



Student Handbook for MA and PhD in School and Applied Child Psychology

For Students who Started in 2020 or Later

Updated Sept 2026

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Introduction

On behalf of the entire School and Applied Child Psychology faculty, we would like to welcome all new students. The Faculty of Education's Field of School and Applied Child Psychology began in 2015 and received initial accreditation in June 2023 by the Canadian Psychological Association (CPA). It was re-accredited in June 2026. This handbook was designed to provide new and current students with valuable knowledge needed to successfully complete this program. Students are advised to become familiar with the requirements, policies and procedures to ensure a productive experience with the Field of School and Applied Child Psychology.

Mission:

The mission of the School and Applied Child Psychology program is to prepare future psychologists to create and use the knowledge of psychological science in ways that enhance the well-being of children and youth in schools and communities. Diversity, equity and social justice are integrated into research, teaching and training. The program is designed to provide training in psychological assessment, therapy, psychosocial and instructional interventions, consultation and prevention. Emphasis is also placed on factors and conditions that influence the learning process and its outcomes. Within the Field of School and Applied Child Psychology, students develop knowledge, skills, and competencies to apply these understandings to inform practice within schools, mental health agencies, private practice and research settings. The PhD degree meets the academic requirements of the College of Psychologists of Ontario for registration as a Psychologist (PhD).

The vision of the program speaks to our commitment to foster values of integrity and ethics, equity and social justice, in addition to academic, clinical and research excellence. Inherent within our mission statement is a deep commitment to the delivery of innovative research-intensive academic programs which aim to enhance equity and accessibility for all learners; rigorous research defined by high academic and social impact; and culturally and socially responsive service that aims to produce high-quality outcomes that positively affect psychological services and benefit all of society. As such, our graduates can conduct and critically evaluate research that contributes to the field of child and school psychology.

Training Model

1) *Scientist-Practitioner Model for Training*

Our foremost commitment is to provide a model of training that embraces the scientist-practitioner approach, a model that places primary emphasis on blending the roles of clinician and researcher into one entity. Hence, our training model reflects the need for empirical evidence and knowledge within psychology to inform training, professional experience and practice.

We seek to nurture graduates who:

- 1) Have the knowledge, skills, competencies and attitudes that encourage a scientific approach towards research and practice.
- 2) Move psychological research and professional fields forward by generating new knowledge that contributes to the development of scientific literature and the further development of professional practice across all psychological domains.
- 3) Are creators and active consumers of relevant research findings and apply the findings and methods of psychological research to educational and clinical problems with the goal of advancing practice.
- 4) Have the necessary research sophistication to incorporate high-quality research in school and clinical settings.
- 5) demonstrate respect for multiple ways of knowing.

Scientist: Scientific knowledge and research underpin all aspects of our Field of School and Applied Child Psychology. Students acquire in-depth knowledge of research and theory related to diverse areas of psychology in general and school psychology in particular. They are introduced to the scientific and theoretical literature in the biological, cognitive-affective, as well as the individual social bases of behaviour. Additionally, scientific knowledge and research related to psychological assessment, intervention, learning and instruction, consultation, prevention, and system organization is provided. Moreover, our students are prepared to be competent researchers who have knowledge and skills in the critical evaluation of research, research design, diverse analytical and methodological approaches (for example, quantitative, qualitative, mixed methods, indigenous methodologies), and dissemination of findings. This knowledge base permits students to develop new research while also becoming critical creators and consumers of research to inform school psychology and clinical practice. Research within our PhD program is a robust, research-intensive degree that assists students in building rigorous academic skills for future success. Students work with faculty members, enabling them to develop strong research skills and conduct leading-edge research, to accomplish both their academic and career goals.

Practitioner: We prepare practitioners who embody the notion that science must inform practice with demonstrated abilities to identify, utilize and implement evidence-based practices in assessment, intervention, consultation and prevention. Our students acquire a strong research and theoretical foundation in core content areas that they systematically apply through problem-solving to diverse issues related to practice. We are also committed to preparing students who actively engage in the ethical decision-making process, have the competencies to navigate diverse interpersonal relationships, maintain a positive working alliance with the students/clients, and collaborate effectively with others in planning and decision-making.

The central feature of the Field of School and Applied Psychology is to train our students to become competent in both school and clinical psychology with an emphasis on children and youth. Focus within these two domains of practice facilitates the development of competent psychologists within both school (e.g., competencies in areas related to instructional interventions, social ecology of schools) and mental health contexts (e.g.,

competencies in individual and group psychotherapy). Competency in these two fields is the focus of our training given that the knowledge and skills of both areas extensively overlap.

2) Core knowledge and skills are developed in the following areas:

- a) developmental psychology and psychopathology
- b) interviewing and therapeutic communication
- c) psychological assessment
- d) diagnostic formulation and the communication of diagnoses
- e) counselling and therapy skills
- f) prevention and intervention
- g) diversity and sensitivity to cultural considerations across the spectrum of services

Based on the goals within the School and Applied Child Psychology Field, graduates will:

- 1) have broad knowledge of psychology in the five cognate areas.
- 2) conduct and implement high quality original and applied research.
- 3) apply high standards of ethical, legal, and professional conduct in research and practice.
- 4) be competent in selecting, conducting, and interpreting psychological assessments as well as case formulation.
- 5) develop, monitor, and evaluate interventions in psychology and education.
- 6) have effective, positive interpersonal skills.
- 7) consult with schools, mental health agencies, families, etc.
- 8) respect the range of human diversity in all research and practice.
- 9) obtain the foundational knowledge and clinical skills for professional practice for future eligibility to register within school and/or clinical psychology.

What Do School Psychologists Do?

Through a combination of assessment, direct intervention, consultation and collaboration, school psychologists work to:

- Improve academic achievement and student well-being
- Promote positive behaviour and mental health
- Support diverse learners
- Create safe, positive school climates
- Strengthen family-school partnerships
- Improve school-wide assessment and accountability

Although most school psychologists work in K-12 schools, some are employed in other community, academic, and medical settings. Our program integrates the National Association of School Psychologists (NASP) domains of practice.

National Association of School Psychology: 10 Domains of Practice	
Domain 1: Data-based, Decision Making and Accountability	School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.
Domain 2: Consultation and Collaboration	School Psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.
Student-Level Service	
Domain 3: Interventions and Instructional Support to Develop Academic Skills	School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.
Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills	School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioural and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health.
Service-Level Service	
Domain 5: School wide practice to support learning	School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.
Domain 6: Preventive and Responsive Services	School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, service in schools and communities to support multi-tiered prevention and evidence-based strategies for effective crisis response.
Domain 7: Family-School Collaboration Services	School psychologists have knowledge and principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning and mental health; and strategies to develop collaboration between families and schools.
Foundations of School Psychological Service Delivery	
Domain 8: Diversity in Development and Learning	School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.
Domain 9: Research and Program Evaluation	School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.
Domain 10: Legal, Ethical, and Professional Practice	School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.
http://www.nasponline.org/standards/practice-model/domains.aspx	

Admission Requirements

Please visit our Admission Requirements page for the most up to date information:
[Field of School and Applied Child Psychology - Faculty of Education - Western University](#)

CPA Accreditation

The Field of School and Applied Child Psychology has been designed to meet all Canadian Psychological Association requirements for accreditation. We received initial accreditation in the Spring of 2023 and were re-accredited in Spring of 2026.

Faculty Members

Daniel Ansari, PhD. (Professor)

Dr. Ansari received his PhD from University College London in 2003. Presently, Daniel Ansari is a Professor and Tier 1 Canada Research Chair in Developmental Cognitive Neuroscience and Learning in the Department of Psychology and the [Brain & Mind Institute](#) at the University of Western Ontario in London, Ontario, where he heads the Numerical Cognition Laboratory (www.numericalcognition.org). Ansari and his team explore the developmental trajectory underlying both the typical and atypical development of numerical and mathematical skills, using both behavioral and neuroimaging methods.

Jason Brown, PhD., C. Psych (Professor)

Dr. Brown is interested in holistic approaches to individual, family and community wellness. His research has been conducted in partnership with non-government community-based organizations delivering health, social or educational services. In this research, he emphasizes the gifts and assets of individuals, families and communities facing significant challenges.

Emma Duerden, PhD. (Associate Professor)

Dr. Duerden is an Assistant Professor in the Faculty of Education and a supervisor for graduate students in the School and Applied Child Psychology program. Her research program focuses on the impact of early adversity on cognitive ability in infants and school-aged children with autism spectrum disorder or who are born very preterm. The goal of her research program is to identify risk factors for early adversity as well as factors that promote resilience to early life stress, healthy brain development and academic achievement in children.

Barbara Fenesi, PhD. (Associate Professor)

Dr. Feneis's research is rooted in understanding how the entire human body plays a role in student success. She draws on work from fields of psychology, education, health,

neuroscience and kinesiology to identify intervention strategies that can promote cognitive function and mental health in typically developing children and youth and those facing academic challenges.

Deanna Friesen, PhD. (Associate Professor, ARC Chair Co-Director of Clinical Training)

Dr. Friesen's research interests are drawn from educational and cognitive psychology. Her research focuses on how bilingualism as a life experience impacts language processing and cognition. Her work examines how knowing two languages manifests itself during sentence processing and word recognition in a single language. Currently, she is investigating how bilinguals engage in strategies during reading and which strategies lead to successful comprehension. To address these questions, she uses behavioural, Event-related potentials (ERPs) and Eye-tracking measures.

Colin King, PhD., C. Psych (Associate Professor, Co-Director of Clinical Training)

Dr. King's research and clinical interests are drawn from his applied professional work as a School and Clinical Psychologist. He is interested in improving assessment and intervention practices for children and youth with learning, behavioral, and social-emotional challenges. With a focus on improving access to evidence-informed knowledge for children and families, a primary focus of his work has been in the area of childhood anxiety and how to better serve this population of children and youth. More information can be found on his Improving Accessibility and Application in School Psychology website at <https://iaasp.ca>.

Perry Klein, PhD. (Professor)

Dr. Klein's research focuses on the psychology of writing instruction. The questions that he investigates include: How can students use writing as a tool for learning about content area subjects? How can we teach writing effectively? How can we support and intervene with struggling writers and prevent writing difficulties?

Gabrielle Lee, PhD. (Associate Professor)

Dr. Lee served as an assistant professor at Michigan State University and as a clinical director in the ABA/Autism programs at private agencies. She is a licensed psychologist in Michigan and a board-certified behavior analyst. She conducts collaborative research with researchers in US, Asia, and Canada. Her research focuses on behavioral intervention for children with autism spectrum disorder.

Marguerite Lengyell, PhD., C. Psych (Assistant Professor)

Marguerite Lengyell is a Psychologist and Assistant Professor in the Graduate Program in Counselling Psychology at the Faculty of Education at Western University. Her research

interests include critical multiculturalism and the integration of culturally responsive and anti-oppressive practices in counselling and education.

Albert Malkin, PhD., BCBA-D (Assistant Professor)

Dr. Malkin's career has focused on providing services for individuals with developmental disabilities. His research interests include the Influence of language on socially important phenomena (e.g., stimulus equivalence, relational frame theory, and Acceptance and Commitment Training), Practices in Pedagogy (e.g., active learning, online discussions, etc.), Applied quantitative analysis of behaviour (e.g., behavioural economics, delay discounting, demand analyses, matching law, etc.), Health, sports, and fitness (e.g., increasing well-being, decision-making, etc.), Social responsibility (e.g., issues related to sustainability and bias) and Psychometric validation of behaviour analytic assessment protocols.

Nicole Neil, PhD., BCBA-D (Associate Professor)

Dr. Neil's program of research focuses on questions that are relevant to the practice of applied behaviour analysis and families of individuals with developmental disabilities. Her research interests are in interventions for young children with Down syndrome and autism spectrum disorders, assessment and treatment of comorbid mental health diagnoses, and social skills and support programs for children with disabilities and their families. Many of her projects are community-based research which involves an environment, where families, students, practitioners, and researchers are brought together.

Susan Rodger, PhD., C. Psych (Professor)

Dr. Rodger's research focus is on the person – the learner. She wants to create a contextual picture of how who we are as people influences who we are as learners. Everybody arrives in the classroom as individuals, so treating them all similarly does not serve the learner or education. The research Dr. Rodger conducts is grounded in feminist approaches, social justice and participation. She and her colleagues have had great success with funding and are now seeking to expand on our work to examine the influence of culture, language and violence on women's experiences in the classroom.

Katreena Scott, PhD., C. Psych (Professor)

Dr. Katreena Scott is a Psychologist, Director of the Centre for Research and Education on Violence Against Women and Children at Western University and Professor. Dr. Scott leads an applied research program aimed at ending violence in family relationships, with specific expertise on addressing violence perpetration in men. The Caring Dads program that she developed (www.caringdads.org) is currently running in many sites across Canada, as well as in the US, UK, Ireland, Germany and Australia. She is a contributor to international networks including the DV@Work Network and the Safer Families Centre of Excellence.

Jacqueline Specht, PhD. (Professor)

Dr. Specht is the Director of the Canadian Research Centre on Inclusive Education. Her research interests encompass pedagogical issues surrounding the participation of children in the school system. Currently her research surrounds the efficacy of newly graduated teachers for teaching in diverse classrooms. She has supervised graduate student research in the areas of assistive technology, IEP development, and teacher and student experiences in inclusive classrooms.

Shannon L. Stewart, PhD., C. Psych (Professor)

Dr. Stewart's research focuses on ways to better understand the complex medical, environmental, social, and psychiatric factors associated with mental health problems, treatment trajectories, and service use to better meet the needs of our children and youth in a variety of contexts including child-care settings, schools, mental health facilities, hospitals and youth justice facilities. Special topics of interest include assessment, early intervention and prevention, aggression, non-suicidal and suicidal injury, complex special needs, inpatient/residential treatment. Her overarching program of research focuses on improving early identification of mental health and substance use, enhancing access to mental health care services and contributing to increased evidence-informed care planning to improve the functionality of mental health services across multiple service sectors.

Thesis Supervision

Students in the MA and PhD programs are matched with faculty members to supervise their research prior to the beginning of the program. It is recommended that prior to applying to the Field of School and Applied Child Psychology, students connect with faculty members with similar research interests to determine their availability for possible supervision. Students are encouraged to read the biographies of Applied Psychology faculty members to determine the best fit with respect to research interests. In their application, applicants should list 3 faculty members who they would prefer as supervisors in their order of preference. Faculty members of the program who hold the position of Assistant Professor or higher are eligible to supervise doctoral students once they have successfully supervised at least one Master's student to completion of the program.

The role of a supervisor is to guide the student's research and provide suggestions, support, and approval throughout the research process. The supervisor will also take the role as a member of the student's Thesis Advisory Committee. It is strongly recommended that the student maintains open communication with their supervisor to avoid any complications and misunderstandings that may lead to lack of success in the program. More information on the roles and responsibilities of the students and their

thesis supervisors can be found on the School of Graduate and Postdoctoral Studies' website at this link: http://grad.uwo.ca/faculty_staff/viceprovost/supervision.html

Applied Setting for Research and Practica

Mary J. Wright Child and Youth Development Clinic for Practicum I and III Students

1137 Western Rd, London ON N6G 1G7

<https://www.mjw-cydc.uwo.ca/>

The Mary J. Wright Child and Youth Development Clinic (MJW-CYDC) is an integrated training clinic operated by the Faculty of Education at Western University. The MJW-CYDC has supported over 1500 families over 8 years by offering a range of clinical (assessment, intervention, consultation), educational, and support services to the greater London community.

Working under the supervision of registered School and Child Clinical Psychologists within a fee-for-service framework, graduate student clinicians provide a range of in-person and virtual clinical services, such as psychological consultation, assessment, and intervention services to school-aged children, youth and their families in the community. With a mandate of “children first for a stronger community”, a sliding fee scale and accessibility funding ensures that finances do not prevent families from receiving the services they require to support their child’s behaviour, learning and development, or mental health.

The integrated clinic serves as the primary training and learning site for doctoral students at the Faculty of Education for their first practicum (Ph.D. Year 1) and advanced practicum (Ph.D. Year 3) within the School and Applied Psychology Field. The MJW-CYDC also hosts a funded full-year psychology internship for students seeking a residency in school and child clinical psychology as part of the Narwhal Psychology Consortium (with the London Family Court Clinic and Navigating Onward).

With a strong focus on providing clinical care that is inclusive, collaborative, interdisciplinary, and grounded in evidence-based research, along with a developmental approach to supervision, the MJW-CYDC strives for excellence and innovation in clinical service, teaching, supervision, and research. The MJW-CYDC has rich connections and collaborations across the greater London area, including active partnerships with the children’s mental health agencies, school boards, hospitals, and other organizations that support children and youth. The MJW-CYDC has an active advisory committee comprised of community partners, including parents and caregivers with lived experience.

MA/PhD in Education Studies in the Field of School and Applied Child Psychology (SACP)

Although separate admissions are required for the MA and PhD in the School Psychology and Applied Child PhD (SACP), the two levels are one coherent program. Students who are meeting expectations in the MA program and apply for the PhD are admitted into the PhD upon completion of the MA. If there is still capacity at the PhD,

external candidates are considered. At the point of acceptance into the PhD program, the transcripts of external candidates are thoroughly assessed to determine whether they meet CPA and College of Psychologists of Ontario standards in terms of having at least one full year or two half senior undergraduate course(s) in each of the core breadth areas of psychology. These students are required to complete the MA courses for which they do not have equivalence as part of their previous MA program to ensure that they have learned the skills and content taught in the MA program. If they lack appropriate courses in these areas, they are required to take these courses at the graduate level. If the student feels they should be given credit for a course requirement, they may appeal to the Program Chair for a re-assessment of their previous coursework and practicum experiences.

Our current program provides cognates for the following areas: Biological Basis of Behaviour, Individual Differences and Cognitive-Affective and Social Bases of Behaviour. The Historical and Scientific of General Psychology cognate must have been either taken during the undergraduate degree or must be taken through an external provider before graduating the PhD.

The beginning level core professional and research courses are given during the two-year full-time MA program. This includes 8 half courses and a thesis. Refer to the Master's Thesis Guide for additional information [researchintensive_studentguide.pdf](#)

Course Sequence for MA Program

Students take a set of core courses in a specific sequence to support incremental learning. Consequently, our students form a distinct group in terms of the experiences they bring into the program and the experiences they gain through the program (academic, practicum, internship, and research experiences). Course Calendar descriptions are located in the Appendix I.

Students Starting in or after Fall 2025

Fall of Year 1

- 9653: Ethical and Professional Issues in School and Applied Psychology
- 9802: Biological and Cognitive Foundations of Development (alternates with 9801)
- 9806: Psychology in Schools
- Thesis

Winter of Year 1

- 9705- Advanced Quantitative Research Methods
- 9651- Academic Assessment
- 9551: Applied Behaviour Analysis for Psychologists: Theory and Practice
- Thesis

Fall of Year 2

- 9811 –Academic Interventions

- 9801 - Social-Ecological Foundations of Development (alternates with 9802)
- Thesis

Winter of Year 2

- Thesis

Summer of Year 2

- Thesis Completion

Current Students who started before Fall 2025

Fall of Year 1

- 9653 - Ethical and Professional Issues in School and Applied Psychology
- 9801 – Psychosocial Aspects of Schooling
- 9806 -Exceptionalities
- Thesis

Winter of Year 1

- 9705- Advanced Quantitative Research Methods
- 9651- Assessment and Evaluation in Regular and Special Education
- Thesis

Fall of Year 2

- 9811 – Cognitive and Academic Interventions
- Thesis

Winter of Year 2

- Thesis

Summer of Year 2

- Thesis Completion.

The following Milestones must be completed prior to completion of the MA program:

- Academic Integrity Module
- Thesis Proposal
- Thesis
- Placement (for those starting Fall 2025 or after)

Course Sequence for PhD Program

Students will need to complete the following courses during the PhD program:

Students starting in Fall 2025 or 2026

Fall of Year 1

- 9800 – Professional Case Seminar (Fall and Winter for three years)
- 9802 – Biological and Cognitive Foundations of Development
- 9803 – Childhood Psychopathology
- 9809 Cognitive Assessment

Winter of Year 1

- 9800 – Professional Case Seminar
- 9813 – Clinical Intervention with Children and Adolescents
- 9810 – Comprehensive Psychological Assessment with Children and Adolescents
- Practicum I

Summer of Year 1

- Qualifying Paper

Fall of Year 2

- 9800 – Professional Case Seminar
- 9821 – Program Development and Evaluation
- Practicum 2

Winter of Year 2

- 9800 – Professional Case Seminar
- Practicum 2

Summer of Year 2

- Thesis Proposal

Fall of Year 3

- 9800 – Professional Case Seminar
- 9808: Interprofessional Collaboration, Consultation, & Supervision
- Practicum 3
- Thesis

Winter of Year 3

- 9800 – Professional Case Seminar
- Practicum 3
- Thesis

Summer of Year 3

- Thesis

Fall, Winter and Summer of Year 4 and/or Year 5

- Internship
- Thesis

Students who started the PhD in Fall 2024

Fall of Year 1

- 9800 – Professional Case Seminar (Fall and Winter for three years)
- 9802 – Mind, Brain, and Education
- 9803 – Childhood Psychopathology
- 9809 – Comprehensive Child and Adolescent Assessment I

Winter of Year 1

- 9800 – Professional Case Seminar
- 9813 – Child and Adolescent Intervention
- 9810 – Comprehensive Child and Adolescent Assessment II
- Practicum I

Summer of Year 1

- Qualifying Paper

Fall of Year 2

- 9800 – Professional Case Seminar
- Practicum 2

Winter of Year 2

- 9800 – Professional Case Seminar
- Practicum 2

Summer of Year 2

- Thesis Proposal

Fall of Year 3

- 9800 – Professional Case Seminar
- 9808: Interprofessional Collaboration, Consultation, & Supervision
- Practicum 3
- Thesis

Winter of Year 3

- 9800 – Professional Case Seminar
- Practicum 3
- Thesis

Summer of Year 3

- Thesis

Fall, Winter and Summer of Year 4 and/or Year 5

- Internship
- Thesis

Students who started the PhD between 2020-2023

Fall of Year 1

- 9800 – Professional Case Seminar (Fall and Winter for three years)
- 9802 – Mind, Brain, and Education
- 9803 – Childhood Psychopathology
- 9809 – Comprehensive Child and Adolescent Assessment I

Winter of Year 1

- 9800 – Professional Case Seminar
- 9813 – Child and Adolescent Intervention
- 9810 – Comprehensive Child and Adolescent Assessment II
- Practicum I

Summer of Year 1

- 9813 – Child and Adolescent Intervention
- Qualifying Paper

Fall of Year 2

- 9800 – Professional Case Seminar
- 9808 – Consultation and Collaboration
- Practicum 2

Winter of Year 2

- 9800 – Professional Case Seminar
- Practicum 2

Summer of Year 2

- Thesis Proposal

Fall of Year 3

- 9800 – Professional Case Seminar
- Practicum 3
- Thesis

Winter of Year 3

- 9800 – Professional Case Seminar

- Practicum 3
- Thesis

Summer of Year 3

- Thesis

Fall, Winter and Summer of Year 4 and/or Year 5

- Internship
- Thesis

The following Milestones must be completed *prior* to completion of the PhD program:

- Academic Integrity Module
- Qualifying Paper
- Thesis Proposal
- Thesis
- 9800 (for three years)
- Practicum I (MJW/CYDC)
- Practicum II (School Board Placement)
- Practicum III (MJW/CYDC)
- Internship/Residency

The research intensive student guide is located here:
[researchintensive_studentguide.pdf \(uwo.ca\)](#)

Please note: All required paperwork and related documentation are required by the deadline outlined on the website. If not, progression to the next term, practica or internship may be delayed.

Timeline of Program

Although separate admissions are required for the MA and PhD in the School and Applied Child psychology, the two levels are one coherent program. The entire MA/PhD program requires a minimum of six years of full-time resident graduate study – two years in the MA and minimum of four years in the PhD. Student may do their internship year in the 4th or 5th year of the program. However, if students plan to apply for APPIC internship, this internship will occur in the 5th year of the PhD.

Course Timetables

Access to course timetables will be provided by the Graduate Office through a secure link in the summer term.

MA Thesis

Thesis Proposal

Once the candidate is ready to begin work on the thesis, the Supervisor, at the candidate's request and after consulting with the faculty members concerned, will formally appoint a Master's Advisory Committee. The committee will consist of the Supervisor and at least one additional faculty member.

Candidates must submit a written research proposal to their Advisory Committee and make a 15-minute oral presentation to the committee in which the research problem, theoretical framework and methodology are explained and satisfactorily defended. The meeting only includes members of the advisory committee. The committee must approve both the written proposal and the oral presentation before the candidate is allowed to proceed.

As a required milestone, the student submits the written proposal for approval, along with signed Thesis Proposal Approval Form from the Advisory Committee to the Graduate Programs Office for approval by the Associate Dean, Graduate Programs.

More information about the thesis proposal can be found on our Forms and Guidelines page: [Forms and Guides - Faculty of Education - Western University \(uwo.ca\)](#) Please click on "Forms and Guides" > "Program Guidelines" > "MA" > "MA Forms".

Doctoral Thesis

Once the candidate is ready to begin work on the thesis, the Supervisor, at the candidate's request and after consulting with the faculty members concerned, will formally appoint a Doctoral Advisory Committee. The committee will consist of the Supervisor and at least one additional faculty member. Students are strongly encouraged to form their Thesis advisory committee no later than the beginning of their second year in the PhD. Once the qualifying paper milestone has been achieved, students are expected to meet with their thesis advisor committee at least once a year following the procedure outlined in Appendix II.

Thesis Proposal and Presentation

Candidates must submit a written research proposal to their Doctoral Advisory Committee and make a 30-40 minute oral presentation to the committee in which the research problem, theoretical framework and methodology are explained and satisfactorily defended. The presentation will be open to all members of the Faculty of Education. The committee must approve both the written proposal and the oral presentation before the candidate is allowed to proceed.

The student submits the written proposal for approval, along with signed PhD Thesis Proposal Approval Form from the Doctoral Advisory Committee to the Graduate Programs Office for approval by the Associate Dean, Graduate Programs.

More information about the thesis proposal can be found on our Forms and Guidelines page: [Forms and Guides - Faculty of Education - Western University \(uwo.ca\)](#) Please click on “Forms and Guides” > “Program Guidelines” > “PhD” > “PhD Thesis”.

Ethics

When an Advisory Committee is satisfied with a candidate's written proposal and the oral presentation made to the committee, the student can then submit the ethics protocol. Students must receive ethics approval from Western University Research Ethics Board before the research begins. In certain situations, student proposals may have ethics approval through larger research projects overseen by their supervisor. The candidate can proceed with the research only after all approvals have been obtained with the guidance and review of the Supervisor and the Thesis Advisory Committee.

In order for research with human subjects to proceed, an ethics certificate must first be obtained. For information on research ethics procedures at Western University please see the following: <https://www.uwo.ca/research/compliance/human-research-ethics/>.

For information on obtaining ethics for non-human participants, please see the following: <https://www.uwo.ca/research/compliance/acc/index.html>.

Data Collection

PhD students must complete their data collection prior to their internship and verification must be made by their research supervisor. Students who have not completed their data collection at the time of their APPIC/internship application **must** postpone the internship. It is recommended that students complete their thesis defense prior to beginning their internship although it is understood that this is not always a possibility.

Western University's Thesis Guidelines

The Graduate and Postdoctoral Studies Office offers specific guidelines concerning the execution, writing, submission and defence of the thesis. These guidelines must be followed and can be found at the following: <https://grad.uwo.ca/academics/thesis/index.html>

Thesis Examination

When the thesis has been completed and approved by the Supervisor and the Thesis Advisory Committee, the candidate may submit the thesis for examination. The candidate submits the Application for Thesis Examination ([Forms and Guides page](#)) and the Thesis Supervisor Approval forms ([Forms and Guides page](#)) to the Graduate Programs Office. The timelines for defense differ for the MA and the PhD. The forms have to be submitted a minimum of four weeks for the MA and seven weeks prior to the defence date. The MA thesis is uploaded a **minimum of 3 weeks** before the defense date. The PhD thesis is uploaded to <https://uwo.scholaris.ca/home> Western University's Open Repository , a

minimum of 5 weeks prior to the defence date.

The MA examination includes a 15-20 minute presentation to the committee only. The PhD examination includes a Public Lecture which provides both a valuable means of disseminating research findings within the academic community, and an opportunity for all graduate students within the Faculty of Education to participate in and contribute to the scholarly discourse of the university. In accordance with the appropriate regulations, the public lecture will be advertised in the University's Western News and on the University's website and be open to all members of the community.

Details of the examination process are located in Section 8 of [Graduate Regulations](#).

PhD Qualifying Paper

All students in the PhD in School and Applied Child Psychology program are required to satisfactorily complete a qualifying exam. The purpose of the exam is to allow students the opportunity to situate their chosen area of research in a broad educational context. The written paper serves as the Qualifying Examination. The qualifying paper should be completed in the Summer term of Year 1. Delays in completing the qualifying paper, results in delays in starting dissertation work and impacts timely progress in the program. If students have not completed the qualifying paper by the annual meeting in Year 2, students will be not be able to start their third practicum until the qualifying paper milestone has been achieved.

Detailed instructions about the Qualifying Examination can be found here : [qualifying-paper---psych.pdf \(uwo.ca\)](#).

MA Placement

MA students will apply academic assessment and behavioural intervention skills acquired in the program to work with community and school board partners as arranged by the program. 50 hours will be required. These hours will contribute to students' professional development but will not count as clinical supervision hours as they will not be supervised by a registered psychologist.

PhD Practica Placements

PhD Students in the School and Applied Child Psychology field of study are expected to complete three separate unpaid professional training practica. The practicum placements provide opportunities for professional introduction to the field, introduces the student to general roles and responsibilities of school psychologists and serves as the initial training component under the supervision of a licensed psychologist. Over the course of the 3 practica training experiences, each student must achieve a minimum of 600 hours and no more than 1000 hours of practicum training. As part of this training experience, at least 300 hours of supervised practicum training must be devoted to direct, face-to-face contact with children, youth and families.

The practicum placement allows for continued development of interventions, professional skills, assessment and diagnostic skills with more complex cases. By the end of Practicum III, each student should have completed at least 5 comprehensive assessments including a

full cognitive, psychoeducational, socio-emotional and behavioural assessment in addition to at least 100 hours of direct intervention hours. These practica should also provide the opportunity for students to become acquainted with resources within the community that can augment services provided in the school or child/youth mental health setting. This should include those services outside the school setting. It is expected that students will synthesize and apply the depth and breadth of the knowledge learned, adapting to different settings, with supervised but independent skills in preparation for the internship.

By the end of Practicum III, it is expected that students will have experience and competency in the following areas:

- 1) Assessing a variety of children in preschool/kindergarten, elementary as well as youth within high school settings including diversity in learning and development;
- 2) Conducting assessments with children and youth from diverse ethnic and cultural backgrounds;
- 3) Functioning as consultants with teachers, parents and other professionals in a variety of settings (e.g., community mental health facilities, elementary/secondary school settings);
- 4) Using a variety of system-level services including school and system structure including school-wide systems for learning, prevention and intervention;
- 5) Utilizing data-based decision making and accountability for improved outcomes for children;
- 6) Report writing, psychoeducational and cognitive assessments, behavioural assessments, and socio-emotional assessments as well as a variety of intervention approaches including individual and group treatment approaches.

Prior to the beginning of the practica, each student must complete the *Release of Personal Information Form* to allow for sharing of information across settings. It is important that both supervisors and placement students understand the responsibilities and the rights associated with their respective roles. Students must complete the *Practicum Expectation Form* and the *Practicum Supervision Contract Form* prior to the start of each practicum. Both the student and the practicum supervisor(s) must sign these agreements. This form constitutes the formal agreement between the student and the supervisor regarding the practicum placement. All documents will be shared with both the Site Supervisor and the Practicum Coordinator. It is also recommended that students complete the *Practicum Self-Assessment Form* prior to the start of the practicum and at the end of the practicum.

Requirements of PhD Practicum

Requirements of the combined Practicum placements (Practicum I, II, III) include:

- At least **300 hours** of supervised practicum training that is devoted to direct, face-to-face client contact.
- At least 150 hours of supervision with a Registered Psychologist
- At least one placement should be in a school-based setting

- Supporting Activities including writing progress and intake notes, report writing, case treatment planning, case presentations, consultations, case-relevant literature reviews, rounds, Individual Educational Plans (IEPs), learning new assessments or intervention strategies and professional development.

Requirements of Practicum I include:

- Total of at least **100 hours** of practicum training
- At least 50 hours of direct, face-to-face client contact
- At least 25 hours of supervision (at least 75% must be individual supervision by a registered psychologist, up to 25% can be group supervision)

Requirements of Practicum II include:

- Total of at least **250 hours** of practicum training
- At least 125 hours of direct, face-to-face client contact
- At least 62.5 hours of supervision (at least 75% must be individual supervision by a registered psychologist, up to 25% can be group supervision)

Requirements of Practicum III include:

- Total of at least **250 hours** of practicum training
- At least 125 hours of direct, face-to-face client contact
- At least 62.5 hours of supervision (at least 75% must be individual supervision by a registered psychologist, up to 25% can be group supervision)

The School and Applied Psychology Field of Study requires students to work with a variety of client issues and diverse populations to foster the most comprehensive and best quality experience possible. It is expected that students will work with diverse populations including those with various ethnic and socioeconomic backgrounds, intellectual abilities, as well as those with different sexual orientations and genders.

Practicum Sites

Practicum placement sites must provide experiences in school, applied or clinical child psychology with supervision from a licensed psychologist. In the first year, students will complete their practicum at the Mary J. Wright Child and Youth Development Clinic (MJW/CYDC) as part of an entry level placement. In the second year, students will complete a practicum within a school board. The final practicum will be at the MJW/CYDC at Western University providing services to more complex children, youth and families.

Should a student, once in their selected placement, feel as though the placement is unsuited to their learning needs and desires, the Director of Clinical Training should be contacted where a meeting will be held with the student and their practicum supervisor to clarify the reason for a request of withdrawal. If no solution is obtained that will please both the student and the practicum supervisor, a formal written withdrawal is completed

and the necessary conditions will be established for the student to re-apply to a new practicum placement. Students are strongly encouraged to handle any conflicts with their clinical supervisor as a first step and attempt to make the necessary arrangements to be able to continue in their initial placement.

Supervision

Students are required to complete at least 150 supervision hours (ratio depending on the number of direct client hours) in which 75% must be allotted to individual supervision and 25% is to be allotted to either group supervision or individual supervision. Supervision should occur on a weekly basis. Students will also have the opportunity to evaluate their external site supervisors following their practicum experience by filling out the *Site Supervisor Evaluation Form*.

Although not common, there may be personal or professional issues with the student's supervisor that may arise and could potentially impact the student's ability to meet their goals or affect their opportunity to gain valuable experience, students are first expected to discuss their concerns directly with their practicum supervisor. If concerns persist, students are asked to discuss this issue with the Director of Clinical Training. In the event that no resolution can be determined once speaking to the DCT, the ARC Chair will be notified. If issues persist, students will be directed to take more formal actions and should consult Western University's Student's Rights and Responsibility document for further instructions. This document can be found here: ([graduate requests for relief procedure.pdf](#)).

Practicum Evaluation

The School and Applied Child Psychology Field of Study within the Faculty of Education has a responsibility of ensuring public protection by producing competent, professional individuals that provide high quality and safe psychological services. Therefore, each practicum will analyze the level of competency the student has at providing such services. The practicum is graded on the basis of a credit/no credit system. A credit is received if the student has met the required level of competency. Site supervisors will be responsible for completing the *Practicum Student Evaluation* mid-way through the practicum and at the end of the Practicum to examine the progress the student has made over the course of the placement. Supervisors are expected to discuss the evaluation form with the student. Both informal and group supervision is provided throughout the placement and student progress is monitored. Students will also be requested to complete the *Site Supervisor Evaluation Form* two weeks prior to the end of the practicum.

Student Progression Policy

Program Overview and Professional Standards

The School and Applied Child Psychology program is a professional program intended to prepare students for Registration as Psychologists in Ontario. As a result, students are expected to demonstrate the ethical and professional conduct required of a psychologist during all program-related activities.

Compliance with Professional and Institutional Standards

All students registered in the program are expected to be in compliance with:

- **Western University policies:** Degree Level Expectations, Code of Student Conduct, MAPP 1.35 – Non-Discrimination/Harassment/Sexual Misconduct Policy, and MAPP 1.46 – Safe Campus Community
 - **Professional Conduct:** Students must maintain satisfactory attendance, participation, performance and professional behaviour in all program components, including coursework, clinical placements, research activities, and professional development requirements.
- **Professional and ethical standards:** College of Psychologists and Behaviour Analysts of Ontario (CPBAO) Standards of Professional Practice and the Canadian Psychological Association Code of Ethics
 - **Ethical Standards:** Students must demonstrate care, respect, trust, and integrity in all interactions with clients, families, supervisors, colleagues, school personnel, and members of the public, consistent with CPBAO Standards of Professional Conduct and the CPA Ethics Code.
 - **Police Record Check:** A Police Record Check which includes Vulnerable Sector Check (VSC) and which is acceptable to placement sites is required before a student can be placed in clinical or practicum settings. If information that is unacceptable to placement sites appears on a student's police record check, that student will not be able to be placed and may be required to withdraw from the program.
- **Program-specific competencies:** Functional and foundational competencies as outlined in the Competency Evaluation Form, appropriate to their level of development

Performance Standards and Concerns

Definition of Performance Concerns

Students who are not meeting the expected standards of the program or profession are said to be demonstrating **Performance Concerns**. These may be identified in one or more of the following areas:

- Research work and scholarly activities
- Clinical placements (e.g., MA placements, PhD practica or Internship)
- Coursework and academic performance
- Other program-related activities
- Conduct, where it may be assumed to reflect on the program or profession

Types of Performance Issues

Academic/Scholarly Issues: Research or scholastic offences are governed by established University policies that pertain to all Graduate programs:

- [Scholastic Discipline Policy](#)

Student Code of Conduct: Conduct concerns are governed by established University policies that pertain to all Graduate programs:

- [Student Code of Conduct](#)

Professional Performance Concerns may involve:

- Violations of ethical, legal, or professional standards
- Lack of timely attainment of required foundational or functional competencies
- Inappropriate professional behaviour or conduct

Immediate Concerns and Suspension from Clinical Placements

In circumstances involving significant legal, ethical, or safety violations, the Director(s) of Clinical Training may implement immediate suspension from clinical placements. During suspension:

- Students will not have access to practicum sites or clients
- The alleged offense will be reviewed based on Western's policies
- Outcomes may result in a remediation plan or program removal

Remediation and Support Process

Initiating Remediation or Support Plans

Clinical supervisors, faculty members, or other program personnel may identify Performance Concerns. The process involves:

1. **Initial Concerns:** Concerns should first be raised with students during individual supervision, with discussion of how they can be resolved. Students should be provided with informal support.
2. **Program Consultation:** The individual with the concern may wish to informally consult with the Director(s) of Clinical training or the SACP Training Committee. Concerns and attempts to resolve them should be documented.
3. **Serious and/or Persistent Concerns:** If Performance Concerns are serious or not responsive to informal support, they should be formally brought to the attention of the Director of Clinical Training by:
 - Identifying Performance Concerns in practicum evaluations (mid-term and final) and/or
 - Emailing the Director(s) of Clinical Training to request discussion of the Performance Concerns
4. **Next Steps:** Once Serious and/or Persistent Concerns have been brought to the attention of the Director(s) of Clinical Training, they will meet with the student to outline the concerns. They will decide on next steps which may include: no action taken, continued informal support, or a formal remediation plan. If deemed necessary, students may be suspended from clinical placements while concerns are investigated, as described above.

Automatic Triggers for Formal Remediation

At Mid-term Evaluation:

- Formal remediation will automatically be triggered if a student receives a "not meeting expectations" on their mid-term evaluation
- A remediation plan may be implemented for students receiving "meeting expectations with concerns" to support early intervention.

At Final Evaluation:

- Students who ***do not meet expectations*** in a practicum will not receive credit for this practicum milestone and must complete a remediation practicum. The remediation practicum will be designed to provide opportunities to address the competency areas in which students are not meeting expectations.
- Students who do not meet expectations in their remediation practicum will be withdrawn from the program.
- Students receiving "meeting expectations with concerns" will earn the milestone, but may be asked to meet with DCT for a support plan for moving into the next phase of their training.

Remediation Process

Purpose and Approach

The remediation process is **not punitive** but serves as a training mechanism to assist students in developing necessary competencies for ethical and professional practice. The process should be as collegial and collaborative as possible.

Remediation Plan Development

When remediation is required, the Director(s) of Clinical Training will:

- Email the student to schedule an Initial Meeting
- Provide a copy of this policy document to the student via email
- Notify the student of the option to have a support person attend the meetings
- Inform the student of their right to appeal

Initial Meeting

During the Initial Meeting, the Director(s) of Clinical Training will:

- Discuss the Performance Concerns prompting remediation
- Get input from the student about their competencies (strengths and areas of need)
- Identify target areas for the Remediation Plan
- Establish a date for a Remediation Plan Development meeting (within 2 weeks)

Remediation Plan Development Meeting: Prior to the meeting, the Director(s) of Clinical Training will draft a Remediation Plan specifying:

- Target behaviours requiring remediation
- Proposed remediation strategies
- Benchmarks for success and progress measurement
- Timeline for review and completion

Remediation Plan Development Meeting Attendees:

- Person(s) identifying the Performance Concerns (if applicable/appropriate)
- Director(s) of Clinical Training
- Student
- Student's support person (if requested)
- Other relevant staff, faculty, or supervisors as needed

Plan Finalization: Within two weeks of the Development meeting, the Director(s) of Clinical Training will:

- Finalize the Remediation Plan incorporating feedback from attendees
- Send the plan via email to all involved parties
- Obtain signatures from all parties (unless a request for relief (i.e., an appeal) is initiated)

Student Withdrawal

Students may be withdrawn from the program based on:

- Student code of conduct or professional standards violations
- Failure of the qualifying paper
- Failing a remediation plan
- Continued enrolment in the program without meeting expectations for thesis completion (7+ year enrolled in PhD)

Relief Process for Practicum Decisions

(note the reliefs process for academic decisions is outlined elsewhere)

Students may formally request relief for:

1. A judgment of “not meeting expectations” of a practicum
2. Institution of a Remediation Plan

Appeal Timeline and Process

Step 1 - Student Initiates request for relief:

- Submit written request via email to Director(s) of Clinical Training within 3 weeks of receiving written notice of the decision for which they wish to request relief .
- Request must state decision they would like overturned, grounds for relief, desired remedy
- Grounds must adhere to Senate policy: medical/compassionate circumstances, extenuating circumstances beyond student control, bias, inaccuracy, or unfairness

Step 2 - Information Gathering:

- An Appeal Chair who is not the DCT will be selected from the SACP training committee.
- Requests written information within 3 weeks from relevant parties

Step 3 - Relief Committee Review:

- Committee of at least 3 faculty members from Applied Psychology ARC
- At least 1 member must be a member a registered psychologist
- Committee reviews submissions
- Meeting to determine outcome (relief is granted or not granted) by majority vote

Decision Communication:

- Appeal Chair will communicate decision to the Director(s) of Clinical Training within 2 days of Appeal Committee meeting
- Director(s) of Clinical Training will communicate Final decision to student within 7 days of being informed of the decision.

Further Requests for Relief

- The student may appeal the outcome of the Appeals Committee to the Associate Dean of Graduate studies within 3 weeks of receiving the program decision: [Forms and Guides - Faculty of Education - Western University](#).

Program Decisions may be appealed to the Vice-Provost through SGPS:

- Application must be filed within **3 weeks** of program decision
- Contact Office of School of Graduate and Postdoctoral Studies
- [Appeal form available online](#)
- [Senate Academic Appeals Policy](#)

Program Sanctioned Hours

Because of the importance of obtaining a variety of clinical experiences, many students elect to complete program sanctioned hours. Students **MUST** discuss this with the Academic Supervisor and the DCT prior to pursuing such an opportunity. Much of the same guidelines that apply for the Practica also apply here. It should be noted that the process for additional program sanctioned opportunity is much more independent.

Students who wish to pursue program sanctioned hours **MUST** complete an *Approval of "Program Sanctioned" Hours* Form, which outlines the details of the opportunity, including supervisor information, the level of supervision to be provided, the expectations of the site and supervisor for the student, the student's learning objectives and expectations for the supervisor. The form needs to be signed by the student and supervisor and reviewed by the DCT prior to starting the program sanctioned opportunity. Additionally, students must also have their supervisors complete a *Practicum Student Evaluation Form* at the end points of the program sanctioned experience. Both of these must be submitted to, and reviewed by, the DCT and will be filed by the Graduate Office.

Submission of Hours Log

Time2Track, a tracking system meeting all APPIC expectations should be utilized by PhD students. PhD Students are responsible for inputting their hours into Time2Track and requesting supervisor approval in a timely fashion. At both the mid-term point and end point of the practicum, the record of supervisor approved hours will be downloaded by a program representative and filed in the student's clinical folder. These records will be used to ensure that students are accumulating their required practicum hours. Students should also keep an updated copy for their own records.

Vulnerable Persons Police Record Checks

All successful applicants within the School and Applied Child Psychology Field of Study are required to provide a current Criminal Record Check and a Vulnerable Section Search through their nearest police service where the student resides.

A new Criminal Police Check will be required for each Practica placement as well as for the Internship/Residency. Students who fail to provide a clear Police Information Check may be unable to complete their designated placements. Students are obligated to immediately inform the Faculty should there be a change in status with respect to their

criminal history. Please allow for ample time for the police check to be processed prior to placement. The length of time required for such a check is variable and depends on your home jurisdiction as well as the number of places you have lived in the last few years.

Up to Date Vaccinations

Please ensure that all vaccinations are up-to-date and adhere to the practica and internship requirements. This will protect yourself, your colleagues and co-workers as well as the clientele we serve. Ensure you contact the site you will be attending well in advance to ensure your vaccinations are up-to-date and in compliance with site-specific requirements.

Professional Insurance

Professional liability insurance protects clinicians against any liability or allegations for injuries or damages to their clients that have results from a malpractice, negligent act or error. Students being supervised by Registered Psychologists are eligible for coverage by the professional liability insurance. Students will be covered by Western University for the practicum site placements during the second placement. However, no insurance is provided for paid placements (e.g., internship). If a student is obtaining experience outside of an official practicum placement, professional liability is required. For more information, please see the following website. <http://www.uwo.ca/hr/safety/insurance/index.html>

Legislation

Students will have the opportunity to learn legislation that is applicable to their practice as a School Psychologist in the first-year ethics class. Students are required to ensure they maintain a strong level of knowledge and understanding of relevant legislation throughout each of the practica and the internship. Familiarity with this legislation is also an important component of achieving registration as a psychologist.

Full Year PhD Internship

After the completion of the required course work, professional case seminars, qualifying paper, thesis proposal defense, data collection/data analysis and practica, students complete a year-long, full-time internship in an approved site. This internship is viewed as a capstone to training and provides an opportunity to demonstrate and expand the cumulative experience of the professional training students have received. The internship is entirely supervised by a staff member at the Internship site. In accordance with CPA guidelines, this paid internship requires a minimum of 1600 supervised hours to be completed over the course of one year. CPA and APA accredited internship sites are recommended.

Students are also required to have data collection and analyses completed for their thesis prior to starting internship. Furthermore, they are strongly encouraged to have completed a considerable portion of their thesis research completed prior to commencing their internship in order to provide their full attention to the professional training. A completed Internship Eligibility Form must be provided to the Director of Clinical Training prior to applying for internship.

Application Process

Students are encouraged to pursue CPA or APA accredited internship sites where possible. Students will be required to choose an internship where they will work directly with children or adolescents. Students will be encouraged to consider sites based on their interests, the quality of the experience they will receive, activities they will engage in and organization of the site before applying to an internship. Application to accredited sites is typically a rigorous and time-consuming process that includes researching multiple sites, writing several essays and cover letters, documenting clinical hours and securing references. Sites have different application deadlines with some as early as November 1st of the year prior to the internship. Once it is determined that our students can apply for these internships, students should allow ample time to complete this process. Once an internship site has been chosen, students will need to contact the site and complete the appropriate application documents.

Now that the program is accredited, the Association of Psychology Postdoctoral and Internship Centres (APPIC) will aid students in their applications for internship sites. APPIC provides information and matches students with available internship positions. The matching occurs in two phases:

Phase 1: The student is matched with an internship site;

Phase 2: Any students who have not received an Internship placement will be matched with remaining positions available. More information can be found at www.appic.org.

Students in our program are also eligible for APPIC post-match which begin in March (rather than November). Students in our program can also complete a non-

accredited, non-APPIC internship. Students must provide the Director of Clinical Training with a letter of agreement from the internship supervisor. In the letter of agreement, the educational program for the student is outlined with specific reference to the APPIC membership criteria for internships as outlined on the APPIC website (<http://www.appic.org>).

Schedule and Time Requirements

Students are expected to treat their internship as a full-time job by offering full-time commitment to their placement for one year (minimum 1600 hours). Beginning and end dates are negotiable with the internship site. Interns are expected to spend approximately 25% of their hours in direct face-to-face services (400 hours).

Supervision

Students completing an internship will be **entirely** supervised externally by a staff member at their internship site. Unlike the practicum, a program faculty member will no longer be monitoring the student's progress at their internship. Supervisors must be licensed psychologists and have at least two years of licensed practice following receipt of their doctorate before supervising a student. Interns are expected to receive a minimum of 4 hours of supervision per week (minimum 3 hours of individual supervision and 1 hour of group or individual supervision).

In the event that the student is experiencing difficulties at the internship site, the student is expected to discuss these difficulties directly with their supervisor to attempt to come to a resolution first. Should the issues still be unresolved, the student should report the issues to the Director of Clinical Training who shall intervene appropriately and address the issues of concern.

Internship Evaluation

Like the practicum, the internship is graded as a pass/fail. Site supervisors are responsible for completing the *Internship Student Evaluation Form* and will discuss the evaluation with their intern before providing a copy to the Director of Clinical Training. In the event that the intern has more than one site supervisor, an individual form may be completed by each of the supervisors. Many internship and consortium sites have their own evaluation form specific to their setting that will be completed. If sites do not have their own documentation, they may use the Western Internship Student Evaluation Form. Students will also be asked to complete the *Site Supervisor Evaluation Form*.

Students cannot graduate without a passing grade for the internship. In the event that the intern does not receive a passing grade, the student will have the opportunity for remediation before applying to a different internship site. If the student fails a second internship they will be withdrawn from the program.

Financial Assistance

Funding

MA students receive a funding package each term of 1000\$ that they are in the program up to a maximum of 6000\$.

PhD students receive a funding package that includes the cost of annual tuition plus

additional funds. A portion of the funding package involves either a Graduate Student Assistantship (GSA), Research Term (RT), a Graduate Teaching Assistantship (GTA) or a Graduate Student Teaching Assignment (GSTA) in the Faculty of Education. Details of the assignments are determined in consultation with students after they have formally accepted the offer of admission from the School of Graduate and Postdoctoral Studies. Taking on the role of GSA or GTA provides students with crucial experiences for a potential academic career after completion of the Ph.D.

The maximum term for funding is 4 (four) years or 12 (twelve) terms. Please note that those who win major financial awards (OGS, Tri-Council or other awards valued at \$15,000 or more) will be responsible for their own tuition and ancillary fees.

Research and Teaching Assistantships

Students are encouraged to pursue a well-rounded doctoral education by undertaking each possible kind of placement as per outlined in the chart below. Students will be contacted prior to the beginning of the program and provided with their assignment.

The process for assigning doctoral assistantships will be the following: A form is distributed from the Office of Graduate Studies to doctoral students to solicit their preferences and requests. Once these preferences and requests are provided, the form is returned to the Office of Graduate Studies. The Chair drafts a plan in consultation with the Managers of Teacher Education and Graduate Studies. Final determination is then communicated to the Faculty and doctoral students.

GSA (PhD 1)	Graduate Student Assistant (Previously called a Research Assistantship)	Academic duties including proctoring exams, marking examination papers and/or research duties assigned to a graduate student engaged in research performed for a member of faculty not directly related to the student's own research. The research-oriented projects contribute to the student's academic and professional development.
GF (PhD 4)	Research Term (Previously called Graduate Fellowship)	Research will relate to student's own thesis or own academic pursuits (still does contribute to the professor's overall research); tasks will include those necessary to learn to become an independent researcher.
GTA (PhD 2 or 3)	Graduate Teaching Assistant (Also called a TA)	The employment contract between a registered full-time graduate student and the Employer for assisting in supervised teaching-related duties listed as per the collective agreement.
GSTA (PhD 2 or 3)	Graduate Student Teaching Assignment (Previously called a GSAA)	The graduate student will be responsible for teaching his/her own section of a course.

External Grants and Fellowships

External fellowships are available from various sources, including government funding (e.g., SSHRC, CIHR, NSERC and OGS), private companies and agencies. The values of these awards are typically between \$15,000 - \$35,000 and can be renewable each year. The application deadline for these awards is often in the fall semester in order to receive the award for the following September.

Ontario Graduate Scholarship (OGS)

OGS awards are merit-based scholarships available to students in all disciplines of graduate study. The OGS program is jointly funded by the Province of Ontario and Ontario universities. The value of the OGS award is \$15,000 for 12 months or \$5,000 per term for 3 consecutive terms.

Tri-Agency Awards (CIHR, SSHRC & NSERC)

Tri-Agency Funding offers doctoral awards for many different areas of research. Students can apply for only one of the three awards based on where their doctoral research is best suited. The value of these awards ranges from \$15,000 per year to \$40,000 per year. For more information, please review the External Funding page at the School of Graduate and Postdoctoral Studies: https://grad.uwo.ca/finances/external_funding/index.html for descriptions on each award and application instructions.

Additional Scholarships

More scholarship opportunities can be found on our Scholarships webpage located here: <https://www.edu.uwo.ca/CSW/my-program/graduate-degrees/funding.html>. The Graduate Programs Office or the Research Office will communicate further opportunities to you via e-mail to your UWO account.

Academic Progress and Student Evaluations

Success for students in the School and Applied Child Psychology program is based not only on academic performance but also on their competencies to work with vulnerable populations such as children, adolescents and families. Faculty members have an ethical obligation to evaluate their students' skills, professional performance and ethical behaviours. Three major areas of evaluation include classroom performances (i.e., grades and attendance), annual reports and student portfolios.

Classroom Performance

Students are expected to attend all classes and maintain at least an A-grade level throughout their classes.

Annual Report of Student Progress

Students are required to submit an annual report of their accomplishments during each year of the program. It will provide a list of all annual activities that are required for student success in the program. This provides the program an opportunity to acknowledge good progress and performance and to point out places where better progress and

performance needs to be made. The Annual Report of Student Progress examines students' excellence in scholarly activities, external funding and scholarships applied for and awarded, seminars attended/presented, conference presentations, publications of scholarly work and clinical experiences. Students are asked to fill out the Annual Report of Student Progress form as well as submit an updated CV by the date provided by the graduate office of each year through Pathfinder. Information related to Pathfinder can be found at <https://grad.uwo.ca/academics/progression/pathfinder.html>

Criteria for Maintaining Satisfactory Progress

All students in the School and Applied Child Psychology program are expected to maintain satisfactory progress toward their degree. To maintain satisfactory progress, students must uphold the following criteria:

- Students must successfully complete all required courses for the School and Applied Child Psychology program. Students are expected to attend every class and maintain an A- average or equivalent.
- Students must complete a minimum of a day and a half of practicum a week during the time of practicum placements in each year.
- Students must complete a minimum of 600 hours of practicum with 300 hours including direct face-to-face client contact and 150 hours of supervision with a Registered Psychologist by the end of year 3 or before commencing the internship.

Student Advisory Committee

The Student Advisory Committee will have the opportunity to provide input, feedback and recommendations related to the program structure and assist with organizing the Professional Case Seminars, workshop opportunities, scholarly activities, guest lectures and related activities that would be helpful for further student professional development. A MA student and a PhD student will also serve on the SACP Training Committee to provide input, recommendations, and feedback about the Field of School and Applied Child Psychology. They will be elected by their peers each Fall.

Test Library

A Test Library is provided for students in the Field of School and Applied Child Psychology for the purposes of supporting clinical training and to facilitate the use of standardized assessments. In order to ensure equitable access to psychological testing materials in accordance with the Canadian Code of Ethics for Psychologists, a policy on the standards and procedures for test handling was developed. Users of the psychological tests are expected to uphold ethical guidelines and follow the procedures.

Procedures for the test library are as follows:

1) User Qualifications

Many test publishers categorize the types of tests sold in accordance with requirements for user's qualification. Eligibility to purchase restricted materials is determined on the basis of training, education and experience.

Categories are as followed:

Level A: These tests require some knowledge of test construction and use and may be adequately scored and interpreted using the corresponding manual.

Level B: These tests are of non-clinical nature and do not require extensive training for adequate administration. However, some professional training in test theory and knowledge of related theoretical backgrounds is heavily recommended.

Level C: Test administration, scoring and interpretation are restricted to users who have completed a recognized graduate training program in psychology with appropriate experience in assessment administration and interpretation. These tests may also be used under direct supervision of registered psychologists.

2) Test Library Sign-out

Students are required to sign-out the tests before borrowing them. It is strongly recommended that students request the test and date of the booking well in advanced to ensure no booking conflicts. Requests for test use can be made to the administrative assistant at the clinic. Tests should be borrowed no more than a day before the time of appointment booking to ensure that students have the resources they need. To ensure availability, tests may only be signed out on a temporary basis only. Students may only request a test for a maximum of one week unless permission is granted for extended use.

Tests are intended for use by UWO's Faculty of Education students, faculty, and adjunct faculty. These tests are NOT to be lent out to external agencies, individuals in private practice or community groups.

3) Test Responsibility

All test materials remain the responsibility of the individual who borrows the test. Tests must be managed with care to ensure test integrity and confidentiality. Any loss of or damage to test material should be reported to the clinic's administrative assistant. Borrowers will be responsible for replacement costs.

Appendix: Current Course Descriptions

9801: Social-Ecological Foundations of Development

This course focuses on social development, the nature and importance of children's and adolescents' relationships in their families, schools and communities, and the broader ecological context of development. Interventions for promoting healthy social development will be discussed. Students will learn about interprofessional collaboration with schools and community representatives.

9651: Academic Assessment

This course focuses on academic assessment of reading, writing, math and related processes. Psychometric considerations, standardized administration and interpretation of a broad band test of achievement will be taught and practiced until competency is demonstrated. Considerations for the assessment of culturally and linguistically diverse children and youth, including Indigenous children and youth, will be addressed.

9806: Psychology in the Schools

The primary objective of this course is to support student understanding of the processes involved with school identification of exceptionalities, inclusive approaches to education and features of different exceptionalities.

Exceptionalities will be examined with respect to characteristics (i.e., DSM-V) and the identification process (i.e., IPRC, IEPs). An asset-based approach and strategies for inclusive education are emphasized.

9653 – Ethical and Professional Issues in School and Applied Child Psychology

Regulatory standards, guidelines, statutes and jurisprudence are reviewed in relation to topics such as record-keeping, consent, confidentiality, competence, and professional boundaries. Students learn to develop problem-solving and decision making skills related to anticipating and preventing ethical dilemmas and resolving difficulties in professional practice.

9811: Academic Interventions

This course focuses on evidence-based academic intervention for reading, writing, math, and organizational difficulties in children and adolescents. Contemporary developmental models will relate interventions to exceptionalities and assessment. Students will critically review research to select and optimize interventions. Accommodations, modifications, and frameworks for delivery are reviewed within the Ontario context.

9802: Biological and Cognitive Foundations of Development

This course explores the interdisciplinary relationship between neuroscience, cognitive psychology, and education. Topics encompass research methods, cognitive architecture, executive functions, memory, language, literacy, numeracy, intelligence, and the biological basis of exceptionalities and disorders. It examines implications for assessment, instruction, prevention, early intervention, and psychopharmacology.

Applied Behaviour Analysis for Psychologists: Theory and Practice

This course focuses on building a foundational understanding of applied behaviour analysis and its relevance to the practice of Psychology. Functional behavioural assessment and behavioural intervention will be taught. ABA-informed interventions will be covered. Students will learn about interprofessional collaboration with behaviour analytic professionals.

9705 – Advanced Quantitative Research Methods

Strategies for strengthening the validity of quantitative research designs, e.g., survey, experimental, quasi-experimental, and correlational designs. Enhancing measurement and test construction elements such as reliability and validity.

Review of analysis of variance. Non-parametric statistics beyond chi-squared. Multiple regression; multivariate analysis of variance; multi-dimensional scaling; factor analysis; and cluster analysis.

9803: Child Psychopathology

This course focuses on the etiology, determinants, risk/protective factors, and conceptual frameworks associated with the development of child psychopathology. An overview of childhood disorders, differential diagnosis, associated characteristics, possible causes, and current research will be presented and addressed. Students will utilize diagnostic criteria to develop formulations, differentiating childhood disorders and identifying co-occurring conditions.

9809 Cognitive Assessment

This course focuses on assessment of intelligence, memory, and executive functioning in children and adolescents. Topics include diagnostic criteria for learning and intellectual disabilities, historical and current contexts, and assessment considerations for youth with varied cultural, linguistic, and experiential backgrounds. Students will demonstrate competency in standardized administration and interpretation of an intelligence test.

9810: Comprehensive Psychological Assessment with Children and Adolescents

This course considers comprehensive psychological assessment of children and adolescents. Establishing the reason for referral and assessment questions, collecting, interpreting and integrating data from a variety of sources, case formulation, communication of diagnosis, report writing, and feedback are

covered. Emphasis is placed on evidence-based practice and assessment in the context of diversity.

9813 Clinical Intervention with Children and Adolescents

This course focuses on clinical intervention for common social, emotional, and behavioural difficulties in children and adolescents. Evidence-based interventions for internalizing and externalizing disorders in children and adolescents will be covered. Interpersonal and therapeutic skills will be practiced through hands-on exercises throughout the course. Indigenous perspectives on healing will be considered.

9808 Interprofessional Collaboration, Consultation, & Supervision

This course addresses varied models and strategies of collaboration, consultation, and supervision including developmental, trauma-informed, and multicultural supervision models. Supervision strategies include contracting, goal setting, evaluation/feedback, and interpersonal process. Using practical examples of collaboration, consultation, and supervision, theory and practice will be integrated to support future independent practice.

9800 Professional Case Seminar

This seminar focuses on key topics with the associated knowledge, values, and skills necessary to develop rich foundational and functional competencies for future practice in School and Applied Child Psychology.

Program Development and Evaluation

This course focuses on the theory and practice of program design and evaluation. Topics include needs assessment, logic and/or theory of change models, process and outcome evaluation, and knowledge dissemination. Emphasis is placed on ethical, interpersonal, and equity considerations & on practical approaches to program evaluation in school and applied/clinical psychology.

Appendix II

PhD Advisory Committee Meetings Procedures Overview

The School and Applied Child Psychology program requires regular advisory committee meetings to support student progress and ensure timely completion of degree requirements. These meetings provide structured opportunities for students to receive feedback, discuss research development, and address any challenges in their academic journey.

Meeting Schedule

Advisory committee meetings follow a systematic timeline designed to align with key program milestones:

Meeting 1: Qualifying Paper Discussion

Timing: Fall term of Year 2 (following completion of qualifying paper in Summer of Year 1) **Purpose:** To discuss the qualifying paper content and explore how it can inform dissertation research ideas. This meeting serves as a bridge between coursework and independent research, helping students identify potential research questions and methodological approaches.

Meeting 2: Research Development

Timing: Winter term of Year 2 **Purpose:** To review progress on research development and proposal preparation. Students present their evolving research ideas, preliminary work, and receive guidance on methodology, literature review, and research design.

Meeting 3: Proposal Meeting

Timing: When the student and supervisor determine readiness (typically during Year 2) **Purpose:** A formal milestone meeting to evaluate the dissertation proposal. This meeting determines whether the student is ready to proceed to the proposal defense stage.

Annual Winter Meetings

Timing: Every winter term beginning in Year 3 and continuing until defense **Purpose:** To monitor ongoing progress, address any challenges, and ensure students remain on track for timely degree completion. These meetings provide consistent oversight and support throughout the dissertation phase.

Committee Composition

Each student's advisory committee consists of:

- The student's supervisor(s)
- Committee members with relevant expertise
- All members participate in evaluation and provide guidance

Meeting Preparation

Student Responsibilities

Students must complete preparation materials in advance of each meeting, including:

- Self-reflection on progress and challenges
- Written summary of accomplishments since the last meeting
- Identification of areas where committee support is needed
- Distribution of materials to committee members prior to the meeting

Committee Responsibilities

Committee members are expected to:

- Review all submitted materials in advance
- Provide constructive feedback on research progress
- Offer guidance on academic and professional development
- Identify potential challenges and solutions
- Set clear expectations and milestones for future progress

Documentation and Follow-up

Each meeting is formally documented using the program's advisory committee meeting report form. This documentation includes:

- Assessment of student progress and research direction
- Identification of milestones and next steps
- Timeline for subsequent meetings
- Any areas requiring additional attention or support

Students are responsible for submitting completed forms to the program office and retaining copies for their records. The documentation process ensures continuity between meetings and provides a clear record of student progress throughout the program.

Scheduling Flexibility

While the program establishes a structured timeline for advisory committee meetings, additional meetings may be scheduled as needed based on:

- Student request for additional guidance
- Supervisor recommendation
- Committee identification of areas requiring more frequent oversight
- Significant changes in research direction or timeline

Students are encouraged to communicate proactively with their committees and request meetings whenever additional support would be beneficial to their academic progress.

School Psychology Graduate Program - Advisory Committee Meeting Report

IMPORTANT: Student submit their completed form through Pathfinder each year. Student receives and retains a copy.

School and Applied Child Psychology Program Advisory Committee Timeline



STUDENT PREPARATION

STUDENT: Please complete this section and page 2 in advance of your meeting. Send the form to your committee and the previous meeting report (if applicable).

Student Name: _____

Supervisor(s): _____

Advisory Committee Members: _____

Meeting Type: (Check one)

- ☐ **Meeting 1:** Qualifying Paper Discussion (Fall Year 2)
- ☐ **Meeting 2:** Research Development (Winter Year 2)
- ☐ **Meeting 3:** Proposal Meeting
- ☐ **Annual Winter Meeting** - Year: _____

Date of Meeting (mm/dd/yyyy): _____

Dates of Previous Meetings: 1st _____ 2nd _____ 3rd _____
4th _____ 5th _____ 6th _____ 7th _____ 8th _____

STUDENT SELF-REFLECTION

(Complete prior to meetings)

Current Research Focus/Title:

Most significant accomplishments since last meeting (or current progress on dissertation):

Challenges or roadblocks encountered:

How committee can provide support:

Additional information for the committee:

COMMITTEE EVALUATION

PROJECT ASSESSMENT

Research Focus/Dissertation Topic:

Comments on research direction:

PROGRESS EVALUATION

Has the student made sufficient progress since the last meeting? ☐ Yes ☐ No ☐ N/A

Are there any concerns about timeline or milestones? ☐ Yes ☐ No

If yes, please explain:

Additional comments on progress:

MILESTONES AND NEXT STEPS

Expected steps before next meeting:

1.

2.

3.

4.

Recommended timeline for next meeting:

Date/time for next meeting (if scheduled):

ADMINISTRATIVE NOTES

Follow-up required: ☐Yes ☐No

If yes, specify:

COMMITTEE SIGNATURES

Student: _____ Date: _____

Supervisor _____ Date: _____

Committee Member: _____ Date: _____

Committee Member: _____ Date: _____