

Development of a Doctoral Level Psychology Program:
History, Controversies, and Practical Needs

by

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TABLE OF CONTENTS

List of Tables.....	v
Abstract.....	viii
Chapter 1: Literature Review.....	1
Development of Professional Psychology Training Programs.....	1
Scientist-Practitioner Model.....	4
Practitioner-Scholar Model.....	7
Ph.D. and Psy.D. Program Differences.....	7
Development of Accreditation Standards in Canada.....	8
Chapter 2: Current Study.....	12
Development of the Canadian Psychological Association.....	12
Development of Professional Psychology Training Programs.....	12
Scientist-Practitioner Model.....	14
Practitioner-Scholar Model.....	16
Differences Between Psy.D. and Ph.D. Program Degrees.....	18
Accreditation Standards in Canada.....	19
Current CPA Accreditation Criteria.....	21
Eligibility.....	21
Philosophy, Mission, and Curriculum.....	21
Diversity.....	22
Faculty.....	23
Students.....	23
Facilities and Resources.....	23

Public Disclosure.....	24
Practicum and Internship Training.....	24
Program Evaluation and Relationship with CPA Accreditation Panel.....	25
Development of Accreditation Standards for Psy.D. Programs.....	26
Current Registration Requirements and Possible Changes in Nova Scotia.....	27
Current Study.....	28
Method.....	29
Programs.....	29
Procedure.....	29
Results.....	30
Admission Requirements and Class Size.....	31
Clinical Psychology Master's/Ph.D. Sequence Programs.....	31
Clinical Psychology Combined Master's/Ph.D. Programs.....	31
Clinical Psychology Doctoral Only Programs.....	31
School Psychology Doctoral Only Programs.....	32
Curriculum.....	32
Practicum Hours, Requirements, and Settings.....	33
Clinical Psychology Master's/Ph.D. Sequence Programs.....	33
Clinical Psychology Combined Master's/Ph.D. Programs.....	33
Clinical Psychology Doctoral Only Programs.....	34
School Psychology Doctoral Only Programs.....	34
Internship.....	34

Faculty.....	35
Clinical Psychology Master's/Ph.D. Sequence Programs.....	35
Clinical Psychology Combined Master's/Ph.D. Programs.....	35
Clinical Psychology Doctoral Only Programs.....	35
School Psychology Doctoral Only Programs.....	36
Discussion.....	36
Future Changes and Considerations.....	36
Program Model.....	37
Faculty.....	38
Space and Other Resources.....	41
Curriculum.....	42
Practicum.....	43
Internship.....	46
Limitations and Future Research.....	48
Conclusion.....	50
References.....	146
Appendix A.....	150

LIST OF TABLES

Table 1: List of Programs By Classification.....	51
Admissions.....	52
Table 2: Clinical Psychology Master’s/PhD Sequence Programs: Admission Requirements and Program Statistics.....	52
Table 3: Clinical Psychology Combined Master’s/PhD Programs: Admission Requirements and Program Statistics.....	62
Table 4: Clinical Psychology Doctoral Only Programs: Admission Requirements and Program Statistics.....	65
Table 5: School Psychology Doctoral Only Programs: Admission Requirements and Program Statistics.....	68
Curriculum.....	69
Table 6: Dalhousie University: Curriculum.....	69
Table 7: McGill University: Curriculum.....	71
Table 8: Queen’s University: Curriculum.....	72
Table 9: Simon Fraser University: Curriculum.....	73
Table 10: University of British Columbia: Curriculum.....	75
Table 11: University of Calgary: Curriculum.....	76
Table 12: University of Manitoba: Curriculum.....	77
Table 13: University of Ottawa: Curriculum.....	78
Table 14: University of Saskatchewan: Curriculum.....	79
Table 15: University of Victoria: Curriculum.....	80
Table 16: Western University: Curriculum.....	82

Table 17: York University (Clinical): Curriculum.....	83
Table 18: York University (Clinical-Developmental):Curriculum.....	84
Table 19: University of Guelph: Curriculum.....	85
Table 20: University of New Brunswick: Curriculum.....	86
Table 21: University of Waterloo: Curriculum.....	87
Table 22: University of Windsor: Curriculum.....	89
Table 23: Concordia University: Curriculum.....	90
Table 24: Lakehead University: Curriculum.....	92
Table 25: Memorial University: Curriculum.....	93
Table 26: Ryerson University: Curriculum.....	94
Table 27: University of Regina: Curriculum.....	95
Table 28: University of Toronto (OISE): Curriculum.....	96
Table 29: University of British Columbia: Curriculum.....	97
Practicum.....	98
Table 30: Clinical Psychology Master’s/PhD Sequence Programs: Practicum Hours and Requirements.....	98
Table 31: Clinical Psychology Combined Master’s/PhD Programs: Practicum Hours and Requirements.....	107
Table 32: Clinical Psychology Doctoral Only Programs: Practicum Hours and Requirements.....	110
Table 33: School Psychology Doctoral Only Programs: Practicum Hours and Requirements.....	113

Internship.....	115
Table 34: Clinical Psychology Master’s/PhD Sequence Programs: Internship Requirements.....	115
Table 35: Clinical Psychology Combined Master’s/PhD Programs: Internship Requirements.....	120
Table 36: Clinical Psychology Doctoral Only Programs: Internship Requirements.....	122
Table 37: School Psychology Doctoral Only Programs: Internship Requirements.....	124
Faculty.....	125
Table 38: Clinical Psychology Master’s/PhD Sequence Programs: Faculty.....	125
Table 39: Clinical Psychology Combined Master’s/PhD Programs: Faculty.....	136
Table 40: Clinical Psychology Doctoral Only Programs: Faculty.....	140
Table 41: School Psychology Doctoral Only Programs: Faculty.....	143

ABSTRACT

Every province within Canada has its own regulatory body that sets and upholds the registration (or licensing) requirements of all individuals seeking registration as a professional psychologist. Currently in Nova Scotia, a doctoral, master's, or equivalent degree in psychology is required for registration as a psychologist within the province; however, the Canadian Psychological Association (CPA) supports a doctoral degree as the minimum training standard. In 2006, the Nova Scotia Board of Examiners in Psychology (NSBEP) began discussing the possibility of making the doctoral degree the entry level qualification for registration of practicing psychologists within Nova Scotia. In order to be able to continue to offer adequate psychology training and produce well-trained psychologists capable of meeting the registration requirements within Nova Scotia, psychology training programs at the master's level will need to evolve with the changing NSBEP standards, if and when they occur. The present study reviewed 24 doctoral level psychology programs in Canada in the areas of clinical and school psychology to generate recommendations for Mount Saint Vincent University's School Psychology Program about what factors need to be considered in a transition from a master's to a doctoral degree.

Chapter 1: Literature Review

Development of Professional Psychology Training Programs

Prior to World War II, psychology was largely an applied, humanistic discipline that was developing within universities and struggling to establish an identity separate from philosophy (Wright & Myers, 1982). In Canada, the University of Toronto was the major centre for psychology in the 1920s to 1930s and several early leaders in Canadian psychology at this centre were focused on social responsibility and determined to develop the applied aspects of psychology (Conway, 1984). The imminence of war in 1938 was what encouraged psychologists to push for and encourage the formation of the Canadian Psychological Association (CPA) and as a result, applied psychology began to form at the same time as the war efforts in an attempt to increase the role of psychologists. (Wright, 1974).

Psychologists present prior to and during the period of World War II played an important role in the war efforts, particularly in the selection, training, and rehabilitation of military personnel (Conway, 1984). After applied psychology had proven its usefulness throughout the process, the development of professional psychology training programs began in the early years following the war (Wright & Myers, 1982; Sutherland, 1964). Applied psychology became more in demand in aspects of government, industry, health, and education. Psychologists who played an active role during the war started to become more mission-oriented under the dominant humanistic approach that was present in the field at the time (Gibson, 1974). The overall approach emphasized human resources with very little attention provided to adjustment psychology, psychodynamic theories or German molecular psychology, which were approaches popular in the United States (Conway, 1984). By 1949, organizations such as the National Research Council and Health and Welfare began providing funding to support graduate students,

research, and the employment of faculty within clinical psychology programs (Conway, 1984). Initial standards and some procedures for the certification of individual psychologists had also been proposed by 1949 (Wright, 1974), which helped ignite and drive the development of professional training programs that took place from late 1940s to early 1950s (Conway, 1986).

Much of the training that took place within the first professional psychology training programs was applied in nature and was largely provided at the master's level. From 1943 to 1957, approximately 1,047 graduate degrees were awarded in psychology in Canada, 84% of which were master's degrees (Dorken, Walker, & Wake, 1960). The majority of such training took place at four universities (McGill, Montreal, Ottawa, and Toronto), which when taken together accounted for 99% of all doctoral degrees and 70% of all master's degrees awarded within this time period (Conway, 1984). Six other universities, including Alberta, British Columbia, Dalhousie, Laval, Queens, and Western Ontario, were also providing psychology training and producing graduates who largely went on to work in applied settings. While clinical psychology was part of the professional training programs of this time, professional training appeared to be applied more broadly with a focus on industrial, counselling, and school psychology. Clinical training in Canada did not develop into a strong professional specialization at the doctoral level immediately (Conway, 1984). Due to the lack of clinical psychologists, their inadequate training, and the absence of accepted professional certification standards and procedures, clinical psychologists during this era had restricted roles, lack of power, no professional status, and insufficient salaries (Gibson, 1974; Sutherland, 1964). With these conditions arose discontent within academic circles battling for the professionalization of psychology since the war (Conway, 1986).

Although several universities were able to successfully develop professional training

programs from the 1940s to early 1950s (Conway, 1986), skepticism still surrounded the professionalization of psychology in the 1950s. Departments of psychology were dealing with the challenge of gaining recognition and status for psychology as a profession and many programs failed to meet the academic research standards being achieved by major universities in the United States. Therefore, these departments began making a shift to a more scientific approach that involved more emphasis on basic research areas in psychology and less focus on applied and professional areas, in order to gain academic and scientific respectability. Despite hard efforts to make this shift, clinical training programs still faced several issues, including the lack of agreement on the definition of psychology and the role of the psychologist. (Conway, 1986).

A CPA committee known as the Committee on Professional Problems held a meeting in 1963 to consider and discuss the issues interfering with professional psychology (CPA, 1963). It was noted that there was little agreement among professionals regarding the definition and role of a professional psychologist and there were varying opinions regarding the specific existing problems facing the profession. From this meeting, it was recommended that a second conference, now known as the Couchiching Conference on Professional Psychology, be held to address such issues. It brought together 50 psychologists to discuss the objectives and roles of the professional psychologist and establish the definition of psychology. At this conference, the majority of psychologists in attendance felt they were *middle of the road* psychologists that held interests in both the academic and applied aspects of psychology. They viewed the role of a clinician as a scientist-professional in that they should possess the ability to provide psychological services and conduct and produce competent research as well. With these roles in mind, it was determined out of this conference that general psychology education within

professional psychology training programs was essential. While clinical skill training was viewed as being of importance, most psychologists in attendance agreed that training in theory and research was of equal importance to be able to stay up to date with the most current techniques for practice and to contribute to the field of psychology. Training in the diagnostic and therapeutic aspects of psychology was also viewed as being of importance, as was guidance on how to make use of consultation and administrative skills effectively and teach/supervise individuals with less training (Conway, 1986).

Discussion and debate also took place at this conference regarding the best model that would achieve the goal of producing well-trained psychologists capable of fulfilling their roles. Although several training models have been proposed throughout history, two models in particular have been among the most influential in psychology training programs to date. The first model, known as the scientist-practitioner model, was met with the most support despite some debate at the Couchiching Conference on Professional Psychology in 1965 (Conway, 1986). The second model, known as the practitioner-scholar model, also offered an educational framework that would provide students with the necessary training and skills to act as professionals in future practice.

Scientist-Practitioner Model

The scientist-practitioner model, commonly referred to as the Boulder model or practitioner-scientist model, was established at the Conference on Graduate Education in Psychology held in Boulder, Colorado in 1949 (Baker & Benjamin, 2000). This conference was the first national meeting held in the United States that was dedicated to the discussion of doctoral training standards in psychology. Its purpose was to examine training methods and assess the current and future needs for psychological services to generate a model that would

provide adequate training and a form of standardization for how psychologists were trained across different psychological departments (Baker & Benjamin, 2000). Conference attendees discussed issues such as core curriculum, private practice, undergraduate student access to clinical courses, psychology at the master's level, postdoctoral training, licensing, certification, and the accreditation of programs. As a result of such discussion and debate, a model that included the integration of both research and practice (Horn et al., 2007) was born.

According to Jones and Mehr (2007), a scientist-practitioner is someone who applies critical thought to practice, uses proven treatments and procedures, and evaluates these procedures to best suit the needs of their clients. The scientist-practitioner makes use of techniques that are supported by research and has the ability to extend the boundaries of scientific knowledge and adapt to the changing demands of their profession (Belar & Perry, 1992). It is important to remember that a scientist-practitioner is not defined by a job title or role. An individual with a career in psychology can take on the role of a researcher more than a practitioner and vice versa within their occupation. However, such individuals should always make use of a combination of scientific methods and professional practice to assist them in delivering adequate services, regardless of the setting or role they primarily take on. With this notion in mind, the scientist-practitioner model was designed to promote the training and development of integrated skills (Belar & Perry, 1992). This way, psychology training programs adhering to the model would train professionals who were able to function as scientists, capable of conducting basic research, and practitioners, able to deliver psychological services (Scheirer, 1983).

The model originated from the establishment of three important roles believed to be among the most important for practicing psychologists. The first role highlights psychologists'

active role in research that allows them to conduct, produce, and contribute new empirical findings to their specialized professions (Jones & Mehr, 2007). According to Shapiro (2002), a trained scientist-practitioner can apply research principles of observation, generate a hypothesis, and test it to gather useful information. By conducting such research, identifying relevant research findings, and making use of the most reliable methodologies, practitioners increase their overall effectiveness within professional practice. The second role identified is the role that psychologists play as consumers. In the past, psychologists trained as scientist-practitioners have been viewed as scientists with the duty to pursue updated ideas and actively seek out relevant research-based evidence that can be incorporated into their professional practice (Stoner & Green, 1992). Psychologists fulfill this role by acting as consumers of such research. The third role viewed as particularly important for practicing psychologists is that of an empirical evaluator, which involves the role of evaluating treatments, interventions, and client progress to assess its overall effectiveness (Jones & Mehr, 2007). With these important roles in mind, the scientist-practitioner model proposed that psychologists should receive a solid knowledge base in general psychology and research prior to engaging in specialized training within clinical practice (Chiszar and Wertheimer, 1988). As a result, many graduate training programs began making use of the scientist-practitioner model to develop programs that would provide students with the necessary training and professional skills required to fulfill their future duties as professionals. In fact, it became a major model of training for doctoral-level programs and was reaffirmed as the most appropriate training model in 1958 and 1965 at conferences in Miami and Chicago (Sanchez-Hucles & Cash, 1992). Despite its endorsement and strong presence throughout Ph.D. programs today, a second less research-intensive model known as the practitioner-scholar model was proposed in 1973 as an alternative.

Practitioner-Scholar Model

The Vail (Colorado) Conference in 1973 helped establish an alternative to the traditional scientist-practitioner model that shifted the emphasis of training away from the production of psychological research and towards clinical application (Buchanan, 2002). This model has been described throughout research under several different names including practitioner-scholar, practitioner-scientist, and the Vail model, which often leads to some confusion regarding the appropriate term for the model. For the purpose of this study, the term practitioner-scholar model will be used.

The practitioner-scholar model was designed to emphasize the teaching of clinical skills to teach students to act as critical consumers, rather than initiators, of research (Sanchez-Hucles & Cash, 1992). Ultimately, its main goal is to "...produce psychologists who are ready to be effective practitioners, equipped not only with up-to-date skills in assessment, diagnosis, and intervention, but also the capacities to continue growing over their professional life" (Flanagan, Kahn, & Gregory, 2011).

Both the scientist-practitioner and practitioner-scholar models are used within Canadian doctoral programs today. The practitioner-scholar model is often used in Psy.D. programs while the scientist-practitioner model is used in Ph.D. programs. Although the two types of programs aim to educate and train students to act as professional psychologists, there are some slight differences between the two degrees that should be noted.

Ph.D. and Psy.D. Program Differences

Ph.D. and Psy.D. programs typically differ in the philosophy on which they are based and their overall approach to training. As previously mentioned, Ph.D. programs typically base their training on the scientist-practitioner model, which involves a heavy focus on conducting research

and taking part in research-based activities. They tend to focus more on the combination of scientific study and research within clinical work (Benjamin & Baker, 2000). Ph.D. programs in the United States typically accept fewer students, require more training in research, and place a strong emphasis on generating publications. Graduates from these types of programs are often employed within academic and medical school settings (McIlvried, Remondet Wall, Kohout, Keys, & Goreczny, 2010).

In comparison, Psy.D. programs tend to make use of the practitioner-scholar model, as they focus on teaching students to be wise consumers rather than producers of scientific literature (Flanagan, Kahn, & Gregory, 2011). These types of programs still incorporate some research activities and coursework into their programs to provide students with such necessary skills. However, they do so less intensively and focus more on teaching the necessary practical skills that will be used in future practice as a psychologist. Psy.D. programs tend to have a larger proportion of graduates that obtain work within community settings (McIlvried, Remondet Wall, Kohout, Keys, & Goreczny, 2010).

Regardless of the model upon which a training program is based, it is important that Canadian doctoral level psychology programs meet the accreditation standards established by the Canadian Psychological Association. The development of these standards played a large role in the standardization of professional psychology training programs within Canada.

Development of Accreditation Standards in Canada

An initiative to set accreditation standards and procedures for psychology training programs in Canada arose out of the First Opinicon Conference in 1960, the Couchiching Conference in 1965, and the Second Opinicon Conference in 1984 (CPA, 2011). Several recommendations for the development of accreditation standards for doctoral-level psychology training programs were

proposed in 1967. One of the key recommendations was that professional psychology training take place at the doctoral level under the direction of university departments of psychology (CPA, 2011). It was also recommended that CPA set up a board that could carry out and monitor the accreditation of applied psychology programs at the doctoral level. Despite such recommendations, CPA did not take on an immediate role in the accreditation of doctoral programs, and Canadian programs seeking accredited status obtained recognition through the American Psychological Association and Ontario Psychological Association as a result (CPA, 2011). It was the Annual Meeting of CPA held in 1980 that helped establish a draft of accreditation criteria to be presented and accepted by the CPA. The Canadian Council of Clinical Psychology Program Directors (CCCPPD) played a large role in this process and the accreditation initiative was largely supported by the Board of Directors of CPA (CPA, 2011). After a series of drafts were presented to several directors of clinical psychology programs and academic psychologists, constructive feedback was sought out and the CCCPPD endorsed the developing accreditation criteria along with CPA and its official accreditation panel, which was established in 1984 (CPA, 2011).

The Accreditation Criteria for Clinical Psychology Programs and Internships was approved by the CPA Board of Directors in 1983. An agreement was later made in 1989 among chief executive officers and chairs of both the APA and CPA accreditation boards (CPA, 2011). The main point of the agreement was to allow for a single accreditation process for those clinical and counselling programs seeking accreditation from both organizations, in order to reduce associated time, paperwork, and expenses. The first mandated review of the CPA accreditation criteria took place in 1988 and encouraged input from training programs and its members. This review was met with minor revisions and the accreditation standards were again confirmed in

1989. Shortly thereafter, a proposal was submitted to CPA to offer accredited status to doctoral and internship programs majoring in clinical neuropsychology (CPA, 2011). This proposal was accepted in 1991 but differed slightly from those standards established for clinical and counseling psychology programs. Unlike clinical and counseling programs, clinical neuropsychology programs were unable to achieve simultaneous CPA and APA accreditation, as the APA did not recognize such programs at the time (CPA, 2011). As of 2007, APA's Committee on Accreditation announced its decision to stop accepting new applications from outside of the United States after 2008, making the choice to cease the provision of accreditation status to institutions and programs outside of the country after 2015 (CPA, 2011).

The fourth revision of CPA's accreditation criteria took place in 1996-1997. Up until this point, CPA's accreditation standards were very similar to that of the APA (CPA, 2011). However, a shift to a more outcome-based model of accreditation took place following this revision. The new outcome-based model encouraged programs to "...develop and explicitly state their philosophies and principles of training, to demonstrate how they objectify their philosophies and principles, and to evaluate how well they attain their training objectives" (CPA, 2011, p. viii). The outcome-based model also offered more consistency with a competency-based approach to accreditation, requiring doctoral and postdoctoral programs to demonstrate their training efforts related to set core competencies in psychology. It was also expected that these programs would demonstrate student outcomes within each competency as well (Rubin et al., 2007). In 2002, CPA again revised its criteria and accepted, along with the CPA Accreditation Panel, the recommendations made by the CPA Psy.D. Task Force of 1997 (CPA, 2011). These recommendations were in support of offering the opportunity to Psy.D. programs to attain accredited status, as they were beginning to become more common in Canada. Prior to the most

recent revision of accreditation criteria completed in 2011, only two Psy.D. programs in Canada were accredited. These included Université Laval and Université de Montréal. Inquiries about the accreditation process were also initiated by other Canadian programs prior to the most recent revision as well (CPA, 2011).

Chapter 2: Current Study

Development of the Canadian Psychological Association

The Canadian Psychological Association (CPA) is a national association that represents psychology researchers and practitioners across Canada and plays an important role in the development of psychology both as a discipline and a profession (CPA, 2011). It was also one of the most important contributors to the development and expansion of professional psychology as well as the standardization of training programs throughout Canada. Prior to the development of CPA, most psychologists in Canada were members of the American Psychological Association (APA) and working towards gaining respect for professional psychology. The increasing likelihood of a second world war provided motivation for Canadian psychologists to form their own national association (Wright, 1974). They had been well aware of the active role that psychologists in the United States played in World War I and their main goal was to ensure that Canadian psychologists would have the opportunity to contribute in a similar and useful way if another war were to arise. Therefore, the founding of CPA occurred in 1939 and psychologists in Canada played a significant role during the war (Wright, 1974). More specifically, they played an active role in the selection, training, and rehabilitation of military personnel (Gibson, 1974). Their initiative and noted effectiveness throughout these efforts allowed them to begin to obtain respect for psychology as a profession (Wright, 1974) and contributed to an increased demand for psychology in aspects of government, industry, health, and education (Gibson, 1974). As a result, the increased demand for psychology helped contribute to the development of professional psychology training programs in Canada.

Development of Professional Psychology Training Programs

The development of professional training programs in Canada began in the early years

following World War II after applied psychology had demonstrated its usefulness in the war efforts (Wright & Myers, 1982). By 1949, psychologists working in Canada had successfully developed initial standards and accreditation procedures for professional psychologists and they were able to negotiate the development of strong financial support for research efforts (Wright, 1974) within training programs. Government organizations such as the National Research Council and departments such as Health and Welfare began providing funding to support graduate students and the employment of faculty within professional programs. The growing financial support and early development of standards and procedures helped to drive the development of professional psychology training programs in Canada that took place largely from the late 1940s to early 1950s (Conway, 1986).

Although several universities had established professional training programs by the 1950s, skepticism still surrounded the professionalization of psychology at this time. Departments of psychology were still working on gaining solid recognition and status for psychology as a profession separate from philosophy, and many programs did not fulfill the required academic research standards. As a result, many psychology departments made a shift to a more scientific approach that would involve more emphasis on basic research areas in psychology (Conway, 1986). In addition to skepticism, other issues also surrounded the professionalization of psychology, including the lack of agreement among professionals regarding the nature and roles of the psychologist in professional practice. Therefore, the Couchiching Conference was held in 1965 in Lake Couchiching, Ontario to bring together 50 professional psychologists for the discussion and development of a definition of professional psychology along with a set of guidelines for achieving its objectives (Conway, 1986). Out of this conference, it was established that the majority of professionals in attendance felt that they

occupied interests in both the academic and applied spheres of psychology. Practice in diagnostic and therapeutic aspects of psychology were identified as forming the core of the professional role, and training in general psychology, theory, and research were recognized as being essential components within academic training programs (Conway, 1986). There was also much discussion and debate regarding the best model that would aid professional programs in providing adequate and sufficient training to students entering the field. It was believed that there was a significant need for clinicians to act as both scientists and professionals able to conduct and produce competent research. Although complete consensus was not achieved, a model known as the scientist-practitioner model, developed in 1949 in the United States, received the most support (Conway, 1986).

Scientist-Practitioner Model

The scientist-practitioner model, sometimes referred to as the Boulder model or scholar-practitioner model, was established at the Conference on Graduate Education in Psychology held in Boulder, Colorado in 1949 (Baker & Benjamin, 2000). This particular model placed importance on the teaching and development of integrated skills to allow professional psychologists to act as scientist-practitioners within practice (Belar & Perry, 1992). More specifically, a scientist-practitioner is someone who applies critical thought to practice, uses evidence-based treatments and procedures, and evaluates these procedures to best suit the needs of their clients (Jones and Mehr 2007). It is believed that when a psychologist combines the role of a clinician and a researcher into one unit, they are practicing in accordance with the scientist-practitioner model (Jones & Mehr, 2007). However, scientist-practitioners are not defined by a specific job title or role. An individual with a career in psychology can take on the role of a researcher more than a practitioner and vice versa within their occupation (Belar & Perry, 1992).

It is recommended that using an integration of such skills to some degree is beneficial to professional practice, regardless of the role the professional primarily takes on.

The scientist-practitioner model proposed that students receive a solid knowledge base in general psychology and research prior to engaging in specialized training within clinical practice (Chiszar and Wertheimer, 1988). As a result, many graduate training programs began making use of this model to develop programs that would provide students with the necessary training in scientific and professional skills required to fulfill their future duties as professionals. It became a major model of training for Ph.D. programs and was reaffirmed as the most appropriate training model in 1958 and 1965 at conferences in Miami and Chicago (Sanchez-Hucles & Cash, 1992). Despite this support, some criticisms have been raised about the scientist-practitioner model.

According to Horn et al. (2007), there were two basic arguments that contributed to criticisms against the scientist-practitioner model. The first was the fact that it was difficult for programs to emphasize both the scientific and research aspects of the model equally when training students for professional practice (Sexton, 2000). It was argued that there was simply not enough time within programs to train students competently in both the scientific and applied aspects of psychology equally (Scherier, 1983) and efficiently. Some research has proposed that the scientist-practitioner model was created to provide a sense of diversity for programs, allowing them to choose where they would fall on a spectrum in terms of training. As a result, the perception of a bimodal distribution of programs existing on a continuum of science and practice developed (Horn et al. 2007).

The second argument had to deal with the issue of whether or not it was realistic to train students to be both general scientists and psychological researchers. Previous criticisms included

the fact that programs following the scientist-practitioner model were not producing well-trained scientists or practitioners and these individuals produced very little research to advance the field of psychology once working in professional practice (Scherier, 1983). Research has shown a pattern of increased interest and more positive attitudes towards research for students as they progress through graduate school (Horn et al., 2007). Royalty and Reising (1986) indicated that some programs are effective in enhancing students' attitudes towards science and research while others may inhibit or hinder such interest. In addition to self-interest and motivation for research, most students enter and leave their psychology training programs with the sole intent of acting as a practitioner, not a researcher (Gelso, 1993). Critics of the scientist-practitioner model of training consider this fact and cite low research productivity of doctoral graduates as evidence for the model being flawed (Horn et al., 2007). Research has found that among clinical psychologists trained under the scientist-practitioner model, few report actively engaging in research activities (Garfield & Kurtz, 1976). Gelso (1993) proposed that such an absence may be due to the lack of attention paid to the research, training environment, and variables within the professional setting that could help maintain or prevent students' overall interest in the research process. For example, setting, resources, and client demands in the workplace may have an impact on the amount of research a practitioner can reliably conduct independently while practicing. Based on such criticisms, an alternative model known as the practitioner-scholar model was proposed.

Practitioner-Scholar Model

The practitioner-scholar model, also commonly referred to as the practitioner-scientist model or Vail model, was established in 1973 at a conference held in Vail, Colorado. This conference helped develop an alternative to the traditional scientist-practitioner model that

shifted the emphasis of training away from the production of psychological research and towards clinical application (Buchanan, 2002). It emphasized the teaching of clinical skills and the goal of training students to have the ability to act as critical consumers, rather than initiators, of research (Sanchez-Hucles & Cash, 1992). The practitioner-scholar model is still commonly used in Psy.D. programs throughout Canada today. The aforementioned criticisms of the scientist-practitioner model have contributed to an increased support for a less research intensive and more practical skills based model.

While it is important for students to be able to understand and conduct original research, some professionals and programs may believe that having basic research training and more emphasis on education and experience around the types of skills used in professional practice may be more beneficial. As previously mentioned, many students enter and leave psychology training programs with the intent of acting as a practitioner and not a researcher (Gelso, 1993). It is possible that this holds true for many graduate students today and due to the demands and time constraints of the work place, employed psychologists are not often able to conduct original research in conjunction with their employment. For example, many school boards in the Maritime provinces have long wait-lists for psycho-educational assessments and this has been the case for many years despite the services provided by school psychologists. The demand for assessment services results in little time for other activities (e.g., individual or group intervention) that would be beneficial to the students served by school psychologists. If these professionals continue to have little time to provide such important additional psychological services outside the realm of psycho-educational assessment, it seems highly likely that little to no time will be spent conducting original research projects when additional time does arise. If we consider the types of everyday factors and demands placed on psychologists, it provides support

for training based on the practitioner-scholar model in that students should be provided with whatever type of training is needed to help them successfully perform their professional duties. While research training is beneficial, students may benefit from receiving more extensive practical and professional skills training (e.g., assessment, intervention, interpersonal skills, diagnostic tools) via the practitioner-scholar model, as this comprises the majority of their roles as psychologists based on the current work conditions within their environments. As previously mentioned, both the practitioner-scholar and scientist-practitioner models are used within Psy.D. and Ph.D. programs across Canada today. Although the models they follow may differ slightly in terms of their research focus, there are very few differences between the Psy.D. and Ph.D. degrees.

Differences Between Psy.D. and Ph.D. Degrees

Ph.D. and Psy.D. programs are currently offered at several universities across Canada. However, there are very few Psy.D. programs in comparison to the ever so prevalent Ph.D. program. Ph.D. and Psy.D. programs sometimes differ in the philosophy of training and, therefore, the model upon which their approach to training is based. Ph.D. programs are often based on the scientist-practitioner model while Psy.D. programs follow the scholar-practitioner model. The main goal of both models is to create adequately trained practitioners (Buchanan, 2002) that are capable of meeting registration requirements and carrying out their professional duties successfully. Both attempt to train practitioners by offering training in the research and applied aspects of psychology. Although each model stresses the importance of possessing knowledge and skill in both aspects, the two differ in the amount of emphasis that is placed on research within the respective program. As previously mentioned, Psy.D. programs following the practitioner-scholar model have less of an emphasis on research while Ph.D. programs under the

scientist-practitioner model have more research training and requirements. Graduates emerging from Ph.D. programs typically work within academic and medical institutions as well as other clinical settings (McIlvried et al., 2010). The alternative Psy.D. option tends to focus more on teaching practical skills and it may have a shorter length of study depending on the structure of the program. In terms of employment, these types of programs often produce graduates who secure employment within community-based settings (McIlvried et al., 2010).

According to Allon et al. (2004), the curriculum domains outlined for Psy.D. programs are almost identical to those expected of Ph.D. programs and little difference exists in the basic components of the two degrees (See Allon et al., 2004, for more information regarding Psy.D. program components). As previously mentioned, the noted difference lies in the role of research both in initial training and in future practice. While Ph.D. training focuses on the "...production of original, generalizable knowledge through basic or applied research, Psy.D. training focuses particularly on research knowledge and skills in the solution of applied problems" (Allon et al., 2004, p. 9). As long as the values of science and practice in training are held up, there is no single correct philosophy model or method of doctoral training for professional psychology practice (Cherry, Messenger, & Jacoby, 2000). Regardless of the specific model, it is important that doctoral psychology programs follow the accreditation standards set forth by the Canadian Psychological Association to ensure standardized and adequate training is provided.

Accreditation Standards in Canada

Accreditation of higher education training programs in psychology is based on a set of standards determined by the profession of psychology itself and not by government regulation (Prus & Strein, 2011). Although it is a voluntary process (APA, 2009; CPA, 2011), accreditation status granted to a psychology training program serves as an indicator of program quality

(Scheirer, 1983) and enhances the credentials of program graduates (Prus & Strein, 2011). It provides prospective students and the public with the reassurance that accredited universities and programs meet or exceed the established standards of quality (Prus & Strein, 2011) set forth by the CPA. Accredited status may also provide the institution or program with a competitive edge over other institutions when looking to attract and enrol high-quality students within their programs (Prus & Strein, 2011).

The current accreditation standards in Canada, established by the CPA, reflect both the prescriptive and outcome aspects that were identified as necessary for training in professional psychology and competent practice by the Canadian psychological community (CPA, 2011). Although there are provincial and territorial regulatory bodies in charge of ensuring professional accountability for the delivery of psychological services, the CPA supports the process by providing a standard of training for those practitioners who will seek credentialing from such regulatory bodies in the future (CPA, 2011). The CPA and its accreditation panel believe that the instruction of psychological knowledge should take place within departments of psychology, as these departments best support the ability of professional programs to uphold the highest standards of teaching. The CPA and its accreditation panel also strongly advocate for the doctorate being recognized as the national standard for education and training in professional psychology, and they support the use of both the scientist-practitioner (Ph.D. degree) and practitioner-scholar (Psy.D. degree) models within such programs (CPA, 2011). In order for a clinical, counselling, or school psychology doctoral program to be able to obtain accredited status from the CPA, a specific set of program requirements, which are outlined in CPA's Accreditation Manual (2011), must be met.

Current CPA Accreditation Criteria

Eligibility. To be eligible to apply for accreditation from CPA, the program must be at the doctoral level and offered in or through a provincially or territorially chartered Canadian university (CPA, 2011). The institution must have adequate financial resources and demonstrate its support for professional education and training through recognition and rewards provided to its faculty for the knowledge, skill, and training they provide to students. The specific doctoral program looking to attain accredited status must identify as clinical, counselling, or school psychology within the department or unit responsible for the program (CPA, 2011). It must have an identifiable body of students and a means of assessing and assigning credit to the previous graduate achievements of students admitted with advanced standing. The program must also require a minimum of three academic years of full-time, resident graduate study and it must allow accepted students until April 15th of each program year to accept any offers of admission or financial support (CPA, 2011).

Philosophy, Mission, and Curriculum. CPA requires programs seeking accreditation to have well-developed and articulated values, principles, and objectives for the program and its identified training philosophy. The program must integrate practice, theory, and research early on in the curriculum and it must encourage the use of research practices for problem-solving and acquiring new information. Research training must include applied questions and domains in addition to laboratory, and students should be encouraged to select topics for their required thesis that will contribute to the field of psychology (CPA, 2011).

Knowledge of core content within five specific areas (biological bases of behaviour; cognitive-affective bases of behaviour; social bases of behaviour; individual behaviour; historical and scientific foundations of psychology) must also be provided and demonstrated. These

established core areas are guided by what is known as the Mutual Recognition Agreement (MRA) of the Regulatory Bodies for Professional Psychologists in Canada (CPA, 2011). The goal of the MRA is to guarantee that psychologists who have the required competencies and full registration to practice without supervision in one Canadian jurisdiction will have their qualifications recognized in another jurisdiction that follows this agreement (Rubin et al., 2007). By encouraging and accrediting programs who provide training within the five content areas, it ensures students will have the necessary base requirements to obtain registration from their respective regulatory bodies.

Programs seeking accreditation must also offer access to instruction in related fields and they must provide graduate level teaching in ethics, research design, test construction, and practice. Practical education should include a range of assessment and intervention techniques, including evidence-based interventions and training in more than one therapeutic modality (e.g., individual, family, group). They should also have a comprehensive set of standards for evaluating student expectations and addressing student difficulties (e.g., academic, practice, interpersonal) as they arise, and students must be provided with formal opportunities to evaluate the program and its faculty (CPA, 2011).

Diversity. According to CPA (2011), it is the professional and social responsibility of professionals and programs to respect the range of human diversity that exists within our world. Programs and institutions are required to demonstrate their respect for diversity in the recruitment and retention of students within their programs and an effort must be made to provide instruction and practical experience in diversity. Efforts should also be made to accommodate and support students with disabilities and institutions are obligated to demonstrate their commitment to human dignity and civil rights in all aspects of their programs (CPA, 2011).

Faculty. CPA requires that the program seeking accreditation have an identifiable and core faculty that received training from an accredited clinical, counselling, or school psychology program or its equivalent (CPA, 2011). The faculty must be large enough to support training requirements and a specific individual should be responsible for practicum and internship training. Faculty should be experienced, productive, uphold ethical guidelines, and actively support students to complete their program in a timely manner. All supervisors within the program must be appropriately credentialed and licensed within their jurisdiction and the program must include a Training Committee as well as a Director of Training. It is strongly recommended that the role of Director of Training be given to an individual who does not already serve as chair or head of the psychology department. If an individual was to serve as both the head of the psychology department and Director of Training for a specific program, this may lead to conflict of interest when having to determine and advocate for the specific staffing and service needs of all training programs within the department. It may also create a conflict of interest if an issue arises between a student and Director of Training at the program level, as their role often includes addressing student concerns and acting as a source of appeal (CPA, 2011).

Students. Accreditation from CPA (2011) requires that there be an identifiable body of students who are committed to science, practice, and the ethical standards of professional psychology. The students must be treated with dignity and respect and must be demonstrating program progress within a timely manner. In addition to these standards, it is also noted within the manual that the students enrolled do not work more than 20 hours per week outside the program (CPA, 2011).

Facilities and Resources. An accreditation requirement of the CPA is that the institution and program have access to teaching and library facilities, office space, and work and research

locations for students and faculty (CPA, 2011). It is also noted within the manual that assessment materials, data analysis programs, computer facilities with internet access, audio/video equipment, research tools, and disability access should all be available (CPA, 2011) within the institution and to the program.

Public Disclosure. It is important that an accurate description of the accredited program be made readily available, so that applicants ensure the offerings of the program and their interests and needs are synchronized (CPA, 2011). This may be produced as a hard-copy (e.g., brochure) or electronic document, and must include the philosophy and goals of the program, theoretical orientations and research interests of its faculty, as well as requirements and expectations of students. Information regarding training resources, number of applicants typically received, and the acceptance and attrition rates should all be documented (CPA, 2011). The document should also contain information regarding the gender, age distribution, and self-reported diversity of students within the program along with a list of available supports and the percentage of graduates licensed. The accreditation status of the specific program along with the name and address of the CPA Accreditation office should also be listed, once accreditation is achieved (CPA, 2011).

Practicum and Internship Training. Doctoral programs actively direct their students towards experiences in the field that demand the types of knowledge and applied skills that they are taught within their respective program (CPA, 2011). Practicum experiences can take place within the institution's facilities under the supervision of its own faculty (e.g., counselling center) or in other appropriate settings, and it provides students with the opportunity to learn and apply psychological techniques while working with clients. The goal of the practicum experience is to prepare students for their final internship. An internship, on the other hand, is a more

advanced and intensive training experience that allows students to refine their skills. It is a required year-long training experience that often takes place just prior to the completion of the doctoral degree (CPA, 2011).

In general, a minimum of 600 hours of practicum experience in assessment and intervention is required prior to internship, with at least 300 of those hours counting as supervised training dedicated to direct, face-to-face client contact (CPA, 2011). This may be carried out through interviewing, assessing, or intervening with clients directly. In addition to this, students should also receive at least 150 hours of supervision (both individual and group) from their supervisor, who must be a doctoral-level, registered psychologist within their jurisdiction (CPA, 2011). Students must also engage in related support activities (e.g., report writing, consultation, case conferences, psychometric test scoring and interpretation) throughout their practicum training. In order to be approved for an internship placement, students must complete all practicum hours, coursework, and doctoral thesis proposal. The CPA-accredited internship typically takes place on a full-time basis over the course of one calendar year (CPA, 2011). It may also be carried out via half-time over the course of two, consecutive calendar years if the student desires. Both options are designed to allow the student to achieve a minimum of 1600 hours of supervised experience. It is important that the program and institution attempt to best match students' interests and training needs to their internship placements (CPA, 2011).

Program Evaluation and Relationship with CPA Accreditation Panel. CPA requires that the accredited program review the training model, goals, objectives, and its curriculum on a regular basis in respect to: the evolving body of science as it applies to practice; standards of best professional practice; needs for psychological services; and careers of graduates (CPA, 2011). It is also required that emerging technologies be evaluated and considered. Once accreditation

status is attained, it is required that the program and institution comply with CPA accreditation standards and submit all necessary documents (e.g., self-studies, annual reports, fees, additional information as relevant) to maintain such status. It is also required that the program maintain records of its compliance with accreditation standards and that CPA's panel is informed of any changes as they arise (CPA, 2011). The CPA Accreditation manual outlines specific activities that practicum and internship placements should cover, as well as steps to follow in the accreditation process (See CPA Accreditation Manual, 2011, for more information).

Although CPA's first accreditation standards were established in 1984 (CPA, 2011), these standards were designed exclusively for Ph.D. programs. In order to provide Psy.D. programs with the opportunity to obtain accredited status, the Board of Directors of CPA established a Task Force on the Psy.D. degree.

Development of Accreditation Standards for Psy.D. Programs

Recommendations from the Task Force on the Psy.D. degree in 1997 were accepted in 1998 (Allon et al., 2004). These recommendations proposed that CPA endorse both the scientist-practitioner and the practitioner-scholar models for doctoral training in professional psychology. It was also suggested that they modify the CPA Accreditation criteria to include the Psy.D. model and any relevant guidelines and features that were outlined in the 1997 Task Force report (Allon et al., 2004). Following such recommendations, CPA modified their accreditation standards to include the Psy.D. model. Both the scientist-practitioner and practitioner-scholar models exist within current Ph.D. and Psy.D. programs throughout Canada today, and both types of programs are endorsed by CPA and its accreditation panel (CPA, 2011). Each has the ability to produce well-trained, competent psychologists that are capable of meeting the registration requirements set by their territorial or provincial regulatory bodies.

Current Registration Requirements and Possible Changes in Nova Scotia

Every province within Canada has its own regulatory body that sets and upholds the registration (or licensing) requirements of all individuals seeking registration as a professional psychologist. Currently in Nova Scotia, a doctoral, master's, or equivalent degree in psychology is required for registration as a psychologist within the province. However, the Nova Scotia Board of Examiners in Psychology (NSBEP) began discussing the possibility of modifying these requirements in 2006 when they announced that they would be moving to make the doctoral degree the entry level qualification for registration of practicing psychologists within the province (Entry Level Committee, 2011). NSBEP also released a document highlighting a strong rationale for such changes. One of the key points within this document was the fact that requiring psychologists to register at the doctoral level may better protect the profession and public from inadequately trained practitioners (Entry Level Committee, 2011). Doctoral-level programs offer more extensive training in a range of different areas. They also require students to complete a greater amount of supervised practical experience through practicum hours and a full-year pre-doctoral internship. This contributes to the knowledge and preparedness of students and provides them with opportunities to practice their ethical decision-making while under supervision. With the additional supervision and level of preparation, it is predicted that this may lead to a lesser degree of vulnerability to the public, which will in turn decrease the amount of serious or costly complaints to NSBEP in the future (Entry Level Committee, 2011).

In addition to contributing to the safety of the public, NSBEP also proposed that such changes would clarify the qualifications of psychologists for clients. For example, many patients or clients may assume that their psychologist has a doctoral degree, but this is not always the case in Nova Scotia with the multiple degrees accepted for registration. By having one

registration requirement, it may reduce such confusion and enhance clarification for those seeking psychological services from these professionals. Another positive benefit to modifying the requirements is the increased likelihood that students will be receiving training within accredited programs that follow the standards established by the CPA. Lack of accreditation standards for master's level programs and practicum settings currently make it difficult for NSBEP to assess these types of psychology programs qualitatively (Entry Level Committee, 2011). Shifting to doctoral level registration may allow for greater predictability and quality of training within professional psychology programs. It may also raise the profile and increase the need for additional Psy.D. programs that are more time-limited and clinically focused, as some students may wish to train and work as a professional psychologist but may be reluctant to enrol in the more research-focused Ph.D. program. Modifying the registration requirements in Nova Scotia could help achieve the positive benefits mentioned above and support the development of a more cohesive profession (Entry Level Committee, 2011).

Current Study

To be able to continue to offer adequate psychology training and produce well-trained psychologists who meet the registration requirements within Nova Scotia, psychology training programs at the master's level will need to expand with the changing NSBEP standards, if and when they occur. The present study reviewed a selection of doctoral level psychology programs in Canada to generate recommendations for Mount Saint Vincent University's (MSVU) Master of Arts in School Psychology Program, on how to best transition their organization of training to the doctoral level should NSBEP registration requirements change in the future.

Method

Programs

For the present study, a full list of accredited Clinical Psychology and School Psychology doctoral-level programs was retrieved from CPA's website. Originally, this list included 2 programs in School Psychology and 26 programs in Clinical Psychology. All programs listed in the area of School Psychology were included. However, four programs in Clinical Psychology (two Psy.D. and two Ph.D.) from Université Laval and Université de Montréal were excluded, as the online program information was only available in French. An additional program (University of Toronto) was also excluded from the list of Clinical Psychology programs, as it was identified as being both a clinical/school psychology program and was counted within the school psychology category for organization purposes. One non-accredited Clinical Psychology doctoral-level program (Memorial University) was included to gain helpful information on the Psy.D. model, making the total number of programs reviewed for the current study 24.

Doctoral-level programs in the areas of Clinical Neuropsychology and Counselling Psychology were excluded from the current study with the thought that information obtained from Clinical Psychology and School Psychology doctoral-level programs would be more generalizable and relevant to MSVU's School Psychology program, its current structure, and future changes.

Procedure

Information for each doctoral-level psychology program was obtained via university and program websites, student handbooks, graduate calendars, and other relevant forms (e.g., practicum/internship manual) when necessary (See Appendix A for full list of programs and URL link to program information). Based on the information collected and knowledge of the

current structure of MSVU's School Psychology program, recommendations for overcoming challenges and transitioning to the doctoral level were then generated.

Results

For the purpose of organization and discussion, program information obtained from all 24 doctoral-level psychology programs were organized into three different categories or types of programs: Master's/PhD Sequence Programs; Combined Master's/PhD Programs; and Doctoral Only Programs. In Master's/PhD Sequence Programs, students are admitted to a master's program and must apply to be admitted to the doctoral program at some point. While students are expected to progress through both degrees, admission to the doctoral level is not automatic. In many cases, these programs offer advanced standing or course waivers for students applying with a previously achieved master's degree. Combined Master's/PhD Programs are structured so that students enter into the program and complete requirements for both master's and doctoral level degrees in sequence. Students are not required to apply separately for admission to the doctoral degree program. The third and final category, Doctoral Only, will be used for programs that allow for direct entry into their doctoral level programs with a previously achieved undergraduate degree. In these programs, registration in a master's degree is not ever required. Program information will also be organized by the two main areas of study focus, clinical and school psychology. See Table 1 for full list of categorized programs.

It is important to note that the purpose of classifying programs into the three main categories previously mentioned was to assist with organization and not to define the structure of each program. Classifying each program was somewhat difficult to accomplish based on information obtained solely via websites. Canadian universities have a broad range of administrative structures within which to organize their training of psychologists, unlike other

professional programs (e.g., medical school). In addition to this, each program also has its own unique way of publishing and highlighting program information, which occasionally made classification difficult.

Admission Requirements and Class Size

Clinical Psychology Master's/PhD Sequence Programs. 100% of the Clinical Psychology programs identified as Master's/PhD Sequence Programs indicated their minimum degree requirements as being an honour's degree in psychology or equivalent. 77% of the programs in this category required Graduate Record Examinations (GRE) General scores while 15% required both GRE General and Subject scores. 8% of programs did not require either GRE score.

The average class size based on the 11 programs that identified the number of students admitted for 2012-2013 was 8.5. See Table 2 for full admission requirements and program statistics.

Clinical Psychology Combined Master's/PhD Programs. 100% of the Clinical Psychology programs categorized as Combined Master's/PhD programs identified an honour's degree in psychology as being the minimum degree requirements for admission. In terms of GRE scores, 100% of programs required General scores. 25% of programs within this category required GRE Subject Scores in addition to GRE General Scores.

The average class size for 2012-2013 based on the three programs that published student information was 9.7. See Table 3 for full admission requirements and program statistics.

Clinical Psychology Doctoral Only Programs. Out of the five programs categorized as Doctoral Only, 80% identified a master's degree in psychology as the minimum degree requirements for admission. Memorial University identified their minimum admission

requirements as an honour's degree in Psychology. Applicants are admitted directly into the Psy.D. from an undergraduate degree and the program does not include a master's degree. 80% of programs within this category required the GRE General scores while 20% required none.

The average class size for 2012-2013 based on the two programs that published such information was 6.5. See Table 4 for full admission requirements and program statistics.

School Psychology Doctoral Only Programs. Out of the two doctoral programs in school psychology reviewed, both identified a master's degree in school psychology or its equivalent as the minimum degree requirements for admission. One of these programs required GRE General Scores while the other did not identify GRE General or Subject scores as a requirement.

The average class size for 2012-2013 for the two doctoral programs in school psychology reviewed was 5.5. See Table 5 for full admission requirements and program statistics/

.Curriculum

A review of the curriculum components of each doctoral-level psychology program indicated that all 24 programs covered the core competencies (assessment and evaluation; intervention; research; ethics and standards; and interpersonal relationships) identified by CPA via a range of coursework and program components. Some, but not all, appeared to cover the core competency of supervision outlined by NSBEP. Most programs ensured students received instruction in the core content areas (biological bases of behaviour; cognitive-affective bases of behaviour; social bases of behaviour; individual behaviour; historical and scientific foundations of psychology) outlined by CPA, as many required students to take such courses if not already fulfilled at the undergraduate level, knowing they would be needed for future registration. See Tables 6 through 29 for full curriculum of each program.

Practicum Hours, Requirements, and Settings

The majority of doctoral programs reviewed in this study identified that they met CPA's minimum requirement of 600 practicum hours. In fact, several programs noted that students frequently exceed the minimum amount, as additional hours are strongly recommended to gain more practical experience and remain competitive for internship placements. Although three clinical psychology programs in the Master's/PhD Sequence Programs category Although the specific amount of practicum hours for three programs within the Master's/PhD Sequence programs category was not obvious based on the reviewed sections of online information only, it is likely that these programs include the minimum 600 hours as this would have been required to receive their accredited status from CPA. In addition to identifying practicum hours, several doctoral programs also identified specific practicum requirements.

Clinical Psychology Master's/PhD Sequence Programs. 84% of the programs identified within this category indicated that they had some form of university clinic on campus. However, the use of the clinic for student training was not universal across all 13 programs. 38% of these programs required students to achieve a certain portion of practicum training within the university clinic while the remainder required external practicum or did not specify. 100% of the programs within this category also permitted students to complete some form of practica while enrolled at the master's level (e.g., typically second year). See Table 30 for more information on the specific practicum requirements of each program within this category.

Clinical Psychology Combined Master's/PhD Programs. 100% of the programs identified as Combined Master's/PhD Programs indicated that they had some form of university clinic or counselling centre on campus. However, this clinic was not always associated with student training, as only 50% indicated the occurrence of practicum training within both its clinic

and external settings. See Table 31 for more information on the specific practicum requirements of each program within this category.

Clinical Psychology Doctoral Only Programs. 100% of the programs identified within this category indicated that they had some form of university clinic on campus. However, the use of the clinic for student training was not universal across all 5 programs, as only 60% indicated the use of the clinic for in-house practicum training. The remaining programs either did not specify or indicated that students applied for external practicum placements, depending on their interests (e.g., child vs. adult focus). See Table 32 for more information on the specific practicum requirements of each program within this category.

School Psychology Doctoral Only Programs. 100% of the programs identified within the School Psychology Doctoral Only Programs category indicated that they had some form of university clinic or counselling centre on campus, with 50% offering practicum training in-house and at external sites. See Table 33 for more information on the specific practicum requirements of each program within this category.

Internship

All programs reviewed for this study identified specific requirements expected of students prior to being permitted to apply for internship placements. A universal requirement of all programs, regardless of the type, was the completion of all coursework and required practicum hours. Although there was some variability among programs, the majority of them also required that students complete a certain portion of their dissertation prior to internship. For example, some required the completion of the dissertation proposal defence while others required students to have all data collected with a methods/results section draft submitted to their respective thesis committee prior to applying. Some programs also strongly recommended that

students complete a full draft of their dissertation prior to internship start.

Faculty

The average size of core faculty for all programs reviewed across the four categories (e.g., Clinical Psychology Master's/PhD, Clinical Psychology Combined Master's/PhD, Clinical Psychology Doctoral Only, and School Psychology Doctoral Only Programs) was 10 members. Out of 23 of the programs reviewed, the core faculty ranged from 6 to 22 members depending on the program. One clinical program (Ryerson University) was excluded from the total, as it listed 31 members being a part of graduate studies in the psychology department at large rather than the program itself. A review of faculty member descriptions indicated that the research and expertise of core faculty members for each program often addressed a range of populations and topics. Faculty members within certain programs also appeared to be associated with specific research labs on campus as well. In addition to core faculty, most programs also identified an extensive list of associated and adjunct faculty (whose primary employment was outside the university) who participated in their programs in some capacity (e.g., thesis supervisors, internal and external practicum supervisors, part-time course instructors, internship supervisors).

Clinical Psychology Master's/PhD Sequence Programs. The average core faculty size for programs within this category was 11 with programs ranging from 8 to 22 members.

Clinical Psychology Combined Master's/PhD Programs. The average core faculty size for programs within this category was 13 with programs ranging from 7 to 19 members.

Clinical Psychology Doctoral Only Programs. The average core faculty size for programs within this category was 9 with programs ranging from 7 to 13 members. As previously mentioned, Ryerson University was excluded from this total.

School Psychology Doctoral Only Programs. The average core faculty size for

programs within this category was 7, with programs ranging from 6 to 8 members.

Discussion

Future Changes and Considerations

One of the most important considerations that psychology training program coordinators and implementers must consider when developing and modifying program contents is whether or not their training methods will adequately prepare students to act as trained professionals.

Another connected consideration of equal importance is the ability of such programs to provide training that meets CPA's accreditation standards and allows students to meet the registration requirements of their respective provincial and territorial regulatory bodies when it comes time for employment. At the moment, a doctoral, master's, or equivalent degree in psychology is required for registration as a psychologist in Nova Scotia. However, the Nova Scotia Board of Examiners in Psychology (NSBEP) announced in 2006 that it was considering modifying these requirements in the future to establish the doctoral degree as the entry level qualification for registration of practicing psychologists within the province (Entry Level Committee, 2011).

Although such changes have not been made at the time of the writing of this thesis, it is important that Nova Scotia programs offering training at the master's level be aware of these potential changes and the necessary steps that will be required if and when the province shifts toward doctoral registration. More specifically, it is important that programs such as MSVU's Master of Arts in School Psychology program be aware of such changes and adequately prepare themselves to progress in the future if required. Beneficial information may be obtained by reviewing the variety of structures that current accredited and non-accredited doctoral level psychology programs use to produce adequately trained professionals. Based on the information collected throughout this study, the following thoughts and recommendations are provided.

Program Model. As previously mentioned, the scientist-practitioner and practitioner-scientist models are two distinct models that have been commonly used within doctoral-level psychology training programs to date. The scientist-practitioner model, commonly used in Ph.D. programs, was designed to promote the training and development of integrated skills (Belar & Perry, 1992) to train professionals who were able to function as both scientists (e.g., to do basic research) and practitioners (e.g., to deliver psychological services; Scheirer, 1983). The notion behind this model is that psychologists should receive a solid knowledge base in general psychology and research prior to engaging in specialized training within clinical practice (Chiszar and Wertheimer, 1988). The practitioner-scholar model, on the other hand, proposes an alternative method that shifts the emphasis of training away from the production of psychological research and more towards clinical application (Buchanan, 2002). It emphasizes teaching students to use and consume research to guide their professional practice as psychologists rather than initiate it. This model is commonly used in Psy.D. programs, in which students are taught to be consumers rather than producers of research once they enter professional practice (Allon, Gauthier, Doyle, & Hutcheon, 2004, p. 10).

Although the majority of clinical psychology Ph.D. programs reviewed in this study identified within their program descriptions that they followed the scientist-practitioner model, the benefits of the alternative practitioner-scholar model should not be overlooked. The practitioner-scholar model is believed to produce practitioners capable of using research to guide their treatment and decision-making strategies in future professional practice. This model not only provides students with opportunities to understand how to interpret and make use of research, but it also provides them with a knowledge base that is more relevant to the application of clinical skills. One of the main arguments in favour of this model in comparison to the

scientist-practitioner model surrounds whether or not it is realistic to train students to act as both general scientists and practitioners. As previously mentioned, criticisms of the scientist-practitioner model in the past have cited the fact that programs often do not have enough time to provide competent training in both realms and there is some debate over whether intensive research training is fully necessary (Scherier, 1983). Factors such as employment setting, resources, funding, and client demands in the workplace may impact the amount of research a practitioner can realistically conduct independently while practicing. Therefore, it will be beneficial to provide students with a strong set of practical training skills and experience so that they are better equipped to handle the daily work demands and challenges that arise with clients on a regular basis. By structuring the program based on a less research-focused model, it would be possible to create a more effective learning experience for students looking to apply their professional skills as future psychologists. Reducing the amount of research components typically featured in a Ph.D. program would also offer a more condensed program that students could complete in a somewhat shorter period of time. Adhering to a Psy.D. structure and practitioner-scholar model would be a successful way to provide students with a more skill-based training program. It is recommended that MSVU's School Psychology program adheres to the less research-focused practitioner-scholar model when transitioning to the doctoral level in the future.

Faculty. In order to meet accreditation standards, CPA requires that programs have an identifiable and core faculty that have received training from an accredited clinical, counselling, or school psychology program or its equivalent (CPA, 2011). CPA also requires that the faculty be large enough to support training requirements and a specific individual should be designated as responsible for the practicum and internship components of the program. Each faculty

member must be appropriately licensed within their jurisdiction and the program must include a Training Committee and Director of Training. CPA strongly recommends that the Director of Training role be assigned to an individual who does not already serve as the chair or head of the psychology department (CPA, 2011). Having a designated Director of Training is important not only for the maintenance of the program but also to provide core faculty members with the ability to fully engage in their roles and the training of students within their programs successfully.

As previously mentioned, the average size of core faculty for all reviewed programs in this study was 10 members. The size of core faculty also ranged from 6 to 22 members, depending on the program. Each accredited program also had an identified Director of Training, which is a required component of CPA accreditation standards. The majority of the programs also included a lengthy list of associated and adjunct faculty (whose primary employment was outside the university) who participated in their programs in some capacity (e.g., thesis supervisors, internal and external practicum supervisors, part-time course instructors, internship supervisors). CPA's accreditation standards include the requirement that a specific individual or individuals be responsible for practicum and internship training (CPA, 2011). Many program brochures and graduate calendars identified individuals within such roles along with positions that may be beneficial to consider when designating and dividing faculty responsibilities within programs. For example, Lakehead University's Clinical Psychology Program had a Clinical Placement Coordinator, Clinical Practice Comprehensive Examination Coordinator, Test Library Coordinator, and a Clinical Seminar Series Coordinator. It is important that doctoral-level psychology programs have a sufficient number of faculty members so that such responsibilities can be divided and designated in a supportive and organized way for its students. Having too few

faculty to fulfill the necessary roles of the program could create challenges for both staff and students within the program. Most of the programs reviewed listed a designated individual as being available for program, application, and administrative information. A full-time administrative support person would likely be necessary for doctoral level psychology programs (e.g. MSVU's School Psychology program) looking to obtain accredited status, as CPA standards require statistics (e.g., applicant pool, number of students enrolled), self-studies, annual reports, fees, and additional information to be collected and published for public disclosure on an ongoing basis (CPA, 2011).

As previously mentioned, CPA requires that doctoral level psychology programs seeking accreditation employ a core faculty large enough to adequately support student training. Without sufficient faculty, it is difficult for such programs to accept and support students. The MSVU Master of Arts in School Psychology program has typically accepted 6 to 8 students to its program over the last three years. It currently has two registered psychologists who act as program coordinators and also provide the majority of required course instruction. Typically, the program has included additional instruction from three other registered psychologists (one class each). Some student theses were also supervised by faculty members who did not teach in the School Psychology program. If the program was to eventually make a shift towards the doctoral level, adding additional faculty members to the core faculty and designating specific, important roles (e.g., Training Committee, Practicum and Internship Coordinators) to its members would be crucial if looking to provide adequate training and supervision to students while meeting CPA's accreditation standards. It would also be important to continue to identify and establish connections with professionals at external sites (e.g., school boards, clinics, community and hospital settings) who may be willing to act as potential practicum and internship supervisors in

the future. Out of all programs reviewed for this study, the smallest sized faculty was 6 full-time members. MSVU's School Psychology program is considerably below this amount with only two full-time faculty members, which makes it difficult to provide adequate support to students. Therefore, it is strongly recommended that the program employ a greater number of full-time faculty members to address this issue in the future.

Space and Other Resources. As previously mentioned, an accreditation requirement of the CPA is that the institution and program have access to adequate space and other resources. This includes but is not limited to teaching and library facilities, office space, and work/research locations for students and faculty (CPA, 2011). Adequate research space, assessment materials, data analysis software, computer facilities with internet access, and equipment that may be helpful (e.g., voice recorders, videotaping equipment) should be readily available to students within the program as well. Based on the information collected, most if not all accredited doctoral level psychology programs reviewed listed a range of resources (e.g., labs, student space, test libraries) within their program brochures or graduate calendars. Many faculty members within certain programs also listed their affiliations with specific research labs as well, demonstrating that such institutions frequently have multiple resources and research settings available to students.

In order to meet accreditation standards, MSVU's School Psychology program would need to increase the resources available to the program's faculty and students. Currently, there is little to no student workspace or research labs that are made exclusively available to the program, which makes it difficult for students to secure an area for research projects or other assignments requiring privacy (e.g., videotaping of assessment practice). Although the university does have a graduate student lounge that is available to students within the program as well as all other

graduate students at the university, the space is rather small and has poor internet connectivity. In terms of assessment resources, the program does have a valuable test library that includes a variety of assessment measures that are taught within the program. However, the number of available test kits, depending on the measure, are occasionally less than the amount of students in the program which can create challenges when students are looking to practice these. It will be important that the test library be adequately stocked for students in the future, especially if the program's transition to the doctoral level features additional assessment instruction and practicum experience. Depending on the structure and need of the program, additional resources and space will be required. The goal of any professional psychology program is to provide students with the ability to become well-trained psychologists in future practice. To achieve this goal successfully, programs require a sufficient amount of space, equipment, and resources. It is recommended that MSVU establish an individual work space specifically dedicated to students in the program. It is also recommended that additional research space (e.g., labs) be created for program faculty to support their research projects and the learning needs of students. Adequate space for group meetings and a location that allows for effective observation, teaching, and the development of supervision skills are also recommended.

Curriculum. Based on the information gathered, it was evident that each doctoral-level psychology program reviewed featured a curriculum that met the core competencies and offered a broad range of courses to its students. Since MSVU's School Psychology program currently has a heavy course requirement in comparison to other master's programs, it is likely that only minor adjustments or additions to the curriculum will have to be made if and when the transition to the doctoral level occurs. It is recommended that the curricula of other doctoral-level programs in Canada be reviewed prior to such changes. The program may wish to consider offering more

specialized elective courses on alternating years (e.g., Family Intervention). This way, students will receive a broader range of courses throughout the program and they will be able to make some selection based on interest.

Practicum. Based on the current CPA accreditation standards for doctoral level psychology programs, a minimum of 600 hours of practicum experience in assessment and intervention is required of students before they proceed onto internship (CPA, 2011). Approximately 300 of these hours should be dedicated to direct, face-to-face client contact and students should receive at least 150 hours of supervision from their supervisor, who must be a doctoral-level registered psychologist within their jurisdiction (CPA, 2011). All programs reviewed in this study met the minimum requirement of 600 practicum hours and frequently provided students with opportunities to exceed this amount. In fact, many programs recommended that students accumulate additional hours in a variety of settings to gain experience and remain competitive for internship placements.

While MSVU's School Psychology program provides students with intervention and assessment practicum experience, an increase in the amount of practicum experiences and hours will be both essential for adequate training and necessary to meet accreditation standards when transitioning to the doctoral level. The majority of programs reviewed provided students with training experience within their university clinics and a variety of external settings in the community that could be selected based on the preferred populations and settings students wished to pursue in their future careers. Certain programs, particularly those with a developmental, child-clinical, or school psychology emphasis, offered practicum experience with children, adolescents, and families. Many programs also encouraged students to select practicums that would offer a variety of experiences with different populations, so that students

would be adequately prepared for future practice.

It will be necessary that MSVU's School Psychology program provide students with a greater amount of practical experience if and when program changes occur, especially if looking to follow the more skills-based practitioner-scholar model in the future. Additional experience in the areas of assessment, behaviour support plans, and individual therapy (e.g., for anxiety) may be especially helpful for students as they will likely perform such activities frequently while on internship and within their future practice as school psychologists. Currently, MSVU's School Psychology Program typically provides students with the opportunity to conduct a psycho-educational assessment with one school-aged student. While this is a positive experience, additional opportunities would be useful for future students, as assessment also often comprises a large amount of the duties students face while on internship in various school boards in their final year. It may also be helpful to provide students with an opportunity to conduct an assessment using certain tests that are typically discussed or introduced in the neuropsychology course component of the program (e.g., Wide Range Assessment of Memory and Learning - Second Edition).

While the program typically provides many helpful case studies and classroom-based experiences that focus on behaviour support plans, being able to experience the development and implementation of a plan directly or through shadowing a psychologist who is a behaviour specialist would be ideal to help students further develop these skills. With this type of practicum experience, students could also work on their problem-solving and consultation skills while helping parents and teachers modify the plan when challenges arise.

In terms of intervention skills, MSVU currently provides students with a very positive, hands-on experience that involves the implementation of a group intervention for school-aged

children with anxiety. In addition to this, the program may wish to consider incorporating an opportunity to implement an evidence-based intervention that focuses more on academic skills (e.g., phonemic awareness or math skills). Although reading evidence-based research and discussing assessment and intervention skills within the classroom setting is necessary and helpful, practicum experiences involving direct contact with clients can make all the difference when it comes to developing and refining practical skills.

To increase the range and amount of practicum experiences provided, MSVU's program could consider adopting the strategies of other programs reviewed in this study and allow students to seek out practicum experiences within a range of different settings independently, following the completion of in-house practicum. Many of the programs reviewed for this study included a list of settings that have accepted students for supervised experiences in the past. In order to make such a list, conversations and connections would have to be had with external professionals in the community who may be willing to offer supervision. In addition to experience gained via external practicums, it may also be beneficial to provide students with opportunities to develop their assessment skills on an ongoing basis within a university clinic that is associated with and designed for student training. Clinical psychology programs such as the University of British Columbia and Simon Fraser University require students to register in ongoing practicum training within certain years of the program. For example, Simon Fraser University's program assigns students to work with a caseload of two to three clients under supervision each semester. This could be a beneficial way for students to gain supervised assessment and intervention experience prior to and alongside their external practicum placements. Offering supervised experience in-house via an associated training clinic may be a more feasible option for a doctoral-level psychology program, especially if locating external

practicum supervisors becomes a challenge. However, the availability of qualified registered psychologists to provide supervision would still be a necessity even if this does serve as somewhat of a solution. Not all programs will be able to consider this option, however, as some do not have access to an in-house clinic dedicated to program training. If that is the case for MSVU's School Psychology program, external practicum placements could take place within schools, private practices, or other community settings that would expose students to a variety of populations and experiences related to school psychology and their own personal career interests. It is recommended that a specific faculty member be designated as a practicum coordinator to help guide the process of placement development and selection for students. This designated individual could also monitor practicum hours and address any concerns raised by practicum supervisors.

Internship. Every doctoral level psychology program reviewed for this study required a year-long internship designed to provide students with an intensive supervised practical experience, as it is a required component of CPA. MSVU's School Psychology program currently requires a six-month (600-hour) internship within a school board under the supervision of one or more registered school psychologists. It is an essential and beneficial component of all doctoral level psychology programs that is a CPA accreditation requirement. If and when NSBEP decides to make the shift to doctoral level registration within the province, programs such as MSVU's Master of Arts in School Psychology program will be presented with a series of challenges surrounding the supervision and structure aspects of the internship component.

One of the main challenges that MSVU's program will face in the future when shifting towards the doctoral level is the availability of full-time, paid internship placements in the local area and within the province of Nova Scotia at large. Within doctoral level psychology programs,

students are required to complete a one-year pre-doctoral internship, which they must apply for through the Association of Psychology Postdoctoral and Internship Centers (APPIC) Matching Program, which aims to place applicants into appropriate psychology internship positions at training sites within Canada and the United States. Currently in North America, there is a shortage of internship placements and it presents challenges each year, especially when large numbers of students do not secure matches. In order to solve this issue, internship sites would likely need to be established and developed within Nova Scotia and other Maritime provinces to be able to provide MSVU's doctoral students with opportunities to complete this requirement.

Another challenge facing MSVU's School Psychology program and its potential transition to the doctoral level in the future is its ability to acquire able and willing doctoral-level psychologists to act as supervisors for practicum placements. In the Cape Breton Victoria Regional School Board, for example, all currently employed psychologists have obtained registration at the master's level. An adequate number of doctoral-level psychologists could be particularly difficult to locate when attempting to arrange school-based placements and supervisors. Due to this challenge, program coordinators may have to consider the possibility of working closely with doctoral-level psychologists and professionals who predominantly work within healthcare and private settings. One potential means of providing students with a sufficient practical experience is having a doctoral-level psychologist act as an additional supervisor and consultant alongside a master's level psychologist that would provide direct supervision within the school board setting. Another option is to provide students with the chance to gain practical experience outside of the school setting, where registered doctoral-level psychologists may be more abundant. For example, the University of British Columbia's Clinical/School Psychology program allows students to seek internships in non-school settings as

long as they primarily involve providing psychological services to children and youth and are supervised by a registered psychologist. For students without a prior internship in a school setting (e.g., students without a master's in school psychology), UBC requires that they must obtain internships that will allow them to obtain at least 600 internship-hours within this type of setting (University of British Columbia, 2006). If possible, continuing to provide school-based experience via internship or practicum placements within MSVU's School Psychology program would be beneficial, as it allows students to learn the roles of the school psychologist and the policies and procedures associated with the education system. MSVU may wish to consider the provision of practical experience within multiple settings, if and when program changes are required.

In order to generate a solution to the challenges that could impact MSVU's School Psychology program in the future, it will likely involve much discussion amongst professionals and psychologists who work within regional school boards and health care settings. It will be necessary that both sectors aim to work in conjunction with one another to provide adequate training opportunities and produce well-trained psychologists capable of meeting the province's registration requirements, regardless of the setting.

Limitations and Future Research

The current study focused exclusively on a small selection of doctoral-level psychology programs in the areas of clinical and school psychology. A limitation of this study is the fact that all information collected was obtained online via program websites, student handbooks, or graduate calendars. Seeking out information from program coordinators, students, or faculty may have helped clarify or add to the online resources used. An additional limitation of this study lies in the decision to exclude clinical neuropsychology and counselling psychology programs.

Reviewing such programs may have provided some insight into different forms of structure, curriculum, and resources across program types, which could have been helpful to include when generating recommendations for MSVU's School Psychology program. A third limitation is the fact that out of the 24 universities reviewed, only one Psy.D. program was included (e.g., Memorial University) and this program is not yet accredited. Four programs (two Ph.D. and two Psy.D. programs) in the area of clinical psychology were excluded from this study as the online program information was only available in French. Since MSVU's program would most likely benefit from adhering to the practitioner-scholar model, it would have been beneficial to include more information on Psy.D. programs when composing recommendations and guidelines for future changes. Although the above information may be somewhat helpful to other institutions in Nova Scotia that may have to consider program modifications in the future, the recommendations generated are based on MSVU's School Psychology program and its current needs, not other graduate programs. This may make it difficult to generalize the recommendations in this program to other programs looking to generate such recommendations to their specific needs.

Future researchers looking to extend the current study may wish to consider reviewing counseling and clinical neuropsychology programs to generate comparisons among the different areas of study and discover any additional components that may be helpful for master's programs to consider when transitioning to the doctoral level. Reviewing additional Psy.D. programs, particularly those excluded from this study, would also likely provide helpful information to programs looking to adhere to this type of model. While a formal collection of student feedback was not conducted, it may be useful for future researchers to focus on the opinions of current and former MSVU School Psychology students. Questions regarding preferred practicum and

internship experiences, desired courses and resources/support, and overall program satisfaction could be the main focus of such research. This way, student feedback would be taken into account prior to modifying program components. It may also be beneficial for future research to focus on gathering additional detail about the type and level of resources (e.g., lab space, research equipment, work space) that are typically provided to students within other Canadian doctoral level psychology programs. This way, program coordinators could better understand what it means to provide adequate resources as outlined in CPA's accreditation standards. More in-depth comparisons and specific recommendations surrounding MSVU's resource needs could also be included.

Conclusion

Although the current entry level qualification for practicing psychologists in Nova Scotia still remains a doctoral, master's, or equivalent degree in psychology, it is important that master's level psychology programs be prepared for the transition if and when NSBEP in conjunction with the Nova Scotia government, shifts the requirements to the doctoral level. By being proactive and aware of the specific areas requiring attention, master's level programs such as MSVU's School Psychology program will be better prepared to make the necessary modifications that will allow them to transition to the doctoral level. By growing with the changing NSBEP registration requirements in the future, MSVU can continue to provide a solid program that produces well-trained psychologists capable of meeting the registration requirements established for Nova Scotia.

Table 1

List of Programs By Classification

Master's/PhD Sequence	Combined Master's/PhD	Doctoral Programs Only
Clinical: Dalhousie University	Clinical:	Clinical:
McGill University	University of New Brunswick (Clinical)	Concordia University
Queen's University	University of Waterloo (Clinical)	Lakehead University
Simon Fraser University	University of Windsor (Clinical)	Memorial University
University of British Columbia		Ryerson University
University of Calgary	Clinical: Applied	University of Regina
University of Manitoba	Developmental Emphasis:	School Psychology:
University of Ottawa	University of Guelph	University of British Columbia
University of Saskatchewan		Clinical/School:
University of Victoria		University of Toronto
Western University		
York University		
Clinical-Developmental: York University		

Admissions

Table 2

Clinical Psychology Master's/PhD Sequence Programs: Admission Requirements and Program Statistics

Institution	Tier Training	Admission Requirements	Avg. # of Applicants 2007-12	Avg. # Enrolled 2007-12	# of Applicants 2012-13	# Enrolled 2012-13
Dalhousie University	<ul style="list-style-type: none"> ▪ MSc/PhD Sequence ▪ Fast-track program ▪ Initial registration in an MSc and admitted to PhD before end of first year ▪ MSc degree not granted 	<ul style="list-style-type: none"> ▪ 4-year Honours degree in Psychology from a Canadian university or equivalent ▪ B+ average over all courses taken ▪ GRE General Scores ▪ GRE Subject Scores 	89.4	5.8	103	6

Institution	Tier Training	Admission Requirements	Avg. # of Applicants 2007-12	Avg. # Enrolled 2007-12	# of Applicants 2012-13	# Enrolled 2012-13
McGill University	<ul style="list-style-type: none"> ▪ MA/PhD Sequence ▪ MA degree does not stand alone 	<ul style="list-style-type: none"> ▪ Honours or major degree in Psychology with a minimum GPA of 3.30 ▪ Previous degree should include an introductory course plus courses in experimental psychology, the theoretical development of modern ideas in psychology, and statistical methods as applied to psychological problems, & research experience ▪ GRE General Scores 	136.6	8.8	N/A	N/A

Institution	Tier Training	Admission Requirements	Avg. # of Applicants 2007-12	Avg. # Enrolled 2007-12	# of Applicants 2012-13	# Enrolled 2012-13
Queen's University	<ul style="list-style-type: none"> ▪ MSc/PhD Sequence ▪ Progression to PhD expected & strongly encouraged but acceptance not automatic 	<ul style="list-style-type: none"> ▪ 4-year Honours degree in Psychology with an 80% average in coursework ▪ Honours thesis in psychology preferred but not required for admission ▪ Completed course work in history and systems, biological, cognitive-affective, and social bases of behaviour, and abnormal psychology or equivalent expected ▪ GRE General Scores ▪ GRE Subject Scores mandatory if applicant does not have an honours undergraduate degree in psychology 	180 (approx. in the past 5 years)	N/A	110 (approx. each year)	5-6 (approx. each year)

Institution	Tier Training	Admission Requirements	Avg. # of Applicants 2007-12	Avg. # Enrolled 2007-12	# of Applicants 2012-13	# Enrolled 2012-13
Simon Fraser University	<ul style="list-style-type: none"> ▪ MA/PhD Sequence ▪ Training in one of the following areas: <ul style="list-style-type: none"> -Clinical General -Clinical Child -Clinical Forensic -Clinical Neuropsychology 	<ul style="list-style-type: none"> ▪ Honour's degree in Psychology or a Psychology Major with strong research experience ▪ Cumulative GPA of at least 3.0/4.33, or a GPA of at least 3.33/4.33 based on the last 60 credits of undergraduate courses ▪ Submitted evidence of student's ability to undertake advanced work in the area of interest ▪ GRE General Scores ▪ GRE Subject Scores ▪ Admission to PhD available but most often students with a previous Master's degree enter SFU's MA program & submit previous credits for review/waivers 	147.5	12.1	164	14

Institution	Tier Training	Admission Requirements	Avg. # of Applicants 2007-12	Avg. # Enrolled 2007-12	# of Applicants 2012-13	# Enrolled 2012-13
University of British Columbia	<ul style="list-style-type: none"> ▪ MA/PhD Sequence ▪ MA degree in Psychology from other universities accepted provisionally; Accepted fully to PhD program after completion of one year 	<ul style="list-style-type: none"> ▪ 4-year Honours degree in Psychology with at least an 80% average in the last 2 years of undergraduate courses ▪ GRE General Scores ▪ GRE Subject Scores strongly recommended If Applying Directly to PhD: <ul style="list-style-type: none"> ▪ High quality MA thesis research a major prerequisite ▪ Demonstration of sufficient professional & clinical skills ▪ Preference given to those who demonstrate interest in scientific basis of clinical psychology and practice 	142.2	4.8	161	6

Institution	Tier Training	Admission Requirements	Avg. # of Applicants 2007-12	Avg. # Enrolled 2007-12	# of Applicants 2012-13	# Enrolled 2012-13
University of Calgary	▪ MSc/PhD Sequence	▪ 4-year Honours degree or equivalent in Psychology	▪ 2009-12: 53	▪ 2009-12: 6.3	▪ 2012-13: 82	▪ 2012-13: 6
	▪ Admission to PhD available	▪ Minimum GPA of 3.6/4.0 over the last 20 half courses completed ▪ GRE General Scores			▪ 2013-14: 100	▪ 2013-14: 6
University of Manitoba	▪ MA/PhD Sequence	▪ B.A. (Honours) or B.Sc. (Honours) in Psychology from University of Manitoba or equivalent	▪ 2010-13: 47.8	▪ 2010-13: 5	▪ 2013: 40	▪ 2013: 3
	▪ Admission to PhD available	▪ At least a 3.0 GPA (on a 4.5 GPA system) in the last 60 credit hours at a minimum, including hours in excess of the minimum taken during the same semester ▪ GRE General Scores ▪ Most students have an average GPA of 4.09 (on a 4.5 scale) in their last 20 full courses			▪ 2014: 59	▪ 2014: 6

Institution	Tier Training	Admission Requirements	Avg. # of Applicants 2007-12	Avg. # Enrolled 2007-12	# of Applicants 2012-13	# Enrolled 2012-13
University of Ottawa	<ul style="list-style-type: none"> ▪ MA/PhD Sequence ▪ Accepted to MA and permitted to transfer to PhD after one year provided performance is satisfactory 	<ul style="list-style-type: none"> ▪ Honours degree or equivalent in Psychology ▪ Master's degree in psychology applicants may be admitted directly to PhD program 	180.6	19.6	<ul style="list-style-type: none"> ▪ 2012-13: 200 ▪ 2013-14: 213 	<ul style="list-style-type: none"> ▪ 2012-13: 19 ▪ 2013-14: 21
University of Saskatchewan	<ul style="list-style-type: none"> ▪ MA/PhD sequence 	<ul style="list-style-type: none"> ▪ BA or BSc Honours degree in Psychology or equivalent with courses & experience in research ▪ Average GPA B+ in last 60 credits ▪ GRE General Scores ▪ GRE Subject Scores ▪ Entry following completion of an MA degree outside the program is generally restricted to applicants for mid-career training from within the province 	57.7	5.5	61	5

Institution	Tier Training	Admission Requirements	Avg. # of Applicants 2007-12	Avg. # Enrolled 2007-12	# of Applicants 2012-13	# Enrolled 2012-13
University of Victoria	<ul style="list-style-type: none"> ▪ MSc/PhD sequence ▪ Training in one of the following areas: <ul style="list-style-type: none"> -Lifespan Development -Neuropsychology 	<ul style="list-style-type: none"> ▪ Honours degree in psychology ▪ GRE General Scores ▪ Students entering with master's degree from another institution must complete clinical coursework normally completed during UVIC program prior to PhD ▪ Program structure is individualized for those students entering with a master's degree 	124.2	11.1	112	11
University of Western Ontario	<ul style="list-style-type: none"> ▪ MSc/PhD Sequence 	<ul style="list-style-type: none"> ▪ An Honours degree in Psychology or equivalent ▪ Minimum grade average of 70% in senior level academic courses in the last 2 fulltime years of undergraduate degree ▪ GRE General Scores 	134 (approx. in past 5 years)	N/A	N/A	7 (approx. per year)

Institution	Tier Training	Admission Requirements	Avg. # of Applicants 2007-12	Avg. # Enrolled 2007-12	# of Applicants 2012-13	# Enrolled 2012-13
York University (Clinical)	<ul style="list-style-type: none"> ▪ MA/PhD Sequence ▪ Majority of students enter MA but applicants with MA degree may be required to complete certain courses prior to being advanced to PhD 	<ul style="list-style-type: none"> ▪ Master's degree in Psychology ▪ Minimum B+ GPA ▪ GRE General Scores 	<ul style="list-style-type: none"> ▪ 2011-12: 161 	<ul style="list-style-type: none"> ▪ 2011-12: 6 	172	11

Institution	Tier Training	Admission Requirements	Avg. # of Applicants 2007-12	Avg. # Enrolled 2007-12	# of Applicants 2012-13	# Enrolled 2012-13
York University (Clinical Developmental)	<ul style="list-style-type: none"> ▪ MA/PhD Sequence ▪ Admission is generally at the master's level 	<ul style="list-style-type: none"> ▪ 4-year Honours degree in Psychology with minimum A- GPA in the last two years of study <ul style="list-style-type: none"> ▪ GRE General Scores ▪ 1 full course in introductory psychology, research design, and statistical analysis ▪ equivalent of 6 full-courses in psych. that cover core content areas ▪ Master's degree from other accredited programs considered for PhD Entry <ul style="list-style-type: none"> ▪ Students with MA from non-accredited graduate program will be considered for MA-level entry ▪ Exemptions from some courses if able to declare competence ▪ GRE Scores not required for PhD entry 	N/A	N/A	N/A	N/A

Table 3

Clinical Psychology Combined Master's/PhD Programs: Admission Requirements and Program Statistics

Institution	Tier Training	Admission Requirements	Avg. # of Applicants 2007-12	Avg. # Enrolled 2007-12	# of Applicants 2012-13	# Enrolled 2012-13
University of Guelph	<ul style="list-style-type: none"> ▪ Joint MA/PhD ▪ PhD available but students not typically admitted unless they have completed an MA in child clinical psychology 	<ul style="list-style-type: none"> ▪ Honours degree in psychology with thesis component ▪ Minimum GPA of B+ (Students accepted typically have A-GPA) ▪ GRE General Scores ▪ GRE Subject Scores ▪ Research lab experience ▪ Adequate training in statistics, developmental psychology, and relevant coursework ▪ Documented experience working with children, preferably in clinical settings 	N/A	N/A	<ul style="list-style-type: none"> ▪ 2011-12: 108 	<ul style="list-style-type: none"> ▪ 2011-12: 8

Institution	Tier Training	Admission Requirements	Avg. # of Applicants 2007-12	Avg. # Enrolled 2007-12	# of Applicants 2012-13	# Enrolled 2012-13
University of New Brunswick	▪ Joint MA/PhD	<ul style="list-style-type: none"> ▪ Honour's degree or equivalent in Psychology ▪ Courses in History & Systems, Biological Bases of Behaviour, Cognitive-Affective Bases of Behaviour, Developmental Bases of Behaviour, & Social Bases of Behaviour ▪ Minimum CGPA 3.7/4.3 ▪ GRE General Scores ▪ GRE Subject Scores strongly recommended ▪ Students applying with an MA in Psychology may be given advanced standing 	65 (in the past 5 years)	N/A	<ul style="list-style-type: none"> ▪ Winter 2013: 81 	<ul style="list-style-type: none"> ▪ Winter 2013: 6

Institution	Tier Training	Admission Requirements	Avg. # of Applicants 2007-12	Avg. # Enrolled 2007-12	# of Applicants 2012-13	# Enrolled 2012-13
University of Waterloo	<ul style="list-style-type: none"> ▪ Joint MA/PhD ▪ Students typically enter PhD from Bachelor's degree and obtain master's degree along the way ▪ Master's applicants may request advanced standing 	<ul style="list-style-type: none"> ▪ Honours degree or equivalent in Psychology OR Master's degree in Psychology, with at least an A- standing in the last 2 years ▪ GRE General Scores 	<ul style="list-style-type: none"> ▪ 2009-12: 116 	<ul style="list-style-type: none"> ▪ 2009-12: 7.6 	<ul style="list-style-type: none"> ▪ 2012-13: 140 	<ul style="list-style-type: none"> ▪ 2012-13: 6
University of Windsor	<ul style="list-style-type: none"> ▪ MA/PhD Integrated ▪ Areas of Training: -Adult Clinical -Child Clinical -Clinical Neuropsychology 	<ul style="list-style-type: none"> ▪ Honour's degree in Psychology or equivalent; Students admitted typically possess GPA's of A- ▪ MA applicants eligible for course waivers for comparable requirements ▪ GRE General Scores 	<ul style="list-style-type: none"> 143.8 	<ul style="list-style-type: none"> 24 	<ul style="list-style-type: none"> ▪ 2012-13: 125 ▪ 2013-14: 83 	<ul style="list-style-type: none"> ▪ 2012-13: 17 ▪ 2013-14: 18

Table 4

Clinical Psychology Doctoral Only Programs: Admission Requirements and Program Statistics

Institution	Tier Training	Admission Requirements	Avg. # of Applicants 2007-12	Avg. # Enrolled 2007-12	# of Applicants 2012-13	# Enrolled 2012-13
Concordia University	<ul style="list-style-type: none"> ▪ PhD ▪ Research or Research & Clinical Training options ▪ Graduate Certificate in Clinical Psychology available 	<ul style="list-style-type: none"> ▪ Master’s degree in psychology including an empirical research-based thesis ▪ GRE General recommended ▪ Working knowledge of French language strongly encouraged to those intending to work in Quebec 	N/A	<ul style="list-style-type: none"> ▪ 2007-10: 11 	N/A	N/A

Institution	Tier Training	Admission Requirements	Avg. # of Applicants 2007-12	Avg. # Enrolled 2007-12	# of Applicants 2012-13	# Enrolled 2012-13
Lakehead University	<ul style="list-style-type: none"> ▪ PhD 	<ul style="list-style-type: none"> ▪ Master's degree in Clinical Psychology ▪ Applicants with an MA/MSc from a university other than Lakehead must meet all requirements, including a master's level thesis and undergraduate or masters level course in Psychometric Theory ▪ GRE General Scores as assessed within the past five years 	<ul style="list-style-type: none"> ▪ 2009-12: Internal: 7 External : 3 	<ul style="list-style-type: none"> ▪ 2009-12: Internal: 7 External: 0.33 	<ul style="list-style-type: none"> ▪ 2012-13: Internal: 7 External: 1 2013-14: Internal: 4 External: 1 	<ul style="list-style-type: none"> ▪ 2012-13: 5 ▪ 2013-14: 4
Memorial University	<ul style="list-style-type: none"> ▪ PsyD 	<ul style="list-style-type: none"> ▪ Honours degree in Psychology ▪ Expected to have completed senior courses in statistics and research methods, neuroscience, cognition, abnormal, social, developmental psychology, tests and measurement theory, personality, and learning ▪ GRE General Scores 	N/A	N/A	N/A	N/A

Institution	Tier Training	Admission Requirements	Avg. # of Applicants 2007-12	Avg. # Enrolled 2007-12	# of Applicants 2012-13	# Enrolled 2012-13
Ryerson University	<ul style="list-style-type: none"> ▪ PhD ▪ Most spots within program reserved for Ryerson Master's students 	<ul style="list-style-type: none"> ▪ A Master's degree in Psychology from a recognized university ▪ A- standing and demonstrated research capabilities required ▪ Students admitted may be required to complete certain additional courses at the MA level in order to meet requirements for registration in Ontario ▪ GRE General Scores ▪ GRE Subject Scores recommended 	N/A	N/A	250 (approx. each year)	8 (each year)
University of Regina	<ul style="list-style-type: none"> ▪ PhD 	<ul style="list-style-type: none"> ▪ Master's degree in Psychology with previous academic preparation equivalent to that comprising the master's degree programs offered at U of Regina ▪ GRE General Scores 	N/A	5 to 6 (approx. each year)	56	N/A

Table 5

School Psychology Doctoral Only Programs: Admission Requirements and Program Statistics

Institution	Tier Training	Admission Requirements	Avg. # of Applicants 2007-12	Avg. # Enrolled 2007-12	# of Applicants 2012-13	# Enrolled 2012-13
University of British Columbia	▪ PhD	<ul style="list-style-type: none"> ▪ Master's degree in Psychology or equivalent from an approved institution with clear evidence of research ability or potential ▪ Students admitted normally possess master's degree in School Psychology equivalent to the requirements of the UBC MA program ▪ GRE General Scores 	4.6	2	5	3
University of Toronto (OISE)	<ul style="list-style-type: none"> ▪ PhD ▪ Continuation from the MA to PhD is not automatic; Internal applicants given priority 	<ul style="list-style-type: none"> ▪ OISE Master's degree in SCCP or equivalent; Required to take additional courses if not ▪ A- or better in master's degree ▪ Grades, statement of interest, references, research & applied experience, publications, presentations also considered 	<ul style="list-style-type: none"> ▪ 2008-12: 38 	<ul style="list-style-type: none"> ▪ 2008-12: 7.8 	39	8

Curriculum

The course credit units of each program varied by institution. Therefore, the units of each individual program were modified for organization and clarity purposes. Based on these modifications, half-year courses are identified as 3 credits while full-year courses are identified as 6 credits within the following tables. Reviewing online information only also made it difficult to determine if all programs provided course credit for dissertation and comprehensive examination components. Therefore, this information was excluded.

Table 6

Dalhousie University: Curriculum

Course	Units
Year 1:	
Research Assignment	6
Psychological Assessment: Child	3
Psychological Assessment: Adult	3
Psychopathology: Lifespan	3
Ethics and Professional Decision Making	3
Proseminar: Methods of Psychological Enquiry I	3
Proseminar: Methods of Psychological Enquiry II	3
Psychology Colloquium I and II	6
Statistics and Design	3
Field Placement	6
PhD Thesis	-
Year 2:	
Clinical Interviewing: A Lifespan Perspective	3
Cognitive-Affective and Behavioural Bases of Intervention: A Lifespan Perspective	3
Multivariate Statistics	3
Topics in Assessment: Diversity	3
Clinical Neuropsychology	3
Research Seminar	3
Seminar in Teaching Effectiveness	3
Psychology Colloquium I and II	6
Field Placement	6
PhD Thesis	-
Comprehensive Project*	-
Teaching Assistantship*	6

Course	Units
Year 3:	
Advanced Clinical Intervention: Child	3
Advanced Clinical Intervention: Adult	3
Advanced Clinical Practice Skills in Supervision, Consultation,, and Program Evaluation	3
Clinical Rounds/Case Conference	6
Psychology Colloquium 1 and II	6
Field Placement	12
Elective Clinical Seminar (Subjects subject to change)	3
Elective Non-Clinical Seminar	3
PhD Thesis	-
Teaching Assistantship	6
Comprehensive Project III	-
Year 4:	
Elective Seminar	6
Field Placement	12
PhD Thesis	-
Year 5:	
Field Placement	6
Pre-Doctoral Internship	-
PhD Thesis	-

Table 7

McGill University: Curriculum

Course	Units
General Comprehensive Examination	3
Diagnostic Methods: Children	3
Practicum: Child Diagnostics	3
Diagnostic Methods: Adults	3
Practicum: Adult Diagnostics	3
Psychopathology	3
Clinical Psychology: Ethics and Professional Issues	3
Fundamentals of Interviewing and Intervention	3
Research in Clinical Psychology	5
Clinical Practicum I	-
Practicum II (Supervised Experience in Psychotherapy)	-
Psychotherapy Theory and Research	3
Advanced Statistics I	3
Advanced Statistics II	3
Psychotherapy and Behaviour Change	3
Theory of Assessment	3
Experimental Seminar: One in an area relevant to social psychology/interpersonal relationships and one in the area of cognition, learning, sensation, perception, thinking, or motivation and emotion	-
Doctoral Comprehensive Examination	-
Clinical Psychology: Biological Methods	3
Practicum III	-
Pre-Doctoral Internship	-
Doctoral Dissertation	-

Table 8

Queen's University: Curriculum

Course	Units
Master's Thesis Research	-
Design of Experiments	3
Introduction to Multivariate Analysis	3
Proseminar in Psychology	3
Applied Internship I and II	6
Introductory Assessment	6
Child-Adolescent Clinical Psychology	3
Adult Clinical Psychology	3
Ethical and Professional Issues	3
Introductory Clinical Practica	6
Treatment Theory and Process	3
Introductory Intervention Skills Practicum	3
Research Skills/Program Evaluation	3
Advanced Assessment	6
Advanced Therapy I or Advanced Therapy II	3
Advanced Clinical Practice	12
Clinical Internship	-
PhD Thesis Research	-
Three Additional Half Courses from those Offered in Clinical Program or Other Areas of Department	9

Table 9

Simon Fraser University: Curriculum

Course	Units
Year 1:	
Proseminar in Psychopathology	3
Seminar/Practicum in Individual Assessment	6
Intervention (at CPC – University Clinic)	6
Research Design I: Experiments	3
Area Research Seminar*	6
Research Issues in Psychology	3
Research Design II: Research Studies	3
Practicum	3
Master's Thesis	-
Year 2:	
Area Course 1*	3
Proseminar in Personality	3
Seminar/Practicum in Intervention	6
Intervention (at CPC – University Clinic)	9
Area Research Seminar*	6
Area Course 2*	3
Master's Thesis	-
Year 3:	
Area Course 3*	3
Biological Bases of Behaviour	3
Intervention (at CPC – University Clinic)	9
Area Research Seminar*	6
History and Systems	3
Ethics and Professional Issues	3
PhD Comprehensive Examination	-
PhD Thesis	-
Year 4	
Area Course 4*	3
Intervention (at CPC – University Clinic)	9
Area Research Seminar*	6
PhD Thesis	-

Course	Units
Year 5: Internship	-

*Courses depend on desired track of student (e.g. Clinical General, Clinical-Child, Clinical Neuropsychology, Clinical-Forensic); List available on university website

Table 10

University of British Columbia: Curriculum

Course	Units
Assessment: A Critical Survey	3
Assessment: Critical Applications	3
Child Assessment	3
Practicum Case Conference/Professional Issues Seminar	-
Ethics and Professional Issues	3
Introduction to Psychotherapy	3
Introduction to Cognitive-Behaviour Therapy	3
Clinical Research Design	3
Advanced Statistics	3
Master's Thesis	18
Breadth Course*	3
Clinical Practicum**	-
Possible Community Practicum***	-
Additional Advanced Statistics Course	3
2 Breadth Courses Outside of Clinical Area	6
Comprehensive Examination	-
PhD Dissertation	-
PhD Internship	-
Advanced Assessment, Psychopathology (Adult or Child), and Advanced Treatment (3 credits of each)****	9
Required to attend at least 6-hours of talks specifically related to lifespan over their tenure as clinical graduate students	
*Must be in Biological, Cognitive-Affective, Social Bases of Behaviour, or Individual Differences	
**Required in 2 nd & 3 rd year; Takes place at university clinic	
*** Required 450-hour practicum taken in either the summer after 2 nd or 3 rd year OR part-time during 3 rd or 4 th year	
****Minimum of 3 credits focusing on children	

Table 11

University of Calgary: Curriculum

Course	Units
Research Seminar in Clinical Psychology	6
Psychopathology	3
Ethics and Professional Issues in Clinical Psychology	3
Summer Practicum in Clinical Psychology	6
Psychological Assessment of Adults	3
Psychopathology and Psychological Assessment of Children	3
Analysis of Variance	3
History and Systems of Psychology	3
Adult Psychotherapy	3
Child Psychotherapy	3
Multivariate Data Analysis	3
Master's Thesis	-
Advanced Seminar in Clinical Psychology (Quarter-course)	1.5
Specialty Practicum in Clinical Psychology	6
Graduate Level Breadth Course in Four Main Areas*	12
Candidacy Examination	-
Doctoral Dissertation	-
Pre-Doctoral Internship	-

*Biological Bases of Behaviour; Cognitive-Affective Bases of Behaviour; Social Bases of Behaviour; Individual Differences

Table 12

University of Manitoba: Curriculum

Course	Units
Quantitative Methods in Psychology I	3
Intellectual and Cognitive Assessment	3
Personality and Psychological Assessment	3
Foundations of Evidence-Based Treatment	3
Clinical Research Design	3
Case Conceptualization and Communication 1	-
Psychopathology and Diagnosis	3
Clinical Neuropsychology OR Human Brain Functions	3
Development and its Deviations 1	3
Quantitative Methods in Psychology II	3
PSC Practicum 1	-
PSC Practicum 2	-
Case Conceptualization and Communication 2	-
Master's Thesis	-
Cognitive and Behaviour Therapy	3
Social Bases of Behaviour Elective	3
Program Evaluation and Consultation OR School Psychology Research	3
Design and Program Evaluation	
Social and Community Intervention	3
Case Conceptualization and Communication 3	3
PSC Practicum III	-
2 Senior Practicum	-
Candidacy Exam	-
History and Systems of Psychology	3
Cognitive-Affective Bases Elective	3
PhD Dissertation	-
Internship	-
Additional Option Senior Practicums Available	-

Table 13

University of Ottawa: Curriculum

Course	Units
Year 1 and 2:	
History and Systems of Psychology*	3
Master's Research Practicum**	-
Advanced Statistics in Psychology: Univariate Data Analysis	3
Psychological Intervention and Consultation	6
Psychodiagnostic Assessment of Adults and Children	6
Ethics and Professional Issues	3
Applied Psychopathology	3
Advanced Statistics in Psychology: Multivariate Data Analysis	3
Clinical Practicum***	1
External Clinical Practicum****	1
Program Evaluation	3
Clinical Research Methods	3
Clinical Practicum***	1
External Clinical Practicum****	1
One or More Supplementary Clinical Courses	3+
One or More Foundational Courses (Behavioural Neuroscience; Cognitive Psychology; Social Psychology; Developmental Psychology)	3+
Years 3 and 4:	
Clinical Practicum***	1
External Clinical Practicum****	1
Advanced External Practicum	1
Doctoral Thesis	-
Year 5:	
Predocloral Internship	-

*Only required for those who have not completed an undergraduate course in history of psychology

**Students with an MA degree not required to enrol in this course

***1 credit for every 30-hours

Table 14

University of Saskatchewan: Curriculum

Course	Units
Introduction to Ethics & Integrity	-
Ethics & Integrity in Human Research*	-
Ethics & Integrity in Animal Research*	-
Statistics 1 Univariate General Linear Models	3
Statistics III Multivariate Statistics OR Qualitative Research	3
Program Evaluation	3
Psychological Assessment	6
Advanced Seminar in Personality	3
Advanced Behavioural Pathology	3
Topics in Psychological Therapy I	3
Ethical & Professional Issues in Clinical Psychology	3
A Minimum of 3 Credit Units of Restricted Electives	3
Directed Research in Psychology	-
Practicum in Professional Psychology	-
Clerkship or Internship in Professional Psychology (1-term)	-
Research/Master's Thesis	-
Topics in Psychological Assessment	3
Seminar in Professional Skills	3
Topics in Psychological Therapy	3
Pro-Seminar in Professional Psychology	3
A minimum of 3-credit units of restricted electives	3
Directed Research in Psychology	-
Practicum in Professional Psychology	-
Clerkship or Internship in Clinical Psychology (1-term)	-
Internship in Clinical Psychology	-
Research/PhD Dissertation	-

*Required only if research involves human/animal subjects

Table 15

University of Victoria: Curriculum

Course	Units
Psychology Clinic Practice (Therapy)	3
Advanced Clinical Assessment	3
Practical Issues & Challenges in Adult Psychotherapy	3
Clinical Psychology Colloquium	3
Practicum in Clinical Psychology	4.0*
Clinical Intervention Practicum	4.0*
Advanced Clinical Practicum	4.0*
Clinical Internship	15.0*
Comprehensive Examination	-
Dissertation	-
<u>One of The Following Courses:</u>	
Child & Adolescent Therapy	3
Family Interventions	3
Special Topics in Clinical Intervention	3
Cognitive-Behavioural Therapy	3
Interpersonal Therapies	3
<u>Required Courses for Lifespan Development Emphasis:</u>	
Research Methods in Lifespan Psychology	3
Practice in Advanced Clinical Assessment	3
One of the Following Courses:	
Psychometric Methods	3
General Linear Model - Univariate	3
General Linear Model - Multivariate	3
Two of The Following Courses:	
Infancy & Childhood	3
Adult Development & Aging	3
Cognitive Development in Adulthood & Aging	3
Personality & Adjustment in Adulthood & Aging	3
Dysfunctional Development in Adulthood & Aging	3
Adolescence	3

*1 unit of credit is equivalent to approximately 100 hours

Course	Units
One or More of The Following Courses:	
Child & Adolescent Therapy	3
Family Interventions	3
Special Topics in Clinical Intervention	3
Cognitive Behavioural Therapy	3
<u>Required Courses For Neuropsychology Emphasis:</u>	
Psychology Clinic Practice (Advanced Assessment)	3
Advanced Neuropsychology: Children & Adolescents	3
Advanced Neuropsychology: Adults	3
One of the Following Courses:	
Neuropsychological Intervention in Adult	3
Neuropsychological Intervention in Children & Adolescents	3
One of the Following Courses:	
Psychometric Methods	3
General Linear Model – Univariate	3
General Linear Model - Multivariate	3
One of the Following Courses:	
Individual Study (Statistics/Methods Related)	3
Research Design & Methods in Neuropsychology	3
Cognitive Methods: Electroencephalography & Event-Related Brain Potentials	3
Cognitive Methods: Functional Magnetic Resonance Imaging	3

Table 16

University of Western Ontario: Curriculum

Course	Units
Two Fundamental Courses in Statistics/Experimental Design	6
Professional Foundations of Clinical Psychology	3
Clinical Skills Pre-Practicum	3
Child Psychopathology & Diagnosis	3
Psychotherapy Approaches	3
Quantitative Clinical Cognitive Science and Assessment	3
Clinical Cultural Issues	3
Clinical Psychology Proseminar (3 terms)	-
Clinical Assessment Practicum	6
Clinical Practicum*	-
Applied Research Practicum* (3 terms)	-
Clinical Supervision Practicum*	-
Clinical Internship	-
PhD Dissertation	-
PhD Comprehensive Examination	-
Two Full Substantive Graduate Courses or 4 Substantive Half Courses in PhD I and II years, with at least one full course or two half courses taken in PhD year I	
PhD Program students required to take at least one half-course in Fundamental/Experimental area	
*Multiple courses involved; Students must complete each in succession before proceeding to the next	

Table 17

York University (Clinical): Curriculum

Course	Units
Research Practicum I	6
Univariate Analysis I	3
Univariate Analysis II	3
Foundations of Clinical Psychology	6
Assessment in Psychology	6
Clinical Practicum	3
Evidence-Based Principles of Psychotherapy	3
Approaches to Psychotherapy: Advanced Study	3
Master's Thesis	-
Psychodiagnostics	6
Advanced Intervention	6
Ethical Issues in Professional Practice	3
Historical & Theoretical Foundations of Contemporary Psychology	3
Clinical Practicum II	6
Clinical Practicum III (Optional)	3
6 Credits in Courses Specializing in Quantitative Methods From Statistics	6
Courses Offered in Graduate Psychology Department	-
Clinical Internship	-
Doctoral Dissertation	-
Clinical Competency Exam in Assessment & Intervention	-
Minor Area Paper to Satisfy Breadth Requirement	-
Oral Exam	-
Comprehensive Examination	-

Table 18

York University (Clinical-Developmental):Curriculum

Course	Units
Historical & Theoretical Foundations of Contemporary Psychology	3
Univariate Analysis I	3
Univariate Analysis II	3
Social & Emotional Bases of Development	3
Biological & Cognitive Bases of Development	3
Psychoeducational Assessment of Children & Adolescents	3
Clinical & Diagnostic Assessment of Children & Adolescents	3
Diversity Issues in Children, Youth, & Adults in Clinical Practice	3
Issues in CD Psychology: A Proseminar in Ethics, Practice, & Research	3
Developmental Psychopathology	3
Research Practicum I	6
Intervention Strategies with Children	3
Ethical Issues in Professional Practice	3
Brief Psychotherapy & Short-Term Treatment	3
Assessment Practicum	3
Intervention Practicum	3
Clinical Internship	-
6 Credits in Courses Specializing in Quantitative Methods from the Statistics	6
Courses Offered in Graduate Psychology	6
Minimum of 1.0 Elective Courses, or equivalent, at the 6000 level	-
Doctoral Dissertation	-
Minor Area Paper to Satisfy Breadth Requirement	-
Oral Exam	-
Comprehensive Proposal	-

Table 19

University of Guelph: Curriculum

Course	Units
Research Design and Statistics	3
Developmental Psychology	3
Cognitive Assessment of Children & Adolescents	3
Clinical Practicum I* (Years 1-5)	-
Developmental Psychopathology: Etiology and Assessment	-
Personality and Social Assessment of Children and Adolescents	3
MA Thesis	3
Learning Disorders: Research and Clinical Practice	-
Ethical Issues in Psychology	3
Psychological Applications of Multivariate Analysis	3
Practicum II (Typically in School Board)	3
Clinical Diagnostic and Interviewing Skills	3
Psychological Measurement	3
Models of Child and Adolescent Psychotherapy	3
Program Evaluation (Years 3-4)	-
Practicum III (Year 4)	-
Advanced Child and Adolescent Psychotherapy	3
Legislation and Professional Practice	3
PhD Dissertation	-
Clinical Internship	-
<u>One Course in Each of The Following Areas**:</u>	
Cognitive-Affective Bases of Behaviour	3
Biological Bases of Behaviour	3
Social Bases of Behaviour	3

*Open hours, multiple registrations for ongoing clinical work typically taken at Centre for Psychological Services

**If student does not have 2 senior half undergraduate courses in each area

Table 20

University of New Brunswick: Curriculum

Course	Units
Statistics & Design I	3
Statistics & Design II	3
Multivariate Statistics OR Qualitative Research Methods	3
Ethical Standards	1.5
Professional & Ethical Issues in Clinical Psychology	1.5
Adult Psychopathology	3
Psychological Problems of Children & Adolescents	3
Foundations of Clinical Psychology	3
Assessment Skills with Children & Adolescents	3
Assessment Skills with Adults	3
Therapy Skills with Adults	3
Basic Therapy Skills with Children	3
Seminar in Clinical Psychology I	3
Advanced Research Apprenticeship	3
6 Credits of Courses Outside the Clinical Area	6
2 Advanced Skills Courses	6
Master's Research Apprenticeship	3
PhD Research Apprenticeship	3
Co-Teaching Apprenticeship	3
Clinical Comprehensive Examination	-
Practicum in Adult Clinical Psychology	-
Practicum in Child/Adolescent Psychology	-
Advanced Practicum in Clinical Psychology	-
Predoctoral Clinical Internship	-
PhD Dissertation	-

Table 21

University of Waterloo: Curriculum

Course	Units
<u>Year 1:</u>	
Multiple Regression	3
Adult Psychopathology	3
Psychological Assessment I	3
Psychological Assessment II	3
Ethics, Diversity, & Professional Issues in Clinical Psychology	3
Breadth Requirement Course*	3
Advanced Clinical Research Forum I	6
Master's Thesis	-
Practicum in Interviewing & Cognitive Assessment I & II	6
Diagnostic Assessment Practicum I & II	6
Clinical Fieldwork Placement I	3
<u>Year 2:</u>	
Child Psychopathology & Psychotherapy	3
Personality & Measurement Theory	3
Cognitive Behaviour Therapy	3
Additional Statistics Course	3
Breadth Requirement Course*	3
Practicum in Integrated Assessment I & II	6
Elective: Clinical Fieldwork	6
Advanced Clinical Research Forum II	-
Research Team/Master's Thesis	-
<u>Year 3:</u>	
Efficacy & Program Evaluation	3
Psychotherapy: Classical Roots & Contemporary Developments	3
Breadth Requirement Course*	3
Child & Adolescent Psychotherapy Practicum I, II, & III	9
Adult Psychotherapy Practicum I, II, & III	9
Elective: Clinical Fieldwork Placement II or III	6
Advanced Clinical Research Forum III	-
Research Team/PhD Thesis	-

*Breadth requirements are both departmental and CPA-mandated; Departmental includes 4 graduate courses outside of the clinical area with no more than two in any one program area; CPA-mandated can be fulfilled with one suitable graduate course or 2 suitable senior undergraduate courses in cognitive-affective and social-bases of behaviour

Course	Units
<u>Year 4:</u>	
Theory & Application in Couples Therapy	3
Breadth Requirement Course (If Outstanding)	3
Child & Adolescent Psychotherapy Practicum I, II, & III	9
Adult Psychotherapy Practicum I, II, & III	9
Elective: Couples Therapy Practicum	9
Elective: Clinical Fieldwork Placement II	9
Advanced Clinical Research Forum IV	-
Research Team/PhD Thesis	-
<u>Year 5 & Beyond:</u>	
Practicum in Supervision	9
Child & Adolescent Psychotherapy Practicum I, II, & III	9
Adult Psychotherapy Practicum I, II, & III	9
Elective: Couples Therapy Practicum	9
Elective: Clinical Fieldwork Placement II or III	3
Elective: Senior Practicum I, II, or III	3
Research Team/PhD Thesis	-
Predoctoral Internship	-

Table 22

University of Windsor: Curriculum

Course	Units
Statistics for Graduate Study in Psychology I	3
Advanced Developmental Theory & Research Methods	3
Psychopathology	3
Ethical & Professional Issues in Clinical Psychology	3
Clinical Assessment I	3
Child Clinical Assessment	3
MA Thesis Research	-
Child Psychotherapy I OR Cognitive Behaviour Therapy I	3
Developmental Psychopathology or Foundational (Psychology Core) Course	3
Historical & Philosophical Foundations of Psychology	3
Biological Bases of Behaviour	3
Statistics for Graduate Study in Psychology II	3
Research Methods in Psychology II	3
Clinical Assessment II	3
Introduction to Psychotherapy	3
Survey of Child Psychotherapies & Foundational Course OR Two Foundational (Psychology Core) Courses	3
Comprehensive Examination	-
Clinical Practicum (MA level)	-
Clinical Practicum (PhD level)	-
Dissertation	-
Pre-doctoral Internship	-
<u>One of The Following:</u>	
Cognitive Bases of Behaviour	3
Cognitive Development	3
Emotional Development	3
<u>One of The Following:</u>	
Child Psychotherapy I	3
Cognitive Behaviour Therapy I	3
<u>One of The Following:</u>	
Child Psychotherapy II	3
Cognitive Behaviour Therapy II	3

Table 23

Concordia University: Curriculum

Course	Units
Core Courses:	
Research Seminar I	3
Research Seminar II	3
PhD Comprehensive Evaluation	-
Research and Thesis	-
6 Credits from the Following:	
Special Topics Seminar	3
Special Topics in Clinical and Health Psychology	3
Special Topics in Cognitive Science	3
Special Topics in Human Development	3
Special Topics in Behavioural Neuroscience	3
<u>Research & Clinical Training Option Courses (18 Credits)</u>	
Advanced Clinical Seminar I	3
Predocutorial Internship	3
3 Credits from the Following:	
Applied Psychology Centre Practicum III: General	3
Applied Psychology Centre Practicum III: Adult	3
Applied Psychology Centre Practicum III: Child	3
3 Credits from the Following:	
Advanced Clinical Seminar II: Adult	3
Advanced Clinical Seminar II: Child	3
Advanced Clinical Seminar II: General	3
3 Credits from the Following:	
Extramural Practicum II: General	3
Extramural Practicum II: Adult	3
Extramural Practicum II: Child	3
3 Credits from the Following:	
Extramural Practicum III: General	3
Extramural Practicum III: Adult	3
Extramural Practicum III: Child	3

Course	Units
<u>Diploma in Clinical Psychology; Required Courses:</u>	
Models of Assessment I	3
Models of Assessment II	3
Psychological Treatment I: Foundations and Systems	3
Psychological Treatment II: Empirically Supported Interventions	3
Applied Psychology Centre Practicum I	3
Assessment Practicum I	1
Assessment Practicum II	2
Seminar on Ethical and Professional Issues	3
3 Credits from the Following:	
Applied Psychology Centre Practicum II: General	3
Applied Psychology Centre Practicum II: Adult	3
Applied Psychology Centre Practicum II: Child	3
One of the Following Required:	
Extramural Practicum I: General	-
Extramural Practicum I: Adult	-
Extramural Practicum I: Child	-

Table 24

Lakehead University: Curriculum

Course	Units
Historical and Scientific Foundations of General Psychology*	3
Ethical and Professional Issues	3
Research Methods and Program Evaluation	3
Multivariate Statistics for Behavioural Research	3
Clinical Assessment Techniques	3
Advanced Assessment Techniques	3
Clinical Interviewing	3
Cognitive-Behavioural Therapy	3
PhD Practicum	-
PhD Dissertation**	-
Research Seminar**	-
Science Comprehensive Exam	-
PhD Internship	-
Clinical Seminar Series	-
Six Graduate Electives from Biological Bases of Behaviour***; Cognitive-Affective Bases of Behaviour; Social Bases of Behaviour; Individual Differences	18

*May be satisfied by an advanced level undergraduate course (History of Psychology) or by a Special Topics course at the graduate level (e.g. Special Topics in Psychology)

**Students in Years 1, 2, and 3 must register yearly in PhD Dissertation and Research Seminar

***Full list of electives available on university website

Table 25

Memorial University: Curriculum

Course	Units
Year 1:	
Advanced Statistics	3
Research Design in Clinical Psychology	3
Ethics of Professional Practice	3
Adult Psychopathology	3
Practicum in Ethics and Relationship Skill	3
Research Design	3
Principles of Adult Assessment & Diagnosis	3
Principles of Intervention with Adults	3
Practicum in Assessment & Diagnosis	3
Practicum in Clinical Assessment & Diagnosis	3
Thesis Research*	-
Year 2:	
Research Design in Clinical Psychology	3
Child Psychopathology	3
Principles of Child Assessment & Diagnosis	3
Practicum in Assessment & Intervention I	3
Principles of Intervention with Children	3
Community Interventions	3
Consultation Processes	3
Practicum in Assessment & Intervention II	3
Practicum in Community Intervention & Interprofessional Practice	3
Thesis Research*	-
Year 3:	
Clinical Psychopharmacology	3
Supervision	3
Non-Clinical Elective	3
Practicum in Advanced Assessment & Intervention I	3
Practicum in Supervision I	3
Clinical Elective	3
Clinical Elective	3
Non-Clinical Elective (if required)	3
Practicum in Advanced Assessment & Intervention II	3
Practicum in Supervision II	3
Practicum in Rural Intervention & Interprofessional Practice	3
Comprehensive Exam	-
Thesis Research*	-
Year 4:	
Predoctoral Internship	-

Table 26

Ryerson University: Curriculum

Course	Units
Comprehensive Requirement	-
Dissertation	-
Internship in Clinical Psychology	-
Systems of Psychotherapy	3
Ethical/Professional Issues in Clinical Psychology	3
Practicum in Clinical Psychology II	3
Practicum in Clinical Psychology III	3
Four Psychology Electives From 5 Core Areas*	12

Table 27

University of Regina: Curriculum

Course	Units
History, Theory, & System in Psychology	3
Psychometrics	3
Psychological Assessment II	3
Psychological Interventions II	3
One Elective Psychology Course	3
Comprehensive Exams	-
Practica in Clinical Psychology	-
Residency in Clinical Psychology	-
Doctoral Seminar	-
Thesis Research	-

Table 28

University of Toronto (OISE): Curriculum

Course	Units
Approaches to Psychotherapy with Children, Youth, and Families*	3
Psychodiagnostic Systems	3
Advanced Social & Emotional Assessment Techniques*	3
Assessment & Intervention with Culturally & Linguistically Diverse Children, Youth, & Families*	6
Colloquium (Attendance Compulsory)	3
Seminar & Practicum in Clinical Assessment & Intervention*	3
Comprehensive Exams	3
Supervision Practicum*	3
PhD Elective	3
A Foundation of Program Evaluation in Social Science	3
Doctoral Dissertation	-
Predocotrinal Internship	-
Additional Practicum in Assessment & Intervention (optional)	3
One Course From The Following:	
Advanced Proactive Cognitive-Behaviour Interventions	3
Systemic Family Therapy for School & Child Clinical Practice	3
Psychodynamic Bases of Therapy	3
Advanced Interventions for Family Violence-Related Trauma	3

Table 29

University of British Columbia: Curriculum

Course	Units
One Course in Systems-Level Change in Schools	3
One Course in Community Level Systems	3
One Course on Multicultural Issues	3
Two Advanced Professional Practice Courses (e.g. Prevention, Intervention, Assessment)	6
Quantitative Research Methodologies	3
Qualitative Research Methodologies	3
Dissertation	0
History & Systems in Psychology	3
Applied Developmental Neuropsychology	3
Social Psychological Foundations in Applied Psychology	3
Supervision Practicum	3
Specialty Practicum	3
Doctoral Internship	9
Comprehensive Examination	-

Practicum

Table 30

Clinical Psychology Master's/PhD Sequence Programs: Practicum Hours and Requirements

Institution	# of Required Hours	Area (Child/Adult)	University Clinic	Specific Requirements	Other
Dalhousie University	<ul style="list-style-type: none"> Minimum of 600 practicum hours 	Child & Adult	N	<ul style="list-style-type: none"> Required to obtain practicum experience with both children/youth and adults Complete a minimum of one intervention practicum placement (a minimum of 50 hours) with an age group different than desired area of focus 	<ul style="list-style-type: none"> Students with a Master's degree from an applied psychology program may be eligible to apply for exemption of practicum hours (maximum 300 hours) Honorarium paid to the practicum site or practicum supervisor following completion and submission of all required documents

Institution	# of Required Hours	Area (Child/Adult)	University Clinic	Specific Requirements	Other
McGill University	▪ 720 hours	▪ Not Specified	Y	▪ Three practicum rotations that vary from 3 to 12 months in duration	<ul style="list-style-type: none"> ▪ Practicum I typically takes place on a year-long part-time basis (455 hours) ▪ Practicum II typically takes place as a half-day clinical placement over 28 weeks ▪ Practicum III involves 153 hours completed as a half-day clinical placement over 51 weeks ▪ Practicum takes place at external sites

Institution	# of Required Hours	Area (Child/Adult)	University Clinic	Specific Requirements	Other
Queen's University	<ul style="list-style-type: none"> ▪ Not Specified 	<ul style="list-style-type: none"> ▪ Not Specified 	Y	<ul style="list-style-type: none"> ▪ Practicum experience extends over the MSc and PhD years ▪ Experiences taken place in at least 3 different settings 	<ul style="list-style-type: none"> ▪ Required to attend monthly practicum meetings with other students ▪ Students choose two practica from a variety of applied settings when selecting MSc placements
Simon Fraser University	<ul style="list-style-type: none"> ▪ 450-hour MA practicum ▪ Senior practicum for doctoral students involves one or more part-time placements in a variety of community settings 	<ul style="list-style-type: none"> ▪ Not Specified 	Y	<ul style="list-style-type: none"> ▪ Portions of practicum dependent on track student is pursuing (e.g., clinical-child, general, forensic, clinical neuropsychology) 	<ul style="list-style-type: none"> ▪ Students are required to register in ongoing practicum training each semester at university clinic where they will receive a caseload of two to three clients under supervision of clinical faculty, director, and clinical associates throughout their degree

Institution	# of Required Hours	Area (Child/Adult)	University Clinic	Specific Requirements	Other
University of British Columbia	<ul style="list-style-type: none"> ▪ 450-hour community-based practicum ▪ In-house practicum in 2nd & 3rd year required 	▪ Not specified	Y	<ul style="list-style-type: none"> ▪ Students assigned to an in-house practicum team; Involves a caseload of 1-2 cases at a time for a total of 3 to 4 cases per academic year 	<ul style="list-style-type: none"> ▪ Community-based practicum taken as a full-time experience during the summer after years 2 or 3 or as part-time experience during the 3rd and 4th academic years ▪ Students responsible for presenting a minimum of one case from in-house practicum at a case conference
University of Calgary	▪ Approx. 1200 hours	▪ Not Specified	Y	<ul style="list-style-type: none"> ▪ Summer practicum in MSc involves 2-days per week from May to August (approximately 225 hours) ▪ Speciality Practicum in PhD involves 2-days per week from September to June (approximately 480-640 hours) 	<ul style="list-style-type: none"> ▪ Students permitted to complete a third specialty placement ▪ Practicum should provide a range of clinical experiences and populations

Institution	# of Required Hours	Area (Child/Adult)	University Clinic	Specific Requirements	Other
University of Manitoba	<ul style="list-style-type: none"> ▪ Minimum of 900 hours over the course of 6 required practica 	<ul style="list-style-type: none"> ▪ Not Specified 	Y	<ul style="list-style-type: none"> ▪ Six Practica Required (3 Senior Practica) ▪ Each practicum must include at least 50 hours of direct client contact and 25 hours of supervision 	<ul style="list-style-type: none"> ▪ Practicum takes place in both university clinic & community ▪ Optional senior practicums available; Students may take more than the required six practica to be competitive for internship applications
University of Ottawa	<ul style="list-style-type: none"> ▪ Not Specified 	<ul style="list-style-type: none"> ▪ Not Specified 	Y	<ul style="list-style-type: none"> ▪ 7 practicum courses + 1 additional advanced practicum if necessary 	<ul style="list-style-type: none"> ▪ Practicum takes place at both university clinic & external sites

University of Saskatchewan	<ul style="list-style-type: none"> ▪ Not Specified 	<ul style="list-style-type: none"> ▪ Range of Practicum Experiences Available (e.g., child, adult, family) 	<p>Y</p> <ul style="list-style-type: none"> ▪ Not yet operating as a full clinic 	<p>Practicum:</p> <ul style="list-style-type: none"> ▪ 7 to 9 hours/week; No more than 12 hours/week <p>Clerkship/Internship:</p> <ul style="list-style-type: none"> ▪ 15 weeks at 4 days/week, aone full day/week for research 	<ul style="list-style-type: none"> ▪ Students complete six terms of one day a week practicum at various health/mental health settings ▪ Summer clerkship takes place during first summer of program
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Institution	# of Required Hours	Area (Child/Adult)	University Clinic	Specific Requirements	Other
University of Victoria	<ul style="list-style-type: none"> ▪ 1200 practicum hours required 	<ul style="list-style-type: none"> ▪ Not Specified; Range of Practicum Settings & Populations Available 	Y	<ul style="list-style-type: none"> ▪ Three 400-hour practica ▪ Must have completed coursework in clinical psychology, psychopathology, clinical assessment, & professional ethics prior to enrolling in first practica 	<ul style="list-style-type: none"> ▪ Students complete at least 200 practicum hours, & typically 400 practicum hours, in the Psychology Clinic practicum ▪ Practicum takes place in both university clinic & external sites ▪ Each practica completed in either 4-months or 8-months

Institution	# of Required Hours	Area (Child/Adult)	University Clinic	Specific Requirements	Other
Western University	<ul style="list-style-type: none"> Minimum of 600 hours 	<ul style="list-style-type: none"> Child & Adult 	Y	<ul style="list-style-type: none"> Clinical Practica courses take place September to April (typically 1-day per week) Full-practica courses involve a minimum of 65 direct clinical contact and not more than 133 Half-practica courses involve at least 33 and not more than 66 direct clinical contact hours <ul style="list-style-type: none"> For both types of practica, there should be a minimum of 1-hour of regularly scheduled one-on-one supervision/week 	<ul style="list-style-type: none"> 1000-hours of wisely chosen practicum experience is strongly recommended & needed to attain sufficient breadth and depth Students should aim for a range of cases that vary in terms of delivery settings, populations, and assessment & therapeutic models/methods Half-course practica equivalent to 180 hours Quarter-course practica equivalent to 90 hours
York University (Clinical)	<ul style="list-style-type: none"> 660-practicum hours required for 	<ul style="list-style-type: none"> Not Specified 	Y	<ul style="list-style-type: none"> 330-hour in-house practicum at MA level 330-hour external practicum at PhD level 	<ul style="list-style-type: none"> Additional optional practicum available

Institution	# of Required Hours	Area (Child/Adult)	University Clinic	Specific Requirements	Other
York University (Clinical Developmental)	▪ Minimum of 660 hours	▪ Child, Adolescents & Family	Y	▪ Two clinical practica (one in assessment, one intervention) at 330-hours each	▪ Practicum takes place at external setting ▪ Optional practicum available

Table 31

Clinical Psychology Combined Master's/PhD Programs: Practicum Hours and Requirements

Institution	# of Required Hours	Area (Child/Adult)	University Clinic	Specific Requirements	Other
University of Guelph	<ul style="list-style-type: none"> ▪ Minimum of 600 hours 	<ul style="list-style-type: none"> ▪ Child & Adult 	Y	<ul style="list-style-type: none"> ▪ Ongoing practica through supervised clinical work at university clinic (Practicum I) ▪ Practicum II provides a range of experience in psychological assessment; Minimum of 200 hours with at least 60 face-to-face client contact ▪ Practicum III features 400 hours and must be completed in 4 days/week across one semester or 2 days/week across two semesters 	<ul style="list-style-type: none"> ▪ Ongoing practica takes place in multiple semesters for a broad range of cases & supervised experience ▪ Students usually take on between 4 to 7 assessments over the course of a semester depending on complexity & depth in Practicum II ▪ Practicum II typically takes place in local school board ▪ Practicum III typically takes place in hospital or mental health setting

Institution	# of Required Hours	Area (Child/Adult)	University Clinic	Specific Requirements	Other
University of New Brunswick	<ul style="list-style-type: none"> ▪ 1000 hours of practicum training in at least 2 direct service agencies 	<ul style="list-style-type: none"> ▪ Child & Adult 	Y	<ul style="list-style-type: none"> ▪ Must have at least 350 hours in child/adolescent and 350 hours in adult, with the remaining 300 hours of student choosing ▪ One practicum must be a full-time four month placement at a single external treatment facility 	
University of Waterloo	<ul style="list-style-type: none"> ▪ Minimum of 600 hours 	<ul style="list-style-type: none"> ▪ Child & Adult 	Y		<ul style="list-style-type: none"> ▪ Students typically complete 1000 practicum hours ▪ Practicum should focus primarily on assessment activities ▪ Practicums can be selected based on the type of clinical work student would like to pursue (e.g., adults vs. children)

Institution	# of Required Hours	Area (Child/Adult)	University Clinic	Specific Requirements	Other
University of Windsor	<ul style="list-style-type: none"> ▪ Minimum of 300 hours for MA degree ▪ Additional 700 additional hours for PhD degree 	<ul style="list-style-type: none"> ▪ Child & Adult; Depends on clinical track chosen 	Y	<ul style="list-style-type: none"> ▪ Should be an appropriate balance between assessment, psychotherapy, & consultation ▪ About 25% of every student's total practicum training should be with adults and about 25% with children ▪ At least 25% direct client contact hours 	<ul style="list-style-type: none"> ▪ 1500 to 2000 total practicum hours prior to internship recommended ▪ Students should look for diversity in client populations, settings, & therapeutic modalities ▪ The majority of practicum training should be in the student's area of specialization ▪ Training takes place at both university clinic & external sites

Table 32

Clinical Psychology Doctoral Only Programs: Practicum Hours and Requirements

Institution	# of Required Hours	Area (Child/Adult)	University Clinic	Specific Requirements	Other
Concordia University	<ul style="list-style-type: none"> Minimum of 600 practicum hours 	<ul style="list-style-type: none"> Child, Adult, or General 	Y	<ul style="list-style-type: none"> At least one adult and one child seen in practicum courses required for research & clinical training option 	<ul style="list-style-type: none"> Choice available to students Practicum completed at both university clinic and external sites
Lakehead University	<ul style="list-style-type: none"> Minimum of 600 practicum hours 	<ul style="list-style-type: none"> Child or Adult 	Y	<ul style="list-style-type: none"> Approximately one-third of practicum devoted to assessment, and remaining two-thirds to intervention practice At least 150 hours spent in formally scheduled supervision and a minimum of 300 hours involving direct client contact 	<ul style="list-style-type: none"> Practicum sites depend on type of training student wishes to pursue Strongly encouraged to choose one or two sites that offer a variety and continuity in training May be undertaken any time during the PhD program but must be completed prior to internship

Institution	# of Required Hours	Area (Child/Adult)	University Clinic	Specific Requirements	Other
Memorial University	<ul style="list-style-type: none"> Minimum of 1296 hours of supervised practicum training 	<ul style="list-style-type: none"> Not Specified 	Y	<ul style="list-style-type: none"> Total of 9 practicum courses required Total of 9 practicum courses required <ul style="list-style-type: none"> First two practicum placements completed in the university clinic Must participate concurrently in an on-campus weekly practicum seminar 	<ul style="list-style-type: none"> Each student will rotate through a minimum of 4 different clinical training sites
Ryerson University	<ul style="list-style-type: none"> 700-hour practicum 	<ul style="list-style-type: none"> Not Specified 	Y	<ul style="list-style-type: none"> Practica must include a minimum of 350 hours each Practica lasting more than 500 hours require approval from Director of Clinical Training 	<ul style="list-style-type: none"> Summer practica typically occur over 4 days per week

Institution	# of Required Hours	Area (Child/Adult)	University Clinic	Specific Requirements	Other
University of Regina	<ul style="list-style-type: none"> A minimum of 900 hours 	<ul style="list-style-type: none"> Not Specified 	Y	<ul style="list-style-type: none"> 900 hours consists of a 600-hour, four month internship during MA & a minimum of two additional practica prior to internship Students must receive at least 300 hours of direct contact with clients prior to pre-doctoral residency and at least 150 hours of supervision 	<ul style="list-style-type: none"> No more than 600 hours of the required supervised clinical experience can be undertaken for academic credit by students enrolled in the MA program To be competitive, most students complete other clinical placements as a practicum or as program sanctioned hours Practicum hours take place at both university clinic and external sites Students who have completed at least 3-practica at the PhD level may request to complete a supervision practicum in which they assist with supervision of junior students

Table 33

School Psychology Doctoral Only Programs: Practicum Hours and Requirements

Institution	# of Required Hours	Area (Child/Adult)	University Clinic	Specific Requirements	Other
University of British Columbia	<ul style="list-style-type: none"> ▪ Minimum of 600 hours in MA ▪ Additional 500 hours for PhD 	Child/Youth	Y	<ul style="list-style-type: none"> ▪ Practicum plan outlining activities with a description of experiences, settings, and populations likely to be involved must be submitted by the end of second week of practicum placement 	<ul style="list-style-type: none"> ▪ University clinic serves as an adult assessment clinic ▪ Practicum should include activities conducted with & for children, adolescents, and their families; Activities that provide psychological services to adults not associated with a child/adolescent in need of service not appropriate

Institution	# of Required Hours	Area (Child/Adult)	University Clinic	Specific Requirements	Other
University of Toronto (OISE)	<ul style="list-style-type: none"> ▪ Minimum of 600-practicum hours 	<ul style="list-style-type: none"> ▪ Child, Adolescents, & Family 	Y	<ul style="list-style-type: none"> ▪ 500-hour practicum takes place in second year and must provide assessment and intervention experience with children & adolescents 	<ul style="list-style-type: none"> ▪ Practicum completed at both university clinic and external sites ▪ Students acquire basic assessment/intervention skills in university clinic <p>under supervision of faculty members</p> <ul style="list-style-type: none"> ▪ Two days per week placement; Students receive a minimum of 2 hours/week of supervision from setting supervisor ▪ Supervision practicum involves mentoring first year MA students in psycho-educational assessment

Internship

Table 34

Clinical Psychology Master's/PhD Sequence Programs: Internship Requirements

Institution	Specific Requirements Prior to Internship	Other
Dalhousie University	<ul style="list-style-type: none"> ▪ Minimum of 600 practicum hours ▪ All coursework and comprehensives completed ▪ A “good first draft” of dissertation completed before internship start 	<ul style="list-style-type: none"> ▪ Additional practicum hours (e.g., 1000) often necessary to be competitive for internship application ▪ Students must apply to a minimum of 6 internship sites and rank a minimum of four sites where they would be willing to attend, following interviews
McGill University	<ul style="list-style-type: none"> ▪ All practica and course requirements completed 	<ul style="list-style-type: none"> ▪ Internship can take place during the fourth year of the doctoral program; Some students may fulfill the requirement over one year or have the option to divide their training to complete it at two different settings in the Montreal area ▪ “In-House” internship program in which students complete their internship in the department and a series of local hospitals available (McGill Psychology Internship Consortium)

Institution	Specific Requirements Prior to Internship	Other
Queen's University	<ul style="list-style-type: none"> ▪ All coursework and comprehensive examination completed ▪ PhD thesis should be completed & submitted prior to or during internship 	<ul style="list-style-type: none"> ▪ A plan should be established with thesis supervisor showing that the thesis will be scheduled for oral defense before the start of intended internship
Simon Fraser University	<ul style="list-style-type: none"> ▪ All course work & comprehensive examinations completed ▪ Must have successfully defended dissertation proposal before applying 	<ul style="list-style-type: none"> ▪ Strongly encouraged to have defended dissertation prior to starting internship
University of British Columbia	<ul style="list-style-type: none"> ▪ All course work completed and comprehensive examination passed ▪ Must have completed data collection for dissertation before applying to internship 	<ul style="list-style-type: none"> ▪ Students expected to complete dissertation prior to internship but not required

Institution	Specific Requirements Prior to Internship	Other
University of Calgary	<ul style="list-style-type: none"> ▪ Candidacy exams, coursework, and dissertation proposal completed 	<ul style="list-style-type: none"> ▪ Strongly recommended that students have data collection for dissertation completed and a first draft be submitted <ul style="list-style-type: none"> ▪ Preferably placed in CPA/APA accredited residency programs or equivalent; It is the responsibility of the student to obtain necessary information from the setting to establish its equivalency for approval ▪ Recommended that students select based on long-term career interests
University of Manitoba	<ul style="list-style-type: none"> ▪ All coursework, practica, and candidacy exams completed ▪ Thesis proposal completed by May 15, including any revisions ▪ Have completed (or can reasonably be expected to complete) a minimum of 300 hours of supervised, direct face-to-face client contact in approved practica; and 150-hours of supervision by approved supervisors 	<ul style="list-style-type: none"> ▪ Strongly recommended to defer application for a year if thesis progress has not progressed adequately beyond the proposal stage prior to applying

Institution	Specific Requirements Prior to Internship	Other
University of Ottawa	<ul style="list-style-type: none"> ▪ All academic requirements except thesis completed 	
University of Saskatchewan	<ul style="list-style-type: none"> ▪ All classroom-based coursework and practica completed prior to commencing internship ▪ Final draft of dissertation approval approved by September 1 in the year planning to apply 	<ul style="list-style-type: none"> ▪ Strongly encouraged to have all classroom coursework completed by the fall semester in which they apply for internship ▪ Strongly encouraged to have completed data collection by the application deadline
University of Victoria	<ul style="list-style-type: none"> ▪ All coursework, practica, both portions of doctoral candidacy examination, & successful defense of dissertation proposal 	
Western University	<ul style="list-style-type: none"> ▪ All coursework and practicum requirements complete and substantial progress made on dissertation ▪ First draft of dissertation submitted 	<ul style="list-style-type: none"> ▪ 2000-hour, year-long internship

Institution	Specific Requirements Prior to Internship	Other
York University (Clinical)	<ul style="list-style-type: none"><li data-bbox="783 402 1314 467">▪ All coursework, minor area paper, and approved dissertation proposal completed<li data-bbox="783 513 1314 578">▪ Clinical competency exam must be taken and passed successfully	
York University (Clinical Developmental)	<ul style="list-style-type: none"><li data-bbox="783 659 1314 724">▪ All coursework, minor area paper, and approved dissertation proposal completed<li data-bbox="783 769 1314 873">▪ Data collection completed or at least well under way by November prior to internship	

Table 35

Clinical Psychology Combined Master's/PhD Programs: Internship Requirements

Institution	Specific Requirements Prior to Internship	Other
University of Guelph	<ul style="list-style-type: none"> ▪ Completion of all coursework, PhD qualifying examination, & PhD Thesis Proposal at the time of application, one year in advance of beginning the clinical internship 	<ul style="list-style-type: none"> ▪ Before applying, students should have developed skills through 1000-1200 hours of practica, with a minimum of 300 directed to clinical contact hours in interviewing, assessing, or intervening with clients
University of New Brunswick	<ul style="list-style-type: none"> ▪ All clinical program requirements and data collection for the doctoral thesis complete 	
University of Waterloo	<ul style="list-style-type: none"> ▪ All coursework completed & doctoral thesis proposal approved ▪ All dissertation data collected ▪ Practicum hours are sufficient to ensure eligibility for the internship to which the student wants to apply 	

Institution	Specific Requirements Prior to Internship	Other
University of Windsor	<ul style="list-style-type: none"><li data-bbox="781 402 1318 475">▪ Completion of all doctoral requirements except doctoral dissertation<li data-bbox="781 516 1289 540">▪ Acceptance of dissertation proposal	

Table 36

Clinical Psychology Doctoral Only Programs: Internship Requirements

Institution	Specific Requirements Prior to Internship	Other
Concordia University	<ul style="list-style-type: none"> ▪ All clinical program coursework including comprehensive examinations must be complete ▪ Should have PhD thesis data collected and demonstrate to the satisfaction of their research supervisor and the Director of Clinical Training a very high probability that they will have defended their doctoral thesis by the completion of internship ▪ Draft of thesis submitted prior to beginning internship 	<ul style="list-style-type: none"> ▪ Offers stipends of a minimum of \$20,000 for a full-time one-year internship, or \$10,000 per year for two years during a half-time internship ▪ All CUPIP interns hold equivalent funding; Additional funding comes from hospital training sites, whenever possible
Lakehead University	<ul style="list-style-type: none"> ▪ All coursework, Clinical Practice Comprehensive Examination, and dissertation proposal defence completed ▪ Complete draft of methods and results section (e.g., data must be collected) submitted to thesis supervisory committee ▪ Strongly recommended that a full draft of the dissertation be complete 	<ul style="list-style-type: none"> ▪ Internship sites are very likely to give preference to students who are further along in their dissertation ▪ Internship site depends on type of practicum experience and desired population student wishes to declare competency in for professional registration

Institution	Specific Requirements Prior to Internship	Other
Memorial University	<ul style="list-style-type: none"> ▪ All coursework completed ▪ Comprehensive exam passed ▪ Research findings presented in a departmental seminar and draft of thesis submitted 	<ul style="list-style-type: none"> ▪ 1750 clock-hour internship ▪ Should be CPA accredited (or its equivalent)
Ryerson University	<ul style="list-style-type: none"> ▪ All course requirements completed & approval of the Director of Clinical Training 	
University of Regina	<ul style="list-style-type: none"> ▪ All coursework and comprehensive exams completed ▪ Sufficient progress made on PhD dissertation (proposal defended with data collection 25% complete) 	

Table 37

School Psychology Doctoral Only Programs: Internship Requirements

Institution	Specific Requirements Prior to Internship	Other
University of British Columbia	<ul style="list-style-type: none"> ▪ All coursework, comprehensive examinations, and practicum experiences completed ▪ Approval of dissertation proposal 	<ul style="list-style-type: none"> ▪ Doctoral students may seek internships in non-school settings; Must primarily involve psychological services to children/youth and must be supervised by a registered psychologist ▪ For students without a prior internship in a school setting, at least 600 hours must be in a school setting or deal with school-related issues
University of Toronto (OISE)	<ul style="list-style-type: none"> ▪ All coursework completed ▪ Must have 5 complete assessments and 100 hours of intervention experience documented in Clinic file ▪ Dissertation should be either completed or well underway 	<ul style="list-style-type: none"> ▪ Supervisor must provide written documentation to the Director of Clinical Training indicating that the student is ready for internship ▪ Students expected to enter the APPIC match process and apply for APA/CPA accredited placements

Faculty

Table 38

Clinical Psychology Master's/PhD Sequence Programs: Faculty

Institution	# of Core Faculty	Male to Female Ratio	Registered Psychologists	Research Focus
Dalhousie University	9	3:6	9	<ul style="list-style-type: none">▪ Addiction, Substance Abuse, Psychiatric Comorbidity, Pediatric Pain, Child Health Psychology, Sleep and Childhood Psychopathology, Attention, Behaviour and Academic Disorders in Children, School Psychology, Clinical & Cognitive Neuropsychology, Neurodevelopmental and Neurodegenerative Disorders, Outcomes of Cardiac Surgery, Multiple Chemical Sensitivities, Sex Differences in Brain Organization, Female Sexual Disorders, Romantic Relationships, Personality & Psychopathology

Institution	# of Core Faculty	Male to Female Ratio	Registered Psychologists	Research Focus
McGill University	12	7:5	7	<ul style="list-style-type: none"> ▪ General/Not Specified - 3 ▪ Child/Adoles./Family - 2 <ul style="list-style-type: none"> ▪ Adult – 6 ▪ Child/Adult - 1 ▪ Sexual Pain Disorders, Human Sexuality, Eating Disorders, Human Psychoendocrinology, Psychology of Pain & Disability, Anxiety, Depression, Stress, Cognitive & Neuropsychological Deficits of Children with ADHD, Self-Regulation & Goal Setting, Schizophrenia

Institution	# of Core Faculty	Male to Female Ratio	Registered Psychologists	Research Focus
Queen's University	11	4:7	8	<ul style="list-style-type: none"> ▪ General/Not Specified - 3 <ul style="list-style-type: none"> ▪ Adult - 4 ▪ Adult/Adolescents - 2 ▪ Child/Family - 2 ▪ Mood Disorders, Aggression, Assessment/Intervention of Neurocognitive Impairment, Schizophrenia, Bipolar Disorder, Sexual Psychophysiology, Gender Differences, Sexual Orientation/Functioning, Gender Identity, Bullying Problems from a Developmental Psychopathology Perspective, Personality Assessment, Role of Stress/Trauma in Etiology and Ongoing Pathology of Major Depression in Adolescence & Adulthood, Suicide, Sleep, Quality of Life of Individuals with Disabilities, Stress/Coping for Families/Caregivers, Sexual Dysfunction, Pain

Institution	# of Core Faculty	Male to Female Ratio	Registered Psychologists	Research Focus
Simon Fraser University	15	9:6	5	<ul style="list-style-type: none"> ▪ General/Not Specified - 7 ▪ Child/Adoles./Family - 4 <ul style="list-style-type: none"> ▪ Adult - 4 ▪ Borderline Personality Disorder, Emotion Regulation Problems, Self-Injury, Dialectical Behaviour Therapy, Couples' Relationships, Health & Peak Human Performance, Clinical-Forensic, Risk Assessment/Management, Psychopathy, Psychology & Law, Violence Risk, Psychological Assessment, Child/Family Therapy, Trauma, Family-Based Intervention, Oppositional Behaviour & Conduct Problems, Mental Health Programming

Institution	# of Core Faculty	Male to Female Ratio	Registered Psychologists	Research Focus
University of British Columbia	10	5:5	5	<ul style="list-style-type: none"> ▪ General/Not Specified - 4 <ul style="list-style-type: none"> ▪ Adult - 3 ▪ Adult/Child - 1 ▪ Child/Adoles./Family – 2 ▪ Anxiety Disorders, PTSD, Cognitive-Behaviour Therapy, Psychopathology, Schizophrenia, Bipolar Disorder, Gambling Behaviour, Sexual Dysfunction, Ethnic Differences in Sexual Behaviour/Attitudes, Menopause, Perfectionism, Depression, Suicide, Parent-Child Interactions, ADHD, Parenting/Parent Cognitions, Emotion, Self-Injury, Impulsivity, Clinical Assessment, Borderline Personality, Health Psychology, Cardiac Rehab.

Institution	# of Core Faculty	Male to Female Ratio	Registered Psychologists	Research Focus
University of Manitoba	11	6:5	10	<ul style="list-style-type: none"> ▪ General/Not Specified - 4 <ul style="list-style-type: none"> ▪ Child – 1 ▪ Child/Adoles./Family - 4 <ul style="list-style-type: none"> ▪ Adult – 2 ▪ Childhood Sexual Abuse and Psychological Difficulties, Resiliency in Children, Families with Special Needs, Family Violence, Intimate Partner Violence, Long-term Neurodevelopmental Effects of Premature Birth, Effects of Maladaptive Self-Knowledge on Healthy and Effective Self-Regulation, Obesity, Eating Disorders, Multiple Sclerosis, Aging & Mental Health, Mood & Anxiety Disorders, Rehabilitation Psychology, ADHD, Attachment-Based Therapies, Developmental Disorders
University of Ottawa	▪ 23 Full-Time Staff and 9 Clinical Professors	N/A	N/A	N/A

Institution	# of Core Faculty	Male to Female Ratio	Registered Psychologists	Research Focus
University of Saskatchewan	8	5:3	5	<ul style="list-style-type: none"> ▪ General/Not Specified – 3 ▪ Child/Adoles./Family – 2 <ul style="list-style-type: none"> ▪ Adult - 2 ▪ Adult/Adoles. - 1 ▪ Interpersonal Factors in Psychotherapy/Psychopathology, Depression & Interpersonal Competence, Daily Stress & Coping, Personality Disorders, Effects of Child Trauma, Child PTSD, Caregivers of Children with Trauma Histories, Child & Adoles. Development, Sleep Disorders, Adoles./Child Depression, Sports Psychology, Expert Witness, Women & Depression, Chronic Pain, Dementia, Risk Assessment of Adult/Young Offenders, Crime Prevention

Institution	# of Core Faculty	Male to Female Ratio	Registered Psychologists	Research Focus
University of Victoria	9	1:8	8	<ul style="list-style-type: none"> ▪ General/Not Specified - 1 ▪ Child/Adoles./Family – 4 <ul style="list-style-type: none"> ▪ Adult - 4 ▪ Family Relationships, Youth Adjustment, Parental-Adolescent Relationships, Clinical Lifespan Development, Divorce, Custody, Parenting, Child & Adolescent Psychopathology, Clinical Neuropsychology, Pediatric Neuropsychology, Attention & Memory Disorders, Anxiety, Depression, Health Psychology, Bereavement, Chronic Pain, Personality Disorders, Child Maltreatment, Effects of Sexual/Physical/Emotional Abuse, Cognitive Rehabilitation, Aging, Affective Neuroscience, Partner Aggression, Close Relationships, Substance Use

Institution	# of Core Faculty	Male to Female Ratio	Registered Psychologists	Research Focus
Western University	9	7:2	8	<ul style="list-style-type: none"> ▪ General/Not Specified - 3 ▪ Child/Adoles./Family - 2 <ul style="list-style-type: none"> ▪ Adult – 2 ▪ Child/Adult - 2 ▪ Cognitive Vulnerability to Depression, Cognitive Therapy, Mood Disorders, Risk, Developmental Psychopathology, Human Aggression & Violent Crime, Correctional Psychology, Substance Use, Executive Functioning, Forensic Psychology, Personality, Humour & Impression Formation, Stress, Coping, Mother-Infant Interaction, Attachment, Pediatric Sleep Problems, Health Psychology

Institution	# of Core Faculty	Male to Female Ratio	Registered Psychologists	Research Focus
York University (Clinical)	22	12:10	20	<ul style="list-style-type: none"> ▪ General/Not Specified - 12 ▪ Child/Adoles./Family –1 <ul style="list-style-type: none"> ▪ Adult - 9 ▪ Depression, Memory, Ethics & Professional Issues, Role of Culture in Psychotherapy, Attention, Basic Psychological Processes, Personality, Intimate Relationships & How Couples Adjust to Illness/Adversity/Loss, Coping, Grief, Psychosis, Shyness, Schizophrenia, CBT for Health Behaviour Change, Acute & Chronic Pain, Anxiety, Eating Disorders, Body Image

Institution	# of Core Faculty	Male to Female Ratio	Registered Psychologists	Research Focus
York University (Clinical Developmental)	14	4:10	14	<ul style="list-style-type: none"> ▪ Child/Adoles./Family – 13 ▪ Adult/Child - 1 <ul style="list-style-type: none"> ▪ Cognitive & Attention Skills in Children with Autism, Developmental Disabilities, Attachment & Parental Attributions, At-Risk Family/Children/Infants, Peer & Romantic Relationships in Adolescence, Dating Violence, School-Based Prevention of Dating Violence, Neuropsychology, Cognitive/Behavioural & Emotional Functioning of Children with Diabetes & Epilepsy, Forensic Psychology, Effective Models for Treatment of Psychological Trauma, Peer Relations of Aggressive Children, Bullying, Stress & Coping, Infant & Preschool Negative Affect Regulation, Major Depression in Adolescents, Attention Disorders, Intellectual Disabilities

Table 39

Clinical Psychology Combined Master's/PhD Programs: Faculty

Institution	# of Core Faculty	Male to Female Ratio	Registered Psychologists	Research Focus
University of Guelph	11	3:8	7	<ul style="list-style-type: none"> ▪ General/Not Specified - 3 ▪ Child/Adoles./Family - 5 <ul style="list-style-type: none"> ▪ Child - 3 ▪ Attachment, Parental Trauma History, Parental-Child Relational Processes, Cognitive, Linguistic & Motivation Influences on Acquisition of Literacy/Math Skills, Developmental Reading Disorders, Communication Development, Shyness, Learning Disabilities Adoption, Family Psychology, Child/Adolescent Aggression, Dating Violence, Peer Relations, Gender, PDD/Autism, Mood Difficulties, Depression, Suicide, Personality, Emotion Regulation, Abnormal Development, Childhood Maltreatment, Pediatric Pain, Chronic Pain, Family-Influences & Evidence-Based Treatment on Pediatric Pain, Public Health, Stress & Coping, Community Interventions, Child Anxiety Disorders, Developmental Psychopathology

Institution	# of Core Faculty	Male to Female Ratio	Registered Psychologists	Research Focus
University of New Brunswick	13	5:8	N/A	<ul style="list-style-type: none"> ▪ General/Not Specified - 5 <ul style="list-style-type: none"> ▪ Adult – 4 ▪ Child/Adoles./Family - 4 ▪ Human Sexuality, Vulnerability, Assessment & Treatment of Depression & Anxiety, OCD, Typical/Atypical Development, Autism Spectrum Disorder, Community-Based Intervention Programs, Executive Functioning, Learning & Memory, Early Brain/Biological Development, Neurodevelopmental Disorders, Chronic Illness/Pain, Health/Rehabilitation, Cognitive-Behavioural, Sexual Health, Intimate Relationships, Self-Concept/Identity, Biculturalism, Feminist Psychology, Emotional Behavioural Problems, Family Systems, Adolescent Development, Visual Memory, Cognition, Perception

Institution	# of Core Faculty	Male to Female Ratio	Registered Psychologists	Research Focus
University of Waterloo	8	3:5	5	<ul style="list-style-type: none"> ▪ General/Not Specified - 2 <ul style="list-style-type: none"> ▪ Adult – 4 ▪ Child - 2 ▪ Psychopathology, Eating Disorders, Shame & Self-Criticism, Child & Adolescent Neuropsychology, Anxiety, Cognitive-Behavioural Models of Social Anxiety, Cognitive Development, ADHD, Intimate Relationships, Stress, Depression, OCD, Hypnosis

Institution	# of Core Faculty	Male to Female Ratio	Registered Psychologists	Research Focus
University of Windsor	19 Clinical Faculty	8:11	15	<ul style="list-style-type: none"> ▪ General/Not Specified - 6 <ul style="list-style-type: none"> ▪ Adult – 5 ▪ Child – 2 ▪ Child/Adoles./Family - 6 ▪ Emotional & Neuropsychological Functioning & Assessment, Eating Disorders, Multicultural Counselling, Traumatic Brain Injury, Coping Strategies in Children, Children & The Internet, Word Recognition, Normal Memory Processing, Childhood Neuropsychological Disorders, Psychotherapy, Learning Disabilities, ADHD, Sport-Related Concussion in Children, Interpersonal Interests, Family Violence, Intimate Partner Violence, Autism, Clinical Assessment, OCD

Table 40

Clinical Psychology Doctoral Only Programs: Faculty

Institution	# of Core Faculty	Male to Female Ratio	Registered Psychologists	Research Focus
Concordia University	13	6:7	12	<ul style="list-style-type: none"> ▪ Depression, Anxiety, Psychotic Symptoms, Cognitive-Behavioural Therapy, Substance Use Disorders, Eating Disorders, Behaviour Disorders, Developmental Disorders, Sleep Disorders, Coping with Chronic Illness, Martial Problems, Social Skills Training, Treatment of Physical Illness & Related Psychological Problems, Personality/Interpersonal Problems, Attention/Treatment of Learning, Emotional, Social, and Behaviour Problems in Children, Family Issues, Sensory and Physical Disabilities, Child Management & Parenting

Institution	# of Core Faculty	Male to Female Ratio	Registered Psychologists	Research Focus
Lakehead University	7	4:3	6	<ul style="list-style-type: none"> ▪ Child/Adolescent/Family - 1 <ul style="list-style-type: none"> ▪ Adult - 4 ▪ Child/Adult - 1 ▪ Child/Adult/Family - 1 ▪ Adult psychological disorders (e.g., body image, eating behaviour), Cognitive Processes, Basic Processing Mechanisms, Psychopathology, Mood Disorders, Problem Gambling, Anxiety, Aging, Stress, Professional Burn-out, Aboriginal Mental Health, Social Determinants of Health, Mental Health Assessment, Neuropsychology, Effects of Hormones & Drugs on Human Health/Behaviour, High Risk Behaviours in Children/Adolescents, Depression/Self-Harm
Memorial University	7	2:5	7	<ul style="list-style-type: none"> ▪ Family/Children - 2 ▪ General/Not Specified - 5 ▪ Social Isolation, Eating Disorder Psychopathology/Treatment, Binge Eating Disorder and Obesity, Anxiety: Transmission from Parents to Children, Prevention

Institution	# of Core Faculty	Male to Female Ratio	Registered Psychologists	Research Focus
Ryerson University	▪ 31 Graduate Faculty	10:21	N/A	<ul style="list-style-type: none"> ▪ Adult – 7 ▪ Child/Adoles./Family – 10 ▪ General/Not Specified - 14 <p>▪ Aboriginal Health, Anxiety Disorders, Aging & Memory, Attachment & Psychopathology, Body Image & Health, Brain Mechanisms/Genetics, Children & Media, Chronic Illness, Cognition & psychopathology, Gender & Identity, HIV Prevention, Infant development, Music & Auditory Perception, Neuropsychology, Psychosocial Medicine, Psychology and Law, Sleep, Depression</p>

Institution	# of Core Faculty	Male to Female Ratio	Registered Psychologists	Research Focus
University of Regina	10	5:5	6	<ul style="list-style-type: none"> ▪ General/Not Specified - 4 <ul style="list-style-type: none"> ▪ Adult – 4 ▪ Child/Adoles./Family – 2 ▪ Clinical Neuroscience, Traumatic Brain Injury, Anxiety Disorders, Health Anxiety, Acute/Chronic Pain, Mood/Somatic Disorders, Traumatic Stress, Strategies for Improving Health Care, Assessment/Treatment of Anxiety/Depression, Fear, Ethics/Professional Issues, Aging, Gender & Ethnicity, Transition to Parenthood, Infant Sleep, Childhood Disorders, Early Onset Psychosis, Childhood Psychopathology

Table 41

School Psychology Doctoral Only Programs: Faculty

Institution	# of Core Faculty	Male to Female Ratio	Registered Psychologists	Research Focus
University of British Columbia	6	N/A	3	<ul style="list-style-type: none"> ▪ Child/Family - 5 ▪ Not Specified - 1 <ul style="list-style-type: none"> ▪ Developmental Assessment of Young Children, Family & Community-Based Services for Preschool/School-Aged Children, Family-School Relationships, Prevention, School-Readiness Factors, High-Risk Youth, Bilingual Assessment & Test Development, Social/Contextual Influences on Children's Academic/Behavioural Functioning, Anxiety Disorders Prevention/Intervention

Institution	# of Core Faculty	Male to Female Ratio	Registered Psychologists	Research Focus
University of Toronto (OISE)	8	2:6	2	<ul style="list-style-type: none"> ▪ All 8 faculty members focused on child/adolescent/family ▪ Adolescent Depression, Autism, ADHD, Learning Disabilities, Psychoeducational Assessment & Intervention, Externalizing Behaviour Disorders, Prevention & Treatment of Behaviour Disorders, Violent Families, Conduct Difficulties, Individuals with Developmental Disabilities, Adults with Acquired Brain Injuries, Parental Marital Conflict, Parental Depression, Hostility in the Parent-Child Relationship, Anxiety Childhood Aggression, Social-Cognitive Development

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Appendix A

List of Programs Reviewed and URL Links to Program Information

Concordia University Clinical Psychology Program:

<http://www.psychology.concordia.ca/graduateprograms/programoptions/researchandclinicaltrainingoption/>

Dalhousie University Clinical Psychology Program:

http://www.dal.ca/content/dam/dalhousie/pdf/faculty/psychology_neuroscience/Graduate%20Program/Curriculum%20Handbook.pdf

Lakehead University Clinical Psychology Program:

<http://psychology.lakeheadu.ca/wp/?pge=51>

McGill University Clinical Psychology Program:

http://www.psych.mcgill.ca/grad/program/clinical_program.htm

Memorial University Clinical Psychology Program:

<http://www.mun.ca/psychology/graduate/psyd.php>

Queen's University Clinical Psychology Program:

<http://www.queensu.ca/psychology/Graduate/Graduate-Programs/Clinical.html>

Ryerson University Clinical Psychology Program:

<http://www.ryerson.ca/psychology/graduate/index.html>

Simon Fraser University Clinical Psychology Program:

http://www.psyc.sfu.ca/grad/index.php?topic=clin_overview

University of British Columbia Clinical Psychology Program:

<http://psych.ubc.ca/graduate/programs-2/>

University of British Columbia School Psychology Program:

<http://psych.ubc.ca/graduate/programs-2/>

University of Calgary Clinical Psychology Program:

<http://psychology.ucalgary.ca/graduate-program/program-clinical-psychology>

University of Guelph Clinical Psychology: Applied Developmental Emphasis Program:

<http://www.uoguelph.ca/cpade/index.shtml>

University of Manitoba Clinical Psychology Program:

<http://www.umanitoba.ca/faculties/arts/departments/psychology/graduate/index.html>

University of New Brunswick Clinical Psychology Program:

<http://www.unb.ca/fredericton/arts/graduate/psychology/clinical/index.html>

University of Ottawa Clinical Psychology Program:

<http://www.grad.uottawa.ca/Default.aspx?tabid=1727&monControl=Programmes&ProgId=579>

University of Regina Clinical Psychology Program:

<http://www.uregina.ca/arts/psychology/programs/clinical.html>

University of Saskatchewan Clinical Psychology Program:

<http://artsandscience.usask.ca/psychology/programs/clinical/>

University of Toronto Clinical/School Psychology Program:

http://www.oise.utoronto.ca/aphd/Prospective_Students/Programs/School_Clinical_Child_Psychology/index.html

University of Victoria Clinical Psychology Program:

<http://www.uvic.ca/socialsciences/psychology/graduate/clinical-psychology/index.php>

University of Waterloo Clinical Psychology Program:

<https://uwaterloo.ca/psychology/research/research-areas/clinical-psychology>

University of Windsor Clinical Psychology Program:

<http://www1.uwindsor.ca/psychology/93/clinical-program>

Western University Clinical Psychology Program:

<http://psychology.uwo.ca/clinical.htm>