Clinical Program Handbook
Department of Psychology
University of Manitoba

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Welcome to the University of Manitoba’s Clinical Psychology Training Program!

The purpose of the handbook is to provide you with a central repository of useful information that can help you successfully navigate the Clinical Program. The handbook should be thought of as a supplement to information you obtain from other sources such as the Psychology Graduate Online ‘brochure’ and the Psychological Service Centre Student Handbook and Operations Manual. Please review it from time to time as there is a great deal of information here that will be useful to prospective and current students.

Because policies continually change and evolve, if you find discrepancies between what is in the Handbook and other sources please bring them to my attention. Also, if you come across useful information that is not in the Handbook please forward it for inclusion as well.

Thank you and best wishes,

Corey Mackenzie, Ph.D., C.Psych.
Associate Professor and Director of Clinical Training
Department of Psychology
University of Manitoba

P516 Duff Roblin Building
204.474.8260
corey.mackenzie@umanitoba.ca
PROGRAM OVERVIEW

History and accreditation of program

Training in clinical psychology began at the University of Manitoba in 1967 with only two faculty members and grew very rapidly into what is now the Clinical Psychology Training Program. A training clinic, the Psychological Service Centre, was established in 1968 and over a dozen faculty members were hired by 1971. The Program achieved accreditation by the American Psychological Association in 1972, which it maintained until voluntarily withdrawing from APA accreditation January 1, 2012. At present, the University of Manitoba Clinical Psychology Training Program is fully accredited by the Canadian Psychological Association.

Model and general aims of program

The Clinical Psychology Training Program follows the doctoral level, scientist-practitioner model. We believe this model lends itself most readily to the training of clinical psychologists prepared to meet the ever-changing needs of clinical service, research, education, and administration. Therefore, students are given a solid grounding in both the science of psychology and clinical practice. There is an early and continuous integration of science with service, theory with practice, and research training with clinical training. Graduates are competent to apply psychological theories in conceptualizing individual and interpersonal problems and to develop effective interventions. They evaluate their professional activities via acceptable scientific procedures. In addition, graduates are expected to adhere rigorously to ethical and professional standards in providing psychological services. They accept responsibility for teaching others, for reporting their views and findings to colleagues, and for making creative contributions to their chosen specialty areas within clinical psychology. Finally, graduates posses the talents, values, and commitment to play significant roles in the amelioration of contemporary social problems.

Specific goals and objectives of program

Underlying these general aims of the program are seven specific educational goals with each having a number of associated objectives that promote the development of scientific and professional competencies (see below). These competencies meet or exceed the requirements for licensure (or registration) as a clinical psychologist throughout Canada and the requirements specified in the Mutual Recognition Agreement, which provides the framework for assessing psychologists’ competencies across jurisdictions in Canada.

Program goals and associated competency objectives:

1. To produce graduates who are capable of working independently in scientific research. We accomplish this by training students to be able to:
   a. Critically review research literature
   b. Plan and conduct research
   c. Knowledgeably select and employ statistics and research methods
   d. Effectively disseminate research
2. To produce graduates who possess the knowledge and skills needed for entry into the practice of professional psychology. This is accomplished by training students to be able to be:
   a. Proficient in psychological assessment and diagnosis
   b. Proficient in case conceptualization, treatment planning, and delivery of psychological interventions (including Evidence-Based Therapies)
   c. Aware of ethics and professional issues and skilled in their resolution
   d. Sensitive to diversity issues and skilled in addressing them
   e. Self-aware and capable of self-assessment

3. To produce graduates who possess knowledge about the importance of interpersonal relationships, and the ability to develop effective working relationships with clients and colleagues. This is accomplished by training students to be able to:
   a. Know and understand the literature pertaining to Empirically Supported Relationships
   b. Form and maintain effective relationships with clients in therapy
   c. Form and maintain effective relationships with colleagues and community partners

4. To produce graduates who have a broad knowledge of Psychology. This is accomplished by training students to be knowledgeable about the breadth and history of scientific psychology

5. To produce graduates who can flexibly adapt to the ever-changing needs of society for psychological services, research, teaching, and administration. This is accomplished by training students to be able to:
   a. Adapt to diverse service-delivery contexts
   b. Provide a range of psychological services, consultation, research, and supervision

6. To produce graduates who possess the talents, values, and commitment to play significant roles in the amelioration of contemporary social problems. This is accomplished by training students to be able to:
   a. Knowledgeable of psychological approaches to contemporary social problems
   b. Skilled in psychological approaches to contemporary social problems

7. To produce graduates who are capable of assuming leadership roles in the profession of psychology. This is accomplished by training students to be able to:
   a. Teach and supervise
   b. Exercise leadership skills and demonstrate disciplinary involvement

**Curriculum**

The current Clinical Training Program of Study is available in the *Psychology Graduate Online Brochure* on the Psychology Department website: 
http://umanitoba.ca/faculties/arts/departments/psychology/media/GradBrochure.pdf

Note that the program requirements do change from time to time. Technically, only the requirements that were in place when you entered the program apply to you. However, changes that follow from a curriculum change (e.g., in course offerings) may require some adjustment to your program. If you have any questions about your program requirements be sure to contact the Psychology Graduate office Program coordinator or the Director of Clinical Training.
Registration/Licensure

The entire Clinical Training Program, beginning with the Masters and culminating in the PhD, is designed to develop the broad competencies identified in the Mutual Recognition Agreement (which is the basis for registration and/or licensure in each province) for practice in the field of clinical psychology. Students who initially enter the program at the PhD level should review their program of study with the DCT to ensure that it will be sufficient to meet registration requirements, in addition to university requirements.

In order to facilitate the process of obtaining licensure/registration, students are encouraged to keep a portfolio of their education and training experiences. Specifically, students should keep a copy of all course syllabi (it is often difficult to obtain these later on), and a precise description of each practicum (including the hours, name and qualifications of supervisor, population served, learning aims) and internship. These documents will help you demonstrate to the registration/licensing body that you have the requisite knowledge and skills to claim competency in your intended area(s) of practice.

As the process of becoming registered can be quite lengthy we recommend that students begin the process as soon as possible after graduation. This is also important because registration requirements tend to become more stringent over time.

OTHER SOURCES OF INFORMATION

Although the intent of this handbook is to be comprehensive, the reality is that a document like this cannot easily be kept up to date with the many changes in policies, procedures, etc. that constantly arise within the university and beyond it. Accordingly, when in doubt please consult one or more of the following key sources of information listed here with a brief description for your convenience.

Department of Psychology Graduate Program webpage
http://umanitoba.ca/faculties/arts/departments/psychology/graduate/index.html
A good starting place is the Psychology Graduate Program FAQs which address the most common graduate student questions and dilemmas:
http://umanitoba.ca/faculties/arts/departments/psychology/media/Graduate_Program_FAQs.pdf

Psychology Graduate Online ‘Brochure’
http://umanitoba.ca/faculties/arts/departments/psychology/media/GradBrochure.pdf
Provides a compact summary description of the clinical program, its requirements, and procedures.

University of Manitoba Calendar
http://crscalprod1.cc.umanitoba.ca/Catalog/ViewCatalog.aspx See especially section on Graduate Studies:
Note that the regulations outlined by the Faculty of Graduate Studies in the calendar apply to all graduate students. Of particular relevance to you are regulations pertaining to such things as: academic performance, advisory committee, deadlines for graduation, time limits on programs, time extensions, leaves of absence, and appeals. Note that new information (e.g., awards etc.) are likely to be posted first on the FGS webpage: http://umanitoba.ca/graduate_studies/
NEWLY ADMITTED STUDENTS: FIRST TASKS

Record checks

Beginning in 2014 students admitted to the Clinical Psychology Training Program must submit a Criminal Record Check and Child (or Vulnerable Persons) Abuse Registry Check from their home province or state. As these checks can sometimes take weeks to obtain students are advised to request them immediately, once they have confirmed their acceptance of the offer of admission from the program. Also, as the exact name and nature of checks varies with each province or state, please feel free to contact the Psychology Graduate Office and/or Director of Clinical Training if you have any doubts about which checks need to be supplied. Note that admission to the program is provisional until students have submitted their checks and these have been deemed to be satisfactory by the Head (or designate) in consultation with the Director of Clinical Training. These checks must be submitted to the Psychology Graduate Office following admission and prior to registration in the Clinical Program. Checks are typically effective for one year and should be valid for the entire academic year (i.e., September through end of August).

Obtain and use your UM email address

If you have not already done so, at your earliest opportunity please register for a UM email address through umanitoba.ca/studentemail. This is critical, because all official communications from the University of Manitoba are sent out to students only to UM email addresses. Therefore it is essential that you have a UM email address and that you either check it regularly (i.e., daily) or have it forwarded to you at another email address that you do check regularly. When sending or replying to email from the university it is important that the email comes from your UM email account as it will make you more identifiable (e.g., umdoe@myumanitoba.ca) and less likely to get lost, filtered out as Spam, professionally inappropriate, or overlooked, than otherwise (e.g., ilovetoparty@gmail.com).
Registration

Once you accepted our Department’s offer of admission in writing you should have received a letter of welcome explaining how to register for courses online and pay fees and the dates in the summer for doing so. If you are uncertain about any of this please contact the Psychology Graduate Office by phone or email to obtain clarification.

Assuming you have been admitted to the MA program in clinical with no special conditions attached to your admission then you should be registering for the first year MA courses listed in the course curriculum found in the Psychology Graduate Online brochures. If you have any questions about how to register, please inquire with the Psychology Graduate Officer. If you have any questions about what to register for, please inquire with your advisor first, and if necessary with either the Director of Clinical Training and/or the Associate Head (Graduate) for Psychology.

If you were admitted to the clinical program into either the MA or PhD program with some special arrangements (e.g., credit for work done previously at UM or elsewhere; or additional requirements added to your program) then you should consult with your advisor, the Associate Head (Graduate) for Psychology, and the Director of Clinical Training, prior to registering for courses to ensure there is a clear, agreed-upon plan for what you need to take when.

Orientation

Sometime prior to September you will receive a letter or email inviting you to attend the Clinical Program and Psychological Service Centre orientation day. Orientation day, typically the Tuesday or Wednesday after Labor day, will provide you with a warm welcome, crucial information about the program and the PSC, food and drink, and an opportunity to meet other clinical students and faculty. Please be sure to save the day in your calendar and confirm your attendance for this exciting and important event!

The Department of Psychology and Faculty of Graduate Studies also typically hold orientation sessions and opportunities for new students to meet current students and faculty. Please watch your email for details.

MA PROGRAM

Curriculum.

Please refer to the Psychology Graduate Online brochures for the curriculum requirements that apply to you. Note that the program requirements do change from time to time and only the requirements that were in place when you entered the program apply to you.

The MA portion of the clinical program is two years in length and its primary purpose is to prepare you for more advanced training in the PhD program. Consequently, it is not a “terminal” Masters in that it does not, on its own, aim to prepare you for professional practice and/or licensure. Nonetheless, it is carefully designed to provide you with a sequential, organized set of educational and training experiences that move you from novice/beginning level competency toward intermediate level competencies. Accordingly, it is important to take the program in the sequence prescribed by the
curriculum. Any variations from the program as laid out require the approval of the Director of Clinical Training, the Associate Head (Graduate), and your advisor.

**PSC practica.**

Students in the MA program complete two practica at the PSC in their second year. Information about which supervisor has been assigned to you will ordinarily be provided during the summer months, which allows supervisors and supervisees an opportunity to meet before the start of practica in the fall to do any advance preparation that might be necessary (e.g., assignment of readings). Please see the PSC *Handbook* (available on the PSC website) for detailed information about the operations of the PSC and practicum requirements.

Students may not register for courses and practica required in the PhD program until they are formally admitted to the PhD program. The one exception to this rule is that students may complete the 3rd PSC practicum in the summer of 2nd year if they have previously scheduled the MA thesis defense. See below for information on eligibility and procedures for applying to the PhD program.

**MA Thesis planning.**

Students are expected to defend their MA thesis in the summer of their second year in the program. In order to achieve this, students are strongly encouraged to work closely with their advisor and advisory committee to adhere to the timeline below for completing various steps toward completing the thesis.

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<tr>
<th>MA Thesis steps</th>
<th>Complete by</th>
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<tbody>
<tr>
<td>Identify thesis question or topic</td>
<td>End of Fall term 1st year</td>
</tr>
<tr>
<td>Form advisory committee</td>
<td>End of Fall term 1st year</td>
</tr>
<tr>
<td>Thesis proposal development course (PSYC 7780)</td>
<td>End of Winter term 1st year¹</td>
</tr>
<tr>
<td>Oral defense of thesis proposal</td>
<td>End of summer 1st year</td>
</tr>
<tr>
<td>Ethics submission</td>
<td>End of summer 1st year</td>
</tr>
<tr>
<td>Data collection</td>
<td>Early winter term 2nd year²</td>
</tr>
<tr>
<td>Complete draft of thesis to advisor</td>
<td>May 10, 2nd year²</td>
</tr>
<tr>
<td>Submit final thesis to Psychology Graduate Office</td>
<td>July 15, 2nd year</td>
</tr>
<tr>
<td>Oral defense of thesis</td>
<td>End of summer 2nd year</td>
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¹ Although Psychology Department regulations allow students the first 4 terms to complete this course, the clinical program recommends this earlier date to complete the thesis within 2 years.
² Students who have given their advisors a complete draft of their MA thesis by this date will be eligible for September admission to the PhD program. Failing that, students who submit a complete draft by September 10 will be eligible for January admission to the PhD program.
Applying to the PhD program

Eligibility. Students who are admitted to the clinical program at the MA level are required to formally apply for admission to the PhD program once they are nearing completion of the MA program requirements. Admission to the PhD program, although normally granted to applicants who are in good standing, is not guaranteed. It is conditional upon successful completion of the MA program requirements, having submitted a complete draft of the MA thesis proposal to the advisor a month prior to the admissions meeting, the availability of an eligible PhD advisor, and being recommended as likely to succeed in all aspects of the PhD program.

Timeline. Applications for advancement/admission to the PhD program will ordinarily be considered at the annual student review meeting in early June. When necessary, admissions for the Winter term will be considered at the October clinical program meeting. Note these are the latest possible dates as Faculty of Graduate Studies deadlines are for July 1 (fall admission) and November 1 (January admission). Students who wish to be considered for admission at an earlier meeting may request this from their advisor and the Director so long as their advisor will have had a complete draft of the thesis for a month prior to the meeting date. If the student’s advisor and Director both agree to scheduling the application at the earlier program meeting it will be done.

Criteria for admission. Normally, to be approved for admission to the PhD program students should meet all of the following criteria/conditions:

1. Strong performance in MA program
   a. Have a “good” or “excellent” FGS evaluation for past year
   b. Have successfully completed all required Masters’ level coursework and practica at a high level of proficiency.

2. MA thesis complete.
   a. The intent here is that the student should be sufficiently advanced for the thesis to be defended before commencing the Ph.D. program (normally in September; alternatively in January).

3. Strong prospect of success in PhD program.
   a. Be recommended by the MA advisor (and PhD advisor if a different person) for admission to PhD program as a student who is expected to be successful in completing all aspects of the PhD program within the expected time frame.

4. Eligible PhD advisor available.
   a. Have an eligible proposed PhD advisor who supports the admission and indicates her or his willingness and ability to advise the student to program completion in the PhD.

Procedure. Normally, at the June (or October) meeting of clinical faculty, advisors of students seeking advancement/admission to the PhD program will make a motion to that effect and present the required information. Faculty present will discuss each student and vote on each motion with a simple majority being required for approval.
PHD PROGRAM

Curriculum and time to completion

Please refer to the Psychology Graduate Online ‘brochure’ for the curriculum requirements. Note that the program requirements do change from time to time and only the requirements that were in place when you entered the PhD program apply to you.

The PhD portion of the clinical program is four years in length and its primary purpose is to prepare you for “entry level” competencies required to obtain licensure and engage in research and practice in clinical psychology independently. The PhD curriculum is carefully designed to provide you with a sequential, organized set of educational and training experiences that move you from intermediate level competencies toward advanced competencies that are pre-requisite to completing an internship. The sequence of requirements has also been designed to ensure that students make equivalent progress on coursework, thesis, and practicum requirements. Accordingly, it is important to take the program in the sequence prescribed by the curriculum. Any variations from the program as laid out require the approval of the Director of Clinical Training, the Associate Head (Graduate), and your advisor.

The Faculty of Graduate Studies allows a maximum of 7 years to complete the PhD program. Students who do not finish the PhD requirements within this time frame will be withdrawn from the program unless they have previously obtained an extension to their program. Program extensions are not granted routinely and should not be counted on in planning one’s program.

Candidacy exam

Students in the PhD program are expected to complete their candidacies by the end of their 1st year (summer) in the PhD program. Students are strongly encouraged to discuss the format and potential content of their candidacy exam with their advisory committee before the exam is set. Often advisory committees are receptive to student input regarding preferred format (i.e., closed book vs. take home; open-format; written vs. oral) and content (e.g., using a first-authored manuscript or grant proposal; or specific question topics) of the Candidacy exam. In particular, inclusion of a question related to a potential thesis topic can be very useful in advancing progress on the thesis proposal and literature review.

A brief description of format and evaluation procedures for Candidacy exams can be found on the Department of Psychology Graduate Program FAQs: http://umanitoba.ca/faculties/arts/departments/psychology/media/Graduate_Program_FAQs.pdf More detailed information about the requirements can be found at: http://umanitoba.ca/faculties/arts/departments/psychology/media/New-Candidacy-Regulations.pdf

Procedures. Note that you must register for the Candidacy Exam (GRAD 8010) in advance of the term in which you intend to take it. At least five working days prior to distribution, the student’s academic advisor, after consultation with the other members of the examining committee, will complete and submit to the Head (or designate) the required form together with a detailed description of the composition of the candidacy examination itself and the evaluation procedures to be used. Following the exam students are entitled to feedback about their performance and are encouraged to seek it out from their committee members. Note that students may attempt the
Candidacy Exam twice, however, two failures will result in the student being required to withdraw from the program. See the Appeals section below for information on how to appeal a failed candidacy exam.

**Practica**

The first three practica are completed in-house at the Psychological Service Centre (PSC: http://umanitoba.ca/faculties/arts/departments/psych_services/). Once students have successfully completed their third required PSC practicum, they, in consultation with the PSC Director, must choose which practica they will complete in order to fulfill the program’s requirement for a minimum of six supervised practica. For practica outside the PSC it is necessary to obtain advance approval from program faculty for a practicum proposal. If students wish to complete a practicum that has not been done before the supervisor of the new practicum must be appointed as a clinical affiliate. Further details concerning this process can be found in the PSC Handbook. As students engage in the process of completing practica we urge them to consider the recommendation of the Canadian Council of Professional Psychology Programs (CCPPP), which issued the following statement regarding the amount and kind of practicum hours needed to obtain an internship:

“While 600 hours of practicum experience before beginning an internship has been set within the CPA accreditation standards as the minimum in which this competence might be gained, more typically 1000 hours [supervision, client contact, and support hours] of wisely chosen practicum experience is required to attain sufficient breadth and depth. This would include an appropriate balance of direct service, supervision, and support hours. Students and programs should strive in their practica for experience with cases varying in complexity in different service delivery settings, with a variety of populations, presenting questions, assessment and therapeutic models and methods, case conferences, and supervisors to acquire competencies for a successful internship year. This is more important than the number of hours recorded.”

**PhD Thesis**

Students are expected to defend their PhD thesis in, or prior to, their fourth year in the PhD program. To achieve this, students are strongly encouraged to work closely with their advisor and committee to adhere to the timeline below for completing various elements of the thesis.

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<th>PhD Thesis steps</th>
<th>Complete by</th>
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<tbody>
<tr>
<td>Identify thesis question or topic</td>
<td>End of Fall term 1st year</td>
</tr>
<tr>
<td>Form advisory committee</td>
<td>End of Fall term 1st year</td>
</tr>
<tr>
<td>Candidacy Exam (including a thesis-related question)</td>
<td>End of Summer 1st year</td>
</tr>
<tr>
<td>Thesis proposal development course (PSYC 7790)</td>
<td>End of Fall term 2nd year</td>
</tr>
<tr>
<td>Submit thesis proposal to Psych. Grad office</td>
<td>April 1, 2nd year</td>
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3 Complete the ‘PhD Program of Study and Appointment of Committee’ form. Although the Faculty of Graduate Studies allows a year for the form, we believe earlier committee formation may encourage earlier engagement with the thesis topic.

4 Although, the Psychology Department regulations allow students the first 8 terms to complete this course, we recommend this earlier date to complete the thesis within 4 years.
October

| Oral defense of thesis proposal | May 15, 2\textsuperscript{nd} year \textsuperscript{5} |
| Ethics submission | End of Summer 2\textsuperscript{nd} year |
| Data collection | End of Winter term 3\textsuperscript{rd} year |
| Complete draft of thesis | End of Summer 3\textsuperscript{rd} year |
| Submit final thesis to FGS for distribution | May 30, 4\textsuperscript{th} year \textsuperscript{6} |
| Oral defense of thesis | August 1, 4\textsuperscript{th} year \textsuperscript{4} |

**Internship**

Students are required to complete a year-long clinical internship as the final element of their professional training in the program. The curriculum places the internship in the fourth year of the program, assuming the student has met the eligibility requirements (see below). It is our expectation that clinical students will apply broadly across Canada and/or the United States for internships that are accredited by either the Canadian Psychological Association or the American Psychological Association. Students who wish to apply for a non-accredited internship must obtain prior approval of the program. A pre-requisite for approval is that the student document that the internship is equivalent to accredited by having all or nearly all of the requirements for CPA internship accreditation in place. A checklist of these accreditation requirements that should be included with any such requests can be found in the Appendix. Note that the checklist is merely a summary – evidence that the internship meets each of the items on the checklist must be provided.

As noted above in the Practicum section, planning for internship begins with careful selection of practicum placements to ensure a well-rounded set of experiences that prepare you adequately for the kind of internship experiences you will be seeking. As you accumulate practicum hours you will need to consider when to apply for internship. As the demand for internships in North America exceeds the supply of internship at present it is important to maximize your chances of successfully obtaining an internship that fits with your training goals and interests. The document *Rules, Procedures, and advice for students considering applying for Internships* (available in Appendices) provides a concise summary of the program’s rules related to eligibility, suggestions for evaluating your readiness to apply and for strengthening your application. Students who are eligible and ready to apply for internship must complete a written request for permission to do so using the application form available in the Appendices. Students who wish to request that some of their non-practicum hours of clinical experience (e.g., supervised work in a private practice) be approved as “program sanctioned” may do so using either of two forms for the purpose available in the Appendices. The deadline for applications for program sanctioned hours is September 20 of the year in which you wish to apply. Assistance on the written application is available from the Director of Clinical Training upon request and a session on preparing for internship interviews is typically provided in November or December. Years of experience suggest that time spent preparing for interviews is the most important element of the internship application process insofar as the interview is the single most important factor in determining internship rankings.

\textsuperscript{5} Students must successfully defend their thesis proposal no later than May 15 in the year in which they intend to apply for internship in order to be eligible to apply for internship in that calendar year.

\textsuperscript{6} Students who meet these deadlines and successfully defend their thesis and submit any required revisions by the Faculty of Graduate Studies’ August deadline, and who have successfully completed all other program requirements, including internship, will be eligible for October convocation.
EXPECTATIONS AND EVALUATIONS

Students in the Clinical Training Program are expected to uphold high standards of ethical and professional conduct throughout their time in the program. These expectations are clearly laid out in the University of Manitoba’s Professional Unsuitability Bylaw.

Ethical and professional conduct: Professional Unsuitability Bylaw

The Department may require any student to withdraw from the Clinical Psychology Training Program pursuant to the procedures set out in its Professional Unsuitability By-Law when the student has been found unsuited, on considerations of competence or professional fitness, for the practice of clinical psychology. A student may be required to withdraw at any time throughout the academic year or following the results of examinations at the end of any academic term. This right to require withdrawal prevails notwithstanding any other provision in the Department's rules or regulations. A student may be required to withdraw when he or she has:

1. Been guilty of such conduct which, if participated in by a practicing clinical psychologist, would result in violation of the Code of Ethics published by the Canadian Psychological Association or the Ethical Principles of Psychologists published by the American Psychological Association; and/or
2. In any clinic or practicum practiced incompetently due to ongoing impairment of functioning; and/or
3. Jeopardized professional judgment through self-interest; and/or
4. Demonstrated behaviour with respect to other students, colleagues, faculty or the public which is exploitive, irresponsible, or destructive.

See the Professional Unsuitability Bylaw, located in the Appendices, in its entirety for details on procedures and appeal mechanisms.

Annual evaluations of progress

The criteria and procedures with which students in the Clinical Training Program are evaluated vary with the specific components of the program. Students in the clinical program annually receive a formal written evaluation from their advisory committee and from the clinical program.

Annual graduate student progress evaluations (for current version of the progress report form go to FGS website) are completed by the advisor and advisory committee (consisting of the advisor along with another member (M.A. committee) or 2 members (Ph.D. committee) of the Department of Psychology, and an external member of another department in the University).

This evaluation is completed in April or May and uses the form provided by the Faculty of Graduate Studies. There are three main categories for evaluating progress: Satisfactory, In need of improvement, and Unsatisfactory. Within the Satisfactory category are three subcategories of excellent, good, and adequate. Students who receive an evaluation of “in need of improvement” must be given a detailed list of requirements to be fulfilled along with a timeline for doing so within the next year. Failure to fulfill these requirements in the time allocated may result in either another “in need of improvement” or an “unsatisfactory” evaluation, either of which normally require withdrawal from the program. Students who are unclear about whether they are making satisfactory
progress should consult with their advisor and/or advisory committee. These forms are submitted to the Psychology Graduate Office, which reviews them before forwarding them to the Faculty of Graduate Studies. Failure to submit this form to the Psychology Graduate Office may result in a hold being placed on a student’s on-line registration.

Annual clinical program evaluations of clinical students are completed in early June. The process begins with students completing a self-evaluation on all aspects of their program including thesis progress, which are submitted to the students’ advisors by May 1. The form defines what constitutes minimum annual progress on thesis research and other elements of the program. Advisors use student self-evaluations along with their own judgment to report on each of their students’ progress at the program meeting. At this meeting a consensus evaluation is formulated and communicated back to each student through a letter from the DCT. This letter summarizes the faculty’s evaluation of each student’s progress (including thesis progress) as either “A” satisfactory or better; “B” requiring improvement in one or more specific areas; or “C” unsatisfactory. Students who receive a “B” letter are expected to work with their advisor and advisory committee to resolve the identified difficulty. Students who receive a “C” letter meet with the Director of Clinical Training and possibly others to consider an appropriate course of action which may include withdrawal from the program.

Expectations for thesis progress

Maintaining good progress on your thesis research is undoubtedly the most important element involved in making timely progress through the program. Doing so requires maintaining close contact with your thesis advisor about your thesis progress, and working steadily on the thesis throughout your program. Finally, many students find it helpful to develop a “thesis support network” of peers, friends or family who can help them maintain motivation and effort over time and as challenges arise.

MA Program. Students are expected to defend their MA thesis in the summer of their second year in the program. In order to achieve this, students are strongly encouraged to adhere to the timeline shown above (see MA Thesis planning) for completing various steps toward finishing the thesis.

PhD Program. Students are expected to defend their PhD thesis in, or prior to 7, their fourth year in the PhD program. In order to achieve this, students are strongly encouraged to adhere to the timeline shown above (see PhD Thesis planning) for completing various steps toward finishing the thesis.

Thesis evaluation procedures

The Thesis Proposal Development course is a required Pass/Fail course usually taken during the first year of the M.A. program (PSYC 7780) and in the first year of the Ph.D. program (PSYC 7790). The sole requirement to pass these courses is a comprehensive written draft of the proposal that is approved by the committee. Further work on the proposal is usually required, however, before the proposal is ready to be formally presented and defended.

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7 Defending the PhD before internship offers many advantages including (a) no thesis-related work during internship; (b) the opportunity to accept jobs requiring the PhD degree immediately upon completing internship; (c) no post-internship dissertation stress; and (d) a more attractive set of credentials when applying for internships.
The thesis proposal oral defense provides a formal evaluation of the student’s thesis proposal as well as of their ability to communicate their ideas orally and in writing. In the M.A. program the proposal defense includes the student’s committee, while in the Ph.D. program it also includes an independent member of the Psychology department. Unanimous approval by the examining committee is required to proceed with the thesis as proposed. Substantial revisions must be approved by the entire defense committee before the thesis may proceed.

The final thesis defense involves a formal evaluation of both the written thesis as well as the student’s ability to orally communicate the findings and their import and to answer questions about the thesis. The procedures for the evaluation of MA and PhD theses differ and are described separately below.

In the M.A. program the final oral examination is Chaired by the advisor and the committee consists of the advisory committee (advisor, another faculty member from Psychology (including adjuncts), and a qualified member who is not in Psychology). If two or more members of the committee fail the thesis or defence, then the student receives a fail. Otherwise, the student receives a pass. If a student fails the evaluation of the written thesis or defence twice, he or she will be required to withdraw from the program.

In the Ph.D. program the evaluation proceeds in three steps:

1. Examination of written thesis by internal examiners. The electronic thesis is submitted to the Faculty of Graduate Studies who distribute it to the internal examiners. If two or more examiners fail the thesis, necessary revisions are identified by the committee, the student completes these revisions and resubmits it to the Faculty of Graduate Studies. If the revised thesis is again failed, the student must withdraw from the program. If none or one internal examiner fails the written thesis then step 2 follows.

2. Examination of written thesis by external examiner. FGS distributes the written thesis to the external examiner. If the external examiner fails the written thesis, the internal examiners determine necessary revisions which the student undertakes before resubmitting the thesis to FGS who distributes the revised thesis to the internal examiners for Step 1. If the external fails a thesis that has been resubmitted as a result of a previous failure at either step 1 or 2, the student is required to withdraw from the program. If the external examiner passes the written thesis then step 3 follows.

3. Oral defense of thesis by entire committee (including external). The final oral examination is Chaired by a faculty member outside the Psychology Department and includes the advisory committee along with a subject matter expert from another university who has been vetted by the Dean of the Faculty of Graduate Studies. The student is evaluated on his or her presentation of the thesis and her or his ability to answer questions posed at the defense. If either two or more members of the internal examiners fail the defence, OR, the external examiner fails the defence, then the student undertakes revisions before scheduling the oral (step 3) again. If, the oral is failed, and the student has failed any one of the three steps before, the student will be required to withdraw. If none or one internal examiner fails the defence then the student will pass.

Expectations for performance and progress:

1. Course Work: students are required to complete all the courses listed in the clinical program curriculum, published in the Psychology Graduate Online ‘brochure’ at the time they
entered the program. Note that some of the requirements may be waived, as explained in the brochure, upon presentation of satisfactory evidence of prior learning to the Director. According to the Faculty of Graduate Studies, all graduate students must maintain a minimum Grade Point Average of 3.0 (i.e., a B average), with no grade lower than C+

Students are expected to complete the courses in the sequence specified in the curriculum, to the extent allowed by the availability of courses. Students should consult with their advisor and the Director when required courses are not available for advice about possible alternatives.

Evaluation procedures for all courses are specified in the course syllabus, including procedures (if any) for providing feedback prior to the deadline for voluntary withdrawal. Any difficulties that arise in coursework are initially addressed by the instructor, who is expected to provide students with timely and accurate feedback about their performance in the course. According to the Department of Psychology’s Policy and Procedure Manual, a grade of C or lower constitutes a failure. Unless a faculty member is willing to petition on the student’s behalf, the student must withdraw from the program.

2. Practica: students are required to complete all the practica listed in the clinical program curriculum, published in the Psychology Graduate Online ‘brochure’ at the time they entered the program. Students are expected to complete the practica in the sequence specified in the curriculum, to the extent allowed by the availability of practicum supervisors. Students should consult with their advisor, the Program Director, and PSC Director if desired practica are not available for advice about possible alternatives.

Practica are graded on a Pass/Fail basis. Students who receive a practicum evaluation of “Does not meet expectations” may receive a failing grade on the practicum. Alternatively, if it is felt that the student’s difficulties are remediable, a remediation plan may be established (see below). Failure to complete the remediation process satisfactorily may result in a failing grade on practicum. In that case, unless a faculty member is willing to petition on the student’s behalf, the student must withdraw from the program.

3. Candidacies: students are expected to complete their Candidacy exam at the end of their first year in the PhD program during the summer term. The Candidacy exam is set and evaluated by the advisory committee. The evaluation procedure for the exam will be included in the instructions to the student at the time of exam distribution. A pass decision by the committee must be unanimous. According to Faculty of Graduate Studies Regulations, a student may retake a failed Candidacy exam once. A second failure will result in the student being required to withdraw from the program.

4. Internship: students are ordinarily expected to complete the Internship in their fourth year of the PhD program. In order to be eligible to apply for internship in the year prior, students must have passed their PhD oral thesis proposal exam on or before May 15, including any required revisions, of the year in which they intend to apply for internship.

Performance in internship is evaluated on a pass/fail basis by the Director of Clinical Training upon receipt of detailed performance evaluations from the Training Director of the internship. A failure of this course, like any other course, would require the student to withdraw from the program.
5. **Co-curricular and extra-curricular service:** students are encouraged to seek opportunities to contribute to the Clinical Program, the Department of Psychology, and/or the Faculties of Arts and Graduate Studies, as well as the profession and discipline of psychology in ways that are commensurate with their interests, talents, and workload. These opportunities can include:

- **Clinical Student Representative (CSR).** The two CSRs attend monthly clinical program meetings where they serve as liaisons with the clinical student body, providing information about student concerns and relaying information about program-related events and concerns. CSRs also organize monthly meetings of clinical students in the PSC, and help with events such as Orientation and Case Conceptualization forums. Each CSR serves a two-year term. The terms of CSRs are staggered so that there is always one “experienced” CSR. A new CSR is elected each year.

- **Committee work in the Department and Faculty**

- **Graduate Association of Students in Psychology.** There are many positions available for students to become involved. Begin by attending meetings and events put on by GASP.

- **Standing committees.** Many of the standing committees in the Department of Psychology require a graduate student representative. Notify the Head if you have an interest in participating on a committee.

- **Hiring committees.** Search committees require a graduate student representative. This can be a valuable opportunity to learn about the “behind the scenes” aspect of this process and become familiar with what it takes to be competitive for an academic position. Highly recommended for students considering an academic career. Contact the Head to indicate your interest when a hiring committee is being formed.

- **Opportunities for service to the discipline and profession of psychology**
  - **CPA.** Students are strongly encouraged to obtain student membership to CPA. Benefits include reduced fees for CPA conferences, and access to CPA section membership (e.g., the Clinical Section) and subscriptions to the main CPA journals. Each psychology graduate program is meant to have a student representative for CPA who can provide students with information about CPA opportunities and benefits. Contact the Head for more information.

  - **CCPPP.** The Canadian Council of Professional Psychology Programs requires a graduate student representative from a professional psychology program to sit on their executive team to serve as a liaison with graduate students. The graduate student representative may attend the mid-winter Executive meeting and the annual meeting prior to CPA convention. The graduate student representative will learn a great deal about the state of graduate student and internship training in Canada and is a valuable opportunity to raise your profile in the profession. Contact the DCT for more information and/or the CCPPP President or current student representative.

  - **MPS.** Students are strongly encouraged to obtain student membership to the Manitoba Psychological Society and to attend MPS workshops and professional meetings. There are opportunities within MPS for students to become involved in event planning and standing committees. Contact the MPS president and/or clinical students who are active in MPS for more information.
PROCEDURES FOR HANDLING ACADEMIC, PRACTICE, AND INTERPERSONAL DIFFICULTIES

Overview

The specific policies and procedures employed to manage difficulties students are experiencing in the program vary depending on the nature and locus of the problems. Accordingly, the Program has distinct approaches and policies for dealing with difficulties in coursework, practica, thesis research, and personal and professional misconduct. These are described below. In general, however, our approach to student difficulties is to identify and understand the nature of the problem(s) through discussions involving the student and other relevant individuals, use a problem-solving approach (including remediation) to resolve issues, and to use failure or termination as a last resort.

When a student experiences difficulties, the normal sequence of review begins with the front line faculty member (e.g., course instructor, practicum or internship supervisor, or thesis advisor), and subsequently may progress to the Advisor, the Advisory Committee, the Director of Clinical Training, clinical program faculty as a whole, the Associate Head (Graduate) and/or Head of the Department of Psychology, and the Faculty of Graduate Studies. Individual remediation would be discussed and implemented at each successive level in consultation with the student. Throughout all stages of this process students are expected to be open and responsive to constructive feedback, to seek clarification as needed, and to do their best to address identified difficulties in a timely and complete way.

Coursework

Difficulties that arise in coursework are initially addressed by the instructor, who is expected to provide students with timely and accurate feedback about their performance in the course. If the problem is that the student has taken on too much work or is, for other reasons, unable to keep up with the demands of one or more courses, the student would be expected to discuss the situation with the instructor as well as his/her academic advisor. If deemed appropriate by the student’s course instructor the student may obtain a time extension. In other cases it may be necessary to seek a voluntary withdrawal from the course with the consent of the advisory committee. If the problem is academic dishonesty, inappropriate behavior, or harassment and unlawful discrimination, the instructor will deal with the issue as required by university policy by referring the matter directly to the Dean of the Faculty of Graduate Studies. Penalties for academic dishonesty may range from failure on the test or assignment to expulsion and may result in a statement being placed on the transcript.

Thesis research

Difficulties that arise in thesis research are often initially addressed by the advisor. Advisors are expected to provide students with timely and accurate formative feedback on their thesis progress and performance. Such formative feedback may be given orally during meetings with the advisor or in writing for drafts of the proposal or thesis. As the thesis develops, formative feedback on the thesis comes increasingly from members of the advisory committee.

If a student is suspected of academic dishonesty in the conduct of their thesis research (e.g., data
fabrication) the matter is referred directly to the Dean of Graduate Studies for evaluation. The penalty for academic dishonesty in thesis research may include expulsion and a notation on the transcript.

Students who require assistance with conducting or writing the thesis are encouraged to inquire first with their advisor or advisory committee for advice or assistance. Ultimately, a failure to resolve serious difficulties with the proposal or thesis may result in either less than satisfactory annual progress evaluations or a failure at the stage of the oral proposal or thesis defense.

Practicum

Practicum supervisors may identify difficulties in clinical practice. These are addressed with the student in supervision and, when significant, are discussed at the end of term practicum evaluation meeting with clinical program faculty, where the need for remedial training may be noted. In such cases the typical procedure is for the clinical program faculty as a whole to discuss the nature of the problem and to identify who will be assigned to work with the student to resolve the concerns. Students are given an opportunity to address clinical faculty members’ concerns initially and throughout the remediation process. If a remediation plan is deemed necessary, the objectives of the remediation are provided in writing in a plan that specifies clear requirements of the student (e.g., readings, case-work, supervision goals), and a time frame for evaluating progress. A failure to adequately remediate the identified problems may result in failing the practicum and withdrawal from the program.

Personal and Interpersonal

Students who are experiencing personal difficulties that are likely to affect their performance or progress in the program are strongly encouraged to seek appropriate help for dealing with these. In the case of chronic physical disability or mental disorder, students may wish to request assistance from Student Accessibility Services with obtaining suitable accommodations. Alternatively, students may wish to request a leave of absence to address acute medical issues (a doctor’s note will be required). Note that a leave of absence stops the “clock” on one’s time in the program, which can be an important consideration given that some students have had difficulty completing their PhD program in the 7 years allowed by the Faculty of Graduate Studies. During a leave of absence students are prohibited from working on their program.

Financial difficulties can create significant personal hardship and may substantially interfere with student performance and progress. Students experiencing financial hardship are encouraged to review the funding opportunity information below and to contact their advisor as well as the Associate Head Graduate for advice on available sources of immediate and longer-term funding, such as bursaries, scholarships, and employment.

Students who experience interpersonal difficulties with other students or staff are asked to address the person who is the source of the problem directly. If this is not feasible, for instance owing to a power differential, or it does not resolve the issue, students are encouraged to report the problem to administrative faculty, and/or obtain the assistance of Human Rights Advisory Services, or Student Advocacy to help resolve it. If a clinical student’s behavior is found to be unethical, the provisions of the Professional Unsuitability Bylaw may be applied and may result in the removal of a student from the program.
Resources for dealing with academic and personal difficulties

A number of excellent resources are available at the University of Manitoba for helping students to cope more effectively with academic and personal challenges, including:

- The University’s Student Counselling and Career Centre offers all university students free access to group and individual counseling services.
- The University’s Student Accessibility Services offers assistance to students with disabilities to help ensure their access to academic programs.
- The Academic Learning Centre offers a wide range of academic skills workshops, writing tutors, and resources on academic integrity, strategies for thesis writing, etc. See also the resources for dealing with grievances and complaints below.

**FUNDING OPPORTUNITIES**

Fellowships

A number of potential funding opportunities are available to students in our program. Some sources of funding are internal to the university and others are external. In this section we list the most common sources of funding for clinical students, but they should be aware that other less common sources exist both within and outside of the University of Manitoba.

Internal Fellowships. Students who are applying for admission to the Psychology Graduate Program are not required to submit a separate application for a University of Manitoba Graduate Fellowship (UMGF; $12,000 per year Masters, $16,000 per year PhD) or Manitoba Graduate Scholarship (MGS; $15,000 for Masters; $7,500 for PhD – may be held with UMGF). Students will automatically be considered for both the UMGF and MGS awards. Students accepted into the graduate program are also automatically considered for a Psychology Graduate Fellowship (funded jointly by the Department and by the student’s advisor). Psychology Graduate Fellowships are currently valued at $15,000/year for one or two years.

In later years students must apply for UMGF and MGS awards. Procedures and deadlines are announced via email. Note that all applicants for UMGF or MGS awards, as well as holders of these awards, must apply for external funding to be eligible to receive/renew their award.

External Fellowships. When students think about external awards they usually think about the tricouncil agencies (SSHRC, CIHR and NSERC). Values for awards from Canada's major research granting agencies are in excess of $16,000 per year. Depending on their research topic and their advisor’s research program, clinical students may be eligible to apply to any of these agencies (but only 1 in a given year). Information about which psychology topics are funded by each of the tricouncil agencies can be found here: [http://www. sshrc-crsh.gc.ca/funding-financement/apply-demande/background-renseignements/selecting_agency-choisir_organisme_subventionnaire-eng.aspx#af4](http://www.sshrc-crsh.gc.ca/funding-financement/apply-demande/background-renseignements/selecting_agency-choisir_organisme_subventionnaire-eng.aspx#af4)

Information about procedures, forms, and deadlines (usually fall term) for tri-council fellowships is circulated early in the Fall semester each year. Note that some applications (e.g., all tri-council Masters awards and CIHR Doctoral) are submitted directly to the relevant agency, whereas others (e.g., SSHRC doctoral) are submitted internally to the Graduate office. Details on deadlines and procedures may be obtained from the Psychology Graduate Office.
The primary source of external awards outside of the tricouncil is Research Manitoba (formerly the Manitoba Health Research Council). The mandate of Research Manitoba is similar to CIHR and they have a number of grants and awards programs. Students apply directly to Research Manitoba for funding: [http://researchmanitoba.ca/](http://researchmanitoba.ca/).

**Conference funding**

Students are strongly encouraged to pursue opportunities to disseminate their research findings at scientific and professional conferences. To assist with the costs of doing so, funding for conference expenses is available from a number of sources within the University. In most cases, all or nearly all the expenses associated with conference travel can be covered for student presenters.

The *Department of Psychology* typically provides $100 per year upon request. This is an important place to start one’s search for funds as other university funding sources may be dependent upon receiving departmental support.

The *Faculty of Arts Graduate student conference travel award* provides up to $350 per year in funding to support conference travel. If your travel will occur between April 1 and August 31, you should apply for the April 1 award deadline. If your travel will occur between September 1 and March 31, you should apply for the November 1 award deadline.

The *Faculty of Arts Endowment Fund* provides funding for domestic ($750 limit) and international ($1500 limit) conference travel (and other activities). There is normally one competition per year with the deadline for applications typically occurring at the end of January.

*UM Graduate Student Travel Awards*. Provide $750 for travel in North America, $1000 for international travel. No deadline as long as students apply before departing for the conference.

**Thesis support**

Funding to support the direct costs of thesis research is available from various sources within the university and may also be available from grant funding from your advisor. The following are potential sources of funding to help defer the cost of thesis research:

1. The Department of Psychology offers the *Direct Aid to Achieve (DATA)* of $2,500 to support thesis research. Eligible applicants meet eligibility requirements for the Fletcher Award or Currie award, have applied for one of them and been unsuccessful.
2. *J.G. Fletcher Graduate Research Award* in Arts provides up to three, $3,000 awards per year to support the direct costs of thesis research. April 15 deadline.
3. *The Raymond F. Currie Graduate Fellowship* provides $3,000 research costs associated with research on either indigenous Canadian people or persons with disabilities. June 15 deadline.
4. *Research Manitoba PhD Dissertation Award* offers up to $5,000 to fund the direct costs of PhD thesis research on health-related topics. PhD proposal must be approved at the time of application. January 31 deadline.
AWARDS

Awards for Research and Scholarship

Alumni Clinical Psychology Student Research Award is given annually to a masters or doctoral student in Clinical Psychology to recognize excellence in scholarly and scientific achievement. Students in our program can nominate themselves for this award each year. The criteria for the award includes evidence of scholarly achievement (a minimum GPA of 3.5) and scientific achievement (first authorship on a peer reviewed journal article, book chapter, or conference presentation) in the previous calendar year (e.g., the 2014 award will be for a 2013 publication). The Director of Clinical training will form a committee to select the successful applicant, who will receive a cash prize worth approximately $250. The deadline for self-nominations is announced early in the new year. If you wish to be considered for this award please send your submission via email to the Director of Clinical Training.

Vineberg Prize is awarded to a graduate psychology student from any research area submitting a published or unpublished research report based on work carried out by the student while registered at the University of Manitoba. A student can make only one submission per competition. Previous award winners of the Vineberg Prize are not eligible in subsequent competitions. The deadline for submissions will be announced via email in the Winter term each year. The winner is announced by the Chair of the Research and Scholarship Committee. Submissions must be in the form of journal articles, chapters, or conference presentations. A submission may have co-authors, but the Vineberg Prize candidate must be the first author and the individual primarily responsible for the project described in the report (e.g., hypotheses, data analyses, writing, etc.). The winner receives a cash payment of the amount of the annual income from the Vineberg bequest which was left by David Vineberg to the University on February 1, 1960.

CPA Certificates of Academic Excellence are awarded to undergraduate, Master’s and PhD students in the Department of Psychology each year based on a review of their thesis research. The list of the recipients is published in the Fall issue of Psynopsis and on the CPA web site.

The Department of Psychology Service Teaching And Research (STAR) award is awarded annually to a senior graduate student who demonstrates well-rounded excellence in the three pillars of academia: service to the department, university, and academy; teaching; and research. Students are self-nominated or nominated by their advisors and the winner is chosen by the department’s Executive Committee. The winner receives a $100 prize, a certificate, and they have their name engraved on a plaque displayed in the department. To be eligible students must be enrolled full-time, have a minimum GPA of 3.5, and display excellence in service, teaching, and research.

Awards for Clinical Excellence

The Marion & Morgan W. Wright Award for Clinical Excellence is given annually to a doctoral student in Clinical Psychology to recognize excellence during clinical practica. Each student in our program will be considered for this award once, immediately after completing her or his 4th practicum. The Director of the Psychological Services Centre will form a committee to select the successful applicant, who will receive a cash prize worth approximately $400.
Teaching Awards

Two Faculty of Arts Graduate Student Teaching Excellence Awards are given in the Spring of each year by the Faculty of Arts Teaching Excellence Committee to recognize and reward excellence in teaching by graduate students. Graduate students in the Faculty of Arts are eligible if they are responsible for teaching either a 3- or 6-credit-hour course in the Faculty during the Regular Session preceding the award (you cannot be a previous recipient of the award). Several recent recipients have been graduate students in Psychology. The value of this award is $500 and the winner’s name is printed in the Convocation Booklet, and on an award recipient plaque. The award is documented on your transcript. To apply:

1. Download the award background and Application pdf from: 
   [http://umanitoba.ca/faculties/arts/media/grad_stu_teaching_excellence_application.pdf](http://umanitoba.ca/faculties/arts/media/grad_stu_teaching_excellence_application.pdf)
2. Complete the Application and submit it to the Faculty of Arts by the Application deadlines (November 23 for 1stterm courses; March 22 for 2ndterm and Full courses)
3. By April 14, submit a Teaching Dossier to the Faculty of Arts (this completes the process).

**EMPLOYMENT: OPPORTUNITIES AND POLICIES**

Teaching Assistant (TA) and Grader-Marker (GM) positions are available within the Department of Psychology to any graduate student. Instructor positions are available to students in the PhD program. Contact Mary Kuzmeniuk, Administrative Assistant for Psychology, for details.

Research Assistant positions are available within and beyond the department and are typically advertised via email. Check with your research advisor for opportunities within your lab before going elsewhere for RA work.

PSC reception. Clinical students who have commenced practica may obtain paid employment for working at the Psychological Service Centre (PSC) reception answering the phone and responding to in-person inquiries. For more information contact the PSC Director.

Paid clinical work is frequently available to senior clinical students either in the hospital system or in private practice as part-time employment. Adequate supervision by a registered psychologist is a necessity for any and all such work. Up to 150 hours of this activity may be recognized, if approved, as program-sanctioned hours for internship application purposes. See the Appended material on Program Sanctioned Hours policy and related forms.

Policies. An important caveat about all employment, especially off-campus employment, is that it is strongly associated with longer time to program completion. To ensure that students have sufficient time to devote to their program of study, we adhere to CPA’s accreditation policy that requires students to work on average less than 20 hours per week at external (non-university) employment. We require students to report on their hours of employment in their annual self-assessment. It is also important for scholarship holders to check the conditions of their award which are usually more restrictive in the number of hours of employment they allow. Note that paid practica, although rare, are perfectly acceptable. Check the PSC for information about practicum opportunities (paid and unpaid).
## APPEALS

### Grade Appeals

The Department of Psychology’s *Policy and Procedures Manual* states:

“Students wishing to appeal a grade must initiate a formal appeal through the Student Records Office within 21 days of the publication of examination results. Student appeals of final grades will be reviewed by the Grade Appeals Committee of the Department. The Committee's recommendation on each appeal will be forwarded to the parties involved with a copy to the Head. The Grade Appeals Committee will notify the Head and the Examination and Evaluation Committee immediately after receiving a grade appeal and immediately after deciding an appeal. The Grade Appeals Committee will normally process a case within six weeks and will notify the Head and the student in writing, if a delay is anticipated.” (8.6.1)

### Other Appeals

The Department of Psychology’s *Policy and Procedures Manual* states:

“Student appeals must be submitted in writing to the Head. Student appeals with reference to programs and courses, theses and candidacy examinations, graduate admissions, any other matter relating to Departmental and faculty regulations and procedures, or committee disagreements on evaluations of student performance will be reviewed by the Examination and Evaluation Committee of the Department. Its recommendation on each appeal will be forwarded to the parties involved with a copy to the Head. The Examination and Evaluation Committee will normally process a case within six weeks or will notify the Head and the student in writing, if a delay is anticipated.” (8.6.2)

Regarding the procedures of the Examination and Evaluation committee, the Department of Psychology’s *Policy and Procedures Manual* states:

“The Examination and Evaluation Committee will normally process a case within six weeks or will notify the Head and the student in writing, if delays are anticipated. While a student is being considered by the Examination and Evaluation Committee, the student will not be terminated from the Department's programs but also will not be able to register for courses until the case is decided. Any person wishing to provide information to a student's evaluation subcommittee may do so either in writing or in person by making a written request to the Chairperson of that subcommittee. A student whose case is being evaluated may also appear before the Examination and Evaluation subcommittee by making a written request to the Chairperson of the subcommittee.” (8.5.3)

### Appeals of Unsuccessful Appeals

Students who are unsuccessful in the above types of appeals may take their appeal first to the Dean of the Faculty of Graduate Studies who may direct the matter to the Appeal Panel of the Executive Committee of the Faculty of Graduate Studies. The Appeal Panel is empowered to deal with student
appeals from Departmental recommendations or Faculty of Graduate Studies actions (e.g., denial of a request for program extension), provided the departmental appeal process has dealt with the matter. A decision of the Appeal Panel is appealable only to the Senate Committee on Appeals, and then only when all other appeals avenues have been exhausted. (From Academic Guide, Faculty of Graduate Studies, Section 9).

Appeals of decisions taken by the Professional Unsuitability Review Committee

The Department of Psychology’s Policy and Procedures Manual states that:

6.01 In the case of a decision of the Faculty Council, the decision or disposition or both may be appealed to the Senate Appeals Committee in accordance with the Senate By-Law respecting appeals from decisions of Faculty and School councils.

6.02 If a student wishes to appeal a decision of the Review Committee, then such appeal may be made to the Faculty of Graduate Studies by delivering a notice of appeal in writing to the Dean of the Faculty within three working days of the student being notified of the decision from which he/she intends to appeal.

6.03 The notice of appeal to the Faculty of Graduate Studies shall clearly indicate whether the appeal is from a finding of fault or fact on the one hand, or from the disposition on the other, or from both.

6.04 Upon receipt of the notice of appeal, the Dean of the Faculty of Graduate Studies shall, as soon as practical, convene a meeting to consider the appeal and shall give to the student a copy of the notice calling the meeting at least five days before the date of such meeting.

6.05 In the event of an appeal, the implementation of any decision of the Review Committee shall be suspended until the matter has been disposed of by the body hearing the appeal.

6.06 Notwithstanding the above, if the President of the University is satisfied that it is in the best interests of the University, the President may at any time make an order, subject to final disposition of the appropriate review authority, suspending the student from participating in any program of the University.

6.07 The time for delivering the notice of intention to appeal to the Faculty of Graduate Studies may be extended by the Dean.

GRIEVANCES AND COMPLAINTS

Informal and formal complaint resolution

Students are encouraged to make use of informal conflict-resolution procedures initially with the individuals with whom they have a dispute or complaint. Students are invited to contact the Director of Clinical Training at any time to discuss concerns about any aspect of their program or have a Clinical Student Representative do so on their behalf if they wish to remain anonymous. They can also contact the Psychology Associate Head (Graduate) or the Head of Psychology for such purposes. Also, information about the various services available to students for dealing with various
types of complaints is listed below.

**Office of Student Advocacy**

The purpose of this service is to: “serve as a general information unit for students, or those who have applied to become students, and will provide them with information on their rights, responsibilities, and the procedures to follow to resolve problems or concerns resulting from actions or decisions taken by the University that may be unfair, unjust, discriminatory or create undue hardship;”.

The Office of Student Advocacy also provides a referral service to direct student complaints to appropriate bodies, including: other University officers or staff, including, without limitation, the Director, Office of Student Advocacy; the Human Rights and Advisory Services; faculty members and academic or support service administrators.

**Human Rights and Advisory Services**

This Office is available to staff and students who wish to make a complaint, either formally or informally, concerning any form of harassment or discrimination. The Office is charged with administering the University’s *Respectful Work and Learning Environment* policy.

**Accreditation office**

Students may also choose to direct complaints about the actions of our Program to the accreditation offices of CPA.

Contact: Dr. Melissa Tiessen, Registrar, CPA Accreditation Office  
141 Laurier Avenue West, Suite 702  
Ottawa, Ontario K1P 5J3  
Tel. 613 237 2144 x 328 or 1 888 472 0657 x 328  
Email: accreditation@cpa.ca

**Psychological Association of Manitoba (PAM)**

PAM is the professional licensing body for psychologists in Manitoba. Complaints against psychologists (from clients, students, etc) are investigated by the PAM Complaints Committee. The process and procedures for complaints can be found on the PAM website:  
http://www.cpmb.ca/complaintsAppealProcesses.php
APPENDICES

1. Professional Unsuitability Bylaw
2. Equivalent-to-accredited internship checklist
3. Rules, procedures, and advice for students considering applying for Internships
4. Request for permission to apply for internship
5. Program sanctioned hours policy and forms
6. Clinical program calendar of dates
Professional Unsuitability Bylaw

1.00 JURISDICTION

1.01 General

The Department of Psychology may require any student to withdraw from the Clinical Psychology Training Program pursuant to the procedures set out in this By-Law when the student has been found unsuited, on considerations of competence or professional fitness, for the practice of clinical Psychology. A student may be required to withdraw at any time throughout the academic year or following the results of examinations at the end of any academic term. This right to require withdrawal prevails notwithstanding any other provision in the Department's Rules or Regulations.

1.02 Grounds for Required Withdrawal

A student may be required to withdraw from the Department when the student has:
1. been guilty of such conduct which, if participated in by a practicing clinical psychologist, would result in violation of the Code of Ethics published by the Canadian Psychological Association or the Ethical Principles of Psychologists published by the American Psychological Association; and/or
2. in any clinic or practicum practiced incompetently due to ongoing impairment of functioning; and/or
3. jeopardized professional judgment through self-interest; and/or
4. demonstrated behaviour with respect to other students, colleagues, faculty or the public which is exploitative, irresponsible or destructive.

1.03 Conflict of Jurisdiction

If a question arises as to whether a matter falls within the academic regulations of the Department or this By-Law, or as to whether a matter is within the jurisdiction of the Discipline By-Law of the University or this By-Law, as the case may be, the question shall be referred to the President of the University for final decision.

2.00 PROFESSIONAL UNSUITABILITY REVIEW COMMITTEE

2.01 There shall be established within the Department a committee known as the Professional Unsuitability Review Committee, herein called the "Review Committee," whose membership shall be as follows:
1. The Chair of the Department's standing Examination and Evaluation Committee, who shall act as Chair of the Review Committee
2. The members of the Examination and Evaluation Committee;
3. The Director of Clinical Training or, if the Director is a member of the Examination and Evaluation Committee, another Clinical Psychology Training Program faculty member elected by Program faculty;
4. If a clinical psychology graduate student is not a member of the Examination and Evaluation Committee, one such student elected by the Psychology graduate student constituency.
5. A clinical psychologist appointed by the Head who has been a registered member in good
standing of the Psychological Association of Manitoba for at least the previous five years and who is not affiliated with the Clinical Psychology Training Program.

6. The Dean of the Faculty of Graduate Studies or delegate.

3.00 PROCEDURE

3.01 The Head or the Director of Clinical Training shall refer matters which in his/her opinion involve conduct or circumstances described in Articles 1.01 and 1.02 herein, to the Review Committee in a written report, setting out the name of the student involved, the alleged facts and the ground(s) allegedly warranting withdrawal pursuant to Articles 1.01 and 1.02.

3.02 The Review Committee shall send a Notice of hearing to the named student as set out under Article 4.02; shall determine whether any of the grounds requiring withdrawal under Articles 1.01 and 1.02 exist at a hearing of the matter pursuant to this By-law; and grant a disposition in accordance with Article 7.02 herein.

3.03 Once a reference has been made to the Review committee, the proceedings may continue notwithstanding that the student has subsequently voluntarily withdrawn from the Program or has refused to participate in the proceedings.

4.00 NOTICE TO STUDENT

4.01 The Chair of the Review Committee shall, as soon as possible after receipt of the reference, provide the student concerned with a copy thereof and, at the same time, inform the student in writing of the grounds for withdrawal as well as the membership of the Review Committee and the date, time, and place for consideration by the Review Committee of the matters set out in the reference.

4.02 The Notice from the Chair shall include a statement that, if the allegations contained in the reference are established to the satisfaction of the Review committee, then the student may be required to withdraw from the Program.

4.03 At least seven days notice of the Review Committee hearing shall be given to the student.

5.00 HEARING PROCEDURES

5.01 The student may appear in person and be represented by someone other than legal counsel. Legal counsel may be present as an observer.

5.02 The hearing shall be closed to all persons except the members of the Review Committee, the student, the designated representative of the student, legal counsel if any, and the Student Advocate.

5.03 The student or his/her representative shall have the right to hear and to cross-examine witnesses, to have access to all documents submitted to the Review Committee for consideration, to call witnesses, and to submit other evidence.

5.04 A quorum for the Review Committee shall be 75% of the membership thereof.

5.05 The Chair of the review committee shall vote only to break a tie.
5.06 A simple majority of the members hearing the matter is required for any finding or for the determination of the appropriate disposition of the matter.

5.07 The student shall not be required to give evidence but, if the student elects to do so, then the student may be cross-examined.

5.08 Members of the review Committee shall be bound by confidentiality in respect of information received in Committee.

5.09 a) A faculty member shall not be disqualified from sitting as a member of the Review Committee hearing the matter by reason only that such faculty member has had previous contact with the student or has prior personal knowledge of the matter.

b) The student whose case is to be dealt with shall be permitted to challenge and thereby cause to be disqualified not more than two members of the Review Committee. In such a case, the Department or Program, whichever is appropriate, may replace the disqualified member(s).

5.10 These hearing procedures shall also apply, mutatis mutandis, in the case of an appeal.

5.11 The results of the hearing and the grounds therefore shall be conveyed in writing to the Head of the Department, the Dean of the Faculty of Graduate Studies, the student, the designated representative of the student, and to the Student Advocate when requested by the Student Advocate.

6.00 APPEALS

6.01 In the case of a decision of the Faculty Council, the decision or disposition or both may be appealed to the Senate Appeals Committee in accordance with the Senate By-Law respecting appeals from decisions of Faculty and School councils.

6.02 If a student wishes to appeal a decision of the Review Committee, then such appeal may be made to the Faculty of Graduate Studies by delivering a notice of appeal in writing to the Dean of the Faculty within three working days of the student being notified of the decision from which he/she intends to appeal.

6.03 The notice of appeal to the Faculty of Graduate Studies shall clearly indicate whether the appeal is from a finding of fault or fact on the one hand, or from the disposition on the other, or from both.

6.04 Upon receipt of the notice of appeal, the Dean of the Faculty of Graduate Studies shall, as soon as practical, convene a meeting to consider the appeal and shall give to the student a copy of the notice calling the meeting at least five days before the date of such meeting.

6.05 In the event of an appeal, the implementation of any decision of the Review Committee shall be suspended until the matter has been disposed of by the body hearing the appeal.

6.06 Notwithstanding the above, if the President of the University is satisfied that it is in the best interests of the University, the President may at any time make an order, subject to final disposition of the appropriate review authority, suspending the student from participating in any program of the
University.

6.07 The time for delivering the notice of intention to appeal to the Faculty of Graduate Studies may be extended by the Dean.

7.00 DISPOSITION OF THE MATTER

7.01 The body hearing the matter shall, after hearing all the evidence, meet in closed session with its members only, to consider its findings and the disposition to be made of the matter.

7.02 The body hearing the matter may individually or in combination:
   1. determine that no action should be taken in respect of the matter;
   2. reprimand the student;
   3. require the student to withdraw from the Clinical Psychology Training Program for a specified period of time;
   4. require the student to withdraw from the Program, indefinitely;
   5. require the student to withdraw from the Program with no right to apply for re-admission to the Program;
   6. attach conditions which must be fulfilled before any application for re-admission to the Program can be considered;
   7. attach conditions prescribing future conduct by the student.

8.00 AMENDMENTS

8.01 This By-Law may be amended by Senate alone, or by Senate after approval of such amendment(s) by the Department of Psychology and the Faculty of Graduate Studies.
University of Manitoba Clinical Psychology Program
Equivalency Criteria for Non-accredited Internship Form

Note: This form must be completed by students for each non-accredited internship they wish to apply to as a result of CPA’s requirement that students from accredited programs complete either accredited internships or internships that are deemed to be equivalent to accredited internships. Students should have supporting evidence for each item below.

Student: __________________________  Internship Program: _____________________________

Date: ____________________________  Reviewed by: __________________________________

Program
___ Full-time 1600 hours over one year
___ Close working relationship with our program to ensure goodness of fit
___ At least two interns per year (preferred)
___ Compliance with APPIC procedures

Philosophy, Mission, and Model
___ Training is applied in nature
___ Training is organized and sequenced
Interns acquire knowledge and skill in:
___ Psychological assessment
___ Intervention
___ Consultation
___ Program development and evaluation
___ Interprofessional relationships
___ Professional standards and ethics
___ Supervision
Training includes range of assessments and interventions including:
___ Evidence-based interventions
___ More than one therapeutic modality
___ Written, individualized training plan
___ Four hours supervision per week (three individual, one can be group)
___ Specified minimum standards for successful completion and mechanisms to remediate substandard performance
___ Written feedback on progress on ongoing basis using a consistent format
___ Intern presented with program’s appeal policies at beginning of year
___ Certificate of completion provided

Diversity
___ Instruction and practical experience in diversity

Professional Psychology Staff
___ Supervisors registered, possess a doctoral degree and internship from accredited program
Interns
   ____ Treated with dignity and respect

Facilities and Resources
   ____ Efficient means of communication with supervisors
   ____ Assessment materials and supplies

Public Disclosure
   ____ Accreditation status is made evident to applicants

Approved by DCT: ______________________  Date: ______________________
Rules, procedures, and advice for students considering applying for Internships

Last updated August 2014

Preface. The intent of this document is to provide (potential) internship applicants with the Clinical Program rules, procedures, and advice needed to apply for internship successfully. The information is arranged in roughly sequential order from preliminary questions (am I eligible to apply?) through each stage of the application and match process. You are encouraged to access other reliable sources of information that can be found on the websites of CPA, APA, and especially APPIC. If in doubt about any of these issues please feel free to contact the Director of Clinical Training.

1. **Review your eligibility.** To be eligible to apply for an internship, clinical students *must* receive the approval of the Director of the Clinical Psychology Training Program. Before approval to apply for internship is given the following conditions must be met:
   1. Student has passed their thesis proposal by May 15, including any revisions
   2. Student has successfully completed (or can reasonably be expected to complete) all required courses, practica, and candidacy exams before the beginning of internship.
   3. Students have completed (or can reasonably be expected to complete) a minimum of 300 hours of supervised, direct face-to-face client contact in approved practica; and 150 hours of supervision (of which at least 113 hours must be individual supervision) by approved supervisors.
   4. Student has submitted the Request for Permission to Apply for Internship and Consent to Release Personal Information forms to the Director of Clinical Training.

2. **Consider whether this is the right year to apply.** Assuming you are eligible to apply for internship this year, now ask yourself if you *should* apply for internship this year. When answering this question consider the following factors:
   a. PhD thesis progress. If your thesis has not progressed much beyond the proposal stage consider deferring your application for a year in order to defend the thesis prior to internship. Doing so has several very significant advantages:
      i. **Increases competitiveness.** In addition to finishing your dissertation research during that extra year, you will also have opportunities to gain additional clinical experience. Perhaps more importantly, internship programs will almost certainly be more interested in applicants who come to internship with their dissertations complete or nearly complete for at least three reasons. First, such interns perceived as more hard working, conscientious, and efficient. Second, such interns will be able to devote more time and energy to their internship. Third, such interns will be available to be hired by the internship site once the internship is complete.
      ii. **Opens employment opportunities.** When you have completed your thesis prior to internship you are able to accept any position requiring a Ph.D. immediately after the internship.
      iii. **Reduces thesis-related stress.** Every student intends to finish the thesis during internship but many do not – the internship year is busy, and energy and motivation to work on a dissertation can be hard to come by. It is extremely discouraging to complete internship and to have to turn down job opportunities in order to complete the dissertation. Further, many students take on substantial post-internship employment that can further delay its completion and increase the risk of never graduating. Conversely, those who do defend before internship have their evenings and weekends free (without guilt!), and don’t have to continue paying
tuition fees after internship.

iv. **Shortens time to completion.** Historically students in our program who defended their thesis prior to or during internship year took an average of 2 years less to complete the Ph.D. than those who defended after internship.

b. **Competitiveness for internship match.** As you no doubt are well-aware, the internship match is a highly competitive process. APPIC data from 2011-2014 demonstrate that 74% of applicants from our program successfully matched (and 95% of whom matched to accredited internships). Accordingly, it is important to ensure that when you apply you do so with a portfolio of training experiences that is competitive.

i. **CCPPP recommendations.** The Canadian Council of Professional Psychology Programs (DCTs and Training Directors) made a joint recommendation a few years ago that helps to establish what a “sufficient” number of practicum hours is and what kinds of practica are necessary to be competitive. They stated: “… typically 1000 hours of wisely chosen practicum experience is required to attain sufficient breadth and depth [of training to be ready for internship]. This would include an appropriate balance of direct service, supervision, and support hours. Students and programs should strive in their practica for experience with cases varying in complexity in different service delivery settings, with a variety of populations, presenting questions, assessment and therapeutic models and methods, case conferences, and supervisors to acquire competencies for a successful internship year. This is more important than the number of hours recorded.”

ii. **CPA recommendations.** CPA suggests a minimum of 600 hours and a reasonable maximum of 1000 practicum hours including support hours. More specifically, they have a minimum of 300 direct contact hours and 150 supervision hours, although students will not be competitive with the 450 minimum direct service and supervision hours.

iii. **APPIC data.** In 2012, the last year for which data are available, the median number of doctoral practicum hours self-reported by matched and unmatched applicants in both the US and Canada were:

1. Intervention: 587
2. Assessment: 151
3. Supervision: 312

Note – “APPIC advises applicants to interpret these numbers cautiously. Applicants should NOT assume that the numbers of practicum hours listed above are necessary to successfully obtain an internship, as many Training Directors have told us that they consider these numbers to be one of the least important aspects of an application.”

iv. **UM Program recommendations.** All things considered, we suggest that our students aim for approximately 500-600 direct contact hours and 200-250 supervision hours. Please keep in mind, however, that both quantity and quality of hours is important, as is the match between your interests and experiences and those of the internship sites.
b. **Application is time-intensive.** The application process is very time intensive, for both the written application and the process of interviewing. The significant time devoted to applying will necessarily slow your dissertation research progress.

c. **Personal considerations.** Other considerations may include the timing of internship with respect to your partner/family, acquiring other experiences (e.g., practica) to enhance your competitiveness, financial concerns, and how many years you have left in your program to apply.

3. **Know which internships you can apply to.**
   a. **APA or CPA accredited.** As indicated in the Psychology Graduate Online brochure, clinical students are expected to apply to accredited clinical psychology internships. Completing an accredited internship is important for ensuring that students obtain high quality training that meets rigorous standards. Accredited internships are also valuable because they are required by certain employers (e.g., WRHA Clinical Health Psychology positions) and allow for fast-tracking during licensure. It is also valuable for the program to have its students attend accredited internships as this demonstrates the program’s support of, and commitment to meeting accreditation requirements.
   b. **Equivalent to accredited.** Students who are unsuccessful at obtaining an accredited internship may request permission from the DCT to apply for a non-accredited internship by providing evidence of its equivalence to an accredited internship. Students must be approved by the DCT prior to applying.
      i. **Eligibility.** Applications for completing a non-accredited internship will be considered for students who meet eligibility criteria (#1) above, and who have made a reasonable effort to obtain an accredited internship. Reasonable effort means having applied for, interviewed at, and submitted enough applications for accredited programs to be competitive. Normally, this means applying to at least 12 accredited internships.
      ii. **Approval procedure.** The burden of proof to demonstrate that a site is equivalent to accredited lies with the student, who must complete the Criteria for Non-accredited Internship Equivalency form (available from the DCT and on the PSC website). Evidence to support claims of equivalent to accredited must accompany the form. Note that the requirement for approval includes non-accredited internships offered through APPIC either during the regular match process or afterwards during the “Clearinghouse”. Likewise, it also applies to non-accredited internships offered through CCPPP’s post-match process.
   c. **U.S. internships.**
      i. **Non-Americans.** If you are not an American citizen, you will require a visa to work as an intern in the U.S. Be aware that obtaining a visa is not a trivial issue. Historically, although no Canadian student has yet been denied entry to do an internship in the US, there is no guarantee that this could not happen in the future. Advice – pursue US internships and rank them only if you really want one and are willing to expend the time and effort needed to educate yourself about US visas and are willing to endure some uncertainty/anxiety in the process of obtaining a visa. As the internship will need to be involved in crafting a letter for your visa application, it is important to verify that they are familiar with how to do this (i.e., they have had Canadian intern in recent years). For more information discuss with the DCT and search CCPPP newsletters for articles on this issue.
      ii. **VA internships.** Non-Americans are not eligible for VA internships. VA internships also require applicants come from APA accredited programs. In other words, no
students from our program are eligible for these internships.
http://www.psychologytraining.va.gov/eligibility.asp

4. Plan application strategy to maximize chances of successful matching.
   a. Apply with a competitive number of direct service and supervision hours. CPA suggests a
   minimum of 600 hours and a reasonable maximum of 1000 practicum hours. More
   specifically, they have a minimum of 300 direct contact hours and 150 supervision hours,
   although students will not be competitive with the 450 minimum direct service and
   supervision hours. We suggest that our students aim for approximately 500-600 direct contact
   hours and 200-250 supervision hours. Please keep in mind, however, that both quantity and
   quality of hours is important, as is the match between your interests and experiences and those
   of the internship sites.
   b. Apply to a competitive number of internship sites. In Canada, the average number of rankings
   submitted per applicant was 6.7 for matched applicants and 3.4 for unmatched applicants in this
   year’s match. This means that successful applicants had at least 7 interviews and therefore likely
   applied to at least twice as many sites. We therefore believe that to be successful, students should
   apply to approximately 15 sites. When considering this advice please keep in mind the need to
   balance the number of sites applied to with the need for strategic applications (see point #3).
   Also keep in mind that applying to too many sites (e.g., > 20) also has significant drawbacks in
   terms of costs (time and money) and your ability to customize your applications.
   c. Apply strategically to internship sites. The APPIC online directory
   (http://www.appic.org/directory/search_dol_internships.asp ) provides a wealth of data on
   each internship site affiliated with the match. In addition to information on rotations provided,
   number of spots available, stipends, etc. this site provides data on the number of applications the
   sites received in the past 3 years. Some of the most competitive sites in the US receive
   300 or 400 applications for a handful of spots, and in Canada the most competitive sites receive
   approximately 100 applications for a handful of spots. Therefore, even if you have an
   extraordinarily competitive application, your chance of success at these top sites is not great. In
   order to apply strategically, therefore, you should consider applying to some very
   competitive sites, some sites that are not that competitive, and some sites in the middle. Only
   applying to top spots is a recipe for not getting matched. If you really want to increase your
   chances of matching you might also consider applying to 1 or 2 non-accredited sites (that
   have DCT approval) that are strong internships on their way to seeking accreditation.
   d. Take the appropriate steps to get good letters of reference. Although these letters likely won’t
   greatly increase the strength of your application (because letters tend to be universally
   positive), letters that raise concerns or red flags may decrease your chances of getting invited for
   an interview. Get letters from supervisors who know you well, be sure to ask letter writers
   if they can provide you with a strong letter, and consider asking to see the letter.
   e. Get feedback on your application materials. Don Stewart and I will be happy to provide you
   with feedback on your personal essays, and you should also get feedback on them from your
   colleagues and other people whom you trust to give you honest and helpful feedback.

5. Gather information from credible sources. Information about internships is available from the
   following sources:
   a. CCPPP. The Canadian Council of Professional Psychology Programs (CCPPP). Web
      address is http://www.ccppp.ca
i. Directory. CCPPP member pre- and post-doctoral internship programs in professional psychology are listed here. (Note: Not all Canadian internships are CCPPP members.) This site provides links to internship web pages and information about program accreditation with CPA and APA, membership in CCPPP, and APPIC.


iii. Tips for students seeking internships. Interview questions, tips.


v. Proposed timeline for APPIC internship applications. Very useful.

b. APPIC. Association of Psychology Postdoctoral and Internship Centers. Web address is http://www.appic.org/directory/search_dol_internships.asp

i. Internship directory. Contains information on all APPIC internships. Searchable on a variety of criteria.

ii. AAPI. Internship application form.

iii. Match Procedures.

iv. Match-News E-mail list. Sign up early.

v. Match Policies and Regulations. Deadlines, rights and responsibilities of internships and applicants (e.g., binding nature of match).

vi. FAQs.

vii. Phase II. Procedures and information.

c. Natmatch.com is the website of the National Matching Services that administers the Match. On this website you’ll find information about

i. Overview of the APPIC match (eligibility and rules)

ii. APPIC match policies

iii. Schedule of dates

iv. Description of the match process (examples & misunderstandings)

v. Rank order list submission & withdrawal

vi. How to participate as a couple

vii. Match results

viii. Lists of participating applicants and programs

d. American Psychologist. The December issue of American Psychologist lists the accreditation status of all internships that have applied for APA accreditation. Internships are listed as accredited, on probation, or denied accreditation.

e. Internships. In recent years most, if not all, internships have opted to put their information on-line.

f. U.S. Immigration info. If matched with U.S. site, consult with the site, with recent UM students who have interned in the U.S., with Director of Training at that internship, and with U.S. Dept. of Immigration and Naturalization (INS). Review useful APPIC newsletter articles (Rodolfo, March 2003; Bell & McArthur, May 2006; Illfelder-Kaye, May 2006).

* Please note that the APPIC Board recently released the following important information for you to consider: “Each year, the APPIC Board receives feedback about the increasing number of enterprising individuals who have established businesses that focus on assisting applicants in obtaining an internship. Furthermore, the APPIC Board has heard comments and complaints about the claims that some of these individuals are making, the ways in which certain individuals
are advertising their businesses and recruiting students, and the rates being charged to students (e.g., $100 or more per hour) for these services. While there may in fact be some legitimate and helpful services that are being offered, the Board remains very concerned about the potential for exploitation -- i.e., that some of these businesses may be taking advantage of the imbalance between applicants and positions by exploiting students' fears and worries about not getting matched. We encourage students to be cautious and informed consumers when it comes to decisions about using any of these services. Please know that there are a number of no-cost and low-cost ways of obtaining advice and information about the internship application process, such as the workbook published by APAGS (as well as books written by other authors), the free information available on the APPIC and NMS web sites, discussion lists sponsored by APPIC, APAGS, and others, and the support and advice provided by the faculty of many doctoral programs”.

6. **Register early for matching process** at the National Matching Service online at: [http://www.natmatch.com/psychint](http://www.natmatch.com/psychint). The registration is completed online and includes a non-refundable fee. The deadline for registration is **December 1**. Once you have registered you will receive a “Match ID number” necessary to participate in the internship match process. This number must be included on your APPIC Application for Psychology Internship (AAPI) form that you will use to apply to internship programs.

7. **Provide DCT with request & information.** Provide the DCT with the following information by the dates indicated:
   a. By early October
      i. Completed “Request for permission to apply for internship” form (available on the PSC website)
      ii. If you are planning on applying to any non-accredited internships complete the Criteria for Non-Accredited Internship Equivalency form (on the PSC website)
   b. At least 2 weeks prior to due date of earliest application
      i. You will complete the APPIC “Summary of Doctoral Training” section of the online application. This will trigger an email to be sent from APPIC to the DCT for Verification. Be sure to use the correct email address for the DCT. See the form “APPIC online application instructions” for more information on how to fill out information about program requirements and dct contact info.
      ii. Once your eligibility and readiness are verified, the DCT is required to "Please identify areas of particular strength and areas of potential further development while on internship. If you do not have direct knowledge of this student, please gather the appropriate information from relevant parties". As the DCT likely will not have comprehensive knowledge of your strengths and areas for further development, you should provide information s/he will need to write a strong reference letter (e.g., CV, summary of practicum evaluations).

8. **Preparing for interviews.** In late November or early December the DCT and Director of the PSC will arrange a meeting to discuss strategies for ensuring successful interviews and an eventual successful match. Each student participating in the match will also complete mock
interviews and receive feedback to enhance interview performance. See the last page of this document for lists of questions.

9. **Match information.** The Match is conducted in two primary phases. There are also two potential post-match services for students who do not match in Phases I or II.
   a. Phase I requires all students and internships to submit their rank-ordered choices by early February. The results are announced to students and DCTs on Match day (usually the 3rd week in February). The list of programs with unfilled positions in Phase I will be provided on the Match website soon after the match results are announced.
   b. Phase II is available only to those students who took part in Phase I. Eligible students can submit applications for this using the APPI Online application service. Students and programs must submit their Rank Ordered Lists before the deadline in mid-March. The results are typically announced (to participating students and DCTs) within 1 week.
   c. APPIC will operate a Post-Match Vacancy Service for unplaced students and programs with available positions, which will begin near the end of March.
   d. CCPPP also operates a Post-Match Service for any CCPPP members that may have unmatched students and unfilled internship positions after both the APPIC Phase I and Phase II Match are completed, beginning in late March. Information about the number of unmatched students and their contact information should be forwarded by the DCT to the Past-President of CCPPP at the conclusion of the Phase II Match. The Past President acts as an information channel to inform doctoral programs about unfilled positions so that unmatched students can inquire into those positions and follow through with an application if appropriate. Follow-up contacts are subsequently made with member programs that access the Post-Match service to determine the outcome.
Internship Interview Sample Questions

There is obviously an infinite list of potential questions you might be asked during your interviews, but there are also some very likely core questions that we have tried to capture in the list below. If you have considered and thought about good answers to each of the following questions you should be in good shape during your interviews:

1. Why did you apply to our program?
2. What rotations or experiences are in you interested in?
3. What do you see as your personal strengths and weaknesses?
4. What do you see as your clinical strengths and weaknesses? How do they influence your work? What have you done to manage your weaknesses?
5. Conceptualize a clinical case for us
6. What empirically-supported treatments are you familiar with?
7. What psychological tests are you familiar with?
8. What types of clients are most difficult for you to work with and why? What have you done in the past when working with such clients?
9. Tell us about your most difficult client situation and how you handled it.
10. How do you work with and understand people with different ethnic/cultural/sexual orientation/SES/etc backgrounds?
11. Tell us about an ethical problem you’ve encountered and how you handled it.
12. What sorts of supervisory styles do you work best with? What type of supervision hasn’t worked that well for you in the past?
13. What is the clinical relevance of your dissertation research?
14. What are your future professional goals and aspirations?
15. What else would you like us to know about you that perhaps isn’t apparent from your application materials?

Also, don’t forget that you are interviewing internship sites. Have your own list of questions you would like answered at each internship site and do your research on specific internship sites prior to interviewing with them so you can ask both generic questions and site-specific questions. The following is a list of potential questions you might ask at your interviews (please note that this is, in many ways, just as important as your answers to the previous list of questions as it conveys your interest and enthusiasm about the training sites):

1. Example of a site-specific question: “I’ve read in your brochure that you provide a rotation in (fill in blank), which I’m particularly interested in given my previous experience and future clinical aspirations. Can you tell me if that rotation would provide opportunities for me to (fill in blank)?
2. Ask questions about what it’s like to live there (e.g., cost of living, housing, etc).
3. Ask to speak with current interns and ask specific questions about their experiences.
REQUEST FOR PERMISSION TO APPLY FOR INTERNSHIP

Updated February 2013

Name (please print) ________________________________ Date ______ / ______ / ______ DD

1. Coursework (check one)

   ___ I have completed all required Department and Program course work.

   ___ I have not completed all required Department and Program course work. My plans for doing so are attached to this form (please indicate courses in question):

2. Candidacy Examination (check one)

   ___ I passed my candidacy examination in ______ / ______.

   ___ I have not passed my candidacy examination. My plans for doing so are attached.

3. Status of Ph.D. thesis (indicate date completed or expected for each):

   Thesis proposal defended: ____________ (must be completed prior to May 15th to apply) Data collected: ____________

   Data analyzed: ____________

   Draft of thesis completed: ____________

   Thesis defended: ____________

4. Practicum hours (indicate the following practicum hours as of the date you submit the AAPI form to the DCT – these hours should be identical to the hours listed in the AAPI)\(^5\):

   Direct client contact:

   Total Intervention Hours: ____________ Total

   Assessment Hours: ____________

\(^5\) Please inform the DCT if you intend to update or otherwise change these hours prior to completing your online application, so that the hours on the DCT’s section of the AAPI agree with your actual hours.
Total Direct contact (minimum of 300 hours required): __________

Supervision:

Individual Supervision hours (must represent at least 75% of total supervision): ______

Group Supervision hours: ______

Total Supervision hours (minimum of 150 hours required): __________

Total Support Hours (these hours do not appear on the APPIC application): __________

Number of additional anticipated hours prior to start of internship:

Direct contact: __________

Supervision: __________

5. Academic standing and previous APPIC experience:

Are you in good academic standing? ______ (if no attach details) Are you currently on probation? ______ (if yes attach details)

Do you have current pending or previously successful complaints? ______ (if yes attach details)

Have you ever reneged on an APPIC internship match agreement without prior approval from APPIC and the internship site? ________ (if yes attach details)

6. Application intentions:

How many accredited internships will you be applying to: __________

How many non-accredited internships will you be applying to: __________ *

I _________________________ request permission from the Clinical Program to apply for internship.

________________________________________
Student Signature
I __________________________ have reviewed the above information and support this request.

Director of Clinical Training’s Signature

* CPA-accredited programs require that students complete either accredited internships or internships that are deemed equivalent to accredited programs. Students from our program planning on applying for non-accredited internships must complete our Equivalency Criteria for Non-Accredited Internship form, available from the DCT and the PSC website and receive written approval from the DCT for each non-accredited site prior to applying to or submitting a ranking for each site.

The personal information in this form is being collected under the authority of the University of Manitoba Act and it will be used to determine eligibility for clinical internship applications. The personal information that you provide will be used and disclosed only for the purpose(s) for which it is collected, unless you consent or we are authorized to do so under The Freedom of Information and Protection of Privacy Act (FIPPA). If you have any questions about the collection of your personal information, contact the Access and Privacy Office (tel: 474-9462), 233 Elizabeth Dafoe Library, University of Manitoba, Winnipeg MB, R3T 2N2.
The Clinical Program’s six required practica are sufficient to meet standards for CPA accreditation and, following an internship, to ensure students have enough hours to exceed the minimum clinical hours requirement for registration with the Psychological Association of Manitoba (PAM) and other regulatory bodies. However, in light of the increasingly competitive environment facing applicants for internship, students sometimes require additional clinical experience beyond the required six practica to successfully obtain an internship. Students therefore have the opportunity to obtain this additional experience through acquiring additional approved practicum experience.

Additionally, clinical programs are also increasingly recognizing that some extracurricular clinical experiences (i.e., supervised clinical experiences that are not part of a practicum) that some students obtain can be a valuable supplement to their formal clinical training. As such, programs are developing mechanisms to evaluate and possibly give some credit to these experiences in order that they can be seen as a bona fide part of the students’ clinical training. These extracurricular experiences cannot substitute for clinical program requirements (e.g., cannot be used in lieu of practicum requirements), but can be applied toward students’ hours of supervised experience for internship applications or licensure.

Regarding internship applications, students often worry that they do not have "enough hours" to make them competitive in applying for internships. The APPIC internship application process makes provision for "program-sanctioned hours" to be added to official practicum hours in a student's application, but there is no common standard or definition of "program-sanctioned" among DCTs. Thus, a fair and consistent way of approving such experience is needed, which is what prompted the development of these forms. It should be emphasized, however, that considerable discussion among training directors indicates that (a) there is no "magic number" of hours required and (b) breadth and depth of experience and "fit" with the training setting are more important to internship directors and supervisors than sheer quantity of hours accumulated.

Students who elect to accumulate extra-curricular clinical experience are reminded that doing so must not interfere with timely progress through the program. Consistent with the goal of promoting balanced and timely progress, the program will only approve up to 150 total hours of extracurricular clinical activity. Moreover, a condition of approval is that the student must be demonstrating timely progress in meeting program requirements as evidenced by positive annual evaluations and not being beyond the 7-year time limit of FGS for completion of the doctoral program.

Criteria for Program-sanctioned Clinical Experience Hours

- The activity must be a valid clinical experience providing Psychological Service(s) as defined in the CPA Practice Guidelines as adopted by PAM (i.e., not clerical or

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6 According to CPA, Psychological services refers to one or more of the following:
1. Evaluation, diagnosis, and assessment of the functioning of individuals and/or groups in a variety of settings and activities; 2. Interventions to facilitate the functioning of individuals and groups; 3. Consultation relating to the assessment of the functioning of individuals or interventions to facilitate the functioning of individuals and groups; 4. Programme development of services in the areas identified
research assistant work for a psychologist), but may include clinical work in the context of a research project under certain circumstances

• It must be supervised by a registered doctoral-level psychologist who assumes professional responsibility for the work
• The amount of supervision will meet certain minima (i.e., 1 hour individual supervision per week; minimum of 1 hour per 20 total hours or 10 face-to-face hours)
• The supervisor will complete and sign a brief evaluation form to confirm the number of hours worked by the student, and to indicate that the work was satisfactory
• The activity may take place in a variety of contexts: agency/clinic, private practice, hospital, school, etc. and may be paid or unpaid
• A minimum number of hours is not required. Students may work any amount of time that is consistent with CPA regulation that students not be employed more than 20 hrs/week on average.
• A total of up to, but not more than, 150 hours across all extracurricular activities (including supervision hours) may be approved.
• Students are strongly encouraged to seek approval in advance from the Director of Clinical Training for extracurricular clinical activity using the Advanced Approval of Clinical Experience form. Final number of hours worked and evaluation must then be submitted when the work is completed, using the Program Sanctioned Hours Form. Until this becomes common practice, i.e., for students applying in the next few years, some activities may be approved retroactively, using the Program Sanctioned Hours Form. The DCT reserves the right to deny applications that do not meet the criteria listed herein.
• The Advance Approval of Clinical Experience may be submitted to the Director at any time prior to the commencement of the extracurricular clinical experience.
• Students must submit the Program Sanctioned hours form to the DCT by September 30th in the year in which they are applying for internship.
• Hours should be documented in detail as per APPIC’s AAPI categories

above; 5. Supervision of psychological services.
PROGRAM-SANCTIONED HOURS
Clinical Program
Advanced Approval of Clinical Experience

Name of Student:

Date:

Reason for Extra Clinical Experience:

Nature of Clinical Activity:

Projected number of Clinical Hours to be completed:

Name & Address of Clinical Activity Site:

Name of Supervisor (attach CV):

Program-Sanctioned Hours Clinical Experience Checklist

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the student within the 7-year limit for doctoral programs?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have the student’s annual progress report for FGS and the clinical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>program both been positive?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the activity a valid clinical experience in Psychological Service(s)</td>
<td></td>
<td></td>
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<tr>
<td>as defined in the CPA Practice Guidelines?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does a doctoral-level registered psychologist, who assumes professional</td>
<td></td>
<td></td>
</tr>
<tr>
<td>responsibility for the work, supervise the activity?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the required amount of clinical supervision agreed to in writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(minimum of 1 hour for every 10 hours face-to-face contact or 20 hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>total work)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the Supervisor meet current PSC requirements for approval of</td>
<td></td>
<td></td>
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<tr>
<td>practica supervisors?</td>
<td></td>
<td></td>
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<tr>
<td>Will the Supervisor be able to complete and sign a brief evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>form to confirm the number of hours worked, hours of supervision, and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>to indicate that the work was satisfactory?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Decision by DCT:

__  Approved

__  Rejected (reason):

__  refer to area

Director, Clinical Training  Date
**PROGRAM-SANCTIONED HOURS**  
Clinical Program  
Program-sanctioned Hours Approval (after completion)

Name of Student:  
Year in Program (e.g., PhD5): Date:

Reason for Extra Clinical Experience:

Nature of Clinical Activity:

Name & Address of Clinical Activity Site:

Name and qualifications of Supervisor (attach CV):

Was this work approved in advance?  
[ ] yes  
[ ] no – why not?

<table>
<thead>
<tr>
<th>Hours Completed:</th>
<th>Face-to-face Hours:</th>
<th>_____</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervision Hours:</td>
<td>_____</td>
<td></td>
</tr>
<tr>
<td>Total Hours (maximum of 150):</td>
<td>_____</td>
<td></td>
</tr>
</tbody>
</table>

Time period when hours were acquired (mm/yy to mm/yy):

________________________________________________________________________

**Supervisor Statement:**

I hereby confirm that ____________________________ (name of student) completed the stated number of clinical hours at the above-named setting under my supervision and that the work completed was satisfactory.

_________________________________  
Supervisor  

_________________________________  
Student  

_________________________________  
Date
**Decision by DCT:**

**Program-Sanctioned Hours Clinical Experience Checklist**

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was the request submitted by September 30th of the internship application year?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the student within the 7-year limit for doctoral programs?</td>
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</tr>
<tr>
<td>Have the student’s annual progress report for FGS and the clinical program both been positive?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the activity a valid clinical experience in Psychological Service(s) as defined in the CPA Practice Guidelines?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does a doctoral-level registered psychologist, who assumes professional responsibility for the work, supervise the activity?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the required amount of clinical supervision occur (minimum of 1 hour for every 10 hours face-to-face contact or 20 hours total work)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the Supervisor meet current PSC requirements for approval of practica supervisors?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the Supervisor complete and sign a brief evaluation form to confirm the number of hours worked, hours of supervision, and to indicate that the work was satisfactory?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Were the extra-curricular hours acquired during the student's residency in the University of Manitoba Clinical Psychology Program?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

[ ] approved

[ ] rejected – reason: [ ]

refer to Area

__________________________  ____________________
Director of Clinical Training  Date
## Clinical Program Calendar

Last update: August 2014

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>January</strong></td>
<td></td>
</tr>
<tr>
<td>Early</td>
<td>DCT invites students to submit applications for Alumni Clinical Research Award</td>
</tr>
<tr>
<td>2nd Week</td>
<td>Program meeting. All faculty and CSRs attend.</td>
</tr>
<tr>
<td>mid-month</td>
<td>Deadline for MA and PhD students to submit thesis to grad office for distribution in time for May graduation (check link: <a href="http://umanitoba.ca/faculties/graduate_studies/media/Information_for_Graduands.pdf">http://umanitoba.ca/faculties/graduate_studies/media/Information_for_Graduands.pdf</a>)</td>
</tr>
<tr>
<td>mid-Jan</td>
<td>Stage One points for applicants to clinical program available from graduate office</td>
</tr>
<tr>
<td>month end</td>
<td>Deadline for 1st-year PhD students to submit <em>PhD Program of study &amp; appointment of advisory committee</em> form to grad office.</td>
</tr>
<tr>
<td><strong>February</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Date winter candidacy exam take-home questions distributed and closed-book portion of exam (if any) is conducted*</td>
</tr>
<tr>
<td>Early</td>
<td>Deadline for Research Manitoba studentship and Dissertation award applications</td>
</tr>
<tr>
<td>2nd Week</td>
<td>Faculty review and rate applications for Alumni Clinical Research Award</td>
</tr>
<tr>
<td>tba</td>
<td>Program meeting. All faculty and CSRs attend.</td>
</tr>
<tr>
<td>mid-month</td>
<td>Admissions meeting. Faculty intending to admit a student attend and attest to student’s academic qualifications and professional suitability.</td>
</tr>
<tr>
<td></td>
<td>UMGF applications due into Grad office (check with Grad office or GAFS for exact date)</td>
</tr>
<tr>
<td><strong>March</strong></td>
<td></td>
</tr>
<tr>
<td>2nd Week</td>
<td>Program meeting. All faculty and CSRs attend.</td>
</tr>
<tr>
<td><strong>April</strong></td>
<td></td>
</tr>
<tr>
<td>2nd Week</td>
<td>Program meeting. All faculty and CSRs attend. Includes review of practicum students (CSRs excused)</td>
</tr>
<tr>
<td>15</td>
<td>Deadline for applicants with offers to accept</td>
</tr>
<tr>
<td><strong>May</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Date spring/summer candidacy exam take-home questions distributed and closed-book portion of exam (if any) is conducted*</td>
</tr>
<tr>
<td>1</td>
<td>Deadline for students to submit Annual Clinical Program Appraisal self-assessment form to advisor</td>
</tr>
<tr>
<td>10</td>
<td>Deadline for MA students to submit complete draft of thesis to advisor to be eligible for consideration for September admission to PhD program at June meeting</td>
</tr>
<tr>
<td>15</td>
<td>Deadline for potential internship applicants to complete PhD thesis proposal corrections to be eligible to apply for internship this year</td>
</tr>
<tr>
<td>15</td>
<td>Grad office deadline for FGS Annual Progress Reports</td>
</tr>
</tbody>
</table>
June
Early Deadline for MA & PhD students to submit thesis for distribution in time for October graduation (check link:
http://umanitoba.ca/faculties/graduate_studies/media/Information_for_Graduands.pdf)
~1-15 Program meeting. All faculty and CSRs attend (only if there is program business being considered). Annual student evaluation meeting (CSRs excused)
  o faculty bring copies of advisor and student appraisals and review past-year performance of all students
  o Requests for advancement to PhD program (September start) considered at this meeting (faculty involved must bring a motion)

July/August no meetings

September
1 Deadline for DCT to submit CPA Annual Report
Early PSC orientation (organized by PSC Director and admin. Assistant)
2nd Week Program meeting. All faculty and CSRs attend.
10 Deadline for MA students to submit complete draft of thesis to advisor to be eligible for consideration for January admission to PhD program at October meeting
15 Date fall candidacy exam take-home questions are distributed and closed-book portion of exam (if any) is conducted*
Tba Meeting of DCT with potential internship applicants regarding eligibility, procedures, resources, etc.

October
~1 Deadline for PhD candidates to submit thesis to Department in time for February graduation (check link:
http://umanitoba.ca/faculties/graduate_studies/media/Information_for_Graduands.pdf)
2nd Week Program meeting. All faculty and CSRs attend. Requests for advancement to PhD program (January start) considered at this meeting (faculty involved must bring a motion);
mid-month Deadline for MA students to distribute thesis in time for February graduation (check link:http://umanitoba.ca/faculties/graduate_studies/media/Information_for_Graduands.pdf) Deadline for SSHRC fellowship applications in Grad office (check with Grad office for exact date)

November
2nd Week Program meeting. All faculty and CSRs attend.
mid-month Deadline for CIHR Masters fellowship applications (check with Grad office/GAFS for exact date)

December
2nd Week Program meeting. All faculty and CSRs attend. Review of fall practicum students (CSRs excused)

*Note that the student must have registered for the candidacy exam in advance and the Candidacy Exam Composition Form must be completed and signed by the advisor and the content of the candidacy exam provided to the Psychology Graduate Office at least 5 working days ahead of when it is to be distributed.