions of different professional psychology specializations on the APA Website at [www.apa.org/crsppp/reviseddocs.html](http://www.apa.org/crsppp/reviseddocs.html) (proposals for revised archives document).

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## FINDING A SUPERVISOR AND RESEARCH TOPIC

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Students with a related Master's degree and who are admitted directly to the PhD level are required to identify and confirm a dissertation supervisor before the application deadline (February 1st). While some students entering at the MA level have contacted faculty members in advance and made a supervisory arrangement, this is *not* required. New MA students are strongly encouraged to use the first semester to meet members of faculty and to identify a research area of interest. MA students who do not have a project or thesis supervisor when they start the program are assigned an interim academic advisor. All students should contact their advisor prior to the beginning of each semester for information related to program developments, courses, and other program issues. Frequent communication between the student and advisor facilitates a well-designed program of study and professional development. Once students have entered into a supervisory agreement with a MA thesis advisor, school psychology research project, or PhD dissertation supervisor, that faculty member assumes the responsibility as your academic advisor. In the case where your thesis advisor, project, or dissertation supervisor is not a member of the School/Applied Child Psychology staff, your supervisor and the program director (or designate) shall be co-academic advisors.

Faculty members should be approached directly in person, by email or telephone. Upon acceptance, faculty members should indicate their willingness to advise the student by notifying the Program Coordinator in writing, and assume the role of academic advisor. If students have difficulty locating a research supervisor or identifying a topic, they are encouraged to enlist the advice and assistance of the Program Director.

### **How is a thesis or project chosen?**

Seek out a member of the Department with interests related to the area in which you would like to do research (check the staff listing or the Department faculty list on the Department website). One strategy is to make a short list of three or four potentially appropriate supervisors. Reading several recent publications of these individuals in an effort to familiarize yourself with their current research is highly advisable (faculty post their most recent references on the Department website). A meeting to discuss research opportunities with these professors can then be scheduled. It is advisable to bring a copy of your résumé. Select a supervisor whose research, area of expertise, *and* supervision style best suits your needs. If you cannot create a match based on all three criteria, give priority to the criterion that is most important to you. Students are strongly encouraged to speak with senior graduate students to get advice and information to the professor's expectations and work style. They have been through the process and will be able to provide invaluable guidance.

### **Who may supervise a thesis or project?**

Supervision of a thesis or project can be carried out by any faculty member who holds the rank of Assistant Professor or higher in the Department of Educational and Counselling Psychology. Note that the supervisor does not have to be one of the core professors in the School/Applied Child Psychology program; all Department members are available across the full range of their research interests. If a Professor not directly involved in the program (see the list of Core Faculty members or ask the Program Director for recent changes) becomes your PhD thesis advisor, one of the other committee members *must* be from within the program. The search for supervisors may begin at any

time and should normally be arranged by the end of the first semester in the program, and absolutely by the end of MA1 since the summer is a good time to begin the research project. While it is often the case, there is no automatic presumption that the supervisor of the MA project will necessarily be one's PhD supervisor. Locating the PhD supervisor is a separate step to be taken during MA2 through mutual agreement between the student and the supervisor.

From time to time a student may wish to have a MA thesis advisor who is in another University department or in an affiliated school or hospital setting. It is essential to consult the Program Director *before* confirming such an arrangement. In addition, there must also be a Co-Supervisor from within the core staff of the program, for either an MA or PhD. The Co-Supervisor can be counted as one of the committee members for the PhD.

Each faculty member is required to have a special supervisor's number that must be indicated on your registration form. The Program Coordinator (Education Room 614) can provide you with these numbers.

### **Supervisory committee**

Students completing a MA are not required to have a committee for supervision of their thesis. Students may elect to have two co-supervisors. Their role is to guide the research, approve the methodology and data analyses, and provide overall guidance during all phases of the thesis. The supervisor also acts as the Internal Examiner.

Doctoral students are required to have a supervisory committee. This committee consists of a minimum of three members. Membership is contingent upon the supervisor and the student's needs. While most committee members are local (may include members from other universities, hospitals, clinics), students may elect to have a committee member with expertise outside Montreal. Students are required to report their progress to their committee members at a minimum of once per year or as required by the committee. Before data can be collected students are required to make a formal presentation to their committee. All recommendations by the committee shall be adhered to before data collection can begin. The *Doctoral Committee Composition Form* as well as the *Doctoral Dissertation Proposal Defense Form* must be completed at the appropriate time. Students should formally advise committee members if problems ensue during the course of their project. In addition to advising the student, doctoral committee members are expected to read drafts of the dissertation before its final submission.

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## MA THESIS & DOCTORAL DISSERTATION

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The University requires that all theses and doctoral dissertations conform to the specifications provided below. Unless the Dean of Graduate and Postdoctoral Studies has given consent in advance, departures from these norms will render a thesis/dissertation unacceptable. Consult the Departmental Graduate Handbook (available in Education Room 614). Specific guidelines can also be obtained from the General Regulations of the Graduate and Postdoctoral Studies Office, [www.mcgill.ca/gps/students/thesis/programs/guidelines](http://www.mcgill.ca/gps/students/thesis/programs/guidelines).

- Theses must be written in English or French.
- A thesis for the doctoral degree must display original scholarship, expressed in good literate style, and must make a distinct contribution to knowledge.
- A thesis for the Master's degree must show familiarity with published work in the field and must demonstrate ability to carry out research and to organize and synthesize results. The thesis must be expressed in good literate style. An exhaustive review of work in the particular field of study is not necessarily required, nor is original scholarship necessarily expected.
- All theses must be a work of publishable quality, either stand-alone or in co-authorship. An attempt should be made to publish the manuscript.
- An opportunity to present the work at a Departmental research conference and outside conferences.
- A formally presented research report written in good literary style conforming to APA guidelines.
- Theses involving human participants shall include the appropriate compliance and ethics certification.
- The topic of the research project is open but it must have some demonstrable connection to school/applied psychology or related areas of research or practice.

### **Additional Specifications**

Theses must conform to the requirements of the National Library of Canada. The Thesis Specifications and the Thesis Formatting sections below are written with the requirements of the National Library of Canada in mind. When a thesis is submitted, the student, supervisor and Departmental Chair have signed the *Thesis Submission Form* indicating that the thesis meets the requirements of the University. The Graduate and Postdoctoral Studies Office is not responsible for ensuring that the guidelines have been met. These requirements can be found at [www.mcgill.ca/gps/students/thesis/programs/guidelines/preparation/](http://www.mcgill.ca/gps/students/thesis/programs/guidelines/preparation/)

### **Submission Requirements**

#### ***General Comments***

Forms Associated with Thesis/Dissertation Submission:

- a. *Nomination of Examiners Form* (to be submitted at the time of thesis submission)

- b. *Thesis Submission Form*
- c. *National, UMI, and McGill Library Waiver Forms* (include copyright waivers, if applicable)
- d. *Thesis Submission Checklist*

All forms may be obtained from the Graduate Program Coordinator of the student's department or from the Graduate and Postdoctoral Studies Office (Room 400, James Administration Building), 514-398-3990 (ext. 00711 or 094220). These forms can be ascertained and downloaded from [www.mcgill.ca/gps/students/thesis/programs/forms/](http://www.mcgill.ca/gps/students/thesis/programs/forms/)

## **Registration**

- a. In order to submit a thesis or dissertation for examination, students must be currently registered in the appropriate degree program. Any questions regarding registration and current status (including students on time limitation extensions) should be directed to the Graduate and Postdoctoral Studies Office at 398-3990, ext. 00710.
- b. Registration expires the last working day in August. Students submitting a thesis after that date must register for the current academic year and pay appropriate fees for Fall and/or Winter terms. Individuals submitting before this date but who do not want to be registered for the current academic year must write to the Graduate and Postdoctoral Studies Office (James Administration Building, Room 400) to ask that registration be cancelled at the time of thesis submission.
- c. Students must complete all forms using the name under which they are registered. Official name changes must be submitted, in writing with supporting documents to the Admissions, Recruitment, and Registrar's Office, James Administration Building, Room 205.

## **Submission Fee**

The thesis/dissertation submission fee will be charged to the student's fee account by the Graduate and Postdoctoral Studies Office when your thesis is submitted. This can be paid by telephone, Internet banking, at most financial institutions in Canada, or by cheque, money order or bank draft made payable in Canadian funds to "McGill University"

## **Withholding a Thesis/Dissertation for Public Release**

Withholding a thesis for a period of up to one year for public release is possible, when justified. Refer to "[Guidelines for Thesis Preparation](http://www.mcgill.ca/gps/students/thesis/programs/guidelines/preparation/)," Section E for further information. This can be found at [www.mcgill.ca/gps/students/thesis/programs/guidelines/preparation/](http://www.mcgill.ca/gps/students/thesis/programs/guidelines/preparation/).

## **Preparing for Initial Submission**

### ***Nomination of Examiners Form***

The Nomination of Examiners Form must be included with the thesis or dissertation at the time of submission. The student, supervisor and the departmental chair must agree on the names of External examiners. The Departmental policy is that the student's supervisor (or co-supervisors) remain the Internal examiner(s). Complete addresses (no P.O. Box numbers, as courier services are used), Departments (McGill address, if applicable), phone and fax numbers, email addresses and full names



(not just initials) for all examiners (including supervisor) are required. Incomplete or illegible forms will be returned. The student, the supervisor and the departmental chair must sign the Nomination Form. The Department shall confirm that the external examiner is willing to serve. Refer to “Guidelines for Chairs and Directors on Appointment of Thesis Examiners and Oral Defense Committees” for further information.

The Graduate & Postdoctoral Studies Office shall be responsible for communicating with the external evaluators for a Master’s thesis. Only the Dean of Graduate and Postdoctoral Studies or a representative and the Graduate and Postdoctoral Studies Office will have contact with External Examiners with respect to the evaluation of doctoral dissertations.

### ***Submission Deadlines***

Theses and/or doctoral dissertations may be submitted at any time; however, there are submission deadlines for each convocation. Theses/dissertations submitted after these deadline dates will necessitate the student’s convocation to occur at the next possible time.

Submission deadlines (including oral defense dates for doctoral dissertations and final submission of corrected copies of theses and dissertations) are posted on the university website for each convocation. Students should ensure that these dates are strictly followed such that all requirements have been met for convocation. These deadlines are firm.

Students who submit theses or dissertations in August of any given year will not graduate in Fall of that year. These students will be eligible for February Granting of Degrees. Theses submitted for the August deadline may take more time than usual to process, since the Graduate and Postdoctoral Studies Office is busy at that time of year with preparation for the Fall Convocation list.

Submission deadlines are based on the meetings of the University Senate. If there are any extenuating circumstances (i.e., deadlines for NSERC, visas, etc.) or if a student wishes to schedule the doctoral oral defense by a particular date, the thesis/dissertation must be submitted before the deadline dates with an explanatory letter. Students should note that meeting a particular deadline does not guarantee graduation at a particular convocation nor does it exempt a student from registration fees.

### ***Initial Submission***

The thesis/dissertation must be *carefully* checked before submission for spelling, grammar, APA style, etc. It is very important to ensure that all copies of the thesis have been photocopied correctly. Once theses or dissertations have been submitted to the Graduate and Postdoctoral Studies Office, changes cannot be made during the examination process. Students must strictly adhere to the appropriate formatting including title page and abstracts in both English and French.

### ***Thesis/Dissertation***

For the initial submission, copies should be double-sided and may include coloured illustrations.

**Masters:** Three copies must be submitted to the Department (for distribution to the Internal and External Examiner).

**PhD/Dissertation:** Seven copies must be submitted; copies 1-5 to the Department (for distribution to the Internal Examiner (supervisor) and members of the oral defense committee).

Students should verify with the Graduate Program Coordinator whether additional copies are required for the oral defense. Copies 6 and 7 are submitted to the Graduate and Postdoctoral Studies Office.

### ***Accompanying Documents***

The following must be submitted to the Graduate and Postdoctoral Studies Office along with the thesis/dissertations:

- a. Nomination of Examiners forms must show complete addresses, phone and fax numbers, email addresses, complete names for all examiners (including supervisor and Internal Examiners), and be signed by the student, supervisor, and the Department Chair.
- b. *Thesis Submission Form*, completed and signed by the student, supervisor, and Department Chair.
- c. *Library Waiver Forms* (National, UMI, and McGill), including copyright waivers, if applicable.
- d. If the research for the thesis involved human participants, the appropriate ethics certificates must be included as an appendix. These certificates can be obtained from the [Research Grants Office](http://www.mcgill.ca/rgo/) ([www.mcgill.ca/rgo/](http://www.mcgill.ca/rgo/)). An on-line tutorial is available on our [Research Ethics site](http://www.pre.ethics.gc.ca/english/tutorial/welcome.cfm) ([www.pre.ethics.gc.ca/english/tutorial/welcome.cfm](http://www.pre.ethics.gc.ca/english/tutorial/welcome.cfm))
- e. Thesis Submission Checklist, completed and signed by the student.

### **Examination Process**

As soon as an External Examiner is engaged, the thesis/dissertation is sent for review. If the *Nomination of Examiners Form* contains incomplete or illegible External Examiners' contact information, or if the Graduate and Postdoctoral Studies Office has been unable to engage an External Examiner due to negative responses from potential examiners or delays in responding to requests to evaluate the submission, there may be a delay. If it is necessary for the Graduate and Postdoctoral Studies Office to request a second list of potential examiners, the student and supervisor will be notified.

Master's theses are sent to the External Examiner by the Department whereas Doctoral Dissertations are sent to the Graduate and Postdoctoral Studies Office. The Graduate Program Coordinator will forward a copy of the thesis to the Internal Examiner. External examiners are to be arms length to the student.

Report forms will be sent by the Graduate and Postdoctoral Studies Office to both official examiners (Internal and External Examiners) with a letter providing an expected date of return. "[Guidelines for Thesis Examiners](http://www.mcgill.ca/gps/students/thesis/programs/guidelines/examiners/)" ([www.mcgill.ca/gps/students/thesis/programs/guidelines/examiners/](http://www.mcgill.ca/gps/students/thesis/programs/guidelines/examiners/)) are enclosed as guidelines for the grading of the thesis.

Enquiries regarding the status of a thesis should be addressed to the supervisor or the Graduate Program Coordinator.

### ***Evaluation of the School/Applied Child Psychology MA Thesis/PhD Dissertation***

The thesis/dissertation is examined by your advisor (in the role of Internal Examiner) and a scholar from outside or within the Department (External Examiner) in the case of a MA thesis. This person is selected from a list of three names proposed by the student and his/her advisor, and approved by the Department Chair. In the case of a School Psychology Research Project report, it is examined by your advisor and one other member of the program staff. For doctoral dissertations the external examiner must be outside the Department.

If both readers agree to its acceptance, a grade of Pass shall be given to the student's thesis. If there is disagreement, then the regulations of the Graduate and Postdoctoral Studies Office with regard to revision and resubmission, or challenge, shall apply. Guidelines can be found at [www.mcgill.ca/gps/students/thesis/programs/guidelines/submission/](http://www.mcgill.ca/gps/students/thesis/programs/guidelines/submission/).

### **MA Theses**

- a. Once all reports have been received by the Graduate and Postdoctoral Studies Office, copies of the reports will be sent to the supervisor and the Graduate Program Coordinator.
- b. The supervisor receives the External Examiner's copy of the thesis, if available, together with two copies of the reports, one of which is to be given to the student in order that necessary corrections may be made.
- c. The External Examiner's copy of the thesis may not be available as often the thesis is returned by mail. The thesis will be sent to the student's Department as soon as it is received.
- d. Corrections and/or revisions (where required) must be made before the final deposition.

Note: There is no oral defense for Master's theses.

### **Doctoral Dissertations**

Upon successful evaluation by *both* the Internal and External examiners, a doctoral oral defense examination can be set. For more detailed information, refer to the "[Guidelines for Doctoral Oral Examinations](http://www.mcgill.ca/gps/students/thesis/programs/guidelines/oral/)" ([www.mcgill.ca/gps/students/thesis/programs/guidelines/oral/](http://www.mcgill.ca/gps/students/thesis/programs/guidelines/oral/))

- a. An oral defense form will be sent to the Graduate Program Coordinator at the time the dissertation is sent to the External Examiner, indicating the earliest date when the defense may be scheduled (minimum six weeks). This date is tentative as all reports (which require a passing grade) must be received in the Graduate and Postdoctoral Studies Office in order for the doctoral defense to proceed. The Graduate and Postdoctoral Studies Office requires a minimum of two-weeks' notice of the defense. The student should contact the Graduate Program Coordinator about the scheduling of the defense.
- b. The Department will notify the Graduate and Postdoctoral Studies Office of the proposed date, time and place of the defense, and the Committee membership. The Department is

responsible for confirming this date with all Committee Members and sending copies of the dissertation to all the members. This responsibility is not to be delegated to the student.

- c. The Doctoral Defense committee is different from the student's doctoral committee. This committee shall be chaired by a Pro-Dean and will consist of between 6 and 8 members. Strict guidelines are provided by the office of Graduate and Postdoctoral studies and should be followed rigorously. The membership of this committee can be found at [www.mcgill.ca/files/gps/Oral\\_Defense\\_Committee\\_membership.pdf](http://www.mcgill.ca/files/gps/Oral_Defense_Committee_membership.pdf)
- d. The Graduate and Postdoctoral Studies Office shall engage a Pro-Dean who chairs the doctoral defense, as a representative of the Dean of Graduate and Postdoctoral Studies. The Graduate Program Coordinator will be notified of the name of the Pro-Dean as soon as possible. The Graduate and Postdoctoral Studies Office will provide the Pro-Dean with a copy of the dissertation.
- e. Copies of examiners' reports will be sent by the Graduate and Postdoctoral Studies Office to the Department Graduate Program Coordinator who shall distribute them to all members of the committee along with copies of the dissertation.
- f. The External Examiner's copy of the dissertation may not be available as often it is returned by mail after the defense has taken place. The dissertation will be sent to the student's Department as soon as it is received. Typically, unless indicated on the *External Examiner's Report Form*, there are no corrections in the dissertation itself.
- g. At the *conclusion* of the oral exam, the student will receive copies of all reports and all available copies of the dissertation. Copies of the Internal and External Examiners reports are *not* permitted to be shared with the doctoral candidate before the defense.
- h. Corrections and/or revisions (where required) must be made in consultation with the supervisor who shall testify by signing the appropriate form that all necessary changes have been made before the final deposition. This should be done within the specified period to ensure convocation timelines are met.

### ***Unsatisfactory Reports***

1. If an examiner has given a failing grade to the MA thesis or PhD dissertation, complete instructions on how to proceed will be sent to the candidate, the supervisor and the Department Chair by the Graduate and Postdoctoral Studies Office. Refer to the “[Guidelines for Thesis Failures](http://www.mcgill.ca/gps/students/thesis/programs/guidelines/failures/)” ([www.mcgill.ca/gps/students/thesis/programs/guidelines/failures/](http://www.mcgill.ca/gps/students/thesis/programs/guidelines/failures/)) for further information.
2. In the case of an unfavourable judgment at the doctoral oral defense, refer to the “[Guidelines for Doctoral Oral Examinations](http://www.mcgill.ca/gps/students/thesis/programs/guidelines/oral/)” ([www.mcgill.ca/gps/students/thesis/programs/guidelines/oral/](http://www.mcgill.ca/gps/students/thesis/programs/guidelines/oral/)) for further information.

### ***Depositing the Corrected Dissertation***

Once all corrections have been made, in keeping with the comments of the examiners' reports and the oral committee (doctoral candidates), the supervisor and the student must complete and sign the *Certification of Acceptability of Thesis Form* (sent with the copies of the examiners' reports to the supervisor). A date is provided on the form for the submission of the final copies (the date that final

copies must be submitted for the next convocation). The deadline is also posted on the University website to meet graduation dates.

The candidate must deposit the following at the Graduate and Postdoctoral Studies Office (James Administration Building, Room 400):

1. Two final Acco-Press-bound copies of the thesis, marked 1 and 2. Only clean copies may be accepted (i.e., no handwritten corrections and/or comments in the thesis).
2. Copy 1 must be single-sided and black and white throughout as required by the National Library of Canada.
3. The dissertation must be properly labeled on the front covers and on the side of the thesis as outlined in the *Guidelines for Thesis Preparation* document.
4. The *Certification of Acceptability of Thesis Form* completed and signed by the supervisor and the student.
5. Copyright waiver forms. If all other requirements of the program have been met (courses grades, comprehensive exams, and internships for doctoral students), the candidate is then eligible to be placed on the next Degree List.

Students may submit the final copy of their dissertation electronically. Guidelines can be found at [www.mcgill.ca/gps/students/thesis/programs/ethesis/](http://www.mcgill.ca/gps/students/thesis/programs/ethesis/). Please note that an e-thesis will NOT be considered submitted to GPSO until it has been approved online by the supervisor(s). Students are strongly encouraged to upload their e-theses for online supervisor approval well in advance of the Deadline for Submission of Final Copies, otherwise the e-thesis may not be approved in time for the intended date of graduation.

Students are required to provide one copy of the corrected thesis or dissertation to the Graduate Program Coordinator. Typically, students provide a copy to their supervisor as well.

If convocation is still some time away, candidates may request a letter certifying successful completion of degree requirements from the Program Director and/or the Graduate and Postdoctoral Studies Office. Such requests normally require one week's notice as the student's record must first be verified.

Students must complete the *Thesis Checklist Form* which can be found at [www.mcgill.ca/gps/students/thesis/programs/guidelines/checklist/](http://www.mcgill.ca/gps/students/thesis/programs/guidelines/checklist/) or [www.mcgill.ca/files/gps/thesischecklist.pdf](http://www.mcgill.ca/files/gps/thesischecklist.pdf)

### ***Information and Guidelines***

Information and Guidelines regarding the submission process can also be found at the following website: [www.mcgill.ca/gps/students/thesis/programs/guidelines/submission/](http://www.mcgill.ca/gps/students/thesis/programs/guidelines/submission/)

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## RECORDS

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Students are strongly advised to keep their own copy of all communications with professors, supervisors, staff, student and school organizations. This may involve an email summary of issues discussed and agreements made during a meeting that must be sent to all parties involved. This safeguard will prevent any misunderstanding, promote good relations, and ensure effective communication. For example, if you have a meeting with your advisor at which you both agree that you should delay your comprehensive exams for one semester, send a short email confirming that this arrangement has been made and request a printed copy be placed in your own file (be sure to print or write the date). The same applies to offers of financial assistance or other pertinent matters.

All completed forms must be submitted to the Graduate Program Coordinator for the inclusion in your file.

It is the responsibility of each student to ensure that all program requirements are met before graduation.

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## SCHOOL/APPLIED CHILD PSYCHOLOGY COURSE SEQUENCE

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### School Applied Child Psychology Master's Degree

MA1 Year		
Fall	Winter	Summer
EDPC 609 - Psychological Testing 1	EDPC 610 - Psychological Testing 2	EDPE 604 - Thesis 1
EDPE 600D1 - Current Topics: Educational Psychology	EDPE 600D2 - Current Topics: Educational Psychology	EDPE 607 - Thesis 2
EDPE 611 - School Psychology Seminar	EDPE 605 - Research Methods	EDPE 609 - Selected Topics in Educational Psychology
EDPE 616 - Cognitive Development	EDPE 620 - Developmental Psychopathology	
EDPE 619 - Child and Adolescent Therapy	EDPE 623 - Social-Emotional Development	
EDPE 676 - Intermediate Statistics	EDPE 682 - Univariate/Multivariate Analysis	

MA2 Year		
Fall	Winter	Summer
EDPC 682D1 - Practicum: Psychological Testing	EDPC 682D2 - Practicum: Psychological Testing	EDPE 696 - Thesis 5
*EDPE 600D1 - Current Topics: Educational Psychology	*EDPE 600D2 - Current Topics: Educational Psychology	EDPE 697 - Thesis 6
EDPE 627 - Professional Practice of Psychology	EDPE 622 - Multiculturalism and Gender	
**EDPE 684 - Applied Multivariate Statistics	**EDPE 687 - Qualitative Methods in Educational Psychology	
EDPE 693 - Thesis 3	EDPE 694 - Thesis 4	
	EDPI 654 - Instruction/Curriculum Adaptation	
* Students attend EDPE 600D1 and D2 for both MA years but only register during their MA1.		
** Students have the choice between EDPE 684 and EDPE 687.		

## School Applied Child Psychology Doctoral Degree

PhD2 Year	
Fall	Winter
EDPC 714 - Theory/Models: Family Therapy	EDPE 626 - Practicum 2: School Psychology
EDPE 625 - Practicum 1: School Psychology	EDPE 712 - Neurological Bases of Behaviour
EDPE 710 - Consultation in School Psychology	*EDPH 689 - Teaching and Learning in Higher Education
*EDPH 689 - Teaching and Learning in Higher Education	
* Students have the choice to take EDPH 689 in the Fall or Winter semester.	

PhD3 Year	
Fall	Winter
*EDPE 721D1 - School Psychology: Elementary	*EDPE 721D2 - School Psychology: Elementary
*EDPE 722D1 - School Psychology: Secondary	*EDPE 722D2 - School Psychology: Secondary
*EDPE 723D1 - School Psychology: Community	*EDPE 723D2 - School Psychology: Community
**EDPE 708 - Comprehensive Examination	**EDPE 708 - Comprehensive Examination
* Students must register in 2 out of the 3 courses of EDPE 721, 722, and 723.	
** Students have the choice to take EDPE 708 in the Fall or Winter semester.	

PhD4 & PhD5 Years	
Fall	Winter
EDPE 725D1 - Internship 1 - School Psychology	EDPE 725D2 - Internship 1 - School Psychology
EDPE 726D1 - Internship 2 - School Psychology	EDPE 726D2 - Internship 2 - School Psychology
Students complete their doctoral dissertation and internship requirements during their PhD4 and PhD5 years in collaboration with their supervisor.	



## **School/Applied Child Psychology Course Progression Program Objectives**

***At the conclusion of Year 1, students are expected to have the following competencies:***

1. Describe the current areas of disciplinary focus and major contributors in Educational Psychology, and to place these in perspective at a general level with regard to current and historical issues in Education and Psychology. [Presentations and examinations in the Developmental and School Psychology seminars and the course in Research Methods.]
  2. Explain the roles of a School Psychologist in current terms, with regard to its evolution and to that of other areas of professional and scientific psychology. [Presentations and written work in the School Psychology seminar.]
  3. Know and begin to apply in all activities the ethical principles of APA, CPA, and the OPQ for the practice of Psychology as a profession. [Formal examinations and presentations in the Ethics course and performance with clients in the first two assessment courses.]
  4. Identify key themes in normal and abnormal human development, especially through the school-age years, and organize this knowledge in a manner that communicates a thorough theoretical understanding of this area and its relation to other major topics in Child Psychology. [Formal examinations in the Applied Developmental and Psychopathology courses]
  5. Conduct an individual intellectual and learning assessment using the most common measures of intellectual potential and educational attainment, interpret the data, write a professional report, and use and interpret standardized measures of school and related performance. [Performance with clients in the first two assessment courses.]
  6. Understand and use in a laboratory context quantitative statistical procedures up to and including analysis of variance and univariate regression models, carry out appropriate analysis using microcomputer software, and interpret research using these statistical techniques. [Examination and laboratory exercises in two statistics courses.]
  7. Explain the ways in which curricular materials and activities are adapted to the special needs of individual pupils by educators [presentations and written work in the Curriculum Design and Adaptation course] and relate these adaptations to what is being learned in courses on development, psychopathology, assessment, and the school psychologist's role .
  8. Prescribe research designs appropriate to questions covered in the content of courses taken and, with the aid of their research supervisor, begin to develop research questions and a research design that will culminate in the Master's thesis. [Oral and written work in the Research Methods course].
  9. Explain the constructivist research paradigm in which much contemporary "western" scientific research is conducted and its relation to other philosophical approaches, its limitations and special contributions, and the positions of major contributors to the philosophy of science. [Oral and written work in the Research Methods course.]
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***At the conclusion of Year 2 students are expected to have the following competencies:***

1. Conduct and report a research project or master's thesis on a topic defensibly related to theory or practice in school psychology; this project may serve as a first step toward the PhD dissertation, but students are free to select a different topic.
2. Understand and use in a laboratory context quantitative statistical procedures up to and including multivariate regression models, to be able to carry out appropriate analysis using microcomputer software, and to interpret research using these statistical techniques, or, demonstrate through the planning of a sample study, basic knowledge of qualitative research methods up to the point of research planning and data collection, but short of a detailed knowledge of qualitative data reduction techniques (this choice is made on the basis of the student's research needs). [Problem-based assessment in two advanced statistics courses.]
3. Demonstrate through assessment knowledge and skills in key areas beyond standard measures of intellectual potential, including curriculum-based assessment, portfolio assessment, personality tests, and an introduction to projective techniques (intended to assist students in hospital-based field placements and internships), neurological assessments, and infant assessments.
4. Have a sound theoretical knowledge of models and practices in child and adolescent therapy, integrated with their knowledge of development and assessment. [Written work in the Child and Adolescent Therapy course; later assessed in Practicum.]
5. Through simulation, practice with selected clients in a controlled environment (the Clinic), and a study of the relevant literature, develop a knowledge of the consultation process that can be applied in the Clinic setting in Year 3.
6. Demonstrate familiarity with professional issues ranging from professional and financial record keeping to the management of a part- or full-time private practice, membership requirements in licensing bodies, disciplinary procedures affecting the professional psychologist in the context of protection of the public, the transfer of credentials across provincial, state, and international boundaries, the relation between the practice of psychology and the Canada and Quebec Medicare systems, managed care and related programs in the US, and the legal context of the practice of psychology. [Formal examination within the course on the Professional Practice of Psychology.]
7. Demonstrate an enhanced level of sensitivity to and knowledge of issues of gender and culture (and other forms of group and individual differences) in the practice of Psychology, as foci in psychological research, and as standards against which the quality of psychological knowledge and practice are to be judged. [Formal assignments within the course and being held to APA publication standards in the presentation of MA thesis or School Psychology Research project.]

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***At the conclusion of Year 3 students are expected to have the following competencies:***

1. Discriminate between problems whose solutions are to be found within the child or the school, and those that require intervention with the child's family, and to be able to prescribe appropriate action for selected cases. [Formal examination and assignments in the Family Therapy course, and Practicum supervision.]
2. Integrate knowledge of neurological bases of behavior and basic psychopharmacology with their

developmental, behavioral, and psychometric knowledge base, including additional knowledge of neurological assessment, with a view to enhancing communication with physicians and others who may share in client care, especially in a multidisciplinary setting, and providing a basis for further learning provided in many field settings. [Reports and assignments in the Neurological Bases course, also integrated into Practicum.]

3. Synthesize and apply the skills and knowledge attained to clients encountered in a closely supervised, team-based setting for which the realistic client flow is regulated to teaching needs (the Clinic Practicum), and to be able to follow clients through a full cycle of intake and service.
4. Prepare an undergraduate course plan or part of a course, both with regard to content and pedagogy, microteach at least one lesson within the training, and if at all possible to play an active role as sessional instructor or teaching assistant with an active instructional role in collaboration with an experienced instructor (this may, for example, be accomplished in part by preparing with the regular instructor and teaching one or more classes within an ongoing course). [Partly as part of the course on Teaching and Learning in Higher Education.]
5. Take a leadership role in preparing a research proposal for a study that makes a contribution to the advancement of the field and that becomes the doctoral dissertation, and orally defending the proposal. [Documented in portfolios.]
6. Submit a proposal for a presentation based on a paper or poster to an appropriate conference and make the presentation (this may be done in year 4). [Recorded in portfolios.]

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***At the conclusion of Year 4, students are expected to have the following competencies:***

1. Demonstrate depth and integration of knowledge in a written comprehensive examination that addresses theory, research, and practice in school psychology and related fields.
2. Synthesize and apply the depth and breadth of their knowledge in applied field settings, adapting to the exigencies of the settings, and developing supervised but independent skills and knowledge to the point that adaptation to an Internship can be conducted as easily as possible. [Field reports from the students and supervisors; examples in portfolios.]

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***At the conclusion of Year 5, students are expected to have the following competencies:***

1. Carry to completion a research study that advances knowledge or practice and belong to appropriate scientific organizations in psychology and education. [Externally examined dissertation and oral defense.]
2. Communicate research results and professional cases and issues orally and in writing to a discipline-based audience, teach at the university level, and make connections between theory and research and practice.
3. Function as autonomous professional psychologists with a commitment to lifelong learning, self-improvement, and commitment to the professional communities of psychology and education. [Internship reports.]

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## PORTFOLIOS

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All students are required to update their portfolio annually with pertinent information that documents their performance during the past year. Material that best reflects performance as well as attainment of course objectives should be included. A cover sheet indicating which course objective the work best reflects should also be included. The portfolio should include *examples* (not everything you have produced) of exemplary work that illustrates that you have achieved the stated program objectives listed above for your particular year of study. *Please be very selective.*

### Compiling Your Portfolio

1. Review the program objectives that are required during the past year.
2. Extract pieces of work, such as essays, PowerPoint presentations, case presentations, reports (confidential information should be removed from these reports), thesis proposal, grant proposals, conference presentations, announcements of awards, letters that review your work, that you have completed that meet one or more of the objectives.
3. Include a cover sheet for each of these works, explicitly listing which program objectives were met (Note: objectives are numerically listed, therefore, you can simply state, for example, that a particular essay may meet objectives 4, 6, and 10 for your year). Students are not expected to find work to cover EVERY objective, but use the list to guide your selection.
4. Include a title page as well as an abstract of your MA thesis, project, or PhD topic.
5. Include a record form of all the clinical and assessment experience you have acquired during the course of the year (see Appendices for forms). When you apply for internships, applications require detailed information about your assessment, therapy, and client experience. This form is to help you keep track of all of your experiences through the course of this program so that when you do have to apply for internships in your PhD, you will have all this information readily available.
6. All your selections should be compiled and placed in a 2-inch binder (no larger).

PORTFOLIOS MUST BE SUBMITTED TO THE GRADUATE PROGRAM COORDINATOR NO LATER THAN THE END OF YOUR LAST TERM OF STUDY FOR THAT YEAR (i.e., June 30th).

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## ACADEMIC PROGRESS AND STUDENT EVALUATION

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The following represents a summary of the basic expectations for all graduate students in the School/Applied Child Psychology program. All students are expected, and will be held accountable, for the following requirements:

- maintain the highest standards of excellence in their scholarly activities, courses, and internships;
- actively apply each year in which they are eligible for outside funding, scholarships, and fellowships. There are a number of funding sources available. Some examples of External Granting Agency Scholarships are:
  - Social Sciences Humanities Research Council (SSHRC) Master's and Doctoral Scholarships
  - FQRNT, FQRSC, NSERC
  - McGill Fellowships (e.g., Tomlinson Doctoral Scholarships, McGill Majors)
  - Departmental and Faculty Awards
  - Principal's Fellowship
  - Research and Teaching Assistantships
  - Loans and Bursaries

A comprehensive list of each type of funding is available in the Graduate Fellowships and Awards Handbook including eligibility criterion and deadlines. The Handbook can also be viewed on line at [www.mcgill.ca/gps/fellowships/](http://www.mcgill.ca/gps/fellowships/) ;

- actively participate in annual grant writing with faculty members;
- attend the School Psychology seminar series for a minimum of *two* years. Students are also expected to make a minimum of one presentation at this seminar. Attendance for the Developmental Seminars is required for the first two years of every student's registration in the program (regardless of their status of entry; e.g., MA, PhD1 or PhD2), but students formally register for EDPE 600 (verify section number) only once, in the first term of year two; an HH grade will be entered until completion of the two-year attendance requirement;
- attend special seminars, (e.g., visiting professors, job talks by future applicants) sponsored by the School/Applied Child Psychology program;
- annually perform some administrative work for the program. This might include the organization of seminars, visiting lectures, consultation or community work, assistance in compiling the annual report;
- participate in conference presentations and publication of scholarly work. Co-presentations and

co-publications are strongly encouraged;

- participate in one or more of the various Program, Departmental, Faculty, or University committees;
- become student members in one or more relevant professional organizations, e.g., APA, CPA, NASP, CASP, AERA, CEC, NAGC, SRCD (or other appropriate group);
- participate in a minimum of one research project, coordinated by a faculty member, not related to the student's thesis or dissertation.\*

**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. Items marked with a \* may be satisfied by working with an advisor or another faculty member for those students who have a departmental supervisor not primarily affiliated with either of these two areas (Applied Developmental Psychology or School/Applied Child Psychology). Students taking a full course load will have their requirements appropriately modified. Involvement should be discussed openly with your advisor each year, and a plan developed to cover the full program (the plan should be modified as needed).

### **Annual Assessment of Progress**

All students are *required* to submit each year the program's annual report and the Graduate and Postdoctoral Studies graduate student progress tracking forms. These forms must be completed by students doing their internship as well as those in residency at McGill. This information along with staff input will form part of the student's annual evaluation. Students failing to complete these forms within the required timeframe will be deemed as not maintaining satisfactory progress. The Graduate and Postdoctoral Studies' Research Progress Tracking Policy is included as section 2.v in the Guidelines and Regulations for Academic Units on Graduate Student Advising and Supervision. A Graduate Student Research Objectives Report Form, a Graduate Student Research Progress Record, and a Graduate Student Research Progress All forms must be completed annually and submitted to the graduate Program Coordinator by April 30<sup>th</sup>. (see Appendix for forms or [www.mcgill.ca/gps/policies/tracking](http://www.mcgill.ca/gps/policies/tracking)).

The fulfillment of the requirements for satisfactory progress listed below, in addition to the reports by the faculty, internship supervisor (where appropriate), and the student's research supervisor, shall constitute the basis for the student's annual evaluation. Students will receive written notification concerning their progress by the Program Director. Those students whose progress has been deemed by the School/Applied Child Psychology committee as unsatisfactory shall receive notification in writing concerning the expectations which have not been met and may be placed on academic probation for a maximum of one academic year. If the problems are not rectified after the designated period of time, the student shall be required to withdraw from the program.

### **Criteria for Maintaining Satisfactory Progress**

All students pursuing an MA or PhD degree in the Department of Educational and Counselling Psychology are expected to maintain satisfactory progress toward their degree. Criteria for assessing

satisfactory progress for students in the MA and PhD degree programs are listed below.

- MA students are expected to complete their degree within two years. In order to commence the doctoral portion of the program on schedule, the MA thesis or research project report *must* be submitted by August 31st of the second year of study.
- PhD students are normally expected to complete their degree within five years of starting the MA (i.e., 3 years post MA) (excluding internship).
- Some PhD students who enter the Department with a Master's degree from another institution may be required to complete several courses from the MA program. These students are expected to complete their PhD degree within four years (or five, if the full assessment sequence is required).
- Students are expected to maintain a minimum cumulative grade-point average of at least 3.0 (B) in all courses taken at the University.
- If students incur a grade of *Incomplete* in a course, they will be expected to complete all work necessary to remove the Incomplete by the end of the following semester, discounting the summer session. *Incompletes* incurred in the summer session are expected to be removed by the end of the following autumn semester (See Graduate Studies rules concerning K\*).
- A pattern of continuing *Incompletes* on a student's record, or a pattern of incurring Incompletes (e.g., one or more for each of three consecutive semesters) will be considered evidence of unsatisfactory progress.
- Students are expected to refrain from exhibiting or engaging in unprofessional, unethical, or unlawful behavior in course work and degree-related activities. Performance in clinical, field, and internship placements must be in accord with professional standards for the practice of psychology and for educational work and research with children. Failure to abide by these standards will be considered a serious academic shortcoming and may result in being withdrawn from the program. Ethical standards published by the American Psychological Association, the Canadian Psychological Association, the American Educational Research Association, the Council for Exceptional Children, and the Social Sciences and Humanities Research Council of Canada provide suitable guidelines for these activities.

### **Progression from the MA to PhD**

Students in **Applied Developmental Psychology** are admitted separately to the MA and PhD. MA graduates who wish to proceed to the PhD must arrange for supervision and apply. There is no presumption of continuation from one degree to the next. Students successfully completing the MA and having arranged a commitment of doctoral advising should expect a fair review of their application. The deadline for application is February 1 of the year in which one wishes to start. Applications received after this deadline *may* be considered if there is supervision available.

Students in **School/Applied Child Psychology** are admitted to a combined MA and PhD degree. It

is expected that as long as student performance is satisfactory in the program, the thesis (or project report) is submitted by August 31 of the second year, and PhD advising has been arranged, they will be admitted to the PhD upon completion of the MA portion of the program. To proceed from the MA to the PhD students should ensure to:

1. Be in good academic standing.
2. Submit a web-based doctoral application form before February 1st during their second year (MA2) in the program. It is not necessary to submit reference letters, personal statements, or transcripts, apart from annual reports.
3. Identify a PhD thesis advisor (as described elsewhere in this *Handbook*), provide the name of this advisor along with the PhD application, and have the supervisor submit a letter indicating their willingness for supervision. Individuals having difficulty making such an arrangement should obtain the help of the Program Director in acquiring an advisor. The prospective PhD advisor may be the MA advisor but need not necessarily be so, and must indicate in writing to the Graduate Program Coordinator their willingness to act in this capacity.
4. Complete all MA program requirements and submit the MA thesis or project report for formal examination no later than August 31 prior to formally beginning PhD studies. Students who, at the beginning of their 3rd year have not met all the MA requirements and submitted the thesis or report by August 31st will not be permitted to take doctoral courses. Such students will have to register as Additional Session MA students.

### **Admission Deferrals**

Whether continuing within the program or applying from the MA to PhD, deferrals are only granted under *exceptional* circumstances, at the discretion of the Program Advisory Committee. For students continuing from the MA to the PhD, a deferral may be considered if they:

1. Complete the MA on time and in good standing.
2. Secure an advisory commitment before the application deadline.
3. Defer for a maximum of one year.
4. Commit themselves strongly to continuing in the program after such a deferral.
5. Will not result in the Clinic Practicum to exceed more than 10 students.
6. Will not result in the cohort from which they defer to fall to a size that is too small to sustain the necessary classes. A deferral cannot be granted until a sufficient number of continuing students confirm that they will be continuing.
7. Provide strong arguments for why a deferral is necessary to completing the program.
8. Can demonstrate that the reasons for requesting the deferral were not definitively known by the application deadline.

For new applicants to the program, a deferral *may* be considered if the student:

1. Commits themselves strongly to coming the following year.
2. Defers for a maximum of one year.
3. Will not cause the number of requested and granted deferrals to result in the entering class being



too small or the following class cohort exceeding 10 students.

4. Provides a strong case for the deferral.
5. Demonstrates that the reasons for requesting the deferral were not known to the student at the time of application.

All information concerning a deferral of admission must be submitted to and approved by the Program Director

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## CLINIC PRACTICUM IN SCHOOL PSYCHOLOGY

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### **Overview of the School Psychology Clinic Practicum**

The clinic practicum provides students an opportunity to work with clients exhibiting learning, behavioral and/or emotional problems. This practicum is completed in the Department's Psycho-Educational and Counselling Clinic (1B Level, Education Building). The Clinic Practicum is coordinated and supervised by a member of the School/Applied Child Psychology core staff. At times, an adjunct faculty member may assist the supervisor.

### **Student Eligibility**

Students eligible for the clinic practicum must be accepted as doctoral students in the School/Applied Child Psychology Program and be in good academic standing having completed all requirements in psychological assessment (EDPC-609; EDPC-610; EDPC-682), behavioral consultation, child development, developmental psychopathology, and intervention.

### **Schedule and Time Requirements**

The practicum experience provides a minimum of 250 hours of supervised practice. Students attend a three hour seminar weekly as well as participating in direct service delivery to clients within the clinic.

### **Standards for the Clinic**

The goal of the practicum is to enable students to gain further experience in providing psycho-educational and mental health services to children and adolescents. Issues addressed will support and reinforce the skills previously learned through course work.

Students will have direct supervision for each case. Professional development is a critical component of the clinic experience and students are expected to demonstrate appropriate professional skills and conduct. Professional skills may require home or school visits and involves being punctual, maintaining a professional appearance, and presenting reports in a timely manner.

Students are expected to become familiar with the process of special service referrals, record keeping, documentation, evaluation, placement, and remediation. As well, students become acquainted with available community resources that may augment services provided by the clinic.

In terms of assessment and diagnostic skill development, students are expected to conduct assessments related to cognitive, personality, social, and emotional functioning with children and adolescents. Where possible, students will obtain experience in conducting assessments with children from diverse ethnic and cultural backgrounds. Competence in report writing and dissemination of results to parents, teachers, children, and other professionals is required. Students may be expected, under supervision, to function as a consultant with teachers and/or parents at the elementary and secondary level. Students are expected to engage in direct intervention, short-term individual and/or family therapy, and possibly group therapy.

**Responsibilities of the Clinic Supervisor**

The clinic supervisor shall evaluate the student through the *Student Clinic Evaluation Form*, provide summative evaluations, and may add other evaluation procedures. The clinic supervisor is in charge of daily activities through student case assignments, monitoring student performance, and reviewing and discussing completed activities with the student. The clinic supervisor shall provide both individual and group supervision as required. Regular scheduling of supervision sessions will be established. Students receive frequent feedback concerning clinical services, written reports, case notes, or other required documentation.

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## FIELD PLACEMENTS IN SCHOOL/APPLIED CHILD PSYCHOLOGY

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The field placement provides students with the opportunity to function in a work setting with a school or clinical psychologist (depending on the setting). The field placement may occur in an elementary, high school, or community setting (e.g., mental health setting, hospital) and thereby allows students to develop a professional role, participate in multidisciplinary settings, and to work in school or community sites where problems are identified and addressed. Students are not permitted to work in a private office offering psychological services.

Throughout the field experience students are responsible to both the field and University supervisors. The University supervisor is a staff member of the School/Applied Child Psychology program.

### **Student Eligibility for Field Placements**

Students eligible for Field Placements must be accepted as doctoral students in the School/Applied Child Psychology Program.. As such, students have had the prerequisite course work in the following areas: clinic practicum, standardized assessment, behavioural consultation, child development, childhood psychopathology, intervention, ethics, and statistics and research methodology.

### **Schedule and Time Requirements**

The field experience provides a minimum of 500 hours of supervised practice at an approved field site(s). These hours are distributed across two academic semesters. Beginning and end dates are negotiated with the training site. Typically, students spend two, eight-hour days, each week at the field sites where they are actively engaged with clients, are involved in assessing children and adolescents with psychological and/or academic problems, prepare psychological reports, participate in case conferences, and engage in professional development programs. In addition to the two day field placement, students are required to attend a university-based seminar.

### **Standards for Field Placement Sites**

The field placement site must provide appropriate experiences in school, applied or clinical psychology and supervision from a licensed psychologist who is a member of the *Ordre des Psychologues du Québec* (OPQ). The field placement enables students to gain further experience in providing educational, psychological and mental health services to children and for adolescents. Issues addressed should be educationally relevant and field placements should support the skills previously acquired through course work.

The field supervisor must allocate at least two hours of supervision for each 16 hours of practice, and the field supervisor must be given some flexibility to schedule this supervision time (e.g., supervision may occur in 15 to 30 minute intervals where appropriate). The acceptance of a field student into a particular site is dependent upon an agreement between the University supervisor (who specifies in detail the experiences that need to be provided by the field site), the Psychologist designated as the field supervisor, and the school, clinic or hospital administration.

Professional development is a critical component of the field practicum experience and students are expected to demonstrate appropriate professional skills and conduct including being punctual, maintaining a professional appearance, attending all relevant training opportunities, and presenting reports in a timely manner. In obtaining this objective they are expected to establish congenial, supportive, and cooperative relations with staff, students, and parents. Students are strongly encouraged to gain insight and understanding of the school environment (e.g., case conferences, team meetings, IEP and ITP meetings).

Students are expected to become familiar with the process of special education referrals, evaluation, placement, and remediation. In meeting this objective, students are asked to play an integral role in the referral process and to spend time in the classroom with children and adolescents who have learning difficulties or learning disabilities, emotional/behavioral disturbances, or cognitive disabilities. Similarly, students are expected to become familiar with regular education. They are typically required to spend some time in inclusive classrooms depending upon the placement. Students are expected to gain knowledge of regular education curriculum and participate in activities for students without special needs.

The final objective within the professional development domain is that students become acquainted with community resources that may augment services provided by the school/clinical setting. Students are encouraged to observe and when possible become involved in the activities performed by the supervising psychologist that draw upon connections outside of the school realm.

In terms of assessment and diagnostic skill development, students are expected to conduct assessments related to cognitive, social, and emotional functioning with preschool/kindergarten, elementary, and high school age students. In addition, experiences in conducting assessments with children from diverse ethnic and cultural backgrounds are highly recommended. Competence in report writing and dissemination of results to parents, teachers, children, and other professionals is required.

In addition to assessment, students are expected to function as a consultant with teachers and/or parents at the elementary and secondary level. They may be asked to specify target behaviours, conduct observations, collect data related to target behaviours, develop treatment strategies, monitor treatment progress, and evaluate treatment outcome.

Students are expected to engage in direct intervention; short-term individual or family therapy and group therapy where available are expected.

Finally, field students are expected to demonstrate accountability for their activities as a practicing school psychologist. Students are expected to maintain the highest standards of professionalism during the field practicum experience, including but not limited to standards of dress, ethical codes and standards, and professional activity.

The aforementioned objectives constitute a general framework that guides field placement activities, and clarifies expectations by all concerned parties. However, the objectives must be matched and or modified depending on the unique needs or circumstances provided by the field placement site. For example, in some schools the assessment of minority children may not be possible, and alternative

activities may be suggested.

The Field Placement is a competency-based requirement. Students not successfully meeting the competencies outlined in the evaluation report may be asked to extend their placement or seek an additional placement prior to being permitted to beginning their Internship.

### **Responsibilities of the Field Supervisor**

1. The field supervisor in conjunction with the university supervisor shall develop a field practicum plan based on the objectives outlined above. These guidelines can be expanded to include other activities that the field supervisor finds crucial. The student also has input into the planning of the field experience. Further, the field supervisor will ensure that student logs are accurately completed and a mid year and final evaluation form are completed.
2. The field supervisor evaluates the student through the *Field Student Evaluation Form* (provided by the University supervisor) but may add other relevant evaluation procedures. Importantly, expectations and evaluation procedures are communicated to the student at the beginning of the field placement. Both mid-year and final evaluation forms shall be completed by the supervisor(s) and discussed with the student.
3. The field supervisor supervises the daily activities of the student through case assignment, incorporating the student into ongoing activities, monitoring student performance, and reviewing and discussing completed activities.
4. The field supervisor should provide at least *two hours* of supervision for 16 hours spent at the field site. Regular scheduling of supervision sessions is recommended as opposed to informal or ad hoc supervision.
5. The field supervisor and the university supervisor communicate with one another on a regular basis or as required, and the field supervisor is responsible for alerting the university supervisor of any presenting issues that are interfering with the student's professional responsibilities.
6. The field supervisor regularly evaluates the student through frequent feedback, discussion and direct observation, feedback from other school personnel and clients, and reviews the students' written reports, case notes, or other required documentation.
7. The field supervisor must help to ensure that the experience is conducted in a manner consistent with the current legal and ethical guidelines of the *Ordre des Psychologues du Québec*.

### **Responsibilities of the Program's Field Experience Coordinator**

1. Approves field sites in collaboration with the Director of Clinical Training and ensures that each field experience site meets program standards.
2. Consults with the field supervisor and the student to establish the field experience plan.
3. Evaluates progress made toward the field experience plan objectives midway through the field experience.
4. Supplements on-site supervision by directing group discussions of student activities during scheduled University seminars.
5. Reviews progress made during the field experience with the field supervisor and collaborates to determine the final grade for the field experience.
6. The Field Experience Coordinator may be assisted by one or more Associate Field Experience

Coordinators, Co-Instructors, or Teaching Assistants when warranted.

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## PHD ADVISORY COMMITTEES

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1. PhD committees must include a *minimum* of three members but will usually comprise 4-6 members.
2. It is strongly recommended that, whenever possible, at least one member should be from outside the Department.
3. When the principal advisor is a member of the Department, but not a member of the core program staff, at least one of the members of the advisory committee must be from the program core faculty list.
4. When a student wishes to have a research supervisor outside the Department of Educational and Counselling Psychology, this must be discussed in advance with the Program Director who will normally refer this to the Program Committee and a co-supervisor is required from among the core staff (see the Appendix for the form to be completed for a Co-Supervisor).
5. A co-supervisor assures that the program requirements are met and agrees to be available to assume supervision should the advisory relationship end with the principal supervisor.
6. Every PhD student and advisor shall inform the Program Director in writing of the composition of the Advisory Committee and the reasons for selecting each person for this role. Changes in the composition of the committee must be promptly communicated to the Graduate Program Coordinator (see the Appendix for this form).



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## PHD COMPREHENSIVE EXAMINATION

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The doctoral comprehensive examination represents one of the requirements for the PhD in School/Applied Child Psychology and must be successfully completed BEFORE the Internship can commence, preferably by the end of year 3 of the program. As such, the comprehensive examination serves several purposes such that PhD candidates are able to (a) synthesize and critically evaluate a body of literature; (b) identify disparities in the existing scientific literature; (c) demonstrate how their dissertation research contributes to elucidating or providing solutions for such disparities; (d) make a significant original contribution to the field; and, (e) demonstrate knowledge in a written format that is comparable to what might be considered publishable. These purposes function as a blueprint for the evaluation of the comprehensive examination paper. In addition, it is expected that the student not only be able to situate a specific problem within his or her dissertation area, but to be able to address theoretical or applied issues in the field taking into account the developmental substrate that underlies much of the research in school psychology. Students progress through the following steps:

- Once the decision has been made to take the comprehensive examination the student submits a 1 to 2 page proposal summarizing the major areas to be covered in the paper, with a clear indication as to how the proposed paper represents an original contribution to the field.
- The student must also indicate which journal(s) is serving as a model for the paper (e.g., *Psychology Bulletin*) and the candidates' supervisor must approve the proposal.
- The student then provides the Program Director with THREE hard copies of the proposal.
- This proposal will then be evaluated by two readers who will provide feedback. Every effort will be made to locate appropriate specialist readers.
- The final paper should normally be between 20 and 30 pages in length, and in no case longer than 30 pages, double-spaced, following standard APA style. The paper should be completed within 4-6 weeks of the initial proposal approval.
- The final paper is evaluated on the criteria mentioned previously by two readers, one of whom is the candidates' supervisor and the other a member of the academic staff of the Department who has teaching, research, leadership, or supervision responsibilities and is thus active in the School/Applied Child Psychology program.
- If the two readers disagree on the Pass or Fail of the paper, then a third reader will be asked to review the paper. If the paper does not meet the minimum requirements, detailed feedback is provided to the candidate, and the candidate has one month within which to make the revisions and then resubmit the paper.
- The Program Director will acquire the results from the readers and submit the final grade (Pass/Fail).

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## INTERNSHIP IN SCHOOL/APPLIED CHILD PSYCHOLOGY

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### Overview of the Internship Training

The internship is an integral component of the doctoral program in School/Applied Child Psychology. As such it represents the culminating experience of the professional training program and functions as a transition point where the student is now considered an independent professional.

In contrast to the Clinic Practicum and the Field Experiences, the internship is totally supervised externally by the internship setting. Thus, internship supervision is primarily the responsibility of the internship supervisor.

The internship occurs after four years of course work, clinical practicum, and field experiences. A student is only permitted to accept an internship placement once his or her comprehensive exams have been successfully completed and the thesis proposal successfully defended. The Program will not recognize an internship if the comprehensive exams were not successfully completed before starting the internship. Furthermore, completion of the dissertation research and at least a draft of the thesis, and (if at all possible) defence of the actual dissertation *prior* to the internship is strongly recommended.

The internship occurs prior to the granting of the doctoral degree, and following the guidelines of APA/CPA requires a *minimum of 1500 hours* that may be carried out over a period of one year or two half-time placements over two years. Students are strongly encouraged to apply to APA or CPA accredited internship sites. When such a placement is not possible, the Director of Clinical Training will assist students to make arrangements for an alternative internship that meets equivalent APA/CPA criteria and standards.

### Objectives for the Internship Experience

The internship is intended to provide experiences relevant to the following areas:

1. Knowledge of effective psychological service delivery systems.
2. Experience with diverse models of clinical interventions and treatments (e.g., psychodynamic, client-centered, behavioural, cognitive).
3. Evaluation of critical areas including their competence, emotional awareness, identity, respect for individual differences, a sense of purpose and direction, autonomy, ethical behaviour, and motivation. Evaluations are ongoing, and expressed during weekly, *two-hour* supervision sessions, and through more formal periodic evaluations.
4. Continued development of communication skills and the ability to be part of a multidisciplinary team, and continued refinement and enhancement of diagnostic, consultation, direct intervention, and research and evaluation skills, and the effective use of community and institutional resources.
5. Continued professional development through in-service training, attendance and/or participation at both local and provincial 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 taken from the intern's vacation time.

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

### **General Range of Activities and Time Allocation**

The following are *general* recommendations of the intern's time:

1. At least *150 hours* should be allotted to *each* of the following activities: assessment, direct intervention and therapy, and consultation. However, the intern should spend no more than 75% of the time in any one of these activities.
2. A minimum of *375 hours* of the intern's time must be spent in direct client contact.
3. The intern may spend up to *450 hours* of the total time in secondary internship activities such as research (i.e., limited to dissertation research or research being carried out by the internship agency), supervision, education, and administration.
4. An average of *two hours per week* should be spent on scheduled learning activities including: case conferences, seminars dealing with professional issues, in-service training, observing other agency units in service delivery activities, grand rounds, meetings with other professionals (e.g., psychiatrists, social workers, teachers), or professional meetings.
5. All interns must receive a minimum of two hours per week individual supervision.
6. The intern must complete and submit log sheets to the internship supervisor and once signed, the log sheets are transmitted to the University supervisor.

### **Credit Load**

Full-time interns register for a total of two 6 credit courses (total 12 credits) in EDPE-725 (Internship 1) and EDPE-726 (Internship 2).

### **Internship Sites**

APA/CPA approved internship sites or equivalent sites are required. Students must be supervised by a licensed psychologist, receive direct clinical supervision, and work directly with children or adolescents, or both. Placements with a large focus on adults are *not* acceptable. Students are referred to the *Internship Placement Form* delineating the appropriate types of activities. If there is any uncertainty about the eligibility of the setting contact the Director of Clinical Training *before* applying to the site. The Director of Clinical Training must approve all internship sites.

### **Association of Psychology Postdoctoral and Internship Centers (APPIC)**

Since 1976, APPIC has offered a professional psychology internship placement "clearinghouse", which provides information about internship positions which are still available. APPIC member internship programs are eligible to list vacancies in the APPIC Clearinghouse.

An internship Vacancy Report is typically on the APPIC website ([www.appic.org](http://www.appic.org)). This report is not generally available in any other form or media. Click on the "Training Positions" menu items to access the clearinghouse. Vacancies will be listed alphabetically by state or province, city, agency, and then department. Vacancy information on the website will typically is generally updated within 24 hours of receipt of changes in status of placements.

There will be no access restrictions, no applicant availability report, no clearinghouse statistics, and

no summary reports. The Internship Vacancy Report may be viewed as often as desired. Frequent access is encouraged in order to see recent additions to and deletions.

The APPIC application form is quite detailed and can be time consuming. As such, students are advised to begin completing this form early.

Contact the APPIC Clearinghouse Coordinator with any questions about the process:

APPIC Central Office  
10 G Street, NE Suite 440  
Washington DC 20002  
[Appic@aol.com](mailto:Appic@aol.com)  
Phone: 202-589-0600 Fax: 202-589-0603  
Office Hours: M-F 9:00-5:00 EST

An email or fax notification will be sent to the person submitting the request after the information is verified and placed on APPIC's Web site.

Please keep the APPIC Clearinghouse informed of any changes to your information.

### **Approval and Selection by the University**

All internship sites must be approved by the Director of Clinical Training who is also required to sign all APPIC internship forms.

### **Internship Activities**

#### ***Specification and Contracting of Internship Placements***

Once an internship site has been approved, the student shall contact the internship site and provide all necessary documentation. Upon acceptance, the student is required to ascertain a letter indicating the terms and conditions of the internship and submit a copy to the Director of Clinical Training. The Director of Clinical Training shall discuss with the internship supervisor any possible changes as to the responsibilities and duties.

### **Supervision of the Internship**

#### ***Qualifications of the Intern Supervisor***

The supervisor(s) must be a certified psychologist. Where possible, the supervisor should hold a doctoral degree in Psychology. All supervisors are required to submit a C.V. to the Director of Clinical Training.

#### ***University Personnel***

The Director of Clinical Training is responsible for the overall supervision of all students while the site supervisor is primarily responsible for student supervision. Any problem should be reported immediately to the Director of Clinical Training who shall intervene appropriately.

#### ***Nature of Contacts and Communication between the Department and Internship Site***

Students are responsible for completing the internship logs (see Appendix), have it co-signed by the

site supervisor, and submitted to the Director of Clinical Training every three weeks. Failure to comply with the regular submission of these logs may result in the student not receiving credit for their internships. Site supervisors shall be responsible for completing the intern evaluation forms and discussing the results with the intern. These forms must be submitted to the Director of Clinical Training. The Director of Clinical Training shall maintain contact with all site supervisors.

### **Evaluation of the Internship**

The overall evaluation of the internship experience is based upon the separate written evaluations from the field supervisor in consultation with the Director of Clinical Training.

#### ***Written Evaluation from Intern Supervisor***

Students are required to submit every three weeks their signed internship logs to the Director of Clinical Training (fax, mail, or courier). Be sure to keep a copy of your logs. At the end of each university semester, internship supervisors are required to provide the Director of Clinical Training with a written evaluation of the intern's performance (see *Intern Evaluation Form* and an open-ended evaluation generated by the supervisor reviewing general areas of the intern's performance specified in the internship plan).

#### ***Appeal Process***

In the event that the intern wishes to appeal the evaluation that has been given by the site supervisor, appropriate channels should be followed within the internship agency and the intern should then advise the Director of Clinical Training of such circumstances in writing. In addition, should the intern disagree with a grade from the Director of Clinical Training, the McGill process should be followed, beginning with a meeting with the Program Director, if necessary proceeding to the Department Chair, Associate Dean of Graduate and Post-Doctoral Studies, the Ombudsperson for Students, and ultimately the filing of a formal grievance (see the *Handbook of Student Rights and Responsibilities*).

### **Professional Organizations**

As school/applied child psychologists in training, students are expected to be informed on the current trends and developments in the field of school psychology. One way to do this is through various professional and research organizations. Students are strongly encouraged to become actively involved in the various organizations and become familiar with their procedures and philosophies.

#### **APA Division 16**

The American Psychological Association is the major organization in North America devoted to the advancement of psychology as a science, as a profession, and as a means of promoting human welfare. APA has extensive membership, journals, meetings, disseminates psychological literature, and works toward improved standards for psychological training and service. With its over 40 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 School Psychologists, Division 16, was one of the original divisions when the APA reorganized in 1945. Its name was changed to the Division of School Psychology in 1970 to reflect

that the Division no longer represented a collection of persons who worked merely as psychologists in the schools but as a distinct professional specialty in psychology. The Division became the prime mover to establish school psychology as a major specialty area in psychology. It helped to achieve accreditation of doctoral training programs by APA and specialty diploma status in the American Board of Professional Psychology. It has supported efforts to encourage research on the application of psychology to schooling and to improve the lives of children. In 1977, through APA policy, school psychology was designated as one of the four specialties in professional psychology. The quarterly publications, *School Psychology Quarterly* and *The School Psychologist*, are sent to all members and student affiliates. [www.apa.org](http://www.apa.org) or [www.apa.org/about/division/div16.html](http://www.apa.org/about/division/div16.html)

### **CPA**

The Canadian Psychological Association serves as a forum for the latest research in Canadian Psychology as well as for professional topics that directly impact psychologists in the workplace. Members receive the newsletter *Psynopsis*, the journal *Canadian Psychology*, and a choice of two additional journals. The CPA address is 151 Slater St., Suite 205, Ottawa, (Ontario), K1P 5H3  
[www.cpa.ca](http://www.cpa.ca)

### **CASP**

The Canadian Association of School Psychologists (CASP) has continued as a professional organization designed to work with clinicians, researchers and academics in school and applied settings. CASP is committed to enhancing psychological services for children, youth and their parents in Canada. CASP publishes a professional journal, the *Canadian Journal of School Psychology*, and a newsletter. It is also closely affiliated with both NASP and CPA.  
[www.cpa.ca/CASP/](http://www.cpa.ca/CASP/)

### **NASP**

The National Association of School Psychologists (NASP) was established to address the needs of professional school psychology in the United States. NASP has evolved into a viable professional organization, involved in resolving issues in School Psychology. NASP remains committed to enhancing psychological services to children and youth by improving and examining evidence-based models. NASP publishes a professional journal, *School Psychology Review*, and a newsletter, *Communique*. [www.nasponline.org/](http://www.nasponline.org/)

### **SRCD**

The Society for Research in Child Development seeks to advance research in child development, foster an interdisciplinary consideration of substantive and methodological problems in the field of child development, and encourage the study of implication of research findings for instruction in child development. Membership includes three journals: *Child Development*, *Child Development Abstracts* and *Biography*, *Monographs for the Society for Research in Child Development*, along with the *Social Policy Report*, and the *SRCD Newsletter*. [www.srkd.org](http://www.srkd.org)

### **SAG (APA)**

SAG, the student affiliate group of APA, is composed of Counselling Psychology and

School/Applied Child Psychology students. The main objectives of SAG include:

- organizing workshops and seminars around student-identified topics of interest
- increasing professional contacts
- improving course and program content
- keeping informed about current events within counseling and educational psychology
- maintaining a link to APA
- establishing contact to the local community through volunteer efforts

Professor Ron Stringer is the program's faculty advisor.

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## FEEDBACK AND SUGGESTION FORM

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The following are suggestions for inclusion in the next edition of the School/Applied Child Psychology Graduate Student Handbook:

Name (Optional) \_\_\_\_\_

Please complete and return to the Graduate Program Coordinator, Education, Rm. 614



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## APPENDIX

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The Appendix contains most of the forms frequently required by graduate students. Forms should be printed and completed as required. Important updates to the Handbook or changes in policies and regulations will be emailed to students.

The following forms are available from your Graduate Program Advisor:

CREDIT/EXEMPTION/SUBSTITUTION FORM – TO BE APPROVED BY THE INSTRUCTOR AND PROGRAM DIRECTOR. THE FORM IS THEN COMPLETED BY THE PROGRAM SECRETARY

COURSE INCOMPLETE FORM — “K” GRADE

COURSE EXTENSION FORM — “KE - K\*” GRADE

McGill University  
**School/Applied Child Psychology**  
**Annual Report of Student Progress**

Student's Name \_\_\_\_\_

Thesis Advisor's Name \_\_\_\_\_

Date \_\_\_\_\_ Report for the Academic Year June 1, \_\_\_\_\_ to May 30, \_\_\_\_\_

Please type or clearly print on this form or present replies separately in similarly numbered sections with brief headings. (You may also copy this form into your word processing files and complete it as a Word file then print it out.)

1. List the scholarships and fellowships for which you have applied indicating those received and the amount (per year and total), include the start and end dates of the award.
  
  
  
  
  
  
  
  
  
  
2. List academic awards and honors received (e.g., thesis prizes, serving as a journal reviewer, etc.).
  
  
  
  
  
  
  
  
  
  
3. List all graduate courses taken during the year and grades received.
  
  
  
  
  
  
  
  
  
  
4. If you completed a thesis (or MA School Psychology Research Project) during this time period please indicate the exact title.

5. Field Experience (Year 4--omit this question if it did not apply to you this past year)

- A. List the site(s) to which you applied:
- B. List site(s) to which you were invited for an interview:
- C. List site(s) that offered you a placement:
- D. Indicate the site you selected for your placement:

6. Internship Placement:

- A. List site(s) to which you applied:
- B. List site(s) where you were invited for an interview:
- C. List site(s) offering you a position:
- D. Name the site you selected for your placement:
- E. List internship placement(s), amount of time, responsibilities, and coordinator of on-site supervisor, including their email addresses:

7. Summarize last year's progress on your PhD dissertation or MA thesis or MA School Psychology project. Indicate whether your committee has been formed or changed (if so, please give names), dissertation proposal defended, data collected, analysis completed, etc.
  
8. List any other research project (apart from your thesis or dissertation) on which you have worked during the academic year. Please indicate the professor(s) involved and your contribution.
  
9. List teaching, research, or administrative assistantships held. Indicate the percentage of time (e.g., 1/4) or the number of hours worked, and the instructor with whom you worked.
  
10. List grant proposals (not scholarships) submitted, either with professors or alone. Please name the researchers, agency, amount requested, amount received, and title or topic.

11. List conferences attended (not necessarily presentations) during the academic year. Please indicate the name of the conference, date, and place.
  
  
  
  
  
  
  
  
  
  
12. List your conference presentations. List all co-authors, title, conference, when presented, and place (use APA format).
  
  
  
  
  
  
  
  
  
  
13. List any publications published or in press--articles, chapters, conference proceedings, books, etc. (use APA format).
  
  
  
  
  
  
  
  
  
  
14. Provide progress report on the accomplishment of the goals/objectives identified in the previously submitted Graduate Student Research Progress Report Form.

15. OVERALL EVALUATION OF GOALS AND OBJECTIVES ACHIEVEMENT (completed by Supervisor)

Evaluation of Research Progress

	Compre- hensives	Research Plan	Requisite Knowledge	Research Skills	Motivation	Research Accomplish- ments	Other
Meets Objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fails to Meet Objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The student's progress over the past year in achieving the professional, research, and academic goals highlighted was found to be (please check one of the below):

\_\_\_\_\_ Satisfactory

\_\_\_\_\_ Not Satisfactory

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

STUDENT SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

SUPERVISOR SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

**McGill University**  
**School/Applied Child Psychology**  
**Assessment and Client Contact Log**

<i>Type of Client Contact</i>	Total Number Completed This Year *	Detailed information: Include Age of client, sex, cultural background, presenting issues (diagnoses), etc.
Intake Assessment		
Treatment Planning		
Individual Therapy – Child Adolescent		
Family Therapy		
Parent Consultation		
School Consultation		
Parent or School Feedback		
Group Therapy		
Assessment Reports		
Crisis Intervention		
Behavioral Observations		
Psycho-educational Assessments		

Note: One case may include many instances of all of these types of contact. Make sure to account for each case in all of the applicable categories (e.g., a psycho-ed assessment may involve an intake assessment, several consultations with parents and the school, a behavioral observation, a report, a feedback session, implementation of a treatment plan).

Assessment Tool	Number of Times administered *		Detailed Client information (List information re: sex, cultural background, testing considerations, diagnostic issues, etc.)
	Client	Practice	

**Note: Differentiate times taken to administer instruments to a client/child vs. times administered to oneself or other students for practice purposes.**



McGill University  
**School/Applied Child Psychology**  
**Course Exemption Request Form**

\_\_\_\_\_  
**Student's Name**

\_\_\_\_\_  
**Student ID Number**

\_\_\_\_\_  
**Student's Advisor's Name**

\_\_\_\_\_  
**Date of Request**

Which requirement does your request concern?

- ☐ School Psychology area requirement
- ☐ Practicum requirement
- ☐ Educational Psychology core course
- ☐ Other (please explain) \_\_\_\_\_

Identify the course or practicum for which you wish to receive credit: \_\_\_\_\_

Describe the previous course work or practicum that you wish to substitute:

For each course, list (a) the institution where the course was taken, (b) the department and course number, (c) course title, (d) the year taken, and (e) grade received.

For each practicum, indicate (a) where the practicum occurred, (b) nature of the practicum experiences (e.g., activities, age range of clients), (c) dates of practicum, (d) number of hours of supervised practicum, (e) nature and amount of supervision (e.g., credential of supervisor, number of hours of supervision), and (f) name of supervisor.

Please attach the following:

- ☐ Syllabus
- ☐ Major assignments (e.g., term paper)
- ☐ Letter from practicum supervisor
- ☐ Other (please explain)

Decision:

- Exemption (no need to replace): \_\_\_\_\_
- Credit (replace with another course): \_\_\_\_\_
- Replacement: Either \_\_\_\_\_  
or Elective \_\_\_\_\_

Approved:

\_\_\_\_\_  
**Program Director**

\_\_\_\_\_  
**Date**

**A separate form must be completed for each course. The Program Coordinator will complete the official Graduate Studies Exemption/Substitution form.**

McGill University <b>School/Applied Child Psychology</b> <b>Student Evaluation and Feedback Form</b>
--

**Student:** \_\_\_\_\_ **Supervisor/Advisor:** \_\_\_\_\_

**Date of Review:** \_\_\_\_\_ **Academic Year:** \_\_\_\_\_

***I. Academic progress - School Psychology courses:***

**Progress:**

**Comments:**

\_\_\_ Unsatisfactory \_\_\_\_\_

\_\_\_ Satisfactory \_\_\_\_\_

\_\_\_ Exceptional \_\_\_\_\_

***II. Clinical Progress - School Psychology practica/field placement/internship:***

**Progress:**

**Comments:**

\_\_\_ Unsatisfactory \_\_\_\_\_

\_\_\_ Satisfactory \_\_\_\_\_

\_\_\_ Exceptional \_\_\_\_\_

***III. Progress in other coursework/requirements (e.g., thesis, dissertation/comprehensive exams):***

**Progress:**

**Comments:**

\_\_\_ Unsatisfactory \_\_\_\_\_

\_\_\_ Satisfactory \_\_\_\_\_

\_\_\_ Exceptional \_\_\_\_\_

***IV. Professional behavior and development:***

**Behavior:**

**Comments:**

\_\_\_ Unsatisfactory \_\_\_\_\_

\_\_\_ Satisfactory \_\_\_\_\_

\_\_\_ Exceptional \_\_\_\_\_

***V. Overall Progress and Program Evaluation:***

**Comments:**

\_\_\_ Unsatisfactory (Academic Probation) \_\_\_\_\_

\_\_\_ Satisfactory \_\_\_\_\_

\_\_\_ Exceptional \_\_\_\_\_

McGill University  
**School/Applied Child Psychology**  
**Doctoral Committee Form**

**Student's Name:** \_\_\_\_\_  
(Please print clearly)

The following individuals have agreed to serve on my doctoral committee. Indicate clearly if one of these is officially a Co-Supervisor.

\_\_\_\_\_  
Thesis Supervisor

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Phone Number, email

\_\_\_\_\_  
Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Department

\_\_\_\_\_  
Phone Number, email

\_\_\_\_\_  
Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Department

\_\_\_\_\_  
Phone Number, email

\_\_\_\_\_  
Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Department

\_\_\_\_\_  
Phone Number, email

If there are others, please add them on the reverse side.

\_\_\_\_\_  
Doctoral Student's Signature

\_\_\_\_\_  
Date

McGill University  
**School/Applied Child Psychology**  
**Doctoral Dissertation Proposal Defense Form**

We attest to this student having successfully defended his/her PhD thesis research proposal at a formal meeting of the thesis supervisory committee.

**Student:** \_\_\_\_\_  
(Please print name clearly)

**Dissertation Title:**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Date/Time:** \_\_\_\_\_

**Place/Room:** \_\_\_\_\_

<b>Committee Members:</b>	<b>Names</b>	<b>Signatures</b>
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____

**McGill University  
School/Applied Child Psychology  
Field Experience Placement Form**

This form is to be completed by the individual(s) who will assume direct supervision of and/or responsibility for the student named below. Each student in the field placement has an on-site supervisor as well as a university program supervisor. The student cannot be formally accepted until this form is completed and returned to the Director of Clinical Training, School/Applied Child Psychology Program.

Name of Student: \_\_\_\_\_

Placement: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_ Fax: \_\_\_\_\_

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

\_\_\_\_\_

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 time that the student will be required at his/her internship site (e.g., supervision, department grand rounds, team supervision, etc.): \_\_\_\_\_

\_\_\_\_\_

Signature of person completing this form: \_\_\_\_\_

Date: \_\_\_\_\_

McGill University  
**School/Applied Child Psychology**  
**Field Experience Objectives Planning Form**

Student: \_\_\_\_\_ Semester: \_\_\_\_\_

Placement: \_\_\_\_\_

Supervisor(s): \_\_\_\_\_

***Objectives***

The objectives listed below comprise an array of options to be considered in structuring the field experience. At the initial planning meeting between the student, field supervisor, and field experience coordinator, decisions will be made regarding the availability of experiences specific to individual field experience settings and particular activities will be assigned. The student is required to ensure that the activities designated on the planning form are pursued to the best of his or her ability.

***Professional Development***

The student will demonstrate appropriate professional skills and conduct. It is expected that the student will:

- \_\_\_\_\_ observe his or her on site supervisor during typical activities;
- \_\_\_\_\_ evaluate his or her professional impact on staff, students, and parents;
- \_\_\_\_\_ apply effective listening and communication skills;
- \_\_\_\_\_ develop comfortable, cooperative relationships with staff and children;
- \_\_\_\_\_ take initiative;
- \_\_\_\_\_ submit reports in a timely fashion;
- \_\_\_\_\_ meet and interact with school staff and maintain visibility within the school setting;
- \_\_\_\_\_ attend building consultation team meetings, staff meetings, or other administrative meetings such as a school board meeting or PTO meeting;
- \_\_\_\_\_ use feedback in a constructive and productive manner.

The student will become familiar with the process of special education referral, evaluation, placement, and remediation. It is expected that the student will:

- \_\_\_\_\_ attend a multidisciplinary team;
- \_\_\_\_\_ participate in a multidisciplinary team;
- \_\_\_\_\_ organize paperwork for a multidisciplinary team;
- \_\_\_\_\_ observe and become familiar with a CD classroom or integrated program;
- \_\_\_\_\_ observe and become familiar with an LD classroom or integrated program;
- \_\_\_\_\_ observe and become familiar with an ED classroom or integrated program;
- \_\_\_\_\_ observe classrooms and programs unique to individual field settings.

The student will become familiar with the process of regular education. It is expected that the

student will:

- \_\_\_\_\_ observe a preschool or kindergarten classroom;
- \_\_\_\_\_ observe a classroom for children in first grade;
- \_\_\_\_\_ observe a classroom for children in second or third grade;
- \_\_\_\_\_ observe a classroom for children in fourth, fifth, or sixth grade;
- \_\_\_\_\_ observe a classroom for middle school or high school student.

The student will become familiar with the particular curriculum implemented in his/her school. It is expected that the student will:

- \_\_\_\_\_ formally or informally examine textbooks and materials used in grades K-6;
- \_\_\_\_\_ formally or informally examine textbooks and materials used in middle school or high school.

The student will become acquainted with community resources that may support school psychological services. It is expected that the student will:

- \_\_\_\_\_ gain information about the professional relationships between the supervisor and community agencies;
- \_\_\_\_\_ coordinate case services with another community agency.

### ***Technical Skills Development***

The student will engage in intellectual assessments. It is expected that the student will:

- \_\_\_\_\_ conduct and report results of at least one comprehensive intellectual evaluation at a preschool/kindergarten level;
- \_\_\_\_\_ conduct and report results of at least one comprehensive intellectual evaluation at the first to fifth grade level;
- \_\_\_\_\_ conduct and report results of at least one comprehensive intellectual evaluation of a minority or culturally different student.

The student will engage in academic assessment. It is expected that the student will:

- \_\_\_\_\_ conduct and report results of at least one comprehensive pre-academic assessment at the preschool/kindergarten level;
- \_\_\_\_\_ conduct and report results of at least one comprehensive academic assessment at the first to fifth grade level;
- \_\_\_\_\_ conduct and report results of at least one comprehensive academic assessment at the sixth to twelfth grade level;
- \_\_\_\_\_ conduct and report results of at least one comprehensive academic or pre-academic assessment of a minority or culturally different student.

The student will engage in social and emotional assessment. It is expected that the student will:

- \_\_\_\_\_ conduct and report results from at least one comprehensive social and emotional assessment at the first to fifth grade level;
- \_\_\_\_\_ conduct and report results from at least one comprehensive social and emotional assessment at the sixth to twelfth grade level.

The student will apply consultation skills in the field setting. It is expected that the student will:

- \_\_\_\_\_ coordinate one consultation case with school personnel at the elementary level;
- \_\_\_\_\_ coordinate one consultation case with school personnel at the middle or high school level;
- \_\_\_\_\_ establish a collaborative relationship with parents at the elementary level;
- \_\_\_\_\_ establish a collaborative relationship with parents at the middle or high school level.

The student will apply intervention skills in the field setting. It is expected that the student will:

- \_\_\_\_\_ accompany the field supervisor during intervention activities;
- \_\_\_\_\_ identify target behaviors and develop an intervention program;
- \_\_\_\_\_ address referral issues raised during assessment or consultation activities with a planned program for intervention;
- \_\_\_\_\_ establish discrete goals for the students receiving individual and group counselling.

The student will become proficient in writing comprehensive psychoeducational reports. It is expected that the student will:

- \_\_\_\_\_ analyze and interpret test results in a meaningful and thorough fashion;
- \_\_\_\_\_ make recommendations that follow logically from the assessment results and are educationally relevant;
- \_\_\_\_\_ submit case reports for all assessment, consultation, and intervention activities.

The student will demonstrate accountability for activities as a practicing school psychologist. It is expected that the student will:

- \_\_\_\_\_ maintain the Student Log of daily activities and submit a copy to the practicum coordinator as requested;
- \_\_\_\_\_ seek an appropriate level of supervision with the field supervisor.

*Student evaluations will be in the middle (December) and at the end (June) of the field experience. The student is requested to inform the practicum coordinator of any unusual circumstances that might prevent him/her from meeting the objectives outlined during the initial planning meeting.*

\_\_\_\_\_  
Signature of Supervisor

\_\_\_\_\_  
Date



## School/Applied Child Psychology Field Experience Daily and Weekly Log

: Primary Supervisor:

Filed Placement Site:

Month: Week of:	Monday	Tuesday	Wednesday	Thursday	Friday	Total Hours per week
Intake Assessment						
Treatment Planning						
Individual Therapy - Adult						
Individual Therapy – Child						
Family Therapy						
Parent Consultation						
Group Therapy						
Assessment / Reports						
Crisis Intervention						
Progress Notes						
Consultation						
Individual Supervision						
Group Supervision						
Clinical Training						
Workshops or Conferences						
Research						
Behavioral Observations						
Other:						
<i>Total Hours per week</i>						
<i>Supervisor's Initials</i>						

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
Date

McGill University <b>School/Applied Child Psychology</b> <b>Field Experience Student Evaluation</b>
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Name of Student: \_\_\_\_\_ Date: \_\_\_\_\_

Placement: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Title: \_\_\_\_\_

**Directions:** The Field Practicum experience is the last practicum necessary before students seek an internship placement. Ratings are intended to guide the student and the program in evaluating readiness for the internship experience, which represents the culminating experience of their clinical training program. Please use the following rating scale in evaluating the student on the characteristics listed below:

*N/A Not Applicable*    Not an appropriate goal for this setting.

*0 Not Observed*

*1 Unsatisfactory*                      Student's skills reflect insufficient mastery in this area; student needs additional course-based instruction in this skill.

*2 Needs Improvement*                Plans should be made to assure student gains extra practice in this skill prior to leaving the program.

*3 Satisfactory*                            Student's skills in this area are adequate for practice in schools; students should continue to practice this skill under professional supervision.

*4 Competent*                             Student is comfortably independent in this skill.

*5 Outstanding*                          Student's skills in this area are exceptionally strong; student should be a model practitioner in this skill area.

continued on page 2

**Personal Characteristics**

page 2

- \_\_\_\_\_ 1. Presents a good personal appearance.
- \_\_\_\_\_ 2. Demonstrates dependability.
- \_\_\_\_\_ 3. Meets difficult situations with self-control.
- \_\_\_\_\_ 4. Demonstrates good judgment and common sense.
- \_\_\_\_\_ 5. Communicates and listens actively.
- \_\_\_\_\_ 6. Shows concern, respect, and sensitivity for the needs of staff and students.
- \_\_\_\_\_ 7. Works well with other staff.
- \_\_\_\_\_ 8. Is able to relate well to children.
- \_\_\_\_\_ 9. Utilizes constructive criticism.
- \_\_\_\_\_ 10. Displays initiative and resourcefulness.
- \_\_\_\_\_ 11. Demonstrates tolerance for other's values and viewpoints.
- \_\_\_\_\_ 12. Shows evidence of continued self-evaluation.

**Assessment Skills**

- \_\_\_\_\_ 1. Clearly identifies the nature of the referral problem and the purpose of the assessment.
- \_\_\_\_\_ 2. Uses appropriate assessment instruments that are directly related to the identified problem.
- \_\_\_\_\_ 3. Analyzes and interprets test results in a meaningful and thorough fashion.
- \_\_\_\_\_ 4. Makes recommendations that follow logically from the assessment results and are educationally or clinically relevant.
- \_\_\_\_\_ 5. Displays accuracy in administering tests.
- \_\_\_\_\_ 6. Displays accuracy in scoring tests.
- \_\_\_\_\_ 7. Is sensitive to sources of bias when selecting, administering, and interpreting tests.

**Consultation Skills**

- \_\_\_\_\_ 1. Establishes effective collaborative relationships with teachers and other school or clinic personnel.
- \_\_\_\_\_ 2. Conducts effective parent conferences.
- \_\_\_\_\_ 3. Serves effectively as a liaison for school or clinic and parents.
- \_\_\_\_\_ 4. Evaluates effectiveness of consultation case outcomes.

continued on page 3

**Intervention Skills**

- \_\_\_\_\_ 1. Uses intervention strategies that are directly related to the assessed problems.
- \_\_\_\_\_ 2. Clearly delineates goals of intervention.
- \_\_\_\_\_ 3. Evaluates the effectiveness of intervention techniques used.
- \_\_\_\_\_ 4. Demonstrates skill in utilizing individual counselling techniques.
- \_\_\_\_\_ 5. Demonstrates skill in utilizing counseling techniques.

**Professional Responsibilities**

- \_\_\_\_\_ 1. Observes scheduled hours and appointments at assigned school/clinic in a responsible manner.
- \_\_\_\_\_ 2. Is prompt in meeting deadlines, responding to referrals, and handing in written reports.
- \_\_\_\_\_ 3. Completes written reports and forms in a neat, thorough, and accurate manner.
- \_\_\_\_\_ 4. Writes reports in a coherent, focused, and well-organized manner.
- \_\_\_\_\_ 5. Establishes appropriate work priorities and manages time efficiently.
- \_\_\_\_\_ 6. Keeps supervisors and administrators informed of unusual events and activities, as well as routine matters in their school/clinic settings.
- \_\_\_\_\_ 7. Uses feedback from supervision in a productive manner.
- \_\_\_\_\_ 8. Consistently follows through when additional action is needed.
- \_\_\_\_\_ 9. Demonstrates an awareness of competency level, and does not accept responsibility that exceeds this level.
- \_\_\_\_\_ 10. Maintains visibility and accessibility within assigned school(s)/clinic(s).
- \_\_\_\_\_ 11. Considers all alternatives and implications before recommending a change in child's program.

(continued on page 4)

**OVERALL RATING OF STUDENT:**\_\_\_\_\_ 1      \_\_\_\_\_ 2      \_\_\_\_\_ 3      \_\_\_\_\_ 4      \_\_\_\_\_ 5  
Unsatisfactory                                  Outstanding

## Professional Goals

Given the above ratings of the student's professional skills, list the most important goals that should be established for his or her continued professional training.

1. 

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2. 

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3. 

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Supervisor's signature \_\_\_\_\_ Date \_\_\_\_\_

Student's signature\* \_\_\_\_\_ Date \_\_\_\_\_

\*The student's signature indicates only that the evaluation has been discussed with the student.

**McGill University  
School/Applied Child Psychology  
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. This form must be submitted to the Director of Clinical Training for approval.

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)

\_\_\_\_\_

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 person completing this form: \_\_\_\_\_

Date: \_\_\_\_\_

## School/Applied Child Psychology Internship Daily and Weekly Log

Pre-Doctoral Intern:  
Internship Site:

Primary Supervisor:

<i>Month:</i> <i>Week of:</i>	Monday	Tuesday	Wednesday	Thursday	Friday	Total Hours per week
Intake Assessment						
Treatment Planning						
Individual Therapy - Adult						
Individual Therapy – Child						
Family Therapy						
Parent Consultation						
Group Therapy						
Assessment / Reports						
Crisis Intervention						
Progress Notes						
Consultation						
Individual Supervision						
Group Supervision						
Clinical Training						
Workshops / Conferences						
Research						
Behavioral Observations						
Other:						
<b>Total Hours per week</b>						
<b>Supervisor's Initials</b>						

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

McGill University <b>School/Applied Child Psychology</b> <b>Internship Student Evaluation</b>
---

Name of Student: \_\_\_\_\_ Date: \_\_\_\_\_

Placement: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Title: \_\_\_\_\_

**Directions:** Ratings are intended to guide the student and the program in evaluating their internship experience, their strengths and weaknesses. Please use the following rating scale in evaluating the student on the characteristics listed below. Feel free to add any other items to the form:

*N/A Not Applicable*    Not an appropriate goal for this setting.

*0 Not Observed*

*1 Unsatisfactory*                      Student's skills reflect insufficient mastery in this area; student needs additional course-based instruction in this skill.

*2 Needs Improvement*              Plans should be made to assure student gains extra practice in this skill prior to leaving the program.

*3 Satisfactory*                          Student's skills in this area are adequate for practice in schools; students should continue to practice this skill under professional supervision.

*4 Competent*                            Student is comfortably independent in this skill.

*5 Outstanding*                         Student's skills in this area are exceptionally strong; student should be a model practitioner in this skill area.

continued on page 2



**Personal Characteristics**

page 2

- \_\_\_\_\_ 1. Presents a good personal appearance.
- \_\_\_\_\_ 2. Demonstrates dependability.
- \_\_\_\_\_ 3. Meets difficult situations with self-control.
- \_\_\_\_\_ 4. Demonstrates good judgment and common sense.
- \_\_\_\_\_ 5. Communicates and listens actively.
- \_\_\_\_\_ 6. Shows concern, respect, and sensitivity for the needs of staff and students.
- \_\_\_\_\_ 7. Works well with other staff.
- \_\_\_\_\_ 8. Is able to relate well to children.
- \_\_\_\_\_ 9. Utilizes constructive criticism.
- \_\_\_\_\_ 10. Displays initiative and resourcefulness.
- \_\_\_\_\_ 11. Demonstrates tolerance for other's values and viewpoints.
- \_\_\_\_\_ 12. Shows evidence of continued self-evaluation.

**Assessment Skills**

- \_\_\_\_\_ 1. Clearly identifies the nature of the referral problem and the purpose of the assessment.
- \_\_\_\_\_ 2. Uses appropriate assessment instruments that are directly related to the identified problem.
- \_\_\_\_\_ 3. Analyzes and interprets test results in a meaningful and thorough fashion.
- \_\_\_\_\_ 4. Makes recommendations that follow logically from the assessment results and are educationally or clinically relevant.
- \_\_\_\_\_ 5. Displays accuracy in administering tests.
- \_\_\_\_\_ 6. Displays accuracy in scoring tests.
- \_\_\_\_\_ 7. Is sensitive to sources of bias when selecting, administering, and interpreting tests.

**Consultation Skills**

- \_\_\_\_\_ 1. Establishes effective collaborative relationships with teachers and other school or clinic personnel.
- \_\_\_\_\_ 2. Conducts effective parent conferences.
- \_\_\_\_\_ 3. Serves effectively as a liaison for school or clinic and parents.
- \_\_\_\_\_ 4. Evaluates effectiveness of consultation case outcomes.

continued on page 3

**Intervention Skills**

- \_\_\_\_\_ 1. Uses intervention strategies directly related to the assessment.
- \_\_\_\_\_ 2. Clearly delineates goals of intervention.
- \_\_\_\_\_ 3. Evaluates the effectiveness of intervention techniques used.
- \_\_\_\_\_ 4. Demonstrates skill in utilizing individual counselling techniques.
- \_\_\_\_\_ 5. Demonstrates skill in utilizing counseling techniques.

**Professional Responsibilities**

- \_\_\_\_\_ 1. Observes scheduled hours and appointments at assigned school/clinic in a responsible manner.
- \_\_\_\_\_ 2. Is prompt in meeting deadlines, responding to referrals, and handing in written reports.
- \_\_\_\_\_ 3. Completes written reports and forms in a neat, thorough, and accurate manner.
- \_\_\_\_\_ 4. Writes reports in a coherent, focused, and well-organized manner.
- \_\_\_\_\_ 5. Establishes appropriate work priorities and manages time efficiently.
- \_\_\_\_\_ 6. Keeps supervisors and administrators informed of unusual events and activities, as well as routine matters in their school/clinic settings.
- \_\_\_\_\_ 7. Uses feedback from supervision in a productive manner.
- \_\_\_\_\_ 8. Consistently follows through when additional action is needed.
- \_\_\_\_\_ 9. Demonstrates an awareness of competency level, and does not accept responsibility that exceeds this level.
- \_\_\_\_\_ 10. Maintains visibility and accessibility within assigned school(s)/clinic(s).
- \_\_\_\_\_ 11. Considers all alternatives and implications before recommending a change in child's program.

(continued on page 4)

**OVERALL RATING OF STUDENT:** \_\_\_\_\_ 1      \_\_\_\_\_ 2      \_\_\_\_\_ 3      \_\_\_\_\_ 4      \_\_\_\_\_ 5  
Unsatisfactory    Outstanding

## Professional Goals

Given the above ratings of the student's professional skills, list the three most important goals that should be established for his or her continued professional training.

4. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

6. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Evaluator's signature \_\_\_\_\_ Date \_\_\_\_\_

Student's signature\* \_\_\_\_\_ Date \_\_\_\_\_

\*The student's signature indicates only that the evaluation has been discussed with the student.

## School/Applied Child Psychology, Program Competencies Survey

**Please complete this form annually; Return the completed form to the Graduate Program Coordinator by June 30<sup>th</sup>.**

If you are in Year 1 of the program (whether your registration status is MA1, PhD1, or PhD2), please complete the section for Year 1 Competencies only.

If you are in Year 2, you should complete the sections for Year 1 and Year 2 Competencies.

... and so forth, up to year 4. If you take an extra year before doing your internship in order to finish your thesis, you should complete the survey up to Year 4 again.

You will be given the full set up to Year 5 Competencies at the end of your Internship year. If you take any additional time, you will be asked to complete the full set of competencies each year until you graduate.

Your Name: \_\_\_\_\_

Your Signature: \_\_\_\_\_

Year in which you Began this Program: September, \_\_\_\_\_

Your present Registration Status (e.g., MA2 or PhD3) \_\_\_\_\_

Your Year in the Program (circle one): 1    2    3    4    5    Other \_\_\_\_

**Rate on a scale of 1 (Lowest--Not at All) to 6 (Highest--Completely) the degree to which you have attained the following competencies. If you have comments or suggestions about a specific item, please add them in the indicated space. Alternatively, type and attach your comments in a list numbered to correspond with the numbered points.**

At this time in your program, how well do you feel you can:

### Year 1 Competencies

1. Describe the current areas of disciplinary focus and major contributors thereto in School/Applied Child Psychology, and place these in perspective at a general level with regard to current and historical issues in Education and Psychology.

Not at all	Somewhat	Fairly well	Well	Very well	Completely
1	2	3	4	5	6

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Explain the roles of a School Psychologist in current terms, with regard to its evolution and to that of other areas of professional and scientific Psychology.

Not at all	Somewhat	Fairly well	Well	Very well	Completely
1	2	3	4	5	6

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Have knowledge and begin to apply in all activities the ethical principles of APA, CPA, and the OPQ for the practice of Psychology as a profession.

Not at all	Somewhat	Fairly well	Well	Very well	Completely
1	2	3	4	5	6

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Identify key themes in normal and abnormal human development, especially through the school-age years, and organize this knowledge in a manner that effectively communicates a thorough theoretical understanding of this area and its relation to other major topics in child psychology.

Not at all	Somewhat	Fairly well	Well	Very well	Completely
1	2	3	4	5	6

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Conduct an individual intellectual and learning assessment using the most common measures of intellectual potential and educational attainment, interpret the data, write a professional report, and use and interpret standardized measures of school and related performance.

Not at all	Somewhat	Fairly well	Well	Very well	Completely
1	2	3	4	5	6

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. Understand and use in a laboratory context, quantitative statistical procedures up to and including analysis of variance and univariate regression models; carry out appropriate analysis using microcomputer software, and interpret research using these statistical techniques.

Not at all	Somewhat	Fairly well	Well	Very well	Completely
1	2	3	4	5	6

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. Explain the ways in which curricular materials and activities are adapted to the special needs of individual pupils by educators and relate these adaptations to what is being learned in courses on development, psychopathology, assessment, and the School Psychologist's role.

Not at all	Somewhat	Fairly well	Well	Very well	Completely
1	2	3	4	5	6

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8. Prescribe research designs appropriate to questions covered in the content of courses taken and, specifically, develop a proposal including a research design for the master's level School Psychology Research Project or Thesis, defend this proposal orally in a seminar, and relate design issues to principles of ethical practice in research.

Not at all	Somewhat	Fairly well	Well	Very well	Completely
1	2	3	4	5	6

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

9. Explain the constructivist research paradigm in which much contemporary "western" scientific research is conducted and its relation to other philosophical approaches, its limitations and special contributions, and the positions of major contributors to the philosophy of science.

Not at all	Somewhat	Fairly well	Well	Very well	Completely
1	2	3	4	5	6

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Year 2 Competencies

10. Conduct and report on a research project or master's thesis on a topic defensibly related to theory or practice in school psychology.

Not at all	Somewhat	Fairly well	Well	Very well	Completely
1	2	3	4	5	6

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

11. Understand and use in a laboratory context quantitative statistical procedures up to and including multivariate regression models; carry out appropriate analysis using microcomputer software, and interpret research using these statistical techniques; and demonstrate through the planning of a sample study basic knowledge of qualitative research methods up to the point of research planning and data collection but short of a detailed knowledge of qualitative data reduction techniques.

Not at all	Somewhat	Fairly well	Well	Very well	Completely
1	2	3	4	5	6

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

12. Demonstrate through performance with volunteer clients assessment knowledge and skills in key areas beyond standard measures of intellectual potential, including curriculum-based assessment, portfolio assessment, personality tests, and an introduction to projective techniques (intended to assist students in hospital-based field placements and internships), neurological assessments, and infant assessments.

Not at all	Somewhat	Fairly well	Well	Very well	Completely
1	2	3	4	5	6

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



13. Have a sound theoretical knowledge of models and practices in child and adolescent therapy, integrated with their knowledge of development and assessment.

Not at all	Somewhat	Fairly well	Well	Very well	Completely
1	2	3	4	5	6

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

14. Through simulation, practice with selected clients in a controlled environment (the Clinic), and a study of the relevant literature, develop a knowledge of the consultation process that can be applied in the Clinic setting in Year 3.

Not at all	Somewhat	Fairly well	Well	Very well	Completely
1	2	3	4	5	6

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

15. Demonstrate familiarity with professional issues ranging from professional and financial record keeping to the management of a part- or full-time private practice, membership requirements in licensing bodies, disciplinary procedures affecting the professional Psychologist in the context of protection of the public, the transfer of credentials across provincial, state, and international boundaries, the relation between the practice of Psychology and the Canadian and Quebec medicare systems, managed care and related programs in the USA, and the legal context of the practice of Psychology.

Not at all	Somewhat	Fairly well	Well	Very well	Completely
1	2	3	4	5	6

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

16. Demonstrate an enhanced level of sensitivity to, and knowledge of, issues related to gender and culture (and other forms of group and individual differences) in the practice of Psychology, as foci in psychological research, and as standards against which the quality of psychological knowledge and practice are to be judged.

Not at all	Somewhat	Fairly well	Well	Very well	Completely
1	2	3	4	5	6

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Year 3 Competencies

17. Discriminate between problems whose solutions are to be found within the child or the school, and those that require intervention with the child's family, and to be able to prescribe appropriate action for selected cases.

Not at all	Somewhat	Fairly well	Well	Very well	Completely
1	2	3	4	5	6

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

18. Integrate knowledge of neurological bases of behavior and basic psychopharmacology with their developmental, behavioral and psychometric knowledge base, including additional knowledge of neurological assessment, with a view to enhancing communication with physicians and others who may share in client care, especially in a multidisciplinary setting, and to providing a basis for further learning provided in many field settings.

Not at all	Somewhat	Fairly well	Well	Very well	Completely
1	2	3	4	5	6

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

19. Synthesize and apply the skills and knowledge attained to clients encountered in a closely supervised, team-based setting for which the realistic client flow is regulated to teaching needs (the Clinic Practicum), and be able to follow clients through a full cycle of intake, service, and discharge.

Not at all	Somewhat	Fairly well	Well	Very well	Completely
1	2	3	4	5	6

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

20. Prepare an undergraduate course plan or part of a course, both with regard to content and pedagogy, microteach at least one lesson within the training, and if at all possible to play an active role as sessional instructor or teaching assistant with an active instructional role in collaboration with an experienced instructor (this may, for example, be accomplished in part by preparing with the regular instructor and teaching one or more classes within an ongoing course).

Not at all	Somewhat	Fairly well	Well	Very well	Completely
1	2	3	4	5	6

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

21. Take a leadership role in the preparation of a research proposal for a study that makes a contribution to the advancement of the field and that becomes the doctoral dissertation, and orally defending the proposal.

Not at all	Somewhat	Fairly well	Well	Very well	Completely
1	2	3	4	5	6

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

22. Submit a proposal for a presentation based on a paper or poster to an appropriate conference and make the presentation (this may be done in Year 4)

Not at all	Somewhat	Fairly well	Well	Very well	Completely
1	2	3	4	5	6

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Year 4 Competencies

23. Demonstrate the depth and integration of knowledge in a written comprehensive examination that addresses theory, research, and practice in school psychology and related fields.

Not at all	Somewhat	Fairly well	Well	Very well	Completely
1	2	3	4	5	6

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

24. Synthesize and apply the depth and breadth of knowledge in applied field settings, adapting to the exigencies of the settings, and developing supervised but independent skills and knowledge to the point that adaptation to an Internship can be conducted as easily as possible

Not at all	Somewhat	Fairly well	Well	Very well	Completely
1	2	3	4	5	6

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Year 5 Competencies

25. Carry to completion a research study that advances knowledge or practice and belong to appropriate scientific organizations in psychology and education.

Not at all	Somewhat	Fairly well	Well	Very well	Completely
1	2	3	4	5	6

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

26. Communicate research results and professional cases and issues orally and in writing to a discipline-based audience, teach at the university level, and make connections between theory and research and practice.

Not at all	Somewhat	Fairly well	Well	Very well	Completely
1	2	3	4	5	6

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

27. Function as autonomous professional psychologists with a commitment to lifelong learning, self-improvement, and commitment to the professional communities of Psychology and education.

Not at all	Somewhat	Fairly well	Well	Very well	Completely
1	2	3	4	5	6

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If you have any general comments or suggestions about the program, please add them here (use the back if necessary or attach a separate sheet).

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Student: \_\_\_\_\_ Reviewer: \_\_\_\_\_

Date: \_\_\_\_\_

## Comprehensive Examination Grading Rubric

	1	2	3	4	5
<b>Writing</b>	Very difficult to read	Many spelling & grammar errors	Some Spelling & / or Grammar Errors	Reads pretty well with Few Errors	Easy to Read & no errors
<b>Sophistication of Writing</b>	Disjointed & convoluted	Difficult to follow argument	Competent but some flow problems & /or trouble sticking to thesis	Proficient: clear & concise, adheres to thesis statement	Expert level: clear, concise, flawless argument
<b>Research Findings</b> (Clarity of problem identification)	Unclear description	Somewhat clear description	Mostly clear description of research	Very clear description of research	Expert description of research
<b>APA Style</b>	No consideration of APA style	Many APA Errors	Some APA errors	Few APA errors	Perfect APA style
<b>Analysis</b> (Identification of relationships/patterns in literature)	No analysis	Statement of opinion with little relation to evidence	Competent analysis: relationships are apparent	Proficient analysis: sophisticated discussion of relationships	Expert analysis
<b>Critique</b> (Identification of contradictions, gaps and inconsistencies)	No critique	Cursory or unclear critique	Competent critique	Proficient critique	Expert critique
<b>Original Contribution &amp; Distinction</b> (Identification of next step to solve the problem)	No suggestion	Cursory, unclear, and/or inappropriate suggestion	Competent contribution : clear or appropriate but no vision or innovation	Proficient contribution: clear & appropriate & some vision or innovation	Expert contribution: visionary and innovative suggestion for problem resolution

Note: A score of 1 or 2 in any category results in an automatic failure. Scores in all categories must be 3 or above to be considered for a passing grade.