# Psy.D. Program Description

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Administrative Structure

Memorial University’s Psy.D. program reflects an on-going collaboration between the Department of Psychology, the Student Wellness and Counselling Centre (SWCC), Eastern Health and the Association for Psychologists in Newfoundland Labrador. Housed within the Department of Psychology in the Faculty of Science, the program is administered by a Psy.D. Program Director and a Director of Clinical Training, in consultation with an administrative committee. The Directors, who must be registered Psychologists and hold a full-time positions in the Department of Psychology at Memorial University, are appointed by the Head of the Psychology Department following a consultative process that includes the faculty most directly associated with the Psy.D. program. The Psy.D. Program Director is responsible for the overall management of the program and oversees admissions, coursework, research training and dissertation work. The Director of Clinical Training is responsible for managing clinical practica and oversees comprehensive examinations, the internship application process, as well as student's clinical professional development.

Psy.D. Administrative Committee

The Psy.D. Administrative Committee is co-chaired by the Psy.D. Program Director (PD) and the Director of Clinical Training (DCT), and includes representatives from the academic units involved in the program, Eastern Health, the Association of Psychology in Newfoundland Labrador and the Psy.D. student body. Committee members are appointed by the Head of the Psychology Department, on the recommendation of the Director in consultation with the Psy.D. Administrative Committee. The student representative is elected by the students.

The Psy.D. Administrative Committee is the main body for developing and monitoring policy, procedures, and program content. It also oversees each student’s program of study and is responsible for recommending admission to the program, termination from the program and course waivers.

The Psy.D. Administrative Committee meets monthly, or more often as necessary, at the call of the Program Director. Additional executive meetings with no student representatives are scheduled annually or more often as needed for the purpose of student review at the call of the Program Director. Teaching retreats which include the Psy.D. Administrative Committee and other faculty teaching within the Psy.D. program are scheduled on an annual basis to discuss on-going program development.

Minutes of regular meetings and teaching retreats are available on-line and are also forwarded directly to the Head of the Department of Psychology and the Director of the Student Wellness and Counselling Centre. Minutes of executive meetings are made available only to members of the committee.
Department of Psychology Clinic
The Department of Psychology Clinic provides an essential site for training Psy.D. students. The two initial practica take place at the Psychology Clinic, as do subsequent optional placements, teaching and research activities.

The Psychology Department Clinic is located off-campus at 75 Tiffany Court. The clinic has shared office space for faculty and students, a seminar/resource room, administrative office space, a waiting area, and a variety of rooms appropriate for assessment, therapy and research involving adults, children and families.

The Director of Clinical Training serves as the Director of the Psychology Clinic and is responsible for ensuring that appropriate policies and procedures are in place. A summary of the activities of the Psychology Clinic is provided to the Head of Psychology on an annual basis.

Mission Statement and Training Model
Based upon the scholar-practitioner model, the Psy.D. program trains doctoral-level clinical psychologists to practice in a wide range of settings through intensive course work and supervised clinical training. The program was based on the CPA model Psy.D. curriculum and designed to meet the registration requirements of the Newfoundland Psychology Board as well as other Canadian provinces. The clinical generalist training model provides students with a broad foundation of knowledge and skills in assessment, diagnosis, treatment and prevention of psychological disorders, as well as in the promotion of overall health and wellness. Integration of clinical and research skills prepares students for evidence-based practice.

Scholar-Practitioner Model
The goal of the Psy.D. program training model is to promote an integration of research and practice. The aim is to teach students to become practitioners who are skilled in critically evaluating and applying research findings to inform their clinical practice. This includes both the incorporation of new evidence into practice as well as active involvement in clinical research activities such as program development and evaluation and analysis of case studies.

Generalist Training
Our goal is to prepare clinical psychologists for practice in a wide range of professional settings and in a rapidly changing scientific and human services environment. A clinical generalist program provides students with a broad and flexible foundation of clinical and research skills. Generalist training allows for opportunities to gain experience working with clients across the lifespan, with families, and also with clients from diverse socioeconomic and cultural backgrounds. The Psy.D. Program serves the needs of the province of Newfoundland and Labrador generally, and training includes a focus on issues related to meeting the mental health needs of individuals and groups from diverse cultural, ethnic and socioeconomic backgrounds in both rural and urban communities. Exposure to a variety of evidence-based theoretical approaches is emphasized and students are exposed to a number of theoretical perspectives, including cognitive-
behavioral, interpersonal, psychodynamic, developmental, and family systems.

**Accreditation**

Our Psy.D. program is based on the Canadian Psychological Association’s (CPA’s) model Psy.D. curriculum. We adhere to all standards, guidelines and policies of CPA.

The program has submitted its application for CPA accreditation. Accreditation is to take place October 2017.

The offices of accreditation can be contacted as follows:

Office of Accreditation  
Canadian Psychological Association  
141 Laurier Ave. West, Suite 702  
Ottawa ON K1P 5J3  
1-888-472-0657 X328  
accreditation@cpa.ca
Curriculum

Overview

Competency Framework

The Mutual Recognition Agreement of the Regulatory Bodies for Professional Psychologists of Canada (MRA; 2001) identified five core competencies for professional psychologists – interpersonal relationships; assessment and evaluation; intervention and consultation; research and ethics and standards. In addition, supervision is considered a core competency in many jurisdictions and training in supervision is required by CPA accreditation standards. These six competencies provide a framework for both the curriculum and the evaluation of students in the Psy.D. program.

Overall Requirements

Successful completion of the Psy.D. program requires passing a sequence of required academic courses and supervised practica, passing a comprehensive examination, successfully defending a doctoral dissertation, and completing an approved clinical pre-doctoral internship.

Student Log

Students are required to maintain a portfolio that includes a log tracking their academic and practicum experiences using software such as Time-to-Track and copies of documentation relating to practica (e.g., evaluations, goals and objectives forms) and academic coursework (e.g., course outlines).

Academic Coursework

Academic courses in the core curriculum cover the knowledge base in each of the six competencies noted above; professional skills and attitudes are further developed through practica in the MUN Psychology Clinic and off-site placements. Ethical, socio-cultural and other diversity issues are incorporated into all of the courses and practica so as to ensure their integration into all aspects of the curriculum. As per CPA guidelines for programs in professional psychology, a separate semester-length course in ethical issues in professional psychology practice is also part of the core curriculum. In order to prepare students to work effectively as part of a multidisciplinary team, students are also required to complete five modules in interprofessional education developed by the Centre for Collaborative Health Professional Education. In addition, students are required to complete one graduate course in an area of psychology other than clinical (e.g., developmental, cognitive, social, neuroscience) as recommended in the CPA model Psy.D. curriculum. A total of 13 academic courses are required.
**Practica**

Practica are an integral part of the Psy.D. program, given the emphasis on clinical training in this degree. Students are required to complete a minimum of 1494 hours of practicum training under the supervision of a registered psychologist. (Note: This does not include the predoctoral internship). Normally, at least 50% of the total hours of supervised experience will be in service-related activities, with at least 25% in face-to-face client contact. Normally, a minimum of 15% of the practicum hours will be spent in individual supervision. Normally, a maximum of two practica may be supervised by a doctoral intern working under the supervision of a registered psychologist, in which case 5% of their hours will be spent in face-to-face supervision with the registered psychologist.

Students are required to rotate through a minimum of four different clinical training sites chosen from a variety of settings such as the university clinic, inpatient mental health units, outpatient health care clinics, schools and private practices. Students are required to complete at least one practicum in an adult setting and one in a setting providing services for children and/or youth under the age of 18 years. A practicum in a rural setting, including a focus on the development of interprofessional practice skills is also required. All students complete their first two practica in the MUN Psychology Clinic.

Students involved in training at a practicum site must participate concurrently in an on-campus weekly practicum seminar. The seminars provide an opportunity to review training experiences and clinical challenges experienced during the practicum and to discuss topics essential to clinical practice and professional development.

Students are evaluated throughout their practica with respect to their competence in the areas of assessment, intervention, supervision, and all aspects of professional conduct, as well as participation in the practicum seminars and any projects assigned during those seminars. A total of 9 practicum courses are required.

**Comprehensive Examination**

Following the winter semester of their second year in the program, students are required to pass a comprehensive exam, designed to assess their mastery of both theoretical and applied knowledge and skills in professional psychology. This examination will entail both oral and written components.

**Dissertation**

Students are required to complete a research project leading to the completion of an acceptable doctoral dissertation during their course of study. This normally entails developing a clinically-relevant research proposal, collecting and analyzing data, writing up the findings in the form of a doctoral dissertation, and defending the dissertation in an oral examination. The dissertation proposal should be approved by the dissertation committee by end of Year 1. Data collection should be completed by September 1st of Year 3. The written dissertation should be submitted before the start of the pre-doctoral internship.

**Predoctoral Internship**

Students are required to complete an approved twelve-month 1750 clock-hour predoctoral internship in Year 4.
### Program of Study

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<th>Fall Semester</th>
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Note: A non-clinical graduate psychology course must be completed in Year 2 or 3 depending on course availability.
Course Descriptions

The following course descriptions are organized in terms of the six core competencies outlined above. A total of 13 courses and 9 practica are required.

A. Relationship Competency

Psychology 6612 Adult Psychopathology reviews theory and research concerning problems with psychological functioning from a biopsychosocial perspective. The course includes a critical examination of categorical and dimensional systems of classification with a specific focus on familiarization with the DSM system. Theory and research concerning the role of sociocultural factors with respect to psychological adjustment are examined. Students learn how to conceptualize psychological functioning using various theoretical models from which appropriate therapeutic interventions may be derived.

Psychology 7010 Practicum in Ethics and Relationship Skills provides an introduction to clinical practice. Under supervision, students learn skills in building relationships with clients, conducting and writing up initial interviews, and applying ethical principles. The practicum requires that students spend 4 hours per week for 12 weeks working under supervision in the Psychology Department clinic and attend a weekly seminar.

B. Assessment Competency

Psychology 6620 Principles of Adult Assessment and Diagnosis introduces students to the knowledge, skills, and tools relevant in the conduct of a comprehensive psychological assessment. Beginning with an overview of the historical and ethical underpinnings of contemporary approaches to psychological assessment and diagnosis, students will learn about best practices in evidence-based assessment occurring in different contexts and with different populations. Students will learn about the process of psychological evaluation including understanding principles of test construction and measurement, professional and ethical concerns related to the selection of appropriate assessment tools, understanding and interpreting referral questions, and writing of psychological reports. Students will be introduced to several types of assessment, and discuss relevant professional issues related to assessment of suicidality, crisis assessment and intervention, as well as reporting abuse and conducting custody assessments. The course will address how standardized measures are used in conjunction with the full range of information gathering strategies (clinical interviews, behavioral observation, and information from collaterals) that are germane to the process of assessment and diagnosis.
Psychology 6623 Child Psychopathology, Assessment and Diagnosis reviews theory and research in developmental psychopathology. The course focuses on conceptualizing and assessing children’s disorders from a developmental perspective. The role of family, culture and community in shaping the expression of children’s disorders is integrated with a consideration of biological and psychological factors. A multimethod approach to assessment is reviewed with respect to specific childhood disorders. Ethical issues related to the assessment of children are discussed.

Psychology 7020 Practicum in Adult Assessment and Diagnosis provides an introduction to adult psychometric assessment. Students learn to administer a selected battery of psychometric tests, interpret the results and write an integrative report of their findings and recommendations. The practicum requires that students spend 8 hours per week for 12 weeks working under supervision in the Psychology Department clinic and attend a weekly seminar.

Psychology 7022 Practicum in Child Assessment and Diagnosis provides an opportunity for students to complete a psychological assessment of a child. Students will administer a selected battery of psychometric tests and interviews, interpret the results, provide verbal feedback and write an integrative report of their findings and recommendations. Where possible they will also participate in a case conference or school meeting. The practicum requires that students spend 16 hours per week for 6 weeks working under supervision in the Psychology Clinic and attend a weekly seminar.

C. Intervention Competency

Psychology 6630 Principles of Intervention with Adults reviews major theoretical approaches (e.g., psychodynamic, interpersonal, systemic, experiential, cognitive-behavioural) from the perspective of conceptualizing client problems and the process of therapeutic change from an evidence-based approach to case formulation and treatment planning. Techniques appropriate for use with individuals, couples, families, and groups are included. Ethical issues relating to intervention are discussed.

Psychology 6631 Principles of Intervention with Children reviews developmental approaches to intervention with children. Individual, family, and community interventions are included. Interventions are reviewed with respect to their theoretical and empirical foundations. Ethical issues relating to interventions with children are discussed. The importance of culturally relevant interventions is emphasized.

Psychology 6632 Community Interventions focuses on prevention and intervention programs at the community level. This course is taught from a critical perspective exposing students to an alternative perspective on Community Psychology focused on values and evidence particularly from a social justice perspective. Strategies for lowering risk factors, enhancing protective factors and resilience, and program development are reviewed with respect to both theory and empirical evidence. A particular focus of the course is on how a community psychology approach is relevant to working in rural settings.
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Psychology 6633 Clinical Psychopharmacology examines the theoretical basis for the action of psychoactive medications and reviews empirical evidence concerning their effectiveness and side effects across the lifespan.

Psychology 7030 Practicum in Assessment and Intervention I provides supervised training in approved clinical settings, with an emphasis on developing breadth and depth in students’ clinical experience. The practicum requires that students spend 15 hours per week for 12 weeks working under supervision in an approved clinical setting and attend a weekly seminar.

Psychology 7031 Practicum in Assessment and Intervention II provides supervised training in approved clinical settings, so as to further develop breadth and depth in students’ clinical experience. The practicum requires that students spend 15 hours per week for 12 weeks working under supervision in an approved clinical setting and attend a weekly seminar.

Psychology 7032 Practicum in Assessment and Intervention III provides supervised training in approved clinical settings, so as to further develop breadth and depth in students’ clinical experience. The practicum requires that students spend 30 hours per week for 6 weeks working under supervision in an approved clinical setting and attend a weekly seminar.

Psychology 7033 Practicum in Advanced Assessment and Intervention I provides supervised training in an approved clinical setting, with an emphasis on the development of advanced assessment and intervention skills in an area of specialization. The practicum requires that students spend 15 hours per week for 12 weeks working under supervision in an approved clinical setting and attend a weekly seminar.

Psychology 7034 Practicum in Advanced Assessment and Intervention II provides supervised training in an approved clinical setting, with an emphasis on the development of advanced assessment and intervention skills in a second area of specialization. The practicum requires that students spend 15 hours per week for 12 weeks working under supervision in an approved clinical setting and attend a weekly seminar.

Psychology 7035 Practicum in Rural Intervention and Interprofessional Practice takes place in a rural setting, with face-to-face supervision as well as teleconferencing. Students acquire skills relevant to work in a rural setting, including working collaboratively with other healthcare professionals. The practicum requires that students spend 30 hours per week for 6 weeks working under supervision in an approved rural setting and participate in a weekly seminar.
Psy.D. Program Description

D. Research Competency

Psychology 6000 Advanced Statistics
Course offered by the Psychology Department, required for all psychology graduate students.

Psychology 6001 Research Design
Course offered by the Psychology Department, required for all psychology graduate students.

Psychology 6602 Research Design in Clinical Psychology is designed to build competencies in research design and methodology for practicing clinical psychologists. Course objectives include developing knowledge and skill in: developing worthwhile and clinically relevant research questions; major approaches to research design in practice settings; clinical applied research assessment methods and strategies; fundamentals of data collection and analysis in practice settings; program evaluation; and interpretation and dissemination of results.

E. Ethics and Standards Competency

Psychology 6611 Ethics of Professional Practice examines professional ethics from a legal and regulatory perspective. The focus is a detailed review of the current Canadian Psychological Association’s Code of Ethics for Psychologists, Practice Guidelines For Providers of Psychological Services, and the ASPPB Code of Conduct with an emphasis on ethical decision-making. Students analyze scenarios that illustrate ethical issues in clinical practice and research and reflect on how their own biases may impact their ethical decision making in these situations.

Psychology 6670 Interprofessional Education introduces students to key concepts and skills related to collaborative practice in health and social care settings. Students complete 11 interprofessional education (IPE) activities over three years (First year-4: Second year-5: Third year - 2) with the first eight sessions focused on the process associated with collaborative practice skill development (Interprofessional Skills Training -IPST) and the last three sessions structured to be increasingly complex case-based interprofessional sessions. Students will be learning with, from, and about other students from medicine, nursing, pharmacy, human kinetics and recreation, police studies and social work throughout all IPE sessions. The IPE sessions are organized sequentially to build on knowledge and skills.

F. Supervision Competency

Psychology 6650 Supervision examines central issues in clinical supervision, including the supervisory relationship, power differentials, cultural differences, methods of evaluation, and ethical and legal considerations. Students are introduced to the major models of supervision and become familiar with a variety of supervision formats.
Comprehensive Exam

The Psy.D. Comprehensive Exam is designed to examine the clinical application of the knowledge and skills acquired through course work and practica. A Comprehensive Examining Committee consisting of core Psy.D. faculty and others as appropriate will be formed on an annual basis. The Comprehensive Exam process will entail conducting a psychological assessment, writing a comprehensive psychological report, including a critical review of relevant theory and research, and passing an oral examination based on the assessment and report. The psychological assessment will involve a clinical interview and utilization of a variety of psychological tests tested on an SP (not an actual patient/client). All students will be examined by a subgroup of three members of the Comprehensive Examining committee.

SGS Calendar Regulations for the conduct of comprehensive examinations will apply (http://www.mun.ca/regoff/calendar/sectionNo=GRAD-0024)
Dissertation

Each student is required to complete a dissertation that should be primarily applied in nature and relevant to the practice and science of clinical psychology. Three summer semesters have been formally allocated to work on the dissertation project; however, the student is expected to work on the dissertation throughout the program. By the end of the summer following the first year of study, the student is expected to have completed and defended a research proposal approved by the student’s dissertation committee and have obtained ethics approval for the project from the appropriate research ethics committee (see [http://www.mun.ca/research/ethics/humans/icehr/](http://www.mun.ca/research/ethics/humans/icehr/)). By September 1 of the third year of study, the student must have completed data collection for the dissertation. Students are expected to present their findings in a departmental research colloquium during Year 3 before internship. By the third summer of the program, the student is expected to write up the findings of the research for submission as a formal thesis document.

School of Graduate Studies general regulations concerning evaluation of PhD dissertations are followed ([http://www.mun.ca/regoff/calendar/sectionNo=GRAD-0026#GRAD-0838](http://www.mun.ca/regoff/calendar/sectionNo=GRAD-0026#GRAD-0838)).

Dissertation Supervisory Committee

A dissertation supervisory committee is formed for each student by the dissertation supervisor in consultation with the student. This committee should be in place by the end of the fall term during the first year of study. The dissertation supervisory committee consists of the dissertation supervisor, two other faculty members and, if appropriate, a representative from the agency involved in the student’s proposed research. At least one member of the committee must be a full-time faculty member of the Department of Psychology.

Based on SGS regulations, the functions of the Supervisory Committee include:

- Deciding, in consultation with the candidate, the subject of research, and to recommend these for approval to the Psy.D. Program Director;
- monitoring the candidate's progress in their research;
- Recommending to the Psy.D. Program Director, after consultation with the candidate, necessary changes in the subject of research;
- completing a Supervisor Approval Form, indicating that the thesis is ready for examination; and
- Recommending to the Dean suitable persons to act as members of the Dissertation Examining Board.
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Predoctoral Internship

Students are required to complete a twelve-month 1750 clock-hour predoctoral clinical internship that is approved by the Psy.D. Administrative Committee. In choosing an internship, students consult with the DCT and are guided by the CPA Accreditation Standards and Procedures for Doctoral Programmes and Internships in Professional Psychology (Fifth Revision, 2011). Potential sources for sites of internships include those listed in the APPIC (Association of Psychology Postdoctoral and Internship Centers) Directory and the CCPPP (Canadian Council of Professional Psychology Programs) Directory of Pre- and Post-Doctoral Internships in Clinical Psychology.

Normally, students cannot begin their internship until all course work is completed, they have passed their comprehensive exam, presented their research findings in a departmental seminar and completed their data collection. Part 2 of the APPIC application form requires the DCT to verify the dates on which all of these have been completed or are expected to be completed by the applicant.

Admission Regulations

Admission requirements

Students will only be admitted to the program on a full-time basis. Applicants are required to have an undergraduate Honours degree in psychology including an honour’s thesis. Students are expected to have successfully completed undergraduate courses in each of the following areas:

a. Abnormal psychology
b. Developmental psychology
c. Neuroscience (Biological Psychology)
d. Cognition
e. Learning (Behaviour Modification)
f. Social psychology
g. History of Psychology
h. Statistics
i. Research design

Note: Students with Master’s level degrees who wish to be considered for the program must have completed an undergraduate Honours degree in Psychology, and have fulfilled the undergraduate course requirements described above.
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Application Process
Applications must be made on-line to the School of Graduate Studies (SGS) at www.mun.ca/become/graduate/apply/.

Applications must include:

- SGS application form
- official transcripts of university studies
- results of the TOEFL (if necessary)
- results of the Graduate Record Examination (verbal, quantitative and analytical subtests)
- three academic letters of recommendation
- one letter of recommendation must specifically address the suitability of the applicant for clinical work
- a personal statement (500 words) describing the applicant’s interests in clinical psychology and career goals

Admissions Process
Admission to the program is competitive. Applicants are ranked by an Admissions Committee according to academic aptitude, personal and interpersonal competence, clinical and professional potential. Work experience, research experience and extra-curricular activities, including volunteer work, are also taken into consideration. The committee compiles a short-list of applicants based on these rankings.

Short-listed applicants are interviewed by at least two members of the Admissions Committee, preferably in person. As part of the interview, applicants are asked to indicate their preferences concerning potential research supervisors. Potential research supervisors then determine whether applicants who are acceptable to the Psy.D. Admissions Committee and interested in working with them are suitable by reviewing the application and further interviewing the student. A student will not be accepted if a research supervisor is not identified.

Recommendations concerning admissions are made to the Graduate Studies Committee of the Psychology Department.

Deadline for applications
The deadline for receipt of applications and all supporting documents is January 5.
Admission decisions will generally be made by April 15th.

Number of students accepted
A maximum of six students are accepted each year. This number is based on availability of practicum placements and university resources such as faculty available for supervision and space.
General Regulations

Registration

- All graduate students must be registered in each semester until all academic requirements for the degree have been met, except during periods for which leaves of absence have been granted.
- A student may not concurrently pursue studies leading to any other degree without the prior approval of the Dean.
- Students intending to withdraw from the program must inform the Psy.D. Program Director and the Dean of Graduate Studies in writing.
- The maximum period of the program is seven years beyond first registration.

Leaves of Absence

A leave of absence is a period of time during which a student is not required to register; no fees are assessed; and the time granted is not counted in the maximum time period permitted for a graduate program.

In the event that circumstances prevent a student from pursuing his/her program, the student may apply to the Dean of Graduate Studies for a leave of absence.

A student may normally apply for only one leave of absence during his/her program. The maximum leave of absence shall normally not exceed 12 months.

Graduate Student Conduct

All students shall adhere to Memorial University’s policies and guidelines relating to academic scholarship, integrity and ethical conduct informing the design, conduct, and reporting of responsible research. Principles and procedures concerning academic misconduct are described at [http://www.mun.ca/regoff/calendar/sectionNo=GRAD-0029](http://www.mun.ca/regoff/calendar/sectionNo=GRAD-0029)

Appeal of Regulations

School of Graduate Studies regulations concerning appeals will be followed [http://www.mun.ca/regoff/calendar/sectionNo=GRAD-0021](http://www.mun.ca/regoff/calendar/sectionNo=GRAD-0021)

Evaluation

School of Graduate Studies regulations concerning academic standing apply. [http://www.mun.ca/regoff/calendar/sectionNo=GRAD-0022](http://www.mun.ca/regoff/calendar/sectionNo=GRAD-0022)

- Failure to attain a final passing grade of A or B in an academic course shall lead to termination of a student's program
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- The Supervisor and the Dissertation Supervisory Committee may recommend that a candidate be required to withdraw from the program, if after consultation with the candidate, the candidate's dissertation work is deemed to have fallen below a satisfactory level.
- Practica are evaluated on a pass/fail basis.
- Comprehensive exams are evaluated on a 4 point scale (pass with distinction, pass, reexamination, fail).
- Theses are evaluated on a 5 point scale (pass with distinction, pass, pass subject to conditions, reexamination required, fail).
- Failure in the internship, dissertation or comprehensive examination, academic course or practicum, will lead to termination of the program.

There is no option for a Master’s level exit in clinical psychology. Academically sound students may apply for a transfer to an experimental psychology program should they wish to do so.

All students will receive a written evaluation by the Director at the end of each year. This evaluation will address performance and progress in the six competencies defined by the MRA, as evidenced in academic courses, practica and other program requirements. If a significant area of difficulty has been identified, a remediation plan will be proposed. Students whose difficulties persist despite remediation will be required to withdraw from the program.

**Termination**

In accordance with SGS regulations, grounds for termination are as follows:

- failure to comply with the conditions of admission
- failure to register in any semester by the final date for required courses
- failure to obtain the required grades in courses
- failure in comprehensive examination
- demonstrated lack of progress in a program supported by written documentation
- recommendation of the supervisory committee
- failure of dissertation, practica, or internship
- academic or professional misconduct
- a reasonable likelihood that a student's health or conduct could result in endangering the lives, health or safety of other persons on campus or in settings related to the student's university studies.
- a serious breach of the CPA code of ethics

*If a student is required to discontinue his/her studies under any of the above clauses, that student will be advised in writing of the nature of the case against him/her and will be advised of the right to appeal before the penalty imposed takes effect.*
**Practicum Sites**

*MUN Department of Psychology Clinic*

*Eastern Health*

*Student Wellness and Counselling Centre (SWCC)*
  
  [http://www.mun.ca/counselling/home](http://www.mun.ca/counselling/home)

**Timeline for External Practica**

**Organizational Deadlines**

<table>
<thead>
<tr>
<th>Deadline</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 15 (for fall practica)</td>
<td>List of available practica given to students. Students are asked to rank and explain their preferences.</td>
</tr>
<tr>
<td>October 15 (for winter practica)</td>
<td></td>
</tr>
<tr>
<td>February 15 (for intersession practica)</td>
<td></td>
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<tr>
<td>May 30 (for fall practica)</td>
<td>Students submit rank order for available practica.</td>
</tr>
<tr>
<td>October 30 (for winter practica)</td>
<td></td>
</tr>
<tr>
<td>February 28 (for intersession practica)</td>
<td></td>
</tr>
<tr>
<td>June 15 (for fall practica)</td>
<td>Assignment of students to placements.</td>
</tr>
<tr>
<td>November 15 (for winter practica)</td>
<td>List of students and supervisors circulated to students, supervisors and the faculty practicum coordinators.</td>
</tr>
<tr>
<td>March 15 (for intersession practica)</td>
<td>DCT and site coordinators sign practicum agreements.</td>
</tr>
<tr>
<td>July 1 (for fall practica)</td>
<td>Students meet with practicum supervisors to review their practicum portfolio and discuss goals and expectations.</td>
</tr>
<tr>
<td>December 15 (for winter practica)</td>
<td></td>
</tr>
<tr>
<td>April 30 (for intersession practica)</td>
<td></td>
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</tbody>
</table>

**Practicum Timeline**

| Week 1                          | - Students begin clinical work in the practicum setting               |
|                                 | - Completion of goals and objectives form                             |
|                                 | - Supervisors meet with the faculty practicum coordinator             |
| Week 6                          | - Completion of midterm evaluation                                    |
|                                 | - Meet with Faculty Practicum Coordinator                             |
| Week 7                          | - Student review in executive session of the Administrative Committee |
| Week 12                         | - Completion of final evaluation                                       |
| Week 13                         | - Student Review in executive session of the Administrative Committee |
Psy.D. Program Description

Psychology Department

_Psy.D. Core Faculty_

<table>
<thead>
<tr>
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