Clinical Psychology Program Handbook

University of Manitoba
Department of Psychology

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INTRODUCTION & CONTACTS

The purpose of this handbook is to provide you with a central repository of useful information that can help you successfully navigate our clinical program. The handbook should be thought of as a supplement to information and resources you can obtain from other sources such as:

- The clinical program website is a primary source of information, containing links to faculty, program statistics, and the Psychological Service Centre
- The Department of Psychology Graduate Program homepage provides links to the various programs in our department, faculty, and helpful information for students
- The Faculty of Graduate Studies (FGS) home page (https://umanitoba.ca/graduate_studies/) has information relevant to all graduate students at the university, including the graduate course calendar, important dates, information on funding and awards, time extensions, etc.
- The Graduate Study in Psychology Brochure is also available online, containing information relevant to all graduate students (e.g., funding resources) and program-specific information, including the admissions process and the clinical curriculum and training sequence
- Academic advice is available to graduate students from: (a) their advisors and advisory committees, (b) the Director of Clinical Training, and (c) the Associate Head (Graduate)
- Clinical training advice and support is available to students completing clinical practica from their practicum advisors and the Director of the Psychological Service Centre

If you find discrepancies between what is in the Handbook and these other sources, or if you come across useful information that is not in this Handbook, please bring them to the attention of the DCT.

Important Contacts

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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 (APA no longer accredits international programs as of 2015). The University of Manitoba Clinical Psychology Training Program is accredited by the Canadian Psychological Association (CPA) for a 6-year term until its next site visit in 2028-2029. See the previous page for contact information for the CPA Accreditation Office.

Program philosophy and mission

Our program follows the doctoral level, scientist-practitioner model. We believe this philosophical 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 possess 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.

<u>Program goals and associated competency objectives:</u>

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 and assessment
    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
    c. Understand the value of, and are committed to, life-long learning

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 be:
    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

Academic and practical functions students are prepared for

Graduates of our program are competent scientist-practitioners who are capable of independent functioning in psychological research and clinical practice. Most of our graduates choose to pursue careers that have a primary focus on clinical practice. Consistent with our generalist orientation to clinical training our graduates have assumed positions of clinical and administrative responsibility in a diverse range of settings including hospitals (mental health, physical health), forensic sites (corrections, justice), community mental health, school systems, government agencies, insurance agencies, and private practice. Notwithstanding this, a substantial minority (10-20%) of graduates pursue academic or research-focused careers that involve a smaller degree of clinical activity. They occupy faculty and

research positions here in Manitoba as well as in Canada and the US. Many of our graduates also have taken on significant leadership roles in the discipline of psychology, including the Presidency of such organizations as CPA, CCPPP, ASPPB, PAM, and MPS. Other leadership activities include serving as Heads of Programs and Departments.

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.

Organization of program and annual cycle of events

Responsibility for organizing and administering the clinical program lies with the Director of Clinical Training (DCT) in concert with other faculty members in the clinical program and the two elected clinical student representatives (CSRs). Monthly meetings of the DCT, clinical faculty members, CSRs, and the Director of the PSC provide an ongoing forum for communication, problem-solving and planning as it relates to program concerns. CSRs attend all meetings and participate in all discussions about, and votes on, program policies, with the exception of those discussions that concern evaluations of students. A calendar of recurring events and deadlines in the clinical program can be found in Appendix H.

NEWLY ADMITTED STUDENTS: FIRST TASKS

Record checks

All students admitted to the Clinical Psychology Training Program must submit to the Psychology Graduate Office a Criminal Record & Vulnerable Sector Check after being admitted to the program and before registering for classes. In addition we require child and adult abuse registry checks if a student's home province has them. These checks can sometimes take weeks to obtain so 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. We require these checks following admission and students will need them again prior to registration once they complete the program.

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 (http://umanitoba.ca/ist/email/studentemailindex.html). 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., doej@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 *Graduate Study in Psychology Brochure*. 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 an email inviting you to attend the Clinical Program and Psychological Service Centre orientation day, typically on the Tuesday or Wednesday after Labor day. This orientation 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 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 *Graduate Study in Psychology Brochure* for the curriculum requirements that apply to you (http://umanitoba.ca/faculties/arts/departments/psychology/media/GradBrochure.pdf). Note that the graduate brochure is an unofficial listing of requirements. The official listing can be found in the Department of Psychology's Supplemental Regulations, which can be found here. Please be aware 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.

Practicum training at the Psychological Service Centre (PSC)

The program's primary centre of clinical training is the Psychological Service Centre (PSC - umanitoba.ca/faculties/arts/departments/psych_services). Established in 1968, the PSC is a large, active clinic at the University of Manitoba serving approximately 250 clients each year from the Greater Winnipeg area. Individuals seeking clinical services are either self-referred or referred primarily by physicians, other social agencies, and former clients for assessment and treatment of a broad variety of mental health problems.

Students in the MA program typically begin seeing a client at the PSC during the Winter term of their first year (as part of the Case Conceptualization course). They then normally complete two full practica in the Fall and Winter terms of their second year. Students may consider (based on availability) applying for an intensive summer practicum in the second year of the MA program where they spend multiple days per week in a practicum setting. Assuming that students have made good progress on their MA thesis research, this type of practicum allows students to accrue valuable hours in order to meet our recommended 400-600 hours of direct client contact when applying for internship. Evaluations of the students' performance at the end of each practicum may be shared with subsequent supervisors to support developmental clinical training. Information about supervisor assignments will ordinarily be sent to students 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 scheduled their MA thesis defense. See below for information on eligibility and procedures for applying to the PhD program.

MA thesis

Students are expected to defend their MA thesis in the Winter or Summer of their second year in the program. 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.

MA Thesis Steps	Suggested Timeline
Identify thesis question or topic	MA1 Fall term
Form advisory committee	MA1 Fall term
Thesis proposal development course (PSYC 7780)	MA1 Winter term
Oral defense of thesis proposal	MA1 Winter or Summer term
Ethics submission	MA1 Winter or Summer term
Data collection, analysis, and write-up	MA1 Summer & MA2 Fall term
Complete draft of thesis to advisor & committee	MA2 Winter term
Submit final thesis to Psychology Graduate Office	At least 2 weeks prior to defense
Oral defense of thesis	MA2 Winter or Summer term
Submit revised thesis to the Faculty of Graduate Studies	Prior to deadline late August

Internal Application to the PhD program

Eligibility. Students who are admitted to our clinical program at the MA level must 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 meeting the following criteria.

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 "satisfactory" FGS evaluations.
    b. Have successfully completed or nearly completed all required Masters' level coursework and practica.
2. MA thesis complete or nearly complete.
3. Strong prospect of success in, and timely progress through, the PhD program.
4. Admission supported by a PhD advisor.

Timeline & Procedure. Applications for admission to the PhD program must be submitted to the Faculty of Graduate Studies (FGS) prior to May 1st for a September admission. Off-cycle admissions must be submitted to FGS prior to October 1st for a January admission. These applications are considered at the annual clinical program meetings in May and October, respectively. In order to be accepted into the PhD program students must have met the 4 criteria outlined above and receive a majority vote by faculty at these clinical program meetings.

Students who intend to apply for a September admission to the PhD program have 3 options.

1. Students apply to the PhD program prior to May 1st, are granted acceptance, and submit their final MA thesis and paperwork to FGS prior to its graduation deadline in August.
2. Students apply to the PhD program prior to May 1st, are granted acceptance, and are close to finishing their MA thesis but aren't able to make the August deadline. In that case students can

apply for dual registration in the MA & PhD programs with the expectation that they will submit their final MA thesis and paperwork to FGS prior to their deadline sometime during the first week in January. Please note that because of staff vacation in late December and early January, students should submit to FGS well before the university closes for the December holiday period. Once this is done students are no longer dual registered and continue in the PhD program. It is critical for students to be aware that extending work on the MA thesis into the winter semester will continue to divert time and attention away from progress on their PhD program. Moreover, should a student fail to complete all MA requirements within one year of entry to the PhD program FGS regulations require that they must withdraw from the PhD program. This forced withdrawal will permanently appear on their transcript and students in this situation and students would likely lose any PhD funding they are holding.

3. For the reasons noted in #2 above, if students believe there is even a small risk that they will not submit their MA thesis and paperwork to FGS by the end of the calendar year they should strongly consider postponing their application to the PhD program. The next application deadline is October 1st for January admission.

External Application to the PhD program

In addition to students from within our MA program who apply to the PhD program, we also accept applications from students who have completed an MA from outside of our program. There are three categories of students admitted to our PhD program with an existing Master's degree:

1. Students who completed a Master's degree in clinical psychology at another university, or a related but non-clinical psychology thesis-based Master's degree (e.g., counselling psychology, school psychology). These students are normally admitted to our PhD program, although they may be required to complete extra MA-level coursework and/or practica at the discretion of the DCT and Associate Head, Graduate.
2. Students who completed a non-thesis Master's degree in school psychology. These students are normally admitted into our MA program and must complete another MA degree, although they will have MA requirements that they have already completed in their previous degree waived.
3. Students who completed a non-clinical, thesis-based Master's degree (e.g., social psychology, neuroscience). These students have two options.
    a. Option A involves completing another MA degree in clinical psychology, typically requiring two years.
        i. Advantages: Our department currently only guarantees funding for incoming MA students, and this option decreases the risk of running out of time to complete the PhD program (FGS allows a maximum of 6 years to complete the PhD).
        ii. Disadvantage: It will likely take students at least one additional year to complete the program in comparison to option B.
    b. Option B involves admission to our PhD program, with the first year of that program dedicated to completing our MA-level coursework and practica. Because this make-up year combines two years of course and clinical work, students who take this option will normally postpone working on their dissertation research (with the exception of applying for doctoral-level funding) until the second year of the PhD program.
        i. Advantage: Overall time to completion of the clinical program likely reduced by at least one year.
        ii. Disadvantage: No guaranteed funding, less time to develop a strong PhD funding proposal, and an increased risk of running out of time to complete the PhD program.

PHD PROGRAM

Curriculum and time to completion

Please refer to the *Graduate Study in Psychology Brochure* for the curriculum requirements. Note that the graduate brochure is an unofficial listing of requirements. The official listing can be found in the Department of Psychology's Supplemental Regulations, which can be found here. Please be aware 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 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, students should attempt to take the program in the sequence prescribed by the curriculum, although course availability may vary somewhat.

The Faculty of Graduate Studies allows a maximum of six 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 a time extension. 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 no later than the Fall term in which they apply for internship, preferably earlier. Students are encouraged to discuss the format 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. 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

Students are required to complete 6 practica and may apply to the DCT for permission to complete a 7th and 8th practicum (see Appendix B for the required form). Permission is granted if: (a) students demonstrate adequate progress on their dissertation research and coursework, and (b) there is strong rationale for going above 6 practica (see Request for Permission form in the appendix). Students normally complete the first two practica in-house at our Psychological Service Centre (PSC), followed by three "external" practica, and then return to the PSC for the sixth practicum. The external practica are chosen in consultation with the PSC Director and take place at a variety of settings (e.g., hospital based, corrections, government, community centres, private practice), most commonly at a complex of major hospitals that are part of the Winnipeg Regional Health Authority. 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 our program's recommendations for the number and type of hours of training in the "Internship Application Rules, Procedures, and Advice" document found in Appendix D.

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.

PhD Thesis steps	Suggested Timeline
Identify thesis question or topic	MA2 Summer or PhD1 Fall term
Form advisory committee	PhD1 Fall term
Candidacy Exam (including a thesis-related question)	PhD1 Winter term
Thesis proposal development course (PSYC 7790)	PhD1 Summer
Oral defense of thesis proposal	PhD1 Summer or PhD2 Fall term
Ethics submission	PhD2 Fall term
Data collection	PhD2 Winter term – PhD3 Fall term
Complete draft of thesis	PhD3 Winter term
Submit final thesis to FGS for distribution	PhD3 Summer term
Oral defense of thesis	PhD3 Summer term

Internship

Students are required to complete a year-long clinical internship as the final element of their professional training in the program. Details about the application process are outlined in Appendix B of this handbook and forms that students must submit as part of this process can be found in the Forms section on the main clinical program website. The curriculum places the

internship in the fourth year of the program, assuming the student has met the eligibility requirements. We expect that clinical students will apply broadly across Canada. In recent years concerns about border crossings have lead most students in our program to apply only to Canadian internships, although many students from our program have successfully obtained and completed internships in the U.S. in the past and we remain open to students applying to the U.S. in the future. Students must apply to internships that are accredited the CPA and/or the APA. Students in our program who are not Canadian citizens (or landed immigrants) should be aware of the importance of stating, in their internship applications, that they have the necessary work permits allowing them to take on full-time internship work. Students who wish to apply for a non-accredited internship must obtain prior approval from the Director of Clinical Training. A pre-requisite for approval of non-accredited internships 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.

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. Appendix B below provides details about our program's rules related to eligibility (i.e., defended thesis proposal by May 15th of the year students apply, completed coursework & candidacy exam, completed at least 300 – and preferably 400 to 600 – direct client contact hours, and submitted necessary request to apply forms by Sept 20th of the year students apply). This appendix also provides important 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 at the Forms paged linked above. Students who wish to request that non-practicum hours of clinical experience (e.g., supervised work in a private practice) be approved as "program sanctioned" may do using the appropriate form. The deadline for applications for program sanctioned hours is September 20th of the year in which students apply. The DCT, Associate DCT, and the Director of the PSC provide students applying for internship with several supports throughout the application process, including: (a) a planning meeting early in the Fall, (b) feedback on essays and cover letters, (c) mock interviews where students are videotaped and receive feedback, and (d) informal advice and support.

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* (Appendix A).

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 Appendix A, in its entirety for details on procedures and appeal mechanisms.

Annual evaluations of progress

Each year, graduate students must complete two annual evaluation forms: (1) a brief Progress Report focusing on thesis and coursework progress that is submitted to the Faculty of Graduate Studies (FGS) and a more comprehensive Clinical Program annual evaluation form. The FGS form must be completed and handed into the Psychology Graduate Office by May 15th, and the clinical program evaluation must be submitted to the DCT prior to the May annual evaluation meeting (normally the 2nd Friday in May). Students are encouraged to submit these forms well in advance of these deadlines, if possible.

Graduate Student Progress Reports (for current version of the progress report form go to FGS Forms page) are completed by the advisor and advisory committee (consisting of the advisor along with 2 other faculty members (M.A. committee) or 3 members (Ph.D. committee). Student progress over the past year is rated as: (1) Satisfactory, (2) In Need of Improvement (the first time this happens a remediation plan is required and students are allowed to register, and the second time students are normally withdrawn from the program), or (3) Unsatisfactory (students with this rating are normally withdrawn from the program). Failure to submit this form to the Psychology Graduate Office will result in a hold being placed on a student's on-line registration.

Annual Clinical Program Evaluations (for current version of this form go to the Clinical Psychology Forms page). Students complete this form and then review the information with their advisor(s) and (when applicable) the Director of the PSC, who will initial their agreement. Students are expected to review their progress on this form at their annual committee meeting so that the evaluation of performance in the clinical program may guide and inform the evaluation of performance on the FGS progress evaluation. Students who receive a summary rating of Excellent, Very Good, Good, or Adequate on their performance in the clinical program would normally receive a Satisfactory rating on the FGS evaluation. Similarly, students who receive a summary rating of Marginal would normally receive a rating of "In need of improvement" on the FGS form and subsequently must work with their advisor (and potentially others) to develop a remediation plan for the coming year. The remediation plan must be submitted to the DCT and the Faculty of Graduate Studies. A student who receives 2 annual ratings of "marginal/in need of improvement" or 1 rating of "unsatisfactory" will normally be required to withdraw from the program. These forms, along with advisor input, serve as the basis for student annual evaluations at the May Clinical Area meeting. Students and their advisors receive a summary of this evaluation in the form of an annual evaluation letter.

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 Winter or Summer term 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[1], 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.

Students are expected to make timely progress on their thesis research. Failure to meet the expected timelines may result in a rating of "In need of improvement" on the student's annual progress report. Students who receive two consecutive "In need of improvement" or one "unsatisfactory" rating will normally be required to withdraw from the Faculty of Graduate Studies.

Thesis evaluation procedures

Details regarding the expectations for thesis proposals and theses at the MA and PhD levels may be found in sections 11.3.3 and 11.4.4, respectively, of the Department of Psychology's *Policy and Procedures* manual

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.

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 (Chair). 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.

[1] 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 final thesis defense involves a formal evaluation of both the written thesis and 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. Prior to submission to FGS the internal examiners (i.e., the advisory committee) reviews the thesis and signs off on the *Approval to Proceed* form. This form signifies that the committee members have read the thesis, provided feedback, and indicated any necessary revisions prior to submission to FGS.
2. The electronic thesis is submitted to the Faculty of Graduate Studies through JUMP who distribute it to the internal and external examiners. If two or more internal examiners fail the thesis, or the external examiner does, the student fails and does not proceed to the oral exam and must resubmit a revised thesis for examination. Otherwise the student passes and proceeds to the oral exam.
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 (external) 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 oral defence or the external does the student fails the oral exam. If none or one internal examiner fails the defence the student will pass.

Expectations for performance and progress:

Overall, expectations for performance and progress are clearly outlined in the Clinical Program curriculum and annual evaluation forms (Appendix D). This section provides additional information about expectations regarding academic and clinical requirements.

1. Course Work: students are required to complete all the courses listed in the clinical program curriculum, published in the *Graduate Study in Psychology 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 *Graduate Study in Psychology 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: Faculty of Graduate Studies regulations state that students are encouraged to complete their Candidacy exam at a time specified by their advisory committee – normally within the first year after completion of PhD program coursework, but not later than one year prior to graduation. 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 DCT 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 STUDENT FAILURES TO MEET ACADEMIC, PRACTICE, AND INTERPERSONAL STANDARDS FOR SUCCESS

Overview

The following provides general guidance. For specific requirements, policies, and procedures please consult the University of Manitoba's *Academic Guide*, the Department of Psychology's *Policy and Procedures Manual*, and the *Supplemental Regulations* of the Faculty of Graduate Studies (FGS) for the Department of Psychology. The specific policies and procedures employed when students have failed to meet expectations or standards in the program vary depending on the nature, severity, and locus of the problems. Accordingly, the Program has distinct approaches and policies for dealing with performance deficiencies in coursework, practica, thesis research, and personal and professional conduct. These are described below.

In general, our approach to addressing student performance failures is to identify and understand the nature of the problem(s), communicate the nature of the performance deficiencies to the student, including what is needed for the student to demonstrate competence, allow the student an opportunity to learn and demonstrate competence, and to subsequently reassess the student's competence. When a student does not meet expected standards for success in the program, the normal sequence of review begins with the research or clinical supervisor or course instructor, and subsequently may progress to include the Advisory Committee, the DCT, clinical program faculty as a whole, the Associate Head (Graduate) and/or Head of the Department of Psychology, and the FGS. Individual remediation would be considered 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.

In most cases these represent relatively ***minor performance difficulties*** in meeting normative developmental challenges. Typically performance difficulties are resolved without requiring the involvement of the DCT and, assuming the student successfully overcomes the developmental challenge, the student remains in good standing in the program. In many cases, performance difficulties can be avoided or mitigated by relevant parties ensuring there is a clear understanding of expectations for performance, through early and detailed feedback about areas requiring improvement, and engaging in problem-solving and accessing additional resources (see section *Resources for dealing with academic and personal difficulties* below) as needed to improve performance to a satisfactory level. We anticipate that this approach will resolve most performance difficulties.

In contrast to the relatively minor performance problems indicated in the previous paragraph are the less common and more ***serious performance deficits***. These more serious problems occur when the student does not demonstrate an adequate level of competence after a sufficient period of advising, teaching, training, and/or supervision. This is evident from incompetent or unprofessional behaviour or performance that may signify a breach of entrustability (i.e., that the student cannot be trusted to work safely with clients, peers, staff, or faculty). The procedures for managing performance deficits normally requires the notification and/or involvement of the DCT (and perhaps others), and result in a ***formal remediation plan.*** If a remediation plan is deemed necessary, the objectives of the remediation are provided in writing in a plan that specifies the context that explains why remediation is necessary, clear requirements of the student, and a time frame for evaluating progress followed by a re-evaluation. Instances of unprofessional or unethical conduct may be formally investigated and disciplined through the relevant authority (e.g., Dean of FGS, Department Head, or invocation of the Professional Unsuitability ByLaw – described in Appendix A). Nonetheless, students should be aware that if problem resolution is not successful that failure or termination from the program are possible outcomes of serious performance deficits.

If a student believes they have been treated unfairly in the handling of a performance difficulty or problem a variety of appeal mechanisms are available (see Appeals section below). Furthermore, if a student believes they have been subjected to disrespectful or unfair treatment by faculty or staff there are a variety of means available for problem resolution and/or making a formal complaint (see Grievances and Complaints section below). If a student has concerns about an aspect of their education/training they may also raise these with the DCT or alternatively, with the Clinical Student Representatives who can present the concern to faculty members anonymously at a clinical program meeting. Students should be aware that there are limits on what can be done to resolve anonymous complaints.

If a student's performance difficulties or problems are either wholly, or partly, the result of a disability, students will be required to provide documentation of the disability and the nature of reasonable accommodations required through the University of Manitoba's Student Accessibility Services. Students should have such documentation in place at the outset of their program so that instructors, advisors, and supervisors can proactively offer reasonable accommodations and thereby help avoid the occurrence of performance difficulties or problems and facilitate the student's success. If performance problems cannot be overcome despite the provision of reasonable accommodation, failure and/or termination from the program are possible outcomes. 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.

Coursework

Difficulties in satisfying coursework requirements (i.e., assignments and exams) are initially addressed by the instructor, who is expected to provide students with timely and accurate feedback about their performance in graded elements of the course. If the student has not received timely feedback they should request it from their instructor. If this does not resolve the problem the student may bring their concerns to the Head. If the problem is that the student is unable to keep up with the demands of one or more courses, the student would be expected to discuss the situation with the instructor(s) as well as their 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 (VW) from the course, preferably after informing and receiving approval from the advisor. A VW means the student will not receive a grade and therefore can avoid failing a course. However, they will also not receive credit for the course and a permanent VW notation will be placed on the course on the student's transcript. If it is a required course, the student will need to retake the course. If the problem is due to student 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. Students who believe an assignment, exam, or final grade they received is unfair should review the matter with the instructor. If this does not resolve the issue the student may wish to consider making a formal grade appeal (see Appeals section below).

Thesis research

Student difficulties in achieving expectations for thesis research should initially be 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. Should there be disagreement or differences among committee members, or advisors if the student is co-advised, about thesis requirements, the advisor(s) should be informed and a meeting of the whole committee should be arranged to resolve them. Formal feedback on thesis progress and performance is also provided by the advisor and advisory committee through annual written performance evaluations conducted by the FGS and the Clinical Program. Thesis proposals and completed theses both undergo a process of formal review and evaluation that involves examination of the written thesis and the candidate's understanding of it during an oral examination. A student who fails their thesis proposal is required to incorporate committee feedback and repropose the thesis. A student who fails

their final thesis examination will be granted one additional opportunity to pass it. A second failure will result in being withdrawn from the program. 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 FGS for evaluation. The penalty for academic dishonesty in thesis research may include expulsion and a notation on the transcript.

Practicum and Internship

Practicum and internship supervisors may identify difficulties in clinical practice. These are addressed with the student in supervision when they arise so that students have the opportunity to address. Ideally, there is a mid-point evaluation in which a student receives a summary of their progress to date, with an opportunity to redefine training goals if necessary. If a student has not received timely constructive feedback or has other concerns about the quality of supervision they are receiving they should raise these concerns with their supervisor. If this fails to resolve the problem they should consult the PSC Director or Internship Director of Training. Students on internship may also consult the DCT to help resolve serious conflicts.

When significant, student performance problems that occur during practica or on internship may require the need for a formal remediation plan. 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 concerns initially and throughout the remediation process.

Personal and interpersonal

Our program is dedicated to helping students work through and manage personal and interpersonal problems they may encounter while in the program and we attend to how such problems affect students as well as the clients they work with in clinical settings. Personal problems encompasses a range of potential issues, ranging from problems of everyday life (e.g., safety, finances, housing, accessibility, childcare) to those related to health and wellness. The resource section below provides support related to all of these challenges. We note here that mental health and wellness is a particular focus within clinical psychology programs in terms of training. In addition, however, mental health problems are common among graduate students in general, and students in clinical programs are no exception. Students who are experiencing personal difficulties that are likely to affect their performance or progress in the program are strongly encouraged to consult their advisor, the DCT, and/or the Director of the Psychologial Service Centre and seek appropriate help for dealing with these early on and as needed. Student Services offers free counseling to students and the PSC maintains a list of psychologists in the community who offer no- or low-cost counseling to clinical students. In the case of physical disability or mental disorder, students may consult Student Accessibility Services to obtain suitable accommodations. Alternatively, students may wish to request a leave of absence to address acute situational stressors (e.g., grief or loss), or medical issues (a doctor's note will be required). Students may also request a parental or maternity leave from FGS for up to one year. Note that a leave of absence stops the "clock" on one's time in the program, which can be an important consideration as the difficulties may interfere with timely completion. During a leave of absence students are prohibited from working on their program. Further information about leaves of absence, including the application form, may be found in the document *Leave of Absence Status* available within the FGS forms webpage https://umanitoba.ca/graduate-studies/forms

Financial difficulties can create significant personal hardship and may substantially interfere with student performance and progress. Students experiencing financial hardship are encouraged 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. Please also see the sections in this document on Funding opportunities and Employment opportunities and policies.

Dual, or multiple, roles frequently occur between students and faculty. For instance, a student's thesis advisor may simultaneously be a student's instructor, practicum supervisor, employer (e.g., on a research grant), or lab director on non-thesis related projects. Similarly, students can sometimes occupy dual roles with respect to one another (e.g., as student supervisor and classmate and friend). These dual/multiple roles are often unavoidable and can be mutually beneficial, particularly when they are based on principles of mutual respect, trust, safety. Nonetheless, they can also, at times, become a source of conflict. Students who experience conflict or interpersonal difficulties with faculty or other students are asked to address the person(s) with whom the conflict exists directly. If this is not feasible, for instance owing to a power differential, or it does not resolve the issue, students are encouraged to seek the assistance of administrative faculty (e.g., the DCT or PSC Director, or Associate Head Graduate), and/or the Human Rights Advisory Services, or Student Advocacy to help resolve it (see Grievances and Complaints section below for more details). A student may also change advisors (or committee members) at any time in their program by finding another faculty member who is willing to advise them and by completing the change in advisor form found at https://home.cc.umanitoba.ca/~psycarea/links.html

Resources for dealing with personal, health and academic challenges

A number of excellent resources are available at the University of Manitoba for helping students to cope more effectively with academic and personal challenges. The University's Student Supports website provides a comprehensive list of resources for supporting issues of everyday life (e.g., financial supports, housing, child care), health and wellness (e.g., counselling resources, health services, spiritual supports), and academic supports (e.g., Academic Learning Centre, English Language Centre, student advocacy). This website also provides targeted supports for specific groups of students, such international students, graduate students, and those who identify as 2SLGBTQ+ and/or Indigenous.

FUNDING OPPORTUNITIES

Fellowships

In recent years, students admitted to our MA program have guaranteed funding for the first two years that can be topped up by other funding sources (e.g., teaching assistantships, grader/marker positions, research assistantships). 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 many other funding sources are available within and outside of the University of Manitoba. The Clinical Student Representatives (CSRs) maintain a comprehensive list of funding sources. Also, the Faculty of Graduate Studies Awards database can be searched by keywords and categories.

Fellowships are limited in number and are awarded on a competitive basis. Students can improve their competitiveness for fellowship funding by maintaining a high gpa (> 4.0), earning authorship on multiple conference presentations and publications, writing strong funding applications that

emphasize their development as scholars and scientists and the importance and rigor of their proposed research (have your advisor and others give you feedback on drafts), and obtaining strong letters of reference. If you are unsuccessful after a first attempt don't be discouraged! Seek feedback on your application, work on improving it, and keep trying. Many students have been successful in obtaining funding only after several attempts.

Internal Fellowships. Students who are applying for admission to the Psychology Graduate Program at the MA level are not required to submit a separate application for a University of Manitoba Graduate Fellowship (UMGF; $14,000 per year Masters, $18,000 per year PhD) as they will automatically be considered for this award. PhD applicants must include in their application information from pages 7-9 of the UMGF application found in our Helpful Links, or submit a complete UMGF application. 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 up to two years in the MA program (and possibly8 in the first PhD year depending on the Department budget). In later years students must apply for the UMGF. Procedures and deadlines are announced via email. Note that all applicants for and holders of UMGFs must apply for external funding to be eligible to receive/renew this 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, higher for the Vanier award. 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 procedures, forms, and deadlines for tri-council fellowships is circulated early in the Fall term each year. Note that applications to all Tri-Council Masters fellowships are made electronically through the CGS-M application portal. Doctoral applications are submitted electronically via the SSHRC On-Line System, NSERC On-Line System, or ResearchNet for CIHR. Details on deadlines and procedures may be obtained from the Psychology Graduate Office.

Other external awards that students in our program are eligible for include: (1) graduate scholarships and PhD dissertations awards from Research Manitoba (http://researchmanitoba.ca/), and graduate scholarships with a focus on alcohol and gambling from the Liquor, Cannabis, and Gaming Authority of Manitoba (https://lgcamb.ca/research/scholarships/). The Canadian Psychological Association also provides up to ten $1,000 awards to support student research and knowledge dissemination (http://www.cpa.ca/docs/File/Research/Student_Grants_ResearchandKM_Final_Sept2017.pdf). And the Canadian Psychological Association Foundation has a number of student awards and scholarships available at: https://strongmindsstrongkids.org/Public/Supporters/Grants.aspx

The following link provides numerous (although not exhaustive) funding options for international students: http://umanitoba.ca/faculties/graduate_studies/funding/international.html

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 table below reports the most common sources of conference funding

	Funding Source	Max. Value	Deadline	Need Dept Funding?	How to Apply	Information
1	Department of Psychology *Graduate Student Funding*	$350.00 (as of March 2015)	No deadline	N/A	Psychology website > Forms	If funds available, students may apply 2 times/ year
2	Faculty of Arts *Graduate Student Conference Travel Award*	$350	April 1st or November 1st, whichever is right before the conference	Yes	Faculty of Arts website > Funding and Awards > Graduate Students	You can only be funded once per year
3	Faculty of Graduate Studies *Graduate Student Travel Award*	$750 for travel within NA; $1000 for international	No deadline but apply at least 3 weeks prior to departure to allow for processing time	Yes	Faculty of Grad Studies website > Funding and Awards > Forms and Applications	You can receive this once for M.A. & twice at the Ph.D. level
4	Faculty of Arts *Endowment Fund*	Approx $750 for domestic & $1,500 for international travel	January 31st or unless otherwise posted (could be the last business day of month)	Yes	Faculty of Arts website > Funding and Awards > Faculty of Arts Funding	Apply about a year prior to conference. Fiscal years is from April 1st to March 31st
5	Graduate Students' Association *Conference Grant Application*	$350 for travel within NA; $500 for international travel	Submit within 3 weeks of returning from conference	No	UMGSA website > Downloads > Forms and Applications	You will likely receive funding after either July 17th, Nov. 17th, or Mar 17th

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 indigeneous 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

John R. Walker Clinical 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 2018 award will be for a 2017 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 DCT.

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.

The Dean of Graduate Studies Student Achievement Prize recognizes the outstanding academic achievement, strong leadership skills, and notable personal service of a University of Manitoba graduate student to the University, other students, and the community. Further details may be found in the FGS funding database. Interested students should inquire with the Graduate Office for the departmental due date for applications and with their advisor for their willingness to nominate the student.

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
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 200 of these hours may be recognized, if approved, as program-sanctioned hours for internship application purposes with a maximum of 100 hours per supervisor. Students must obtain DCT approval for program sanctioned hours prior to beginning such work and again afterwards, prior to applying for internship. 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 **less than 20 hours per week** at external (non-university) employment. We also encourage students to see this 20-hour rule as maximum and aim to work considerably less than that in order to make quick progress through the program. 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 acceptable. Check the PSC for information about practicum opportunities (paid and unpaid).

Professional liability insurance. Students' clinical work during registered practica and internship is covered by the University of Manitoba's professional liability insurance (the Canadian Universities Reciprocal Insurance Exchange (CURIE)). However, this **university insurance does not cover the student's work outside of what is required by the clinical training program, such as when the student is employed as a clinical associate in a hospital or in a psychologist's private practice**. **Students should obtain their own liability insurance in such employment settings**, including in the case where this additional experience is accepted by the program as additional program sanctioned hours. Currently, students who are members of CPA and Manitoba Psychological Society are eligible for coverage through the program offered by BMS. Note that this insurance only covers work you carry out for which you are directly supervised.

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

The University of Manitoba's *Respectful Work and Learning Environment and Sexual Assault* policy states that: "Members of the University Community, including every student and employee, are entitled to a respectful work and learning environment that is:

1. Free from discrimination and provides for reasonable accommodation;
2. Free from harassment; and
3. Collegial and conducive to early resolution of conflict between members of the University Community.

Students who believe they have not been treated with respect or fairness by a faculty or staff member, or fellow student may wish to pursue a complaint or grievance. As a first step, we encourage students to make use of informal conflict-resolution procedures initially with the individuals with whom they have a dispute or complaint. Recognizing that a power differential may exist between the student and the person with whom they have a complaint, we recognize this step may not always be feasible or sufficient. Accordingly, there are a number of supports available to students who wish to pursue a complaint or grievance. 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. Students whose concerns have not been adequately addressed through these informal channels have a number of additional options to consider:

2. Office of Student Advocacy
    a. 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;".
    b. 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.

3. 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.

4. Accreditation office

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

   Contact: Dr. Stewart Madon, 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

5. Psychological Association of Manitoba (PAM)

   PAM is the professional licensing body for psychologists in Manitoba. Complaints against psychologists (from clients, students, etc) are investigaged 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

A. Professional Unsuitability Bylaw
B. Internship application rules, procedures, and advice
C. Clinical program calendar
D. List of form-fillable forms

Appendix A: 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.

Appendix B: INTERNSHIP APPLICATION RULES, PROCEDURES, AND ADVICE

Last updated August 2025

Preface. The intent of this document is to provide students in our program with the rules, procedures, and advice related to applying for internship. 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. The DCT, Associate DCT, and Director of the PSC are always available to provide support and answer questions throughout this process.

1. **What does an internship application consist of, and when are they due?** Understanding the answer to this question is a good first step when thinking about applying for internship. Most applications are due **November 1st**, and consist of: (a) a completed APPI – the application form that includes your training hours and a letter from the DCT, (b) four 500-word essays, including a biographical statement and essays on your research, theoretical orientation to therapy, and diversity awareness, (c) graduate transcripts that you should order early because this has been known to delay some students, (d) three references, usually from your advisor and two clinical supervisors, and (e) a cover letter tailored to each site. Please note that APPI refers to the internship application, whereas APPIC is the organization that oversees internship programs. You can access the APPI at https://www.appic.org/

2. **Review your eligibility**. To be eligible to apply for an internship, clinical students *must* receive the approval of the DCT. Approval to apply for internship requires that students have:
    a. Passed their thesis proposal by May 15 of the year they plan to apply (or first business day after the 15th), including any revisions.
    b. Successfully completed (or can reasonably be expected to complete) all required courses, practica, and candidacy exams before beginning internship. Note, most internships will not accept applications from students who have *any* incomplete program requirements (except the thesis).
    c. Completed (or reasonably expect 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. Note #1: you'll see in section 3.e.iv below that our program and CCPPP recommend **400-600** direct client contact hours. Note #2: Direct client contact hours can include both practicum hours and program-sanctioned non-practicum hours. Note #3: some internship programs require additional direct hours or a specific number of assessment hours (often min 100 assessment hours or 10 comprehensive reports). Review program brochures or directory through the APPIC website for program-specific requirements.
    d. Submitted the *Request for Permission to Apply for Internship* and *Consent to Release Personal Information* forms to the DCT no later than September 20th of the year they are applying. See the clinical program Forms page for these forms.

3. **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. When answering this question consider the following factors:
    a. The program curriculum suggests that students apply for internship in the Fall term of the PhD3 year; this is a good goal for students to aim for but may be unrealistic for some students depending on some of the following considerations.

b. Application is time-intensive. The application process is very time intensive (see point #4 below). Research and applications take up a great deal of time in the summer and fall of the year you apply, and in January most students are very busy with interviews. If you have not progressed much beyond defending your proposal we strongly encourage you to consider waiting a year to apply (see point 3d below).
c. Personal considerations. Many factors must be taken into consideration when deciding to apply, including the timing of internship with respect to personal issues and constraints, acquiring other experiences (e.g. practica) to enhance your competitiveness, financial concerns, and how many years you have left in your program to apply.
d. PhD thesis progress. Students commonly underestimate how much time it takes to complete their dissertations. If your thesis is in its early stages, deferring your application for a year has several advantages:
    i. Increases competitiveness. In addition to making significant progress on your dissertation research during that extra year, you will also have opportunities to gain additional clinical experience. Perhaps most importantly, internship programs are more interested in applicants whose dissertations are complete or nearly complete for at least three reasons. First, such interns may be 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 and post-doc opportunities. Having your dissertation defended or nearly complete will allow you time and opportunity to apply for and accept post-doc and job offers that will likely come up during your internship year.
    iii. Reduces thesis-related stress. Every student intends to finish their thesis prior to or during internship but many do not. Defending the thesis during the internship year is feasible if you have finished data collection and analysis, but if you are not at that point you will find it challenging to find the time and energy to work on your dissertation while you are doing full-time clinical work. Post-internship, it is also difficult to complete the thesis quickly. Often it will have gone "cold" during the internship year. You may need to take on post- internship employment that can further delay dissertation 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 less time to complete the Ph.D. than those who defended after internship.
e. Competitiveness for internship match. The internship match is a competitive process. According to the most recent (2026) APPIC data for Canadian applicants, 207 out of 233 (89%) applicants matched to an accredited internship (https://www.appic.org/Match/Match-Statistics) and our program does extremely well at preparing our students. Accordingly, it is important to ensure that when you apply you do so with a portfolio of training experiences that is competitive.
    i. CPA recommendations. CPA suggests a minimum of 600 hours and a reasonable maximum of 1000 practicum hours including support hours. More specifically, they specify a minimum of 300 direct contact hours and 150 supervision hours. However, these hours should be considered mimima.
    ii. CCPPP recommendations. The Canadian Council of Professional Psychology Programs (DCTs and Training Directors) published their 3rd edition (Aug 2025)

Documentation of Professional Psychology Training Experiences. This important document provides guidance on how to track and count training hours. It also states that "While the CPA accreditation standards sets the minimum number of Direct Service practicum hours at 300 (before applying for a residency), more typically 400-600 Direct Service hours (1000 hours total including Direct Services, Supervision, and Support Activities) of wisely chosen practicum experience is required to attain sufficient breadth and depth. 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 residency year. The quality of training is more important than the number of hours recorded".

iii. **UofM Program recommendations. All things considered, we suggest that our students aim for approximately 400-600 direct intervention and assessment hours and at least 200 supervision hours.**

4. **When to start your research**? Students tell us that very informally they often begin thinking about where they will apply a year or more in advance. CPA, APA, and other clinically-focused conferences often have internship talks and workshops that are worthwhile to attend including the annual internship fair which is an opportunity to talk directly with program directors about their internships. In terms of when students typically start devoting more time to researching which sites to apply to, this usually starts the summer of the year you intend to apply and continues until close to when applications are due in November. Prior internship applicants have told us they spent about 8-10 hours per week from July until September, with that number increasing as application deadlines approach. Please keep in mind that internship sites may not update their online information until the summer or fall. So if you've done your research early you should check back with the internship's online information to see if there have been updates (looking at program websites is better than APPIC as the latter sometimes has out of date information).

5. **Know which internships you can apply to.**
   a. APA or CPA accredited. Our program expects clinical students to apply to accredited internships because doing so ensures 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 Department of 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 may request permission from the DCT to apply to non-accredited internship sites by providing evidence of their equivalence to an accredited internship. Such non-accredited training experiences must be approved by the DCT *prior* to applying.
      i. *Eligibility.* Applications for completing a non-accredited internship will be considered for students who have made a reasonable effort to obtain an accredited internship (e.g., failure to match after applying broadly a second time) or for students who are not able to apply broadly for internship for extenuating personal or health reasons.
      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 (in this Appendix). Evidence to support claims of equivalency must accompany the form. Note that this requirement for approval includes non-accredited internships offered through APPIC phases I and II, and to non-accredited internships during APPIC'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. In 2016 a student from Ryerson University was denied entry to the US after matching to an accredited internship there. Also, there is significant concern that the TN Visa that Canadian students have used in the past to complete US internships may no longer be a viable option for internship training. In 2016 a student from our program successfully entered the US on a B1 Visa, although that Visa will not be an option for all students (i.e., it is a training visa that requires students to: (a) have a letter from an employer who approves their training and states that the student will have a job to apply those skills to when they return, (b) prove they have reason to return to Canada, and (c) demonstrate that the type of training is not available in Canada). Because the process of entering the U.S. has become increasingly problematic in recent years, our program and other programs in Canada generally ***advise against applying for US internships*** unless you have good reason to do so or unless you are a US citizen.
    ii. *VA internships*. Non-Americans are not eligible for Veterans Affairs (VA) internships. VA internships also require that applicants come from APA accredited programs. In other words, students from our program are not eligible for these internships. http://www.psychologytraining.va.gov/eligibility.asp

d. Canadian internship applications by non-Canadians. Certain internship training sites might be concerned about offering internship positions to students who are not Canadian Citizens or Landed Immigrants. Because of this, it is important for students in this position to clearly indicate in their internship application materials (including the letter from the DCT) that they have the necessary permits in place to take on full-time clinical work during internship.

6. Plan application strategy to maximize chances of successful matching.

a. Apply with a competitive # of direct service and supervision hours. See section 3e.
b. Apply to a competitive number of internship sites. Data from APPIC (https://www.appic.org/Internships/Match/Match-Statistics) suggests that Canadian applicants applied, on average, to 10 sites (SD = 3.6). Canadian internship applicants also had, on average 6 interviews (SD = 3.3). When considering these numbers please keep in mind that some sites have multiple programs you can apply to. Also, be aware that applying to a high number of programs has 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 (https://www.appic.org/Directory) 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, as well as to some less competitive sites. You might also consider applying to non-accredited sites (that have DCT approval) that are strong internships on their way to achieving 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, and be sure to ask letter writers if they can provide you with a **strong** letter. Consider asking potential referees about reference letters in late summer or early fall. You will also need to provide them with information they need to write your reference, as well as a list of internships you'll be applying to. Download the APPIC SRF here: https://www.appic.org/Internships/AAPI

e. Get feedback on your application materials. In addition to feedback from our program, you should also get feedback on them from other people you trust to give you honest and helpful feedback. You might also ask students who applied the previous year for examples of application materials.

7. **Gather information from credible sources**. Information about internships is available from the following sources – we list them in order of helpfulness, starting with the most important:
   a. *APPIC*. Association of Psychology Postdoctoral and Internship Centers. Web address is https://www.appic.org/
      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.
   b. *CCPPP*. The Canadian Council of Professional Psychology Programs (CCPPP) is an organization consisting of Directors of clinical training programs and internship programs. Their website can be found at http://www.ccppp.ca and a number of excellent resources related to internship are found in their resources page:
      i. *Student resources* at https://ccppp.ca/Student_Resources including social media, the excellent Match Made on Earth (2nd ed) guide, and other resources.
   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. *Internships.* Most, if not all, internships put their information online. You might consider contacting internship DCTs if you have questions that about information that is not in their brochures.

e. *U.S. Immigration info*. If matched with a 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).
   * A note from the APPIC Board: "Each year, the APPIC Board receives feedback about the increasing number of businesses that focus on assisting applicants in obtaining an internship. While there may in fact be some legitimate and helpful services, some of these businesses may be taking advantage of the imbalance between applicants and positions by exploiting students' fears about not matching".

8. **Application deadlines** vary, most are in November, and the earliest deadline is November 1st. The APPIC directory clearly lists application deadlines.

9. **Order transcripts and register early for the match** at the National Matching Service online at: 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 AAPI that you will use to apply to internship programs, so don't wait until December 1st to do this. Also, **students often run into delays receiving transcripts**, so do this well in advance. Note #1: Canadian training directors are aware that delays often occur in uploading transcripts to the APPI. So if your transcript does not show up as loaded by the deadline, allow a day or two before pushing the panic button! Note #2: if you decide to send your transcripts by courier, the address is different from the mailing address listed on the APPIC website. Note #3: ensure that your transcript is fully up-to-date before ordering them as you will have to re-order them if details such as your completed candidacy exam are missing. Note #4: You will need to download a cover letter within your APPI that must be attached with your transcript before UofM sends it to NMS. To do this, students must complete their order and then email the UofM transcript office with their order number and their cover letter attached, and ask that it be included with their transcript before it is sent.

10. **Provide DCT with request & information**. Provide the DCT with the following information by the dates indicated:
    a. By late summer/early Fall
        i. Completed "Request for permission to apply for internship and release consent" form (most current version on the clinical program website). Pleaset note that the information on this form must match the information on your APPI, so this form may need to be updated prior to submitting your applications (e.g., if you are continuing to collect direct client contact hours in the fall).
        ii. If you are planning on applying to any non-accredited internships complete the Criteria for Non-Accredited Internship Equivalency form
    b. At least 2 weeks prior to due date of your earliest application
        i. You will complete the APPIC "Summary of Doctoral Training" section of the online application. This will trigger an email 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 will be asked to help with this letter.

11. **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 1 (and possibly 2) mock interview and receive feedback to enhance interview performance. See the last page of this document for a list of typical internship interview questions. Note #1: although most interviews take place in January, some residencies start interviewing in the second and third weeks of December. Note #2: interviews are now exclusively online.
    a. The CCPPP recommends that Canadian internship programs use a Universal Notification Day for internship/residency interviews on the **first Friday in December**. We recommend that you book this day off because students who receive numerous interview invitations will hear about these invitations and need to schedule them, and the timing of this can be both difficult to predict and stressful.

12. **Successful interviewing**. For Canadian and US sites interviews are typically either a half day or full day and normally consist of multiple meetings (e.g., meeting with the training director, with rotation supervisors, and with current interns). Be prepared not to receive any feedback about your performance. You will receive training for success during mock interviews, but keep in mind:
    a. Videoconference interviews. During the pandemic virtually all internships used videoconferencing to conduct interviews and the experience was successful owing to the ease and flexibility of scheduling and no time and expense for travel. Consequently, internship interviews have remained online and will likely continue in this way.
    b. During interviews be "quietly confident", striking a middle ground between lacking confidence and being cocky. Be assertive and confident about the substantial training you have already received, and be open and excited about the additional training you will gain during internship. One question you will receive at every site is why they are a good fit for you. Discuss this in terms of what it will give you now and how it fits with your longer-term goals. This fit should also be evident in your cover letter.
    c. You'll likely be more comfortable and stronger after getting a few interviews under your belt. So consider not scheduling your top choices as your first interviews.

13. **How much does all of this cost?** There are costs associated with registering for the match and costs per application ($400 USD to register with NMS, $50 USD for the first site you apply to and $30 USD for each additional site). Students applying to multiple sites can expect to spend between $700 to $1000 and the Department often provides some funding to help with this.

14. **Match information**. Detailed information about the match can be found on the APPIC website: https://www.appic.org/Internships/Match/About-The-APPIC-Match. Briefly, 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. A computer algorithm that is programmed to try to match every applicant to the highest possible ranked site generates the results. 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 where programs with available positions can advertise them. It usually will begin near the end of March. This process does not use the match process. Instead unmatched applicants contact programs with available positions and apply directly to the internship(s) for positions of interest. As positions are filled they are removed from the list.
d. Match day is emotional. So no matter the outcome consider taking that day off from other commitments. Give yourself space to process and, hopefully, to celebrate.

Internship Interview Sample Questions

There is an infinite list of potential questions you might be asked during your interviews, but we have tried to capture common types of questions in the list below. If you are applying to multiple streams at the same site (e.g., health psychology stream vs forensic vs general adult stream), you can expect the interviews at the different streams to be different.

Questions about fit between your training and interests and the internship site

1. Why did you apply to our program (i.e., how is our internship a good fit for you)?
2. What rotations or experiences are in you interested in?
3. Where do you see yourself working in 5, 10, or 15 years?
4. What are your future professional goals and aspirations?

Questions about supervision

1. Tell us about your preferred supervision style.
2. Tell us about a time when you disagreed with a supervisor and how you managed that.
3. What type of supervision has/hasn't worked that well for you in the past?

Questions about your graduate training in general

1. What is the role of a psychologist on a multidisciplinary team? Tell us about your experience working on these kinds of teams. What are the strengths and challenges to this approach? What is clinical psychology's unique contributions to these teams?
2. Tell us about an ethical dilemma (i.e., a conflict between two ethical principles) you've encountered and how you handled it.
3. How do DEI/JEDI/EDI principles inform your work? How do you work with and understand people with different ethnic/cultural/sexual orientation/SES/etc backgrounds?
4. What are the strengths and limitations of your graduate program?
5. Tell us about your most difficult client situation and how you handled it.
6. Tell us about something that contributed to your growth as a clinician.

Questions about your therapy training

1. How do you define change in therapy? How do you know when change is happening?
2. What do you see as your clinical strengths and weaknesses? How do they influence your work? What have you done to manage your weaknesses?
3. Conceptualize a clinical case for us (there are many variants to this question – can be asked on

the spot, sometimes applicants are given a case to read and prepare, and at other times applicants are given some info, asked questions, given more info, asked more questions, etc.).
4. What's the most creative thing you've done with a client/patient in therapy?
5. What empirically-supported treatments are you familiar with?
6. 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?
7. Have you had any experience with group therapy, family therapy, and/or co-therapy?

Questions about your assessment training

1. Tell us about an assessment experience that was challenging/surprising/etc. (try to answer this question by referring to specific tests, rather than discussing "memory" findings, for example).
2. What psychological tests are you familiar with?
3. What kinds of assessment measures/tests would you include for a patient with a suspected X, Y, Z diagnosis?

Questions about your dissertation research

1. Tell us about your dissertation research. Why did you select that topic? What is the clinical relevance of your dissertation research?
2. How is your research progressing? What do you think you'll have left to complete by the time residency starts this coming September?

Questions about you as a person and potential future colleague

3. Graduate school can be challenging. What challenges did you encounter, and how did you navigate them?
4. Tell us abour your personal strengths and weaknesses.
5. Tell us an anecdote – a story that shows who you are as a person.
6. What's your favorite (movie, book, hobby …)?
7. 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. Would you be willing to share recent feedback you've received from current or recent residents regarding the residency strengths and growing edges?
3. Ask the interviewer (or the potential supervisor of a rotation you're interested in) what they enjoy most about their work at the site.
4. Ask questions about what it's like to live there (e.g., cost of living, housing, etc).
5. Ask to speak with current interns and ask specific questions about their experiences. Also, be sure to ask if the interns are involved in selection. If not you can ask more candid questions, although remain cautious as these individuals might provide informal feedback.

Appendix C: CLINICAL PROGRAM CALENDAR

Last update: August 2020

Date	*Event*
January	
Early	DCT invites students to submit applications for Alumni Clinical Research Award
2nd Week	Program meeting. All faculty and CSRs attend.
15	Recommended deadline for MA students to distribute thesis in time for May graduation (check link: http://umanitoba.ca/graduate-studies/student-experience/thesis-and-practicum/submit-your-thesis-or-practicum)
mid-Jan	Stage One points for applicants to clinical program available from graduate office
month end	Deadline for 1st-year PhD students to submit *PhD Program of study & appointment of advisory committee* form to Psychology Grad office.
February	
1	Date winter candidacy exam Take-home or Open format questions distributed and closed-book portion of exam (if any) is conducted*
1	Deadline for Research Manitoba studentship and Dissertation award applications
1	UMGF applications due into Grad office (check with Grad office or GAFS for exact date)
Early	Faculty review and rate applications for Alumni Clinical Research Award
2nd Week	Program meeting. All faculty and CSRs attend.
tba	Admissions meeting. Faculty intending to admit a student attend and attest to student's academic qualifications and professional suitability.
March	
2nd Week	Program meeting. All faculty and CSRs attend.
mid-month	Email to students with reminder of May 15th deadlines for intent to apply for internship and annual evaluations
April	
2nd Week	Program meeting. All faculty and CSRs attend. Includes review of practicum students (CSRs excused)
15	deadline for applicants with admissions offers to accept
May	
1	Due date in graduate office for internal applications to PhD program.
1	Date summer candidacy exam Take-home or Open-format questions distributed and closed-book portion of exam (if any) is conducted*
1	Deadline for PhD candidates to upload thesis through JUMP for distribution in time for October graduation (check link: http://umanitoba.ca/graduate-studies/student-experience/thesis-and-practicum/submit-your-thesis-or-practicum)
2nd Friday	Deadline for submission of clinical program annual evaluation form.
2nd Friday	Program area meeting to: (a) make admissions decisions, and (b) complete annual evals
15	Deadline for potential internship applicants to complete PhD thesis proposal corrections to be eligible to apply for internship this year
15	Grad office deadline for FGS Annual Progress Reports

June

15	Recommended deadline for MA students to distribute thesis in time for May graduation (check link: http://umanitoba.ca/graduate-studies/student-experience/thesis-and-practicum/submit-your-thesis-or-practicum)

July/August no meetings. MA2 students defend thesis

September

1	Deadline for PhD candidates to upload thesis through JUMP for distribution in time for February graduation (check link: http://umanitoba.ca/graduate-studies/student-experience/thesis-and-practicum/submit-your-thesis-or-practicum)
1	Deadline for DCT to submit CPA Annual Report
Early	Program and PSC orientation (organized by DCT, PSC Director and Admin Assistant)
2nd Week	Program meeting. All faculty and CSRs attend.
15	Date fall candidacy exam Take-home or Open-format questions are distributed and closed-book portion of exam (if any) is conducted*
mid-month	Meeting of DCT & PSC Director with potential internship applicants regarding eligibility, procedures, resources, etc.

October

~2	Deadline for Tri-Council fellowship applications
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);
15	Recommended deadline for MA students to distribute thesis in time for May graduation (check link:

November

2nd Week	Program meeting. All faculty and CSRs attend.
mid-month	DCT and Director of the PSC conduct mock interviews with students applying for internship

December

1	Deadline for PhD candidates to upload thesis through JUMP for distribution in time for May graduation (check link: http://umanitoba.ca/graduate-studies/student-experience/thesis-and-practicum/submit-your-thesis-or-practicum
2nd Week	Program meeting. All faculty and CSRs attend. Review of fall practicum students (CSRs excused)

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*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.

Appendix D: LIST OF FORM-FILLABLE FORMS

The following forms for students in our program are available on our program's website: https://www.umanitoba.ca/arts/psychology/graduate-student-resources/clinical-psychology

- Clinical Program Annual Evaluation forms:
  - MA level
  - PhD level
  - Internship level
- Extracurricular Program Sanctioned Hours and Policy Form
- Request to take Optional Practica
- Request for permission to apply for internship and release consent
- Non-accredited internship application instructions and forms