# Table of Contents

**Introduction** .................................................................................................................. 4

**Mission:** ......................................................................................................................... 4

**Training Model:** ............................................................................................................. 4

**What Do School Psychologists Do?** .............................................................................. 5

**Admission Requirements** ............................................................................................... 6

**CPA Accreditation** ......................................................................................................... 6

**Core Faculty Members** ................................................................................................ 7

  - Jason Brown, Ph.D. (Professor) ..................................................................................... 7
  - Claire Crooks, Ph.D. (Associate Professor) ..................................................................... 7
  - Alan Edmunds, Ph.D. (Associate Professor) ................................................................. 7
  - Deanna Friesen, PhD (Assistant Professor) ..................................................................... 7
  - Peter Jaffe, Ph.D. (Professor) ........................................................................................ 7
  - Colin King, Ph.D. (Associate Professor) ......................................................................... 7
  - Perry Klein, Ph.D. (Associate Professor) ....................................................................... 8
  - Alan Leschied, Ph.D. (Professor) .................................................................................. 8
  - Nicole Neil, Ph.D., BCBA-D (Assistant Professor) ......................................................... 8
  - Elizabeth Nowicki, Ph.D. (Associate Professor) ............................................................ 8
  - Susan Rodger, Ph.D. (Associate Professor) .................................................................... 8
  - Robert Sandieson, Ph.D. (Associate Professor) ............................................................. 9
  - Vicki Schwean, Ph.D. (Professor) .................................................................................. 9
  - Jacqueline Specht, Ph.D. (Professor) ............................................................................ 9
  - Shannon L. Stewart, Ph.D. (Associate Professor) ......................................................... 9

**Thesis Supervision** ....................................................................................................... 9

**Applied Setting for Research and Practica** ................................................................ 10

  - Mary J. Wright Centre .................................................................................................. 10
  - Child and Youth Development Clinic (CYDC) ............................................................ 10

**Course Requirements Prior to Graduation** .................................................................. 11

**Timeline of Program** .................................................................................................. 11

**Course Descriptions** .................................................................................................. 12

**Doctoral Thesis** ......................................................................................................... 12

  - **Thesis Proposal and Presentation** ............................................................................. 12
    - **Ethics** ..................................................................................................................... 12
    - **Data Collection** .................................................................................................... 13
    - **Western University’s Thesis Guidelines** ................................................................ 13
    - **Thesis Examination** ............................................................................................. 13

**Qualifying Paper** ........................................................................................................ 13

**Practicum Placements** ................................................................................................ 14

**Requirements of Practicum** ......................................................................................... 15

  - **Site Selection and Application** ................................................................................ 15
Introduction

On behalf of the entire School and Applied Child Psychology faculty, we would like to welcome all new students. The School and Applied Child Psychology program started in 2015 and was designed to be CPA accredited. Application for accreditation for the School and Applied Child Psychology will be made shortly after graduation of the initial cohort(s). This handbook was designed to provide new and current students with a wealth of valuable knowledge needed to successfully complete this program. Students are advised to become familiar with program requirements, policies and procedures to ensure a productive experience with the School and Applied Child Psychology Program.

Mission:

Our mission is to prepare school psychologists to create and use the knowledge of psychological science in ways that enhance the well-being of children, youth and families in schools and communities. Our graduates have a deep interdisciplinary psychological understanding of the nature of cognition, learning and teaching and the factors and conditions that influence the learning process and its outcomes. Our graduates have the knowledge, clinical skills, and competencies to apply these understandings to inform assessment and intervention practice within school, mental health agencies and other settings.

Training Model:

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. 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 active consumers of relevant research findings and apply the findings and methods of psychological research to educational and clinical problems and advancing practice.
4) Have the necessary research sophistication to incorporate high-quality research in school and clinical settings.

Scientist: Scientific knowledge and research underpin all aspects of our program. 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, and social bases of
behaviour, individual behaviour, psychological assessment, intervention, learning and instruction, and system organization. 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 them to be critical consumers of research and to use their acquired knowledge to inform school psychology and clinical practice.

**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 and prevention. Our students acquire a strong research and theoretical foundation in core content areas that they systematically apply through problem-solving to diverse problems of 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.

**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.

<table>
<thead>
<tr>
<th>National Association of School Psychology: 10 Domains of Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Domain 1: Data-based, Decision Making and Accountability</strong></td>
</tr>
<tr>
<td><strong>Domain 2: Consultation and Collaboration</strong></td>
</tr>
</tbody>
</table>
### Student-Level Service

<table>
<thead>
<tr>
<th>Domain 3: Interventions and Instructional Support to Develop Academic Skills</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills</td>
<td>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.</td>
</tr>
</tbody>
</table>

### Service-Level Service

<table>
<thead>
<tr>
<th>Domain 5: School wide practice to support learning</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain 6: Preventive and Responsive Services</td>
<td>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.</td>
</tr>
<tr>
<td>Domain 7: Family-School Collaboration Services</td>
<td>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.</td>
</tr>
</tbody>
</table>

### Foundations of School Psychological Service Delivery

<table>
<thead>
<tr>
<th>Domain 8: Diversity in Development and Learning</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain 9: Research and Program Evaluation</td>
<td>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.</td>
</tr>
<tr>
<td>Domain 10: Legal, Ethical, and Professional Practice</td>
<td>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.</td>
</tr>
</tbody>
</table>


### Admission Requirements

Please visit our Admission Requirements page for the most up to date information:
http://www.edu.uwo.ca/graduate-education/admission_contact/admission.html

### CPA Accreditation

The School and Applied Child Psychology program has designed the program to meet all Canadian Psychological Association requirements for accreditation. The School and Applied Child Psychology program will be eligible to apply for accreditation following the graduation of our first cohort(s).
Core Faculty Members

Jason Brown, Ph.D. (Professor)
I am interested in holistic approaches to individual, family and community wellness. Research I have been involved with has been done in partnership with non-government community-based organizations delivering health, social or educational services. In this research we emphasize the gifts and assets of individuals, families and communities facing significant challenges.

Claire Crooks, Ph.D. (Associate Professor)
I conduct research in a number of areas, all looking at the gaps between science, practice and policy related to healthy development of children and youth. In other words, how do effective programs get adapted and implemented in different school and community contexts, and how do we appropriately evaluate these? How do educators and others implement complex and skill-based policies? I also currently hold a CIHR grant to evaluate the feasibility, implementation, and impact of the Mental Health First Aid for First Nations program, which is a joint initiative between the Mental Health Commission of Canada and several communities.

Alan Edmunds, Ph.D. (Associate Professor)
My current research interests include school-wide behaviour and classroom management interventions, the abilities and products of highly precocious child writers, and the use of imagery to enhance physical education skills.

Deanna Friesen, PhD (Assistant Professor)
My research interests are drawn from educational, and cognitive psychology. My research focuses on how bilingualism as a life experience impacts language processing and cognition. My work has examined how knowing two languages manifests itself during sentence processing and word recognition in a single language. Currently, I am investigating how bilinguals engage strategies during reading and which strategies lead to successful comprehension. To address these questions, I use behavioural, Event-related potentials (ERPs) and Eye-tracking measures.

Peter Jaffe, Ph.D. (Professor)
My research and clinical interests’ center on violence and abuse in the lives of children and families and the response to these problems by professionals in the justice, social service, health and educations systems.

Colin King, Ph.D. (Associate Professor)
My research and clinical interests are drawn from my work as a School and Clinical Psychologist. I am interested in improving assessment and intervention practices for children and youth with learning, behavioral, and social-emotional challenges. I also have
research interests in how interdisciplinary and community approaches can improve outcomes for children and families.

Perry Klein, Ph.D. (Associate Professor)
My research focuses on the psychology of writing instruction. The questions that I investigate 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?

Alan Leschied, Ph.D. (Professor)
Clinically, my current work focuses on assessing and advancing prevention related to childhood sexual abuse in the context of institutions such as schools and faith communities.

Nicole Neil, PhD., BCBA-D (Assistant Professor)
My program of research focuses on questions that are relevant to the practice of applied behaviour analysis and families of individuals with developmental disabilities. My 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 my projects are community-based research which involves an environment, where families, students, practitioners, and researchers are brought together.

Elizabeth Nowicki, Ph.D. (Associate Professor)
My research interests are drawn from educational, developmental, and social psychology. My research focuses on children's understanding of social interactions at school, implicit and explicit attitudes about ability and gender, and children's views on social inclusion and exclusion. My research draws on quantitative, qualitative and mixed methods approaches.

Susan Rodger, Ph.D. (Associate Professor)
My research focus is on the person – the learner. I want 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 I do is grounded in feminist approaches, social justice and participation. We 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.
Robert Sandieson, Ph.D. (Associate Professor)

My interest is information literacy and information science; particularly research knowledge acquisition and dissemination to facilitate informed decision-making. The focus is how research databases, such as ERIC, PsycINFO, and Medline, contribute to this goal. I am developing a new information retrieval methodological framework called Pearl Harvesting, which has been shown to dramatically increase the efficiency of searches. I work in the area of autism, intellectual disabilities; cognitive and information science.

Vicki Schwean, Ph.D. (Professor)

Dr. Schwean is the Dean for the Faculty of Education with special interest in research designed to assess the social determinants of mental health, the uptake of new research findings in the areas of neuroscience and cognition as well as the transfer of this information through knowledge mobilization across community and educational settings. Dr. Schwean’s research is committed to addressing inequities through the creation of innovative, coordinated, sustainable and cost effective services that are family- and community-driven.

Jacqueline Specht, Ph.D. (Professor)

I am the director of the Canadian Research Centre on Inclusive Education. My research interests encompass pedagogical issues surrounding the participation of children in the school system. Currently my research surrounds the efficacy of newly graduated teachers for teaching in diverse classrooms. I have supervised graduate student research in the areas of assistive technology, IEP development, and teacher and student experiences in inclusive classrooms.

Shannon L. Stewart, Ph.D. (Associate Professor)

My 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. My 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 are required to choose a faculty member to supervise their research prior to the beginning of the program. It is recommended that prior to applying to the program,
students connect with faculty members with similar research interests to determine their availability for possible supervision. Students are encouraged to read the biographies of core faculty members to determine the best fit with respect to research interests. Reading the potential supervisor’s recent publications, areas of interest, and supervision style would be of benefit to ensure the best graduate experience. Students are also encouraged to speak to more than one potential supervisor in their applications. To determine which supervision style is the best match, prospective students are encouraged to reach out to senior graduate students to obtain advice and information regarding the supervisor’s style and expectations. Faculty members of the program who hold the position of Assistant Professor or higher is eligible to supervise doctoral students once they have successfully supervised at least two Master’s students 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 Doctoral Advisory Committee. It is strongly recommended that the student maintains a close relationship to his or her thesis supervisor through open communication 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 student and their thesis supervisor 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 Centre

The Mary J. Wright Centre for Early Intervention Research and Education, located in London, is a community-university partnership between the Faculty of Education, Western University, and Merrymount Family Support and Crisis Centre. This Centre is committed to generating, coordinating, and providing funded interdisciplinary research and education that has the potential to inform evidence-based education, intervention, and treatment programs, as well as practices and policies that benefit children, families, and communities. Our researchers are committed to serving as “capacity-building” agents who hold the responsibility of sharing their research and development with child professionals to build ownership and capacity for the institutionalization and sustainability of their findings. Findings from research are transmitted through personnel training and preparation with support from Western University and Merrymount. Attention is paid toward developing the knowledge, skills, and competencies of early childhood professionals to address inequalities in opportunity, foster the health and well-being of the next generation, and promote the necessary conditions for a child’s healthy development in all areas. Emphasis is also directed toward preparing the next generation of researchers and professionals through service learning, practica and internships. The Mary J. Wright Centre aims to
develop and maintain programs of services and supports for next generation researchers, scholars, and professionals.

**Child and Youth Development Clinic (CYDC)**  
1163 Richmond St., London, ON N6A 3K6  
www.childandyouthdevelopment.ca

The Child and Youth Development Clinic (CYDC) is an interdisciplinary training facility for graduate students in the School and Applied Child Psychology, Clinical Psychology, Applied Behaviour Analysis and Speech and Language Pathology programs at Western University.

The Clinic provides high-quality, affordable and comprehensive multi-modal and multisource psychological assessment and intervention designed to understand and enhance the cognitive, academic, neuropsychological/attention, behavioral/emotional, and speech/language abilities of children and youth from three to 18 years of age. Assessment findings provide critical information about child and youth development and assist in identifying those children and youth who may need additional support services or intervention. We design and/or deliver evidence-based interventions tailored to the specific needs of the child or youth and work collaboratively to build a shared understanding of how to best support each child.

Under the supervision of highly-trained interdisciplinary experts from across Western University, including Registered Doctoral Psychologists and Speech and Language Pathologists, our students provide clinical services that emphasize the importance of connecting scientific inquiry to clinical practice.

**Course Requirements Prior to Graduation**

Program Requirements can be found on this page:  
http://www.edu.uwo.ca/graduate-education/program/phd/applied-child-psychology.html. Click on the *Timing and Delivery* tab for more information.

**Timeline of Program**

Please visit our Forms and Guidelines page for more information:  
https://www.edu.uwo.ca/CSW/my_program/graduate-degrees/forms_guides.html. Follow this path to view the timeline for each cohort: Research Intensive Programs → Doctoral Forms/Guidelines → PhD in the Field of School and Applied Child Psychology → Program Progression Chart.
Course Descriptions
Please visit our Course Descriptions page for more information:
http://www.edu.uwo.ca/graduate-education/course_descriptions.html

Doctoral Thesis
Thesis Proposal and Presentation

Once the candidate is ready to begin work on his or her 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.

Candidates must submit a written research proposal to their Doctoral Advisory
Committee, and make an 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 Graduate Faculty and to all
graduate students. The committee must approve both the written proposal and the oral
presentation before the candidate will be allowed to proceed.

More information about the thesis proposal can be found on our Forms and
Guidelines page: http://www.edu.uwo.ca/graduate-education/guidelines.html

Ethics

When the Doctoral Advisory Committee is satisfied with a candidate’s written
proposal and the oral presentation made to the committee, the student can then submit
their 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 doctoral 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:
http://www.uwo.ca/research/services/ethics/index.html

For information on obtaining ethics for non-human participants, please see the
following: http://uwo.ca/animal-research/

Once ethics has been approved, the student submits the written proposal for
approval, along with signed PhD Thesis Proposal Approval Form from the Doctoral
Advisory Committee and the “Ethics Letter of Approval” for the study to the Graduate Programs Office for approval by the Associate Dean, Graduate Programs.

Data Collection
Following approval by the Associate Dean, students may begin their data collection. 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 strongly 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:
http://grad.uwo.ca/current_students/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 and the Doctoral Thesis Supervisor Approval forms to the Graduate Programs Office. The forms have to be submitted a minimum of seven weeks prior to the defence date. The thesis is uploaded to Scholarship@Western, Electronic Thesis and Thesis Repository, a minimum of six weeks prior to the defence date.

The 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 web site, and be open to all members of the community.

Details of the examination process are located in Section 8 of Graduate Regulations.

Qualifying Paper
More information about the Qualifying Paper can be found on our Forms and Guidelines Page: http://www.edu.uwo.ca/graduate-education/guidelines.html
Practicum Placements

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 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 the Advanced Practicum (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 the advanced practicum, 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) Use and utility of 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, group and family treatment approaches.
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. Students should also complete the Practicum Self-Assessment Form prior to the start of the practicum and at the end of the practicum. All documents will be shared with both the Site Supervisor and the Practicum Coordinator.

Requirements of Practicum

Requirements of the combined Practicum placements (Practicum I, II and Practicum III or Advanced Practicum) 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.

Although not defined as a CPA requirement, the School and Applied Psychology program 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.

Site Selection and Application

The process of site selection is important. 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 Centre. In the second year, students will complete an integrated practicum with a school board and the Child and Youth Development Clinic. For the third practicum, the placement will be at the Child and Youth Development Clinic at Western University. Students are expected to prepare a professional resume prior to the beginning of the interview process.

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 150 supervision 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 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 Practicum Coordinator. In the event that no resolution can be determined once speaking to the Practicum Coordinator, the Director of Clinical Training 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: ([http://uwo.ca/univsec/pdf/academic_policies/appeals/appealsgrad.pdf](http://uwo.ca/univsec/pdf/academic_policies/appeals/appealsgrad.pdf)).

**Practicum Evaluation**

The School and Applied Child Psychology program 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 (for Practicum II and Advanced Practicum half way through the practicum)* as well as the *Practicum Student Evaluation Form* (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. The practicum placement coordinator will also provide both informal and group supervision throughout the placement and will monitor the student’s progress. The Director of Clinical Training, the practicum placement coordinator and the practicum site supervisor will be meeting during each practicum placement to discuss the student’s progress in the practicum. Students will also be requested to complete the *Site Supervisor Evaluation Form* two weeks prior to the end of the practicum.
To receive a credit, the supervisor must evaluate the student as “Pass” or “Pass with identified concerns”. If the student receives a grade of “Pass with identified concerns” it is expected that the supervisor will discuss their concerns with the student. If the student receives a grade of “Pass with identified concerns” in two consecutive practica or does not meet the competency requirements, no credit is given, indicating a placement failure. If concerns are identified, a Competency Remediation Plan will be developed with the student, the Practicum Coordinator and the Director of Clinical Training to facilitate competency in any area of concern, with concrete objectives and expected outcomes to facilitate skill development in core areas of competencies.

Should a student fail their first practicum, the student will be required to repeat their practicum as a remedial practicum.

**Remedial Practicum**

In the event that a student fails their practicum, students will be able to repeat their practicum as a remedial practicum. The purpose of remediation is to provide the student with the opportunity to achieve adequate competence in the identified areas of concern so that the student may continue safely and productively with his or her practicum training. A Competency Remediation Plan will be developed with the student, the Practicum Coordinator and the Director of Clinical Training to facilitate competency in any area of concern, with concrete objectives and expected outcomes to facilitate skill development in core areas of competencies. If the student receives a failing grade in his or her remedial practicum, the student will be removed from the program.

If the student has received a “Pass with Identified Concerns” for any practicum, a Competency Remediation Plan will also be implemented. If a student receives two “Pass with Identified Concern” in a row, then a remedial practicum will also be required. Similar to a failed practicum, this plan will also be developed with the student, the Practicum Coordinator and the Director of Clinical Training to facilitate competency in any area of concern, with concrete objectives and expected outcomes to facilitate skill development in core areas of competencies. If the student continues to receive a grade of “Pass with identifiable concerns” and does not meet the competency requirements, no credit is given, indicating a placement failure. If ratings do not improve in the remedial practicum, the student will be removed from the PhD program.

**Submission of Hours Log**

Students are responsible for completing their Practicum Hours Log and submitting it to their practicum placement coordinator at the end of every month. Students should also keep an updated copy for their own records. Time2Track, a tracking system meeting all APPIC expectations is highly recommended (annual fee of approximately $50 per
Student. All hours (signed and confirmed by both the student and the practicum supervisor) must be submitted to the Graduate Office annually.

Vulnerable Persons Police Record Checks

Any persons in contact with minors are required to provide a “vulnerable persons” police screening. Students will be asked to provide this documentation prior to beginning their placement. 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 of damages to their clients that have results from a malpractice, negligent act or error. Students being supervised by a Registered Psychologists are eligible for coverage by the professional liability insurance. Students will be covered by Western University for many of the practicum site placements. However, it is the student’s responsibility to ensure that the placement or internship site is covered by Western University. If their practicum site is not covered, please contact Jennifer Davila in the Graduate Office at jdavila3@uwo.ca. 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 and Child 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. Familiarity with this legislation is also an important component of achieving registration as a psychologist.

Full Year External Internship

After the completion of the required course work, professional case seminars and practica, students complete a year-long, full-time internship (9820) 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 to 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 strongly recommended.

Students are also required to have data collection completed for their thesis prior to applying for internship and are strongly encouraged to have completed a considerable portion of their thesis research prior to commencing their internship in order to provide their full attention to the professional training. Written documentation from the student's supervisor indicating that data collection has been completed should be provided to the Director of Clinical Training prior to applying for internship.

Application Process

Students are strongly encouraged to pursue CPA or APA accredited internship sites. Students are also required to choose an internship where they will work directly with children or adolescents. Students are 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. Students should allow 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.

Students proposing to complete a non-accredited, non-APPIC internship 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 (www.appic.org).

Once Accreditation has been obtained for our program, 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.
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 50% of their hours in direct face-to-face services, 25% in supervision and 25% in indirect services including report writing, assessments, treatment evaluation, etc.

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 his or her 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. Site Supervisors must also complete a Competency Based Form to determine if the intern has passed the internship.

Students cannot graduate without a passing grade for the internship. In the event that the intern does not receive a passing grade, students will be withdrawn from the program. Students will also be asked to complete the Site Supervisor Evaluation Form.

Financial Assistance

Funding

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 Research Assistantship (RA) or Departmental Teaching Assistantship (DTA) requiring 10 hours of work per week for 28 weeks (September to April) 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 RA or DTA 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: Research Assistant, Graduate Research Assistant, Teaching Assistant; and for qualified candidates, a Graduate Student Assistant. A normal progression for doctoral students in the School and Applied Child Psychology program sequence is: Year 1 RA; Year 2 GRA; Year 3 TA or GSAA; Year 4 internship. Students may choose other sequences in consultation with their supervisors. Students are required to work 10 hours per week for 28 weeks (September-April) which accounts for a portion of the funding package. Students will be contacted prior to the beginning of the program and provided with the potential options.

The process for assigning doctoral assistantships will be the following: A form is distributed from the Office of Graduate Studies to professors and 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 Associate Deans of Teacher Education and Graduate Studies. Final determination is then communicated to the Faculty and doctoral students.

Research Assistant (RA)

The student assists with research under the supervision of a faculty member. This placement is recommended for first year, to allow students to gain valuable research skills. The RA may be funded by a faculty member research grant, or by the School of Graduate and Postdoctoral studies. The placement may be with the thesis supervisor or with another faculty member.

Graduate Research Assistant (GRA)

The student works on his or her own research, under the supervision of a faculty member doing research in a related area. The placement may be with the thesis supervisor or another faculty member. Typical activities could include the following: writing a report of previous research for publication; developing a thesis proposal; or conducting thesis research.
Teaching Assistant (TA)
The graduate students complete teaching related duties under the supervision of a faculty member, who is the course instructor. Possible duties include the following: 1) instruction, lecturing or supervision in classes, tutorials or laboratories; 2) preparation of materials or set-up of required displays or apparatus for classes, tutorials or laboratories; 3) presence at designated lectures; 4) holding of office hours and meeting with students; 5) grading of essays, assignments, laboratory reports, tutorials and term tests; 6) proctoring of exams; 7) conducting field trips; 8) employer required training, (including health and safety; Teaching Support Centre); 9) employer required meetings; 10) reading and corresponding electronically with students relevant to the assigned course, and 11) other teaching related duties. See the Collective Agreement for further details: DTA Collective Agreement. Students are eligible for Teaching Assistantships only in the 3rd or 4th year of the program. A teaching assistantship will often be divided across, or “cover” more than one course. The allocation of a teaching assistantship to courses and course instructors is highly dependent on program needs; Bachelor of Education courses have the highest priority.

Graduate Student Assistant (GSAA)
The graduate student is responsible for teaching a Bachelor of Education course, or a section of a Bachelor of Education course. This is appropriate for graduate students with knowledge and experience relevant to pre-service teacher education.

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 are often renewable each year. The application deadline for these awards are often in the fall semester in order to receive the award for the following September. All students eligible to apply for government funding are required to submit an application.

Ontario Graduate Scholarship
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 range from $20,000 per year to $35,000 per year.
For more information please log-in to the Scholarship Library at https://grad.uwo.ca/student/index.cfm for descriptions on each award and application instructions.

Additional Scholarships

More scholarship opportunities can be found on our Scholarships webpage located here: http://www.edu.uwo.ca/graduate-education/scholarships.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 simultaneously maintain excellent grades throughout the program. The expectation is that students maintain an A grade throughout the majority of their classes. Please note that a grade of 75% is considered to be the equivalent of a failing grade. Two grades of 75% or less will result in dismissal from the program.

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’s success in the program. This provides the program an opportunity to acknowledge good progress and performance and to point out places were 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 June 30th of each year. The form can be found at http://www.edu.uwo.ca/graduate-education/guidelines.html.

Student Portfolio

The portfolio is another document that demonstrates students’ cumulative accomplishments throughout each year and provides evidence that he or she has met all
program requirements. The portfolio is comprised of samples of work that prove the student is up-to-date on program requirements. Samples of work can include de-identified case notes and psycho-educational reports, essays and papers completed during course work, copies of posters and presentations presented at various conferences, published scholarly articles, awards and acknowledgements. Students are asked to submit this along with their annual report each year to Graduate Studies for review. All documents will be placed in the student’s file.

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.
- Students must submit their Annual Reports of Students and Student Portfolio by May 1st, annually.

Student Advisory Committee

Nominated students will have the opportunity to sit on the Student Advisory Committee. The Student Advisory Committee will have the opportunity to provide input feedback on the program structure and assist with organizing the Professional Case Seminars, workshop opportunities, guest lectures and related activities that would be helpful for further student professional development. A student will be nominated by their peers to represent student interests. Student representatives will be appointed through a democratic voting process.

Test Library

A Test Library is provided for students in the School and Applied Child Psychology Program 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 test 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 a 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 in person, by telephone, or by email to Leesa Couper (519-661-2111 ext. 86203 or lmcouper@uwo.ca). 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 adjuncts. These test are NOT to be lent out to external agencies, individuals in private practice or community groups.

3) Test Responsibility
   All test material are 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 Chair of the Test Library. Borrowers will be responsible for replacement costs.