STUDENT HANDBOOK

Information, Forms, Policy and Procedures for Graduate Students

SCHOOL AND CLINICAL CHILD PSYCHOLOGY (SCCP)

2023-2024

UNIVERSITY OF ALBERTA

EDMONTON·ALBERTA·CANADA

Welcome to the School and Clinical Child Psychology (SCCP) graduate program at the University of Alberta. This Handbook describes our master's and doctoral programs and also explains the procedures for successful completion of your respective program.

It is expected that all students and faculty in the program will keep this Handbook as their major source of reference for our graduate programs. It is your responsibility to ensure that you have the most recent copy of the Handbook from the year in which you entered the program. You are ultimately responsible for making sure that you know all the requirements for completion of your degree. The purpose of this Handbook is to provide current information concerning the steps you must take to fulfill those requirements.

This Handbook outlines the requirements for successful completion of your studies. Nevertheless, regulations of the Faculty of Graduate Studies and Research (FGSR) are imposed by, interpreted by, and enforced by that Faculty, and our Handbook is only a supplementary guide.

This Handbook is only one of a number of documents with which students and faculty should be familiar. The contents of the following websites and documents should also be consulted.

FGSR Graduate Program Manual

Graduate Students' Association

University of Alberta Calendar (Registrar's Office): Linked Here

Accreditation

The PhD program in School & Clinical Child Psychology is accredited by the Canadian Psychological Association (CPA).

Canadian Psychological Association
141 Laurier Ave. W., Suite 702
Ottawa, ON
Canada, K1P 5J3
Telephone: 1-888-472-0657
You can also visit the CPA website

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SECTION I: GENERAL INFORMATION

The School and Clinical Child Psychology (SCCP) program at the University of Alberta is intended for students interested in psychological practice and research with children and adolescents. SCCP is a specialization of psychology devoted to the diagnosis, prevention, remediation and amelioration of social, emotional, cognitive, behavioural, and interpersonal difficulties with children and adolescents in school, clinical or community settings. Our aim is to integrate science and practice and to develop the awareness and skills to work with diverse populations in schools and various clinical settings.

The SCCP program provides students with a solid core foundation to practice as school and clinical child psychologists, and involves development of assessment and intervention skills, such as instructional interventions, cognitive behavioural therapy, and other child and family focused interventions. The SCCP core faculty, with the support of program affiliates, provide students with the opportunity to develop competency in all of these areas and also help them further develop their own areas of specialization.

SCCP PROGRAM MISSION

The School and Clinical Child Psychology (SCCP) program is based on a scientist-practitioner model of psychological training. The SCCP program emphasizes the integration of science and practice. We are committed to training students to take a scientific, evidence-based approach to psychological practice and to use knowledge gained through psychological practice to inform scientific inquiry.

The specific mission of the SCCP program is to provide students with theoretical foundation, research science training, and professional training in preparation for psychological work with children, adolescents, and families in school, clinical, and other community settings. The program is designed to provide training in psychoeducational and clinical assessment, therapy, psychosocial and academic interventions, professional consultation, and prevention.

The overarching goal of our program is to develop scientist-practitioners who can conduct theoretical and applied research relevant to the practice of psychology, who are able to use research to critically inform practice, and who provide professional services that enhance the well-being of children, adolescents, and families.

FACULTY AND STAFF

SCCP CORE FACULTY

Cormier, Damien, Associate Professor, BA Honours (Manitoba), MA, Ph.D. (Minnesota).
Main interests: educational and psychological assessment with a particular focus on cognitive

abilities and academic achievement (i.e. learning), cultural and linguistic influences in assessment, the development of functional literacies (e.g., financial literacy, media literacy) in children and youth.

Kotelnikova, Yuliya, Assistant Professor, BSc (University of Toronto), Msc, Ph.D. (Western University)
Main interests: evidence-based assessment and measurement, multi-method, multi-informant assessment of temperament and personality across the lifespan, dimensional models of psychopathology, modeling risk factors and trajectories of depressive symptoms and substance use in youth.

Mrazik, Martin, Professor; BSc, BEd, M.Ed. (Alberta), Ph.D. (Georgia).
Main interests: assessment of individuals with traumatic brain injury, traumatic psychological injury, and chronic pain.

Pei, Jacqueline, Professor; BA, M.Ed., Ph.D. (Alberta).
Main interests: applications of neuropsychological assessment to enhanced understandings of strengths and resiliency, evidence-based interventions for structurally marginalized youth, including individuals with a Fetal Alcohol Spectrum Disorder (FASD), and community-based participatory research.

Rinaldi, Christina, Professor; BA (McGill), MA (Concordia), Ph.D. (McGill).
Main interests: assessment of social and emotional development and functioning in children and adolescents, parenting and parent-child relations; emotional and behavioural difficulties, family dynamics, and youth mentoring, relationships, and wellbeing.

Sevigny, Phillip, Assistant Professor; BSc (Alberta), MA, Ph.D. (Regina)
Main interests: parenting and parent-child relations with a focus on the changing roles of fathers, family wellbeing and resilience, neurodevelopmental disorders.

Tremblay, Melissa, Assistant Professor; BA, MSc, Ph.D. (Alberta)
Main interests: community-based participatory research, resilience and health of Indigenous families and communities with a focus on Indigenous children and mothers, community engagement, qualitative research methods

CLINICAL STAFF

Dr. Karen Cook, Clinical Supervisor (SCCP).

Dr. Christina Rinaldi, Director of Child & Adolescent Services, Clinical Services—Education.

Hannah Tan, Clinic Administrator and SCCP Program Support.

Dr. Jonathan Dubue, Clinical Supervisor (Counselling).

Dr. William (Bill) Whelton, Director of Counselling, Clinical Services—Education.

FACILITIES

CLINICAL SERVICES

The U of A Clinical Services, located on the ground floor of the Education Building, is a community clinic that provides counselling, assessment, and intervention training opportunities for students. Many of the practicum courses are offered through the Clinic. The Clinic is oriented toward psychological services with adults, adolescents, children, and families. The Clinic includes a receptionist's area; waiting area; 14 therapy rooms equipped with recording systems; a play therapy room; two of the therapy rooms are equipped with one-way windows; three classrooms; and a testing materials library. In addition, Clinical Services houses offices for clinical supervisors, directors of assessment and counselling, graduate Teaching Assistants, pre-doctoral interns, and teaching assistants.

For additional information about the Clinic rules, please refer to the Clinic Handbook. Students are also required to read the Clinic Policy and Procedures manual for detail regarding work in the clinic. All students must sign the manuals' accompanying form (provided by course instructors) indicating that they have read, understood, and will comply with clinic policies and procedures prior to initiating any work in the clinic.

SCCP practicum students have access to a telephone in a private room to make confidential phone calls relating to their work with clients. There is also a room that serves as a lounge for practicum student use, with mailboxes, lockers and workstations. Graduate students may also use the telephone located in the Graduate Lounge (6-143) for personal local telephone calls.

SCCP RESOURCES

The Resource Library, located in Clinical Services is maintained for faculty and students to use both as a resource and a gathering location. This room contains books, some intervention materials, references, journals, research reports, master's theses, doctoral dissertations, and coursework readings.

Reference materials and journals are NOT available for check out, but may be temporarily removed for photocopying. All other resources are available for checkout using the posted procedures.

Testing materials are stored in Clinical Services and can be signed out for course work. Please see the on-duty clinic staff or refer to the Clinic handbook for procedures on how to access these materials. Although students may use these materials during their practicum experiences, NO resources may go with students on their internships. Students are responsible for all materials they check out, and will be held accountable for missing or damaged materials.

OFFICES

The SCCP faculty offices are located primarily on the 6th floor of the Education North Building, with some offices on the 5th floor. Students with an assistantship typically have office space in the building where their research projects are housed. Most often these offices are located in the Education North Building.

KEYS

Office keys are issued to students in the program allowing you to enter offices after office hours and during weekends. Keys for individual offices are issued by the Faculty of Education office and are provided for one year at a time. For safety reasons, do not prop open any outside doors during evening and weekend hours.

SECURITY

Valuable computers, thesis research, client data, money, phones, tables, laptops, wallets/purses, and coats have been stolen during brief absences. Additionally, all client information must remain in the clinic and any computer-based information must be password protected. Devices, including laptops, must also be encrypted. DO NOT LEAVE ANY UNATTENDED OFFICE DOORS OPEN OR UNLOCKED AT ANY TIME.

PARKING AND TRANSPORTATION

Students may purchase passes to the various parking lots that are available on and around campus. There are also a number of hourly/daily parking options available on or near campus. Additional information about parking can be found here:
https://www.ualberta.ca/parking-services/index.html

The Edmonton Transit System provides students with transportation to a central location on campus. This can be done by bus or the Light Rail Train (LRT). University of Alberta students are eligible for a U-Pass, which lowers the cost of transit. All students pay a small mandatory U-Pass fee each Fall and Winter term, which is significantly lower than the cost of purchasing monthly passes for the same period of time because costs are spread over a large participant base. U-Pass fees are collected by the University and transferred to transit providers to help fund the transit service.

Safewalk provides a safe alternative to walking alone at night around the campus community and beyond. Safewalk was created not as a reaction to crime, but as a proactive step to build the safest possible campus community. They walk students home and patrol campus as a measure of crime prevention to act as the eyes and ears for the University of Alberta Protective Services & Edmonton Police Service.

More information on Safewalk can be found here: http://www.su.ualberta.ca/services/safewalk/

Campus maps can be found at the following address: http://www.campusmap.ualberta.ca/

SECTION II: PROGRAM ORGANIZATION

The SCCP program grants two graduate degrees: The Master of Education (M.Ed.), and the Doctor of Philosophy (Ph.D.). SCCP is housed within the Faculty of Education.

The Interim Chair for the program is Dr. Veronica Smith. The Director of Training and Area Coordinator for SCCP is Dr. Jacqueline Pei.

FACULTY COUNCIL

Education Faculty Council is established as the governing body of the Faculty of Education under Section 28(1) of the Post-Secondary Learning Act (PSLA). Faculty Council powers and compositions are set out in Section 28(1) and 29(1) of the Act. Further authorization concerning Faculty Council powers, compositions and quorums is outlined in General Faculties Council (GRC) Sections 55.1, 55.3 and 55.5.

A faculty council may delegate any of its powers, duties and functions under the Post-Secondary Learning Act as it sees fit and may prescribe conditions governing the exercise or performance of any delegated power, duty or function, including the power of sub-delegation. (PSLA Section 29(3)

More information on the Education Faculty Council can be found here: http://educadmin.ualberta.ca/content/governance

AREA MEETINGS

SCCP program area meetings are held throughout the year to discuss and make decisions regarding various issues associated with the program. Two students are elected by the SCCP graduate students in the Spring to serve as representatives at area meetings. Faculty are not involved in these elections; it is up to the students to choose their representatives. The students attend the area meetings and serve as a liaison between the SCCP faculty and students.

PROGRAM FEEDBACK

Students are encouraged to provide the SCCP faculty with feedback at any point during the academic year. As questions are submitted, they will be collected by the Director of Training and discussed by faculty members and student representatives at monthly program meetings. Your username is not collected with your submission. You can choose to identify yourself at the end of your message, or submit a question/request/concern anonymously. The form can be found here: https://tinyurl.com/Student-Input-Form.

Responses to students will either be provided through an email to the program by faculty or disseminated by student representatives.

SECTION III: POLICIES

POLICY ON STUDENT RESEARCH

Students are required and encouraged to participate in research in many capacities during their enrollment in the SCCP program. In addition to the required research of theses and dissertations, most students also engage in research through research assistantships (RA), and some engage in additional independent research under the supervision of their advisor, RA supervisor, or other university professor. Students are encouraged to present their research to the professional community through conferences, symposia, and colloquia.

RESEARCH MENTORSHIP STUDENTS

Students in the SCCP program are encouraged to gain supervised research experience. This research experience may be gained through a research assistantship or through enrollment in independent research credits.

VOLUNTEER OPPORTUNITIES

Because research is ongoing and foundational to the mission of the program, faculty, and university, students are encouraged to actively seek out research opportunities. Thus, many students volunteer to join the research team of a faculty member with whom they have a common research interest. Moreover, students frequently volunteer to assist with data collection for advanced students' theses and dissertations in hopes that future students will similarly help them.

In order to engage in research at the university, students must conform to all university policies governing research, as well as conduct themselves according to professional standards set forth by APA/CPA.

UNIVERSITY POLICY ON RESEARCH INVOLVING HUMAN PARTICIPANTS

RESEARCH & ETHICS MANAGEMENT ONLINE (REMO)

ARISE (Alberta Research Information Services) is the system that automates the review process for human subject research through an online application form that will be routed electronically for required reviews and approvals. All research ethics applications reviewed at the University of Alberta must use the REMO system.

Visit the ARISE/REMO website or the Research Ethics Office to register for research ethics training or access the training session schedule.

Where: Research Ethics Office, 308 Campus Tower, 8625-112 Street
Website: https://www.ualberta.ca/research/support/ethics-office

ARISE/REMO Help desk: (780) 492-0459; reoffice@ualberta.ca

ARISE/REMO Access: The following are required in order to access ARISE/REMO to complete an application for Human Ethics Research:

- A valid Campus Computing ID (CCID) and password.
- An active relationship with the University of Alberta or affiliated Institutions.
- A REMO User role.

All University Faculty, staff or students already have a CCID. Researchers from Alberta Health Services, Covenant Health can request a Guest CCID from either their affiliated academic department or the Research Ethics Office. Students and external users (Alberta Health Services and Covenant Health researchers for example) must complete an online registration process to establish themselves in the system and request a role before logging in. REMO ethics application form is a "smartform" – it adjusts according to how you answer the questions. For example, if you indicate that your study is a clinical trial, you will get the clinical trial section and the billing information page. For social sciences research, those pages will not be displayed as you work through the application.

PROCEDURE FOR STUDENT GRIEVANCES AND APPEALS OF ACADEMIC DECISIONS

INFORMAL PROCEDURES

A student wishing to appeal an academic decision about a final grade or a mark received on an assignment in an EDPY course must first attempt to resolve the issue with the instructor. SCCP students may consult their Program Supervisor at any time about such grievances.

In the case of a mark appeal (for assignments or exams worth a minimum of 30%), the student shall consult with the instructor within ten (10) working days of the date of return of the marked assignment. Should the student and instructor be unable to resolve the grievance within the next ten (10) working days, the student may then appeal in writing to the Graduate Coordinator. Such an appeal must be made no more than five (5) working days from the instructor's response to the grievance. The student's written appeal shall include a photocopy of the marked work and a clean copy of the work.

The Graduate Coordinator will arrange for the student's work to be reread by another faculty member. The instructor will provide to the re-reader a copy of the assignment instructions, marking criteria, the clean copy of the student's work, and if available, copies of comparable student work. The re-reader will submit a response in writing to the Interim Graduate Coordinator within ten (10) working days, recommending that the mark remain the same or be

revised. The Interim Graduate Coordinator shall decide within ten (10) working days from receipt of the re-reader's report. The new/revised mark assigned shall be final.

In the case of a final grade appeal, the student shall consult with the instructor within twenty (20) working days of the date that the course grade is posted by the Registrar. Should the student and instructor be unable to resolve the grievance within ten (10) working days, the student may then appeal in writing to the Interim Graduate Coordinator. Such an appeal must be made no more than five (5) working days from the instructor's response to the grievance. The Interim Graduate Coordinator shall decide within ten (10) working days from receipt of the appeal.

If the final grade grievance is still unresolved, the student may then consult with the Associate Dean, Research and Graduate Studies in the Faculty of Education.

FORMAL PROCEDURES INVOLVING THE FACULTY OF EDUCATION

After the student has exhausted potential remedies available through informal procedures, and if the student believes there has been an error or unfair treatment, a formal appeal may be initiated to the Associate Dean, Research and Graduate Studies in the Faculty of Education.

A formal appeal must be submitted no later than March 1 following first-term courses, no later than June 30 following second-term courses, and no later than September 30 following intersession courses. Further information about appeal procedures at the Faculty level are provided in the University Calendar (Regulations of the Faculty of Graduate Studies and Research, Appeals and Grievances (203.17), Faculty of Graduate Studies and Research). A copy of the formal procedures for academic appeals may be obtained from the Graduate Coordinator or from the Associate Dean, Research and Graduate Studies.

Additional information on appeals and grievances can be found in 23.8 of the University Calendar.

FORMAL PROCEDURES INVOLVING FGSR

Termination of an SCCP student's program is the decision of the Faculty of Graduate Studies and Research (FGSR), normally upon recommendation by the Faculty of Education. Before such a recommendation is made, the Graduate Coordinator or designate and the student's Program Supervisor shall meet with the student.

The Graduate Coordinator shall then consult with the Program Supervisor and inform the student, in writing, of the Faculty of Education’s recommendation. If it is decided that a student is not making satisfactory progress in either course work or research, the Faculty of Education may recommend to the Associate Dean of the Faculty of Graduate Studies and Research that

the student be required to withdraw (please refer to the Graduate Program Manual: Section 7).

For further information regarding appeals procedures, students should consult the regulations available from the Faculty of Graduate Studies and Research. All formal appeals against Faculty decisions must be initiated within twenty (20) working days of the student's receipt of the Faculty of Graduate Studies and Research decision being appealed.

At any point in the appeals or grievances process, the student may seek information or advice from the Associate Dean of the Faculty of Graduate Studies and Research, or the Graduate Students' Association.

Further information about the procedures for appeals is provided in the University Calendar (Appeals and Grievances, University Regulations and Information for Students; Appeals and Grievances, Faculty of Graduate Studies and Research; and Academic Standing and Appeals and Grievances, Faculty of Education). Additional information can be found in the Academic Appeals Committee regulations of the Faculty of Education; and in the Graduate Program Manual of the Faculty of Graduate Studies and Research under Appeals and Grievances and Termination of a Student's Program.

Adoption of the Procedures for Graduate Student Grievances and Appeals of Academic Decisions was approved by Educational Psychology Council, April 17, 2008.

Additional information about the processes for appealing marks/grades and program decisions can be found in the following documents:

Faculty of Education Procedure for Graduate Student Grievances and Appeals of Academic Decisions

University Calendar under Appeals and Grievances, Faculty of Graduate Studies and Research

SECTION IV: ADDITIONAL INFORMATION, PROGRAM POLICIES, AND GUIDELINES

AWARDS & FUNDING

The University of Alberta offers financial assistance at both the faculty and departmental level.

Students should contact the Faculty offering their program of interest to find out how graduate students are supported. For more information on various potential sources of funding, see: https://www.ualberta.ca/graduate-studies/awards-and-funding

POLICY ON PROFESSIONAL PRACTICE BY GRADUATE STUDENTS

STUDENT PROFESSIONAL PRACTICE

Students are required to participate in supervised professional practice during their enrollment in the SCCP Program. Students are required to obtain practical experience through practica and internships during their enrollment in the program.

POLICY ON PROFESSIONAL PRACTICE BY GRADUATE STUDENTS

No graduate student in the training program shall engage in public activity, including presenting at seminars, conferences and workshops, course projects, and work as a volunteer within or outside of the university, in which he/she would represent the profession of psychology without the written permission of their supervisor and/or the Director of Training (i.e. hard copy or email). When considering any such activity, the student and advisor should ensure that the activity is commensurate with the APA/CPA code of ethics and with the student's level of professional training.

As per CPA standards, it is expected that students will not work more than an average of 20 hours per week in employment outside of the program. These hours do not include teaching and research assistantships or other program-sanctioned work or clinical experiences.

No unlicensed graduate student in the program shall engage in the unsupervised practice of psychology, including, but not limited to: assessment, school consultation, or intervention activities. Exceptions to this regulation can be made only by the coordinator with the concurrence of the student's supervisor and only if the student by other training or experience has qualifications meeting existing professional standards in a specified domain of practice. Such standards would include holding the proper license or certificate if the student is working for a fee. Students should consult with the Director of Training regarding restrictions for provisional licensing in SCCP while pursuing graduate studies.

STUDENT IDENTIFICATION AND SIGNATURES

A student, even when engaged in permissible practices of professional activity, is not to identify themselves with the university by the use of university stationery, mentioning their University of attendance on a personal card, etc., without the written approval of the Director of Training and the concurrence of the student's supervisor. When a graduate student is engaged in such approved activity, they may identify themself only as a "graduate student in the SCCP Program, University of Alberta."

Students may want to identify themselves as a Doctoral Candidate, Ph.D. Candidate, or in other ways that do not clearly indicate to the public that they are graduate students. The explanation of why this is problematic is well-described in two separate articles that appear on APA's website. The following is an excerpt from "What's in a title?" (http://www.apa.org/gradpsych/2007/01/title.aspx):

> "Although titles vary greatly depending on site and circumstance, a title students should never use is "Ph.D. candidate" or "doctoral candidate," says Koocher.
>
> The reason, he says, is that candidacy status may not mean much to the public, whose lack of understanding of psychology and academia may even cause them to confuse psychology and psychiatry. Although Ph.D. or doctoral candidate may have meaning within an academic department, candidacy status varies by institution, and can indicate anything from first-year graduate students to students finishing their dissertation, he says.
>
> Moreover, when students state that they are Ph.D. candidates they may be in violation of two principles in APA's Ethics Code-"Informed consent to therapy," which requires trainees to inform clients that they are in training and being supervised, and "Avoidance of false or deceptive statements," which prohibits psychologists from misrepresenting their training, competence, academic degrees or credentials--says Stephen Behnke, JD, Ph.D., director of APA's Ethics Office."

The second article can be found here: http://www.apa.org/monitor/feb06/ethics.aspx

Another, related issue, is the listing of education on CVs. Your current educational status and your completed degrees should be separated on your CVs. Otherwise, someone may not notice that you have not yet completed your degree if it is listed with your other (completed) degrees. Finally, it is also inappropriate to list Ph.D. with a projected completion date (e.g., 2021 - Ph.D., School and Clinical Child Psychology, University of Alberta), given that (a) there is no guarantee that you will complete your training by that date; and (b) it may be misinterpreted by someone who is reviewing your CV.

It is a requirement for all graduate students in professional psychology programs to know and follow professional and ethical standards. Please make the necessary corrections to any public communications or documents immediately to be in line with these standards.

PROFESSIONAL CONDUCT AND DISCIPLINE

The program in SCCP endorses the Code of Ethics, Code of Conduct, and standards of practice of the College of Alberta Psychologists (CAP) and the Canadian Psychological Association (CPA). Students in the program are expected to be familiar with these codes and guidelines and to behave at all times in accordance with accepted ethical and professional standards as specified in these documents (see http://www.cpa.ca and http://www.cap.ab.ca).

The program encourages students to become student members of the CPA and other organizations as a way to learn more about current issues in professional psychology. In addition, students are expected to behave in accordance with the Code of Student Behaviour at the University of Alberta and to familiarize themselves with this code (see the General Faculties Council Policy Manual: http://www.governance.ualberta.ca/en/CodesofConductandResidenceCommunityStandards/CodeofStudentBehaviour.aspx).

Because of its support for the codes and guidelines documents of the professional associations, the program takes very seriously any allegations of unprofessional or unethical student conduct. Allegations will be investigated by the Interim Graduate Coordinator and will be considered in decisions concerning a student's continuance of the program. In like manner, program faculty are also expected to belong to professional organizations and to behave in an ethical manner. Allegations of unprofessional faculty conduct will also be investigated by the Interim Graduate Coordinator and may be referred to the appropriate university or professional conduct committee for action.

Because the program would rather deal with an ethical dilemma or problem before it becomes a matter of complaint, students in the program who find themselves in ethical dilemmas are encouraged to consult with program faculty.

SCCP students may work with vulnerable populations, where there is a fundamental professional and ethical obligation to protect the public against unethical, incompetent, and unsafe practice. Where a student's limitations and problematic behaviours (e.g., substantial deficiencies in competence, skills, knowledge, ethical/professional conduct, judgment, or ability to respond effectively to supervision or remediation) are of such a nature or severity that the student is deemed unsuitable for working with clients/patients, the student may be asked to withdraw from the program.

Students may wish to consult the University of Alberta General Faculties Council Policy Manual, Section 87, Practicum Intervention Policy:
http://www.governance.ualberta.ca/StudentAppeals/PracticumInterventionPolicy.aspx

In addition to the CAP and the CPA, there are a large number of psychology-related organizations which students may want to join. Typically, students will find an interest area that is compatible with their research or professional interests through their supervisor. Students in the program are encouraged to attend professional association meetings, to develop networks of other psychologists and students with similar interests, and to present their own research at professional conferences. Conferences are an important setting for developing professional relationships, friendships, and to learn about potential career opportunities.

POLICY ON STUDENT FILES

Personal information and student files are released only with student consent if requested by someone outside the program. Under Alberta's Freedom of Information and Protection of Privacy (FOIPP) Act, you have access to all information in your file excepting those items for which you waived your right of access.

POLICY ON LOSS OF PROPERTY

Clinical Services maintains a current inventory of assessment devices and intervention materials. In many cases, these are quite expensive to purchase. Students are responsible for the materials they borrow. Therefore, in the unlikely event of loss of theft, students are responsible for replacing the materials. Because of this policy, we encourage students to verify that their homeowner's or renter's insurance would cover the replacement costs of assessment devices and intervention materials. Should you have questions about the costs of materials, please see the SCCP Director, Clinical Services.

TRACKING SYSTEM

FGSR requires the Program to provide it with information about student demographics and progress to degree completion. Furthermore, as a program we are often asked to complete surveys about this information. Therefore, the program tracks the following information annually on the Tamarack Memo: CPA accreditation data, student address/phone number, dates of M.Ed. defense and conferment, date of preliminary oral, date of final Ph.D. defense and conferment, and year and site of internship. Students are responsible for providing the program with this required information.

SECTION V: STUDENT EVALUATION

The faculty provide continual, timely appraisal to ensure that graduate students have the necessary skills to be competent psychologists. Ongoing contact and positive working relationships between students and faculty are important to the student evaluation process.

GENERAL

The policies and procedures used to evaluate students follow guidelines established by the Faculty of Graduate Studies and Research of the University of Alberta. Formal evaluation involves awarding grades, although this is often supplemented with suggestions, comments and other verbal feedback. Students are graded from A+ through F in most courses. A grade of C+ is the minimum passing grade for all graduate students at the master's and doctoral level.

Most evaluations are given within courses. Course requirements and their weighted contribution to the final grade are stipulated in a written syllabus at the beginning of term. Evaluations of course work are done promptly and given to students in class. Students are invited to consult privately with the course instructor for more detailed feedback.

Some evaluations are not letter graded, for instance, the doctoral candidacy examination and oral examination of the dissertation. Both of these exams use a "pass/ pass with stipulated revisions/ fail" system that is standard policy in Canadian universities. The evaluating committee informs the student of its decision immediately after the exam.

In practicum courses, supervisors provide a written evaluation of the student's performance in practice, which form one aspect of the overall evaluation. Supervisors discuss these directly with students before submitting them to the course instructor.

REMEDIATION PROCEDURES

If a student encounters difficulty with course or program demands, the student will first meet with the course instructor or program advisor/supervisor, who will work together with the student to develop a plan for resolving the difficulties (e.g., through providing the student with additional time, support, and resources) and monitoring the student's progress. In most cases, difficulties are resolved informally through the collaboration of the student and instructor. For difficulties that persist, the student, course instructor, and/or program advisor/supervisor may approach the Graduate Coordinator for further assistance. The Interim Graduate Coordinator may request a joint meeting with the student and instructor/program advisor/supervisor to develop a plan for resolving the difficulties and monitoring the student's progress. Furthermore, doctoral students in SCCP complete an annual progress report (Tamarack Memo) detailing their progress in meeting academic goals. The monitoring of these reports by the area faculty members can sometimes help to forestall difficulties before they arise.

For difficulties related specifically to a student's performance in a practicum course, a remedial action plan may be developed, implemented, and monitored, as described in this Handbook under Section V and Appendix D - School and Clinical Child Psychology Practicum Remedial Action Plan.

ACADEMIC SUPERVISION

Supervisors serve as the primary contact between the students and the program. The supervisor works with the student to plan coursework and student research (e.g., theses and dissertations). Some students may have research assistantships affiliated with their supervisor; however, this is neither necessary nor expected. Supervisors meet with their students regularly to review progress and plan for students' progress toward degree completion.

Each student is assigned an academic supervisor upon entrance into the master's program. First-year students should maximize contacts with all faculty advisors during the first year. Your academic supervisor, selected to have compatible interests, can be changed after the first year. At the end of Spring semester, when students complete the Tamarack Memo (see below), a student in the SCCP program may request a new supervisor who is appropriate given the student's specialization. Choice of supervisor will need to be sorted to equalize faculty advisement loads, but attempts will be made to assign an advisor who closely matches the student's specialty.

Also, it is acceptable for students to change thesis supervisors at other times during their graduate study, at master's or doctoral levels. To do so, the student should discuss desired change with his/her current thesis supervisor. Then, the student should speak with the proposed thesis supervisor.

TAMARACK MEMO

Progress toward degree completion is a focal point of the student evaluation process. Therefore, all students in the M.Ed. and Ph.D. programs in SCCP program are required to complete the Tamarack Memo annually to record their accomplishments or progress toward their degrees within the academic year. Students who fail to complete the Tamarack Memo will not be allowed to register for SCCP courses.

The Director of Training will distribute Tamarack Memos to students at the end of April to early May. Memos must be submitted by the due date provided. Once submitted, the memos are distributed to the SCCP faculty, who review the contents in preparation for the SCCP Student Review meeting. The SCCP faculty discuss student progress and this information is relayed to students by their supervisors. Students may schedule a meeting with their supervisor should they so desire.

Assessment of student progress is collected from several sources: instructors, mentors, SCCP clinical supervisor, practicum instructors and supervisors, teaching assistant and research assistant evaluations (when applicable), and SCCP faculty. These evaluations are added to the student's cumulative file. Copies are available at the student's request.

SECTION VI: ADMISSION AND REGISTRATION

ADMISSION

Students applying for the Master's Program must:

1. have obtained a four-year baccalaureate degree in psychology or education, or its equivalent, offered by a recognized degree-granting institution of higher education in Canada, a regional accredited institution of higher education in the United States, or a University in another country acceptable to the Admissions Committee.
2. have completed at least 24 credits of undergraduate coursework in psychology and/or educational psychology.
3. have acquired practical experience in the application of school and/or clinical child psychology (e.g., classroom volunteer, hospital or community volunteer related to school and child psychology).
4. provide three letters of reference; two of which must be from someone who can comment on the applicant's scholarly skills and potential, and one of which must be from someone who can comment on the applicant's school and/or clinical child psychology skills and potential.
5. provide a statement of intent answering the following three questions:
    a. How have your professional experiences prepared you for a program that specializes in both school and clinical child psychology?
    b. How have your previous research experiences prepared you for a master's program focusing on a scientist-practitioner model?
    c. What research would you like to undertake during your master's degree and how could it be tailored to fit with at least two faculty members, at least one of whom is in the SCCP area?

The Ph.D. program is a full-time program designed to build upon the training received through the Master's program in SCCP at the University of Alberta. As such, applicants who are not graduates of our Master's program are expected to have an equivalent background. Therefore, students applying for the Doctoral Program in SCCP must have:

1. obtained a four-year baccalaureate degree in psychology or education, or its equivalent;
2. obtained a Master's degree in School and Clinical Child Psychology, or its equivalent;
3. completed a half-year graduate course (or six credits of senior undergraduate coursework in each of the following:
    a. biological bases of behaviour (e.g., physiological, comparative, neuropsychology, sensation, psychopharmacology),
    b. cognitive-affective bases of behaviour (e.g. learning, sensory, perception, cognition, thinking, motivation, emotion),
    c. social bases of behaviour (e.g. social psychology; cultural, ethnic, and group processes; sex roles; organizational and systems theory),
    d. individual differences (e.g. personality theory, human development, individual

differences, abnormal psychology);

4. completed at least:
    a. two courses in psychometrics and/or psychological assessment,
    b. one half-year course in scientific and professional ethics,
    c. one half-year course in research methods,
    d. one half-year course in intervention or consultation;
5. completed a minimum of 500 hours of supervised experience in psychological assessment, intervention and any other school and/or clinical child psychology practicum.
6. provide a statement of intent answering the following three questions:
    a. How have your professional experiences prepared you for a doctoral program that specializes in both school and clinical child psychology
    b. How have your previous research experiences prepared you for an advanced research (doctoral) program focusing on a scientist-practitioner model?
    c. What research would you like to undertake during your doctoral degree and which identified faculty member has preliminarily agreed to consider taking you on for supervision should you meet all the admission requirements and get an offer of admission?

Exceptional applicants, on the basis of previous academic record, academic background in area of interest, relevant experience, letters of recommendation, and statement of intent, who do not meet all of criteria 3, 4 or 5 above may be admitted into the Program on the condition that they complete any deficiencies in addition to the required courses.

REGISTRATION POLICY FOR NEWLY ADMITTED THESIS-BASED GRADUATE STUDENTS

Students who are admitted to SCCP programs must remain registered full-time for the duration of their program. This policy takes effect for students who begin September 2013 and thereafter.

REGISTRATION POLICY FOR DOCTORAL STUDENTS

Students in the Ph.D. program are required to be in full-time residence for the first three years of their program, and must maintain full-time registration for the duration of their program. Doctoral students have six years to complete their program from their date of admission to the doctoral program.

Students in graduate programs are required to complete their degree requirements within set time frames:

Master's Programs	Thesis-based students have four (4) years from their first term of registration to complete all degree requirements.

Doctoral Programs	(6) years from their first term of registration to complete all degree requirements

Note: Master's students who are transferred to a doctoral degree must complete all degree requirements within six (6) years from their first term of registration as a master's student. Any time spent as a qualifying graduate student is not counted in the time limit for completion.

PROGRAM EXTENSIONS

Extensions are required for all continuing graduate students whose time limit to complete their program has been reached. Students whose time limit has been reached are not permitted to register until the extension has been approved by the FGSR.

To request an extension, the program must submit a Request for a Program Extension form and attach the following information:

- A summary of the student's progress to date
- The timetable for completion preferably approved by the supervisor and/or supervisory committee
- An explanatory letter from the supervisor
- An explanatory letter from the student with the expected date of completion
- Written program recommendation

Extensions are viewed as exceptions and are for a defined period of one year or less.

FGSR POLICY ON INCOMPLETES

Instructors should allow students a reasonable amount of time in which to complete an assignment, bearing in mind its weight (GFC Policy Manual 113.1). If a student fails to complete an assignment, the instructor shall mark the assignment and the final grade in the course accordingly. This may result in a failing grade.

In exceptional cases only, the instructor may assign a grade of Incomplete (IN) to a course (including project courses for course-based master's programs). If a grade of Incomplete is assigned, the instructor must indicate on the Grade Report form the date by which the course requirements will be met. If a grade of Incomplete is assigned on the Grade Report form but no date for completion is indicated, the Incomplete will be changed to a grade of Incomplete Fail by the FGSR.

SECTION VII: M.ED. DEGREE REQUIREMENTS AND TYPICAL PROGRESS

PROGRAM PLANNING & COURSE LOAD

Due to the intense demands of practica, students may not register in more than three courses per term when one of them is a practicum course. The following course requirements are the minimum number of courses needed to meet program requirements. Additional courses may be required to fulfill research or career objectives, or to address program deficiencies.

MASTER'S DEGREE REQUIREMENTS

Required Core Courses—Year 1 (18 credits) Fall Term	Credits
EDPY 523 - Practice of School & Clinical Child Psychology	3
EDPY 507 - Measurement Theory I	3
EDPY 536 - Ethical and Professional Issues in Psychological Practice	3
Winter Term	
EDPY 501 - Introduction to Methods of Educational Research	3
EDPY 521 - Foundations of Psychological Assessment	3
EDPY 527 - School & Clinical Based Intervention	3P
Required Core Courses—Year 2 (18 credits) Fall Term	
EDPY 517 - Adolescent/Child Development Theories and Issues	3
EDPY 518 - Individual Psychological Assessment	3P
EDPY 505 - Quantitative Methods I	3
Winter Term	
EDPY 519 - Assessment for Effective Intervention: School and Clinical Applications	3
EDPY 520 - Assessment for Effective Intervention Practicum	3P
EDPY 528 - Foundations of Child & Adolescent Intervention	3
Additional Course Credits (if applicable)	
FGSR Ethics Requirement: https://www.ualberta.ca/graduate-studies/professional-development/ethics/index.html: INTD 710 is required; professional development requirement is met within the program	

Note: "P" denotes Practicum courses

PRACTICUM GUIDELINES

PRACTICUM REQUIREMENTS

As part of the requirements for the Master's practicum, students in the first and second years of their Master's program complete their practica (EDPY 518, 520, 527) in Clinical Services. Registered psychologists from the clinic and/or community provide supervision. All students complete a practicum experience in these courses.

PRACTICUM EVALUATION

Performance evaluations from practicum supervisors comprise an essential part of the on-going assessment of students in assessment or intervention practica. All students receive written feedback regarding their performance in their practica and will be given sufficient opportunity to discuss their practicum performance with their supervisors. The criteria for satisfactory performance in practicum courses include both evaluation of course assignments and supervisor evaluations. Students are expected to familiarize themselves with practicum requirements and evaluation criteria for each of their practicum courses. In the event of unsatisfactory practicum performance, the course instructor may initiate a specialized meeting to provide additional support to the student and to help the student address concerns related to the student's performance (see Remedial Action Plan, Appendix D). Unsatisfactory practicum performance that persists until the end of a practicum course and is reflected in supervisor(s) and instructor(s) final evaluations will result in a failing grade in the course.

THESIS

Master's and doctoral students are assigned a thesis/doctoral dissertation supervisor with their offer of admission into the program based on matching of student and supervisor research interests at the time of the program admissions process.

SECTION VIII: PH.D. DEGREE REQUIREMENTS AND TYPICAL PROGRESS

PREREQUISITES

The Ph.D. program is a full-time program designed to build upon the training received through the Master's program in SCCP at the University of Alberta. As such, applicants who are not graduates of our Master's program are expected to have equivalent background knowledge and experience. Therefore, students applying for the Doctoral Program in SCCP must have:

a. Obtained a four-year baccalaureate degree in psychology or education, or its equivalent;
b. Obtained a Master's degree in SCCP or equivalent;
c. Completed three credits of graduate or six credits of senior undergraduate coursework in each of the following):
    i. Biological bases of behaviour (e.g., physiological, comparative, neuropsychology, sensation, psychopharmacology)
    ii. Cognitive-affective bases of behaviour (e.g. learning, sensory, perception, cognition, thinking, motivation, emotion)
    iii. Social bases of behaviour (e.g., social psychology; cultural, ethnic, and group processes; sex roles; organizational and systems theory)
    iv. Individual difference (e.g. personality theory, human development, individual differences, abnormal psychology)
d. Completed at least:
    i. Six credits in psychometrics and/or psychological assessment
    ii. Three credits in scientific and professional ethics
    iii. Three credits in research methods
    iv. Three credits in statistics
    v. Six credits in SCCP-based intervention
e. Completed supervised experience in psychological assessment, intervention and any other school and/or clinical child psychology practicum

Exceptional applicants, on the basis of previous academic record, academic background in area of interest, relevant experience, letters of recommendation, and statement of intent, who do not meet all of criteria C, D or E above may be admitted into the program on the condition that they complete any deficiencies in addition to the required courses.

PROGRAM PLANNING

Students are required to be in full-time residence for three years of their program (September to April), and must maintain full-time registration throughout their program.

PH.D. DEGREE REQUIREMENTS

Course	Credits
Year 1: EDPY 640 Developmental Psychopathology	3
Year 1: EDPY 641 Child and Adolescent Advanced Assessment	3
Year 1: EDPY 645 SCCP School Practicum Placement	3P
Year 2: EDPY 643 Child/Adolescent Therapy & Intervention	3
Year 2: EDPY 647 SCCP Clinical Practicum Placement	3P
Year 1 or 2: EDPY 632 History & Systems of Psychology	3
Year 1 or 2: EDPY 644 Consultation and Evaluation in School and Clinical Child Psychology	3
Year 1 or 2: EDPY 614 Social and Emotional Development	3
Year 1 or 2: EDPY 601 Advanced Doctoral Research Seminar	3
Year 1 or 2: Doctoral statistics course (e.g., EDPY 605)	3
Year 4/5: EDPY 650 School & Clinical Child Psychology Internship (by November 1st of 3rd year to apply to start APPIC internship in fourth year)	3P
Options (If required)	
FGSR requirements: https://www.ualberta.ca/graduate-studies/professional-development/ethics/index.html - Individual Development Plan (within 18 months of starting the program) and the 8 hours of PD (by year 3). - INTD 710 self-paced module on ethics academic citizenship and INTD 720 advanced ethics and academic citizenship. Should be done in the first semester.	
Dissertation	Variable

Note: “P” denotes Practicum courses

OPTION COURSES

Students can choose any of the option course(s) with the advice of and subject to the approval of their dissertation supervisors. Students are encouraged to consult the University Calendar for other relevant courses offered by the Faculty of Education and the university that might be appropriate.

PRACTICUM REQUIREMENTS (PH.D. LEVEL)

In accordance with the SCCP program requirements, all students will complete a minimum 700 hours of supervised practicum experience at the doctoral level. This requirement is in line with the hours required by the Canadian Psychological Association for doctoral level training, and is intended to ensure that students’ applications for internships will be competitive.

PRACTICUM SETTING REQUIREMENTS

Practicum settings should have training as a major function and have a philosophy that is consistent with the Program's mandate. The practicum setting should provide students with a range of school and/or clinical experiences, including exposure to diverse theoretical approaches and populations. Doctoral level psychologists with experience and/or training in school and/or clinical psychology will normally provide supervision.

Students have the opportunity to evaluate the quality of their practicum experience and the adequacy of supervision. The practicum setting must demonstrate an understanding of and respect for human diversity that includes but is not limited to variability in culture, religion, race, nationality, sexual orientation, physical ability, lifestyle, and gender.

A considerable portion of the student's time should be spent in direct contact with clients, so that the student receives maximum exposure to practicum cases and SCCP skill development. At least half of the hours of any practicum should therefore involve direct contact with clients through interviewing, assessment or intervention processes.

PRACTICUM EVALUATION (PH.D. LEVEL)

Performance evaluations from practicum supervisors comprise an essential part of the on-going assessment of students in assessment and intervention practica. All students receive written feedback regarding their performance in their practica and will be given sufficient opportunity to discuss their performance with their practicum supervisors. The criteria for satisfactory performance in practicum courses include both evaluation of course assignments and supervisor evaluations. Students are expected to familiarize themselves with practicum requirements and evaluation criteria for each of their practicum courses. In the event of unsatisfactory performance, the course instructor may initiate a specialized meeting to provide additional support to the student and to help the student address concerns related to the student's performance (see Appendix D - Remedial Action Plan). Unsatisfactory practicum performance that persists until the end of a practicum course and is reflected in the supervisor(s) and instructor(s) final evaluations will result in a failing grade in the course.

KEEPING A PRACTICUM LOG

Students must keep an up-to-date log of their practicum hours throughout the training program, indicating the number of hours spent in various types of activities. This Practicum Log (i.e., Time2Track program) will be useful when applying for their pre-doctoral internship and should be fairly detailed (e.g. number of various test administrations). It is available for downloading from the APPIC website (www.appic.org) and from the Clinical Supervisor.

DOCUMENTING PRACTICUM EXPERIENCE

A Practicum Hour is a clock hour. This may actually be a 50-minute client/patient hour, but is calculated by actual hours, not quarter hours nor semester hours nor number of hours/week multiplied by number of weeks in the term.

DIRECT SERVICES (ASSESSMENT AND INTERVENTION HOURS)

Direct Services are actual clock hours in direct service to clients/patients. This section is subdivided by: a) direct intervention, classified by treatment, by format (i.e., individuals, couples, families, groups); b) assessment activity, classified as formal psychometric and interview/observation/diagnostic techniques; and c) formal consultation and primary prevention services rendered, including outreach and psycho-educational activities. These divisions are meant to be mutually exclusive and hours should not be double-counted across sections. The sum of all the subdivisions should equal the Subtotal of Direct Service Hours. Time spent in activities related to the client/patient but not in the actual presence of the client/patient is recorded as Indirect Services.

INDIRECT SERVICES (SUPPORT HOURS)

For students in training, time spent outside intervention work focused on the client/patient is vital learning time. Whether the activity is report writing, preparing process notes, or video/audio tape review, time spent contemplating the client and planning interventions is necessary for a rich learning process. Document the more quantifiable activities of report-writing, information consultation with other professionals on specific cases, video/audio tape review, and assessment scoring and write-ups. When recording indirect assessment hours, students should be using the standard of spending one indirect hour writing reports for every direct hour spent with a client or every hour spent scoring protocols.

PRACTICUM SUPERVISION (SUPERVISION HOURS)

Supervision is broken into one-to-one and group supervision. Hours are defined as regularly scheduled, face-to-face individual supervision with the specific intent of dealing with psychological services rendered by the student. The hours recorded in the group supervision category should be actual hours of group focus on specific cases. Many excellent practicum courses incorporate both didactic and experiential components in the course activity. Although the didactic portion is excellent training, it should not be recorded as supervision activity. This distinction may necessitate breaking the hours spent in a practicum course into intervention, supervision and didactic activities by actual clock hours. For example, a presentation on the “Psychosocial issues of HIV infection” using examples of cases is didactic activity and is not recorded as supervision. However, a presentation of a specific case involving HIV infection that generates a case conference group supervision response would be recorded. Likewise, Grand Rounds that consist of in-service education on specific topics would not be considered

supervision for the purposes of documenting practicum hours. These are highly valued activities, but do not count as supervision.

TRANSPORTATION

Students are responsible for their transportation to and from practicum sites. They should expect to be placed in a variety of settings in the greater Edmonton area (e.g., St. Albert, Sherwood Park). Public transportation may not be available or a feasible option in some areas. Although attempts are made to accommodate students, they may need to explore a variety of options (e.g., ridesharing) to find the one that is best suited for their practicum location and personal needs. Regardless of the mode of transportation selected, students must consistently arrive on time to their practicum sites. If students are unwilling to complete their practicum at the site assigned to them, they will need to find a practicum site themselves. If this is the case, the practicum site must meet CPA standards and be approved by the Clinical Supervisor.

RESEARCH ETHICS

By the end of their program, students must complete the Faculty of Graduate Studies and Research Ethics Training Requirement, which is an on-line learning module available on the FGSR
website at the University of Alberta. Students must submit the printout of successful completion of this requirement that is provided upon reaching the end of the online module and test to the department Graduate Records Administrator for their student files.

CANDIDACY EXAMINATION

Students in the doctoral program in SCCP are required to pass an oral candidacy examination that assesses their knowledge in the discipline of SCCP and their readiness to pursue their doctoral research.

Exam policies and procedure may be found at
https://www.ualberta.ca/graduate-studies/about/graduate-program-manual/section-8-supervision-oral-examintations-and-program-completion

For SCCP students, the purpose of the exam is to demonstrate to the satisfaction of their examining committee that they possess adequate knowledge of the subject matter relevant to the dissertation, and the ability to pursue and complete original research at an advanced level. The student will produce three written candidacy documents and then orally defend these documents and related content. Each paper can be a maximum of 25 pages but concise writing is important and brevity will not be considered a weakness.

1. Literature Review: Based on a reading list co-constructed with the Supervisory Committee from a foundational reading list and readings specific to the student's area and research topic.
2. Methodology Paper: Explanation and discussion of research, ethics, and key readings related to the overall field of study.
3. Research Proposal: The proposed research and methodology(ies) and data analysis(es) to be undertaken

The oral examination will evaluate: (a) the student's knowledge of the discipline of SCCP based on the assigned reading list, (b) the student's breadth of thinking in their content area and (c) the student's ability to undertake the doctoral research outlined in the proposal. There will be three rounds of questions beginning with an examination of the literature review paper, then the methodology paper, and concluding with the proposal.

PREPARING FOR THE ORAL CANDIDACY EXAM

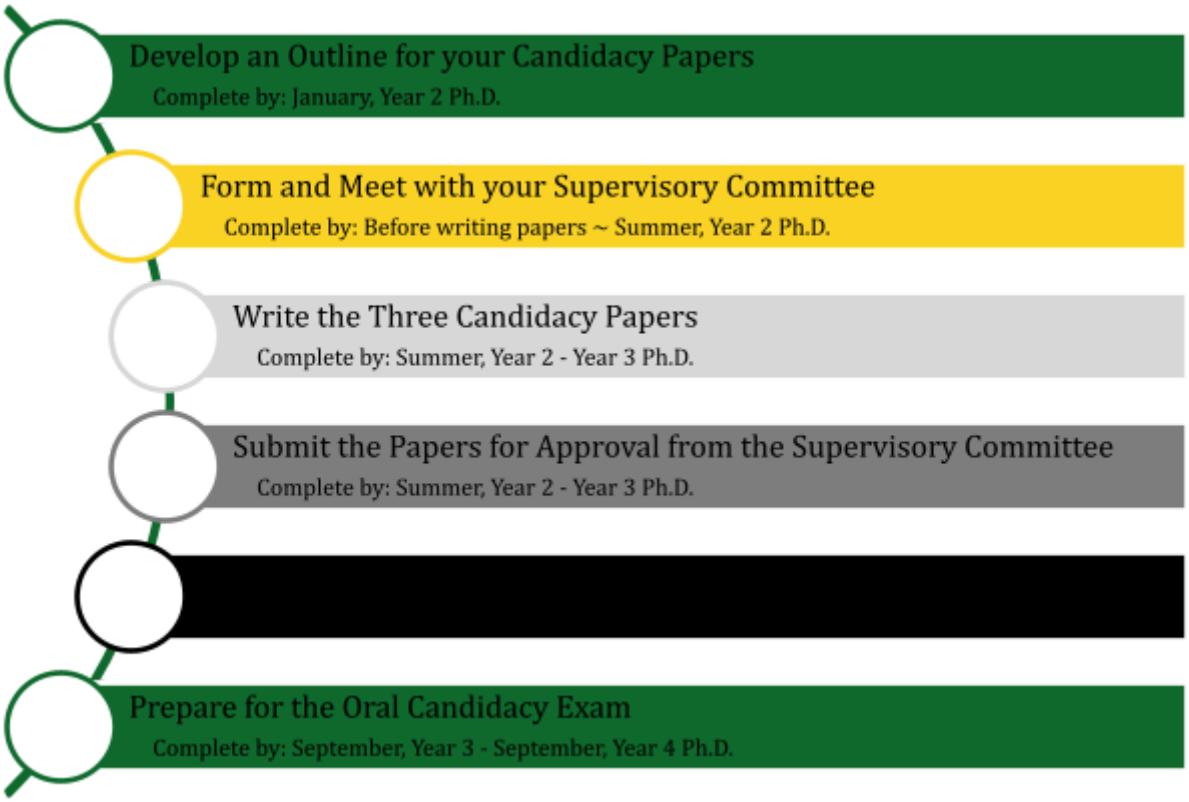
The following outlines a general approach to completing the steps necessary to preparing for the oral candidacy exam. The approach should be discussed with your academic supervisor as soon as possible, including potential changes to the items listed, as well as their respective deadlines.

Develop an Outline for your Candidacy Papers
You begin the process by working with your academic supervisor to generate an idea for your dissertation research. Once you have a general idea of what you may want to do for your dissertation, you and your advisor develop an outline for a study that would meet the criteria for a dissertation. At that time, you also develop the outlines for the two other papers. These papers should allow you to highlight areas of expertise that you are developing in conjunction with your dissertation topic. However, they should not be narrowly focused on your topic.

Form and Meet with your Supervisory Committee
Once you have outlined your candidacy papers, you work with your academic supervisor to invite two additional faculty members to form the supervisory committee for your dissertation. These two faculty members will provide additional expertise to inform the development of your dissertation, as well as provide feedback and support to further develop your skills as a researcher. By meeting with the supervisory committee and presenting them with outlines for all three papers, they will be able to provide feedback in a number of areas. For example, this may include, but is not limited to, the scope of the proposed project, the content of the literature review, the focus of the methodological review, and/or the empirical or theoretical foundations informing the development of any of the papers. Supervisory committees meet, at a minimum, once a year through the duration of the student's program.

Write the Three Candidacy Papers
At this point, you should have a relatively good outline for all three papers. You can then proceed to write a clear, concise paper that meets the requirements described above. The maximum length is 25 pages, but you should not aim to necessarily reach 25 pages for each document. The papers can be written in sequence or in tandem. You can discuss the approach that suits you best with your supervisor and/or supervisory committee.

General Timeline to Prepare for the Doctoral Candidacy Process



Submit the Papers for Approval from the Supervisory Committee
Before you are able to schedule your exam, the three papers will need to be approved by your academic supervisor and the two additional supervisory committee members. In general, your academic supervisor will approve the papers before they are sent either sequentially or simultaneously to the two other supervisory committee members. There are two approaches to having the papers reviewed by your supervisory committee: (a) you can submit them all at once; or (b) you can submit them as they are completed. The latter is likely more efficient for all persons involved, but you can discuss the approach that you would like to take with your committee during your initial meeting (the second

step listed above). It should be noted that a typical turn-around time for review and feedback of a draft document is 3-4 weeks.

Finalize the Papers and Schedule your Exam
Once you have finalized the papers based on the feedback you have received from all three supervisory committee members (i.e., your advisor and the two other faculty members), you can prepare final copies to be distributed to your oral candidacy committee. The oral candidacy committee includes your supervisory committee and two additional examining committee members. It is your academic supervisor's responsibility to recruit these two additional members, but they may consult with you for suggestions. A date is then scheduled that gives the committee 3 weeks' notice to review the documents is required.

Prepare for the Oral Candidacy Exam
Although you will likely have begun to prepare for the oral candidacy exam before you have scheduled your exam and sent the papers to your committee, the final preparation typically occurs at this point. You should be prepared to answer questions not only about your project and your emerging areas of expertise, but also on any foundational knowledge that is associated with your required courses and training to date. The SCCP Candidacy Reading List was developed to help guide your review of the foundational knowledge that is expected of students in this program. The Candidacy Reading List is available here: https://goo.gl/FioiEK

EVALUATION OF ORAL CANDIDACY EXAM

The supervisory committee, plus two other full-time academic staff and a Chair, conduct the oral candidacy examination. The intent of adding the two other academic staff is that there be at least two individuals at the examination who are at arm's-length from the student and come "new" to the committee for the examination. The oral examination will be evaluated by blind ballot by all examining committee members.

There are 3 possible evaluation outcomes on the blind ballot:

- Pass
- Conditional Pass (i.e., additional course work or other remedial tasks are required)
- Fail

After the Chair of the oral candidacy examination examines all the blind ballots, the Examining Committee will discuss the range of evaluations and attempt to reach a consensus on the student's examination performance. The student will have one opportunity to re-take the oral candidacy examination in the event of failing. Students must pass the oral candidacy examination in order to become Ph.D. Candidates and complete the doctoral program.

DISSERTATION

The doctoral thesis, or dissertation, serves as the basis for an oral examination of candidates for degree leading to receipt of a Doctorate of Philosophy. The dissertation is a scholarly document of a report of an empirical investigation. The focus of the empirical report may include pilot studies, analyses of existing data sources, or original research. It is assumed that students may be conducting thesis research on topics related to grant or contract activities. Unless the grant was awarded to the student, the work completed for the thesis must be over and above work specified in the grant or contract work for which a student is paid. The dissertation research should represent original work in the selected topic area and make unique contributions to the field.

The student should select the topic, generate research questions or a procedural plan, collect relevant literature and research information, analyze data, and interpret findings. While the student should receive collegial support and feedback from the advisor and others associated to this project, the final product must reflect the individual effort and perspectives of the student. In short, the dissertation is a single-author effort. The following may be useful in the preparation of your dissertation:

Thesis Requirements:
https://uofa.ualberta.ca/graduate-studies/current-students/academic-requirements/thesis-requirement-and-preparation

FINAL ORAL EXAMINATION

The thesis oral can be scheduled only after the thesis has been completed and approved in writing by each member of the Supervisory Committee. The Examining Committee consists of the three members, plus two 'arms' length' examiners. In addition, one member must be an External Examiner/Reader nominated by the Department and approved and invited by the Dean of Graduate Studies (Education). If desired, other members can be added.

The final oral examination is based largely on the thesis. If the final oral examination is adjourned, or if revisions of the thesis are required, the student has a maximum of six months before another examination or the acceptable thesis are completed.

New FGSR and Faculty of Education guidelines favour the submission of an electronic version of theses, projects and dissertations. It is essential that you submit a copy of your thesis, project, or dissertation to the Faculty. This includes electronic versions. Files should be sent to the Graduate Administrator at: edpygrad@ualberta.ca

INTERNSHIP

An internship is a more advanced and intensive experience that allows students to refine the

technical knowledge and skills they have already acquired in course work and practicum experiences. It is the depth and breadth of training that distinguishes the practicum from the internship experience. The internship, usually a year-long experience completed just prior to completion of the doctoral degree, provides students with the opportunity to function in the role of a professional psychologist under supervision appropriate to their level of knowledge and skill. Successful completion of the internship is a prerequisite to the award of the doctoral degree in School and Clinical Child Psychology.

To be eligible for pre-doctoral internship, all students must complete:

1. doctoral candidacy before they initiate the application process;
2. all prior practica and a minimum of 700 hours;
3. all coursework.

Students who have met all of the above criteria, and have successfully passed their doctoral candidacy by November 1st, may begin the process of applying to pre-doctoral internships by applying through the APPIC matching system to obtain a CPA-accredited pre-doctoral internship. This process is supported by the Director of Training and the Clinical Supervisor. A number of information sessions, beginning in September are provided to students. Students are strongly encouraged to obtain a CPA-accredited pre-doctoral internship because it will provide them with the most well-rounded and structured internship experience. In addition, students who complete a CPA-accredited internship will avoid having to find an alternate site and demonstrate its equivalence to CPA-accredited sites (see details below).

Students who are considering a non-accredited internship site should note that the onus is on them to demonstrate that it is equivalent to a CPA-accredited internship. If students wish to have a non-accredited internship placement, they must complete their candidacy by January 1st, if they wish to begin an internship the following September. Adherence to this deadline is still required because students will need months to: (a) identify an alternate site that aligns with the training they received in the School and Clinical Child Psychology program; (b) negotiate the terms of the internship; (c) gather the required information to demonstrate how their internship will meet the minimum requirements to be equivalent to a CPA-accredited internship (see the SCCP Practicum and Internship Manual); and submit the information to the Director of Training and the Clinical Supervisor for review and approval. The submission of the completed and signed equivalency checklist, as well as any supporting documentation must be received by the Director of Training and the Clinical Supervisor by April 1st.

If the non-accredited internship site is approved by the Director of Training and the Clinical Supervisor, the student will be required to submit a detailed Internship Training Plan (see the SCCP Practicum and Internship Manual for more information). The Internship Training Plan must be submitted to the Director of Training and the Clinical Supervisor by May 31st. The student will not be permitted to register for the internship course (EDPY 650) unless the Internship Training Plan is received by this date and is subsequently approved by the Director of

Training. Students will be notified if their Internship Training Plan is approved by June 30th. No late submissions will be accepted. If the Internship Training Plan is not approved, the student will have to wait until the following year to re-initiate the internship application process.

SECTION IX: REGISTERING AS A PSYCHOLOGIST

With appropriate planning and course selection, graduates of the Doctoral SCCP program are eligible to seek certification as Registered Psychologists in the Province of Alberta. In addition to a graduate degree and specified psychological coursework, registering in Alberta also requires successful completion of 1600 hours of supervised professional practice, the Examination for Professional Practice in Psychology (EPPP), and the Law and Ethics for Alberta Psychologists Examination.

Students interested in becoming registered as a psychologist in Alberta should contact the College of Alberta Psychologists (http://www.cap.ab.ca) for further information. Students are responsible for ensuring that they meet the requirements of the College of Alberta Psychologists or any other jurisdiction in which they intend to work after graduation.

APPENDIX A – CPA-Accredited Internship Equivalency Checklist

CPA Standard	Criterion Met: Yes	No	N/A	Comments
I. ELIGIBILITY				
A. Organization				
1. Support of host discipline and organization including stable and specifically-designated budgeting	☐	☐	☐	
2. Host department and organization committed to supporting training. Recognition and reward for faculty.	☐	☐	☐	
3. Primary Supervisor appointed. Not the same person as Professional Practice Leader or Chief Psychologist	☐	☐	☐	
B. Internship site				
1. Applicants enrolled in CPA accredited internship sites	☐	☐	⊘	
2. Eligibility:				
– All coursework	☐	☐	☐	
– 600 hours of practicum experience	☐	☐	☐	
– Completion and approval of thesis proposal	☐	☐	☐	
3. Systematic review of applicants' qualification for internship to include goodness of fit and readiness for internship	☐	☐	☐	
4. Full-time 1600 hours or half-time over two consecutive years	☐	☐	☐	
5. Close working relationships with doctoral internship sites to ensure goodness of fit	☐	☐	☐	
6. At least two, preferably more, interns per year	☐	☐	☐	
7. Compliance with APPIC procedures	☐	☐	☐	
II. PHILOSOPHY, MISSION, AND MODEL				
A. The philosophy and mission are:				
1. Fully developed and articulated	☐	☐	☐	
2. Complementary with philosophy and mission of doctoral internship sites from which interns are accepted	☐	☐	☐	
3. Respect scientific basis of professional psychology	☐	☐	☐	
B. The application of philosophy and mission abides by the following:				
1. Interns play integral role while training needs accommodated	☐	☐	☐	

CPA Standard	Criterion Met: Yes	No	N/A	Comments
2. Applied training				
3. Training is organized and sequenced				
4. Interns acquire knowledge and skill in:				
i. Psychological assessment				
ii. Intervention				
iii. Consultation				
iv. Internship site development and evaluation				
v. Interprofessional relationships				
vi. Professional standards and ethics				
vii. Supervision				
5. Training includes range of assessment and interventions including:				
i. Evidence based interventions				
ii. More than one therapeutic modality				
6. Training in ethical practice				
7. Training in supervision				
8. Practice informed by science				
9. Written, individualized training plan				
10. Four hours supervision (three individual, one can be group)				
11. Minimum standards for successful completion and mechanisms to remediate substandard performance				
12. Written feedback on progress on ongoing basis and consistent format				
13. Intern presented with internship site's appeal policies at beginning of year				
14. Interns contribute to internship site planning and development				
15. Certificate of completion				
III. DIVERSITY				
A. Diversity in recruitment and retention				
B. Instruction and practical experience in diversity				
C. Efforts to accommodate people with disabilities				
IV. PROFESSIONAL PSYCHOLOGY STAFF				
A. Training internship site offered by organized group of professional psychologists who report to chief/leader				

CPA Standard	Criterion Met: Yes	No	N/A	Comments
B. Supervisors registered, doctoral degree and internship from accredited internship site or equivalent				
C. Other professional staff participate in training				
D. Supervisory staff uphold ethical guidelines				
E. Encourage work-life balance				
F. Supervisors have access to training in supervision				
V. INTERNS				
A. Intellectual, interpersonal abilities of interns				
B. Committed to standards of professional and ethical practice				
C. Committed to timely completion respectful of work-life balance				
D. Qualifications for respecialization				
E. Interns treated with dignity and respect				
VI. FACILITIES AND RESOURCES				
1. Quiet and private work space				
2. Secure storage				
3. Efficient means of communication with interns and supervisors				
4. Confidentiality when using electronic media				
5. Secure and sound-dampened space				
6. Clerical support				
7. Audio-visual resources				
8. Internet access, word processing and data analysis software				
9. Library facilities				
10. Assessment materials and supplies				
11. Facilities for interns with disabilities to access internship site				
VII. PUBLIC DISCLOSURE				
A. Descriptive materials include philosophy and mission, structure and goals of training internship site and host organization				
VIII. INTERNSHIP SITE EVALUATION AND QUALITY IMPROVEMENT				
A. Mechanisms in place to examine success in meeting model's goals and objectives.				

CPA Standard	Criterion Met: Yes	No	N/A	Comments
Model, goals and objectives and curriculum reviewed in light of:				
1. Scientific knowledge	☐	☐	☐	
2. Current standards of best practice	☐	☐	☐	
3. Needs for psychological services	☐	☐	☐	
4. Jobs and career paths attained by graduates	☐	☐	☐	
B. Self assessment activities are responsibility of Primary Supervisor and Training Committee to address:				
1. Internship site's standards for preparedness of applicants to begin internship	☐	☐	☐	
2. Internship site's expectations for successful completion	☐	☐	☐	
3. Preparedness of graduates to apply for registration	☐	☐	☐	
4. Applicability of knowledge and skills acquired on internship to postdoctoral employment	☐	☐	☐	

APPENDIX B – Checklist of M.Ed. Requirements

Year 1:

- ❑ In August or beginning of September, attend student orientation and meet with academic advisor to plan your program
- ❑ Before August 31, submit a Graduate Student Plan of Study to the Graduate Records Administrator and register for your classes on BearTracks. Information on how to register (and forms) can be found on our Faculty's website under Courses and Course Registration. To register for classes that require Consent or are closed to web registration, a completed Request For Manual Course Registration Form must be submitted to the Graduate Records Office or by email to the Graduate Registration Assistant edpygrrg@ualberta.ca
- ❑ Submit applications for funding (e.g. SSHRC or CIHR in early fall and U of A General Awards in early January) and request reference letters well in advance
- ❑ Notify Graduate Records Administrator of change in supervisor
- ❑ By the end of May, complete and submit your student annual report form (Tamarack) documenting progress in the program to date. This form will be electronically mailed out to you by the end of April of each year for program and supervisor tracking purposes.

Year 2 and subsequent years:

- ❑ Before August 31, update your Graduate Student Plan of Study form at the Graduate Records Office with your thesis supervisor, and register for your classes on BearTracks, or by submitting a completed Request For Manual Course Registration Form to the Graduate Records Office or by email to edpygrrg@ualberta.ca
- ❑ Meet regularly with your M.Ed. supervisor to discuss your thesis progress.
- ❑ Complete the Faculty of Graduate Studies and Research On-Line Ethics Training Module and submit the completion form to the Graduate Records Administrator for your student file.
- ❑ Submit your M.Ed. thesis to all committee members. Faculty of Graduate Studies requires three weeks to schedule defense.
- ❑ Complete the M.Ed. thesis defense.
- ❑ By the end of May, complete and submit your student annual report form (Tamarack) documenting progress in the program to date.
- ❑ Submit copies of your thesis in the appropriate format to the Faculty of Graduate Studies and Research by convocation deadline.
- ❑ Ensure that you check University regulations and requirements for convocation and complete convocation forms.

APPENDIX C – Checklist of Ph.D. Requirements

First Year:

- ❑ In August and September, attend student orientation and select courses in consultation with your doctoral program supervisor.
- ❑ Before August 31, submit a Graduate Student Plan of Study Form to the Graduate Records Administrator and register for your classes on BearTracks. Information on how to register (and forms) can be found on our Faculty's website under Courses and Course Registration. To register for classes that require Consent or are closed to web registration, a completed Request For Manual Course Registration Form must be submitted to the Graduate Records Office or by email to the Graduate Registration Assistant edpygrrg@ualberta.ca
- ❑ Submit applications for funding (e.g. SSHRC or CIHR in early fall and U of A general awards in early January) and arrange for letters of reference well in advance of deadlines.
- ❑ Form a Ph.D. Supervisory Committee in consultation with your supervisor during the first year of the program
- ❑ By the end of May, complete and submit your doctoral student annual report form (Tamarack) documenting progress in the program to date. This form will be electronically mailed out to you by the end of April of each year for program and supervisor tracking purposes.

Second Year and subsequent years:

- ❑ Each year, select courses, in consultation with your supervisor
- ❑ Before August 31, update the Graduate Student Information Form with the Graduate Records Administrator, and register for your classes on BearTracks, or by submitting a completed Request For Manual Course Registration Form to the Graduate Records Office or by email to edpygrrg@ualberta.ca
- ❑ By the end of May every year until you graduate, complete and submit your doctoral student annual report form (Tamarack Memo) documenting progress in the program to date.
- ❑ Complete the candidacy examination prior to applying for and commencing internship (Nov 1st).
- ❑ Register for the APPIC match process.
- ❑ Meet with Clinical Supervisor to discuss internship application.
- ❑ Arrange for letters of reference from program coordinator to be sent to internship sites.
- ❑ If the student's master's degree was not completed at the University of Alberta, complete the Faculty of Graduate Studies and Research Ethics On-line Training Module and submit the completion form to the Graduate Records Administrator for your student file.
- ❑ Complete data collection, analysis and writing for submission to your supervisory committee.

- ❑ In consultation with your supervisory committee, revise dissertation so a defense date can be arranged.
- ❑ Submit the required dissertation copies to the Faculty of Graduate Studies and Research and complete and look into any required convocation forms in order to graduate.

APPENDIX D – Practicum Remedial Action Plan

The following procedure may be initiated by a practicum course instructor in the event that a student is having difficulty with a SCCP program practicum or where concerns regarding the student's performance in the practicum have been expressed by the course instructor(s), supervisor(s), teaching assistant(s), client(s), or other sources:

- The instructor contacts the clinical supervisor(s), teaching assistant(s), or other source of the concern to determine the specific nature and issues of concern, the seriousness and extent of the concern, and whether the concern is being expressed in more than one venue.
- The student is informed of the concern in a face-to-face meeting with the instructor(s) and clinical supervisor(s), and an informal remedial action plan is discussed.
- A remedial action plan through an informal arrangement between the student and course instructor(s) is generated, and a time frame is determined to observe student progress.
- Regularly scheduled meetings (such as weekly meetings) occur with the student and instructor(s) and with the student and teaching assistant(s) to provide feedback, monitor progress, and address issues as they arise. These meetings are over and above the regular meetings between the student and clinical supervisor.
- Regular case consultations are encouraged with the student and course instructor(s).
- All meetings are documented by the instructor(s), teaching assistant, and student.
- Direct face-to-face supervision with the clinical supervisor is increased.
- For practicum sites where video/audio recording of student sessions occurs, regular review of video/audio recordings occurs with the instructor(s) in addition to the supervisor, if permitted by the practicum site. Where permitted by the site, the audio/video recordings will be retained by the course instructor(s)/supervisor for a period of one year for tracking of student progress.
- Feedback on the student's performance is provided to the student on a regular basis from the supervisor, instructor(s), and teaching assistant.
- The student is informed of ongoing progress toward remediating the issues of concern.
- If the student appears to continue to experience difficulty in the practicum, the instructor consults with department administrators (Director of Training and Interim Graduate Coordinator).
- If the student's performance does not demonstrate adequate improvement over the specified time period a formal contract is designed by the instructor(s) and the student

that specifies expectations of successful completion, remedial action and outcomes.

- The student's failure to meet the expectations, actions, and outcomes of the remedial action plan will result in a failing grade and may also result in the student being asked to withdraw from the program.
- The contract is designed in consultation with other faculty including the Director of Training, and graduate student coordinator.
- The contract is signed and a copy is provided to both student and instructor for record keeping purposes.
- In cases involving serious concerns about the student's performance (e.g., where problems with the student's behaviour, performance, judgment, or impairment in functioning are deemed by the instructor(s) or supervisor to pose a risk of harm to clients), a formal remedial action plan may be initiated without a prior informal arrangement between the student and instructor.