

# Doctor of Psychology (PsyD) Program Brochure

Department of Psychology  
Memorial University of Newfoundland



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## **About this Brochure**

This brochure is updated annually by the PsyD program to distribute to incoming first-year Doctor of Psychology (PsyD) students. It provides valuable information about on-campus resources available to graduate students, faculty and their roles, and contact information. This brochure also provides general tips and career related information. Feedback is welcomed and encouraged for future editions.

Although every effort has been made to ensure the accuracy of the information in this brochure, there may be errors, in part because Memorial is a dynamic institution where things are constantly changing. Please confirm any important details. Please send any comments or corrections to the Director of Clinical Training (psyd.dct@mun.ca).

## **Land Acknowledgement**

We respectfully acknowledge the territory in which we gather as the ancestral homelands of the Beothuk, and the island of Newfoundland as the ancestral homelands of the Mi'kmaq and Beothuk. We would also like to recognize the Inuit of Nunatsiavut and NunatuKavut and the Innu of Nitassinan, and their ancestors, as the original people of Labrador. We strive for respectful relationships with all the peoples of this province as we search for collective healing and true reconciliation and honour this beautiful land together.

## Things to do Before, or During, Your First Week on Campus

### 1. *Set up your MUN Login Account*

To register for your MUN log in account, go to <https://login.mun.ca/create-account> to set up your Account. MUN Login is your gateway to a number of Memorial's online services including your MUN email account, as well as Brightspace for online learning and course materials, Memorial University Libraries for the latest research, Memorial Researcher portal for applying for ethics, Qualtrics for online surveys, and Webex for virtual meetings. For help contact the ITS service desk at 709-864-4595 or [help@mun.ca](mailto:help@mun.ca)

### 2. *Set up your @mun.ca email address*

Memorial University sends most official correspondence to students through email, including information about admission/readmission, registration date/time, student account balance, and student enrollment verification. Memorial has a single email policy, meaning all students are provided with an @mun.ca email address and all official email correspondence will be sent only to this email address. This ensures that official communications between students and the University are secure, efficient and environmentally friendly. To set up your @mun.ca email account, create your MUN login ID. If you have questions or problems with activating your MUN login ID or student email, contact Information Technology Services.

### 3. *Request your University Card/Student ID*

Students are asked to request your Campus Card online through my.mun.ca. Select "Request a Card" under the "Student Services" form. This option may only show up once you have the ability to register for courses. If you are staying in the St. John's on campus residence, you will receive your card when you check in. All other cards will be mailed out.

A piece of government-issued photo ID (passport, driver's license, military ID) is required to be attached to your request (photo or scan) to verify your address and identity. Once your request has been processed, you will receive an email to your @mun.ca email address to notifying you that your card has been mailed. Your first card is free but there is a charge for a replacement ID. If you experience any trouble requesting your card online, please email [campuscard@mun.ca](mailto:campuscard@mun.ca).

### 4. *Introduce yourself to Department and Program Support Staff*

Students should introduce themselves to the Ashley Sullivan, Head's Assistant and Graduate Secretary, Marilyn Simms, at the Psychology Office (SN2065), and the PsyD Secretary, Sheila Elliott, at the Psychology Clinic located in Spencer Hall.

### 5. *Attend the School of Graduate Studies and/or Graduate Student Union Orientation*

The School of Graduate Studies (SGS), the Department of Psychology, and all of Memorial's service units are here to support you at every stage of your journey.

The SGS holds regular opportunities for graduate students to meet online each week, and learn everything you need to know before starting your program at Memorial University. These Q&A-style sessions are designed to get you acquainted with the procedures, opportunities and supports available to you as a graduate student at MUN. The list of events is available here: <https://www.mun.ca/sgs/orientation/>.

Please ensure you review and follow the steps for new graduate students (including information on registration, fees payment, IT services for graduate students, etc.) before you commence your program. Details about these activities are provided here: <https://www.mun.ca/sgs/newstudents/>.

Also, please review the resources for graduate students page for specific information about the semester.

The Graduate Student Union also holds an Orientation for new graduate students to get acquainted with Memorial University. Please contact your Graduate Student Union for more information on when this will take place. The Graduate Student Union is located in the Field Hall (GH 2007) and can be reached at 864-4395 or [gsu@gsumun.ca](mailto:gsu@gsumun.ca). The Graduate Student website can be found at [www.gsumun.ca](http://www.gsumun.ca).

#### 6. *Connect with the Psychology Graduate Student Society*

The Department of Psychology also has a Psychology Graduate Student Society run by the graduate students for the graduate students! They are committed to creating opportunities for the students to get to know each other and the faculty through social events, present the students with information as it pertains to their student life, and to speak to the department on their behalf regarding important issues. They can be contacted at [gradpsych@mun.ca](mailto:gradpsych@mun.ca). For more information, visit <https://www.mun.ca/psychology/graduate-students/graduate-psychology-society/>.

#### 7. *Enter the parking permit lottery*

Parking permits for graduate students are allocated each semester through the student parking permit lottery located in the [my.mun.ca](http://my.mun.ca) portal.

Student Carpool Permits are available at the Parking Office. Those interested in applying must complete the [Student Carpool Registration Form](#) and submit to the Parking Office, 1st Floor, Facilities Management Building.

There are a total of 438 Pay & Display spaces located on the North Side of Campus and 242 metered spaces located throughout St. John's Campus. For more information, please see the [metered and pay-per-use lots](#) Pay Per Use parking on Campus costs \$1.50 per hour.

For students requiring accessible parking permits, please see the [Accessible Parking Access](#) site for more details.

8. *Request clinic access and other keys*

To request electronic card and key access to the Psychology Clinic please email your name, student ID, and email address and clinic location (SP1012) to Marilyn at [psych@mun.ca](mailto:psych@mun.ca). Please complete the same process for other rooms and/or offices which you may require access to (e.g., research labs).

9. *Register for your courses*

Students register through Memorial Self-Service. The courses required for your program are listed on the Program of Study form sent with your full admission letter. You may wish to discuss these courses with your supervisor, graduate officer, and/or director of clinical training (particularly those labeled 'To Be Determined' or electives). Step-by-step instructions are found here. The registration period begins roughly 4 weeks before the start of the semester and ends two weeks after the start of the semester. Please refer to the University Diary for exact dates and deadlines.

## Student Facilities and Services

### Enhanced Development of the Graduate Experience (EDGE)

Memorial University's School of Graduate Studies (SGS) emphasizes whole-person learning that helps graduate students become the very best scholars, practitioners, and/or leaders in their chosen fields. PsyD students are welcome to complete the [Graduate Student Preparation Program \(GSPP\)](#). The GSPP program is your go-to tool to help ease your transition into graduate school. Learn about everything from communication and wellness to study plans and managing your relationship with your supervisor through this self-directed program. Go through the material at your own pace and set yourself up for success as you begin your graduate school journey. The program can be completed online and at your own pace. Memorial University is also proud to offer a broad range of professional skills development programs and services for graduate students through [Enhanced Development of the Graduate Experience \(EDGE\)](#). The EDGE offers online and on-campus workshops and resources for graduate students to promote academic readiness, career readiness, career advancement, and professional skills development beyond disciplinary work and activities.

### The Writing Centre

The [Writing Centre](#) offers a variety of free online services and resources, including individual writing consultations. Graduate students are assigned to graduate tutors. All individual sessions are 60 minutes long. If you would like a peer tutor session, please send your request to the Writing Centre's secretary, Diane Ennis, at [ennisd@mun.ca](mailto:ennisd@mun.ca). Please be sure to indicate that you are a Graduate student when making an appointment. It is **strongly** recommended that Graduate Students make these appointments well in advance to ensure they are accommodated. For more information, please visit the [Writing Centre](#) website.

The Writing Centre and School of Graduate Studies also host regular [Writing Workshops](#) on topics such as paraphrasing and effective sentences and a [Thesis Writing Group](#) for graduate students. Intensive 5 day [Thesis Writing Retreats](#) are also offered to help graduate students make significant progress on or complete their theses.

### Accessibility Services

Accessibility Services ([The Blundon Centre](#)) supports students with disabilities and related barriers to accessing post-secondary education. The Glenn Roy Blundon Centre co-ordinates services for students with disabilities and those with short-term illnesses and injuries attending Memorial University St. John's Campus. Services and accommodations include: assistance arranging academic accommodations for tests and exams (medical or psycho-educational documentation is required), access to assistive technology, orientation of new students, note-taking assistance, card access to wheelchair elevators and lifts on campus, in-servicing of faculty and staff regarding disability issues and accommodations, and a liaising network among students, faculty, staff, and community groups.

In keeping with Memorial's commitment to ensuring an environment of understanding, respect and inclusion, the [Accommodations for Students with Disabilities Policy](#) establishes principles, guidelines and responsibilities respecting access to University services, facilities and housing for students with



disabilities in accordance with the Newfoundland and Labrador Human Rights Act, 2010.

For further information, get in touch with the Centre by telephone to (709) 864-2156 (Voice), (709) 864-4763 (TTY), or by e-mail to [blundon@mun.ca](mailto:blundon@mun.ca), or through the [Glenn Roy Blundon Centre](#) website.

### **Student Wellness and Counselling Centre**

The [Student Wellness and Counselling Centre](#) provides counselling, health, and wellness support for students including primary health care, counselling, health promotion, disease prevention, and wellness education to registered students of Memorial University, their children, and their international spouses/common-law partners if applicable. Students have access to workshops, same-day single session drop-in counselling appointments, group therapy, and scheduled physician and counselling appointments. For full details and to book an appointment, please visit the [Student Wellness and Counselling Centre](#) website. You **MUST** present your Provincial Health Care Card at every appointment or will be subject to a fee for your examination and/or treatment. Office hours are Monday-Friday, 8:30 to 4:00. To book an appointment with a Physician or Nurse, you can either call the SWCC at (709) 864-8500, email [swcc.frontdesk@mun.ca](mailto:swcc.frontdesk@mun.ca), visit UC-5000 (5th floor, University Centre) or login to [HealthMyself - Patient Portal](#). To book an appointment with a Counsellor, please fill out the online form [here](#).

PsyD students who have or will complete practicum training at the SWCC may not want to avail of services at the SWCC. In this case, please contact the Director of Clinical Training to access a list of community providers who have agreed to provide services to PsyD students at a reduced fee.

### **Indigenous Student Resource Centre**

The [Indigenous Student Resource Centre](#) (ISRC) is situated within Juniper House, which is a place to gather, work and thrive in an inclusive community that honours the diverse experiences and knowledges of Indigenous peoples. Staff are dedicated to ensuring all Indigenous students have their very best experience at Memorial University. The ISRC provides students with 1) a supportive, inclusive, and welcoming space and community at Memorial; 2) the community and resources necessary to overcome barriers within the university, and 3) cultural experiences and resources necessary to ensure personal wellbeing. The ISRC also provides tutoring and referral services, writing sessions, cultural and social supports, academic supports and referrals, and Indigenous scholarship information and guidance. If you would like to set up a time to chat or have a question, please email [ISRC@mun.ca](mailto:ISRC@mun.ca) or reach out to an ISRC staff member directly.

### **Internationalization Office**

The [Internationalization Office](#) supports international students by offering help and information regarding issues related to immigration, health insurance, off-campus housing, employment, volunteer opportunities among others. They also run the *MUN Mentors Program*, a peer mentorship program whereby new international students are matched with and mentored by current MUN students throughout their first semester at Memorial. The Internationalization Office also hosts social events.

### **University Bookstore**

All books (physical and digital), as well as kits, clothing, and school supplies will be available for ordering through the [Memorial University Bookstore](#) website. The University Bookstore is located on the second floor of the University Centre in UC 2006. Store hours are 10:30-4:30, with extended hours during the first few days of classes in the Fall and Winter semesters. This is the primary location to buy new and used textbooks, faculty jackets, school supplies including backpacks, and Graduation/Alumni merchandise.

### **The Works**

Included as part of the tuition for Memorial University, students have access to a student-only gym, including recreation facilities and a pool area. Fitness classes are held throughout the year and schedule can be obtained from the Works front desk. Please present your Student ID to gain access to these facilities. <https://www.theworksonline.ca/students/>.

Additionally, students who will be off-campus for a semester or longer in duration, for practica or internship for example, may apply to be exempted from the Recreation Fee that is included in tuition. The form for this can be found at [https://www.mun.ca/sgs/rec\\_form.pdf](https://www.mun.ca/sgs/rec_form.pdf) or by requesting a form from the PsyD Secretary.

### **The Attic Copy and Convenience**

The Attic is located directly across from Answers on the third floor of the University Centre. A variety of copy and print services are available here, as well as phone cards, snacks, stationary, and a Canada Post outlet. Students can also purchase or reload a Metrobus Ride card (bus card) here. <https://munsu.ca/the-attic/>.

### **Health Insurance**

Graduate students and families are strongly encouraged to obtain proper medical insurance coverage on an on-going basis. At a time of uncertainty, you want to ensure that you and your family are covered in case of a medical situation or emergency. For more information regarding health insurance coverage please visit the [Resources for graduate students](#) website under Health and Wellness. To view the specific health insurance components of MCP, Green Shield Canada Health Insurance, and Foreign Health Insurance, please view the [Internationalization Office's health insurance FAQ](#).

## **PsyD Program Overview**

The Doctor of Psychology (PsyD) program trains doctoral-level clinical psychologists to practice in a wide range of settings through intensive course work, supervised clinical experience, and research training. Our generalist training model provides students with a broad and flexible foundation of knowledge and skills in assessment, diagnosis, and treatment of psychological disorders across the lifespan, as well as in the promotion of overall health and wellness. The curriculum was developed to meet all of the requirements for registration with the Newfoundland and Labrador Psychology Board and is accredited by the Canadian Psychological Association (CPA).

## **PsyD Program Vision and Mission Statement**

The vision of the PsyD program is to be recognized as a leader in the science and practice of clinical psychology by supporting and producing professionals who make significant contributions to the local, national, and global communities.

The mission of the PsyD program is to serve Newfoundland and Labrador by preparing competent doctoral-level clinical psychologists to work effectively with children and/or adults in diverse professional roles (including community, hospital, academic and/or research settings) through an integrated program of study that stresses research and clinical training. The mandate of the clinical program is to develop skilled and ethical leaders in psychology who are competent in assessment, diagnosis, intervention, supervision, evaluation, and research.

## **PsyD Program Training Model**

Based upon the scholar-practitioner model, the PsyD 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 for PsyD curriculum and designed to meet the registration requirements of the Newfoundland and Labrador Psychology Board (NLPB) 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 PsyD 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 to inform their clinical practice. This includes: 1) the incorporation of new evidence into practice; and 2) active involvement in clinically-relevant research activities.

## **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 PsyD 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. Students are exposed to a variety of evidence-based theoretical orientations espoused by the core clinical faculty, including cognitive-behavioral, interpersonal, psychodynamic, developmental, and family systems; as well as integrative models of practice.

## **Program Goals and Objectives**

Consistent with our training model, the program has the following major goals:

1. Graduates will demonstrate broad knowledge of the theoretical underpinnings and research findings in our field.
2. Graduates will be competent in evidence-based psychological assessment, diagnosis, and intervention.
3. Graduates will have the ability to critically evaluate and apply psychological research into their clinical practice.
4. Graduates will demonstrate ethical and professional conduct.
5. Graduates will demonstrate skills in self-assessment and personal/professional development consistent with becoming autonomous professionals.
6. Graduates will be knowledgeable and sensitive to issues of cultural and social diversity.
7. Graduates will demonstrate skills in clinical supervision and consultation

## **Accreditation**

Our Psy.D. program is accredited by the Canadian Psychological Association (CPA). We adhere to all standards, guidelines and policies of CPA. The program currently holds a five-year term that will end in the 2027-2028 school year. A complete list of CPA accredited programs can be found at [CPA Accredited Programmes - Canadian Psychological Association](#).

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](mailto:accreditation@cpa.ca)

## Program Administrative Structure

Memorial University's PsyD program is housed within the Department of Psychology in the Faculty of Science and is administered by the Director of Clinical Training (DCT), in consultation with the Clinical Practicum Coordinator (CPC), and the core clinical faculty. The DCT, who must be a registered Psychologist and hold a full-time position in the Department of Psychology at Memorial University, is appointed by the Head of the Psychology Department following a consultative process that includes the faculty most directly associated with the PsyD program. The DCT is responsible for the overall management of the program.

### PsyD Core Clinical Faculty

The PsyD Core Clinical Faculty work together to develop and monitor policy, procedures, and program content. Collectively, they oversee each student's program of study and are responsible for recommending admission to the program, termination from the program, and course waivers. The PsyD *Core Clinical Faculty* meet monthly, or more frequently, if necessary, at the call of the DCT. Additional *Core Clinical Faculty* meetings with no student representatives are scheduled annually or more often if needed for the purpose of student review. Teaching retreats are scheduled on an annual basis to discuss on-going program development.

Dr. Jacqueline Carter-Major, D.Phil. (University of Oxford), R.Psych. Dr. Carter-Major's research is focused on understanding and treating eating disorders. Her current research is examining psychological and social factors (e.g., emotion regulation, weight stigma) that are associated with disordered eating and body image dissatisfaction in young adults. Dr. Carter-Major has taught adult psychopathology, research design, interprofessional education, and clinical supervision. Her primary theoretical orientations are cognitive-behavioral and emotion-focused. Dr. Carter-Major is currently the Clinical Practicum Coordinator. She can be reached at: [jacquelinec@mun.ca](mailto:jacquelinec@mun.ca)

Dr. Emily Fawcett, PhD (Lakehead University), R.Psych. Dr. Fawcett's research is focused on anxiety and related disorders, women's health, and clinical epidemiology. She also has extensive experience conducting collaborative meta-analyses. She was previously a faculty member at the Student Wellness and Counselling Centre where she was involved in teaching and supervising psychology residents, and led psychotherapy training for psychiatry residents at Memorial University. Her primary theoretical orientation is Cognitive-Behavioral, although she integrates elements of acceptance and commitment therapy, mindfulness, solution-focused, and dialectical behavioral therapy into her clinical practice. She can be reached at [efawcett@mun.ca](mailto:efawcett@mun.ca).

Dr. Sheila Garland, PhD (University of Calgary), R.Psych. Dr. Garland conducts psycho-oncology and behavioral sleep medicine research with an increasing emphasis on examining the mechanisms and effectiveness of interventions to improve sleep and other symptoms in cancer survivors. She has taught adult assessment and diagnosis and ethics of professional practice courses. Her primary theoretical orientations are cognitive behavioral and existential. Dr. Garland is currently the Director of Clinical Training. She can be reached at [sheila.garland@mun.ca](mailto:sheila.garland@mun.ca)

Dr. Kellie Hadden, PhD (University of Saskatchewan), R.Psych. Dr. Hadden's research areas are substance use in early psychosis and attachment relationships in at-risk youth. She also has clinical expertise in forensic psychology and evidence-based treatments for trauma. Recently, Dr. Hadden has taught Clinical Supervision and Practicum in Ethics and Relationship Skills. She is a founding member of the PsyD Program at Memorial University and is currently the Chair of the comprehensive exam. Her primary theoretical orientations include Psychodynamic Therapy, Cognitive Behaviour Therapy (CBT), Cognitive Processing Therapy (CPT), and Dialectical Behaviour Therapy (DBT). Dr. Hadden can be reached at [khadden@mun.ca](mailto:khadden@mun.ca)

Dr. Nick Harris, PhD (Lakehead University), R.Psych. Dr. Harris's research interests are within the areas of substance use and behavioural addictions with specific interests in cannabis use disorder and internet gaming disorder in youth and young adult populations. He works primarily with youth and their families struggling with co-morbid mental health and substance use issues. Dr. Harris has taught child and adolescent courses in assessment, psychopathology, and intervention. He can be reached at [nharris@mun.ca](mailto:nharris@mun.ca)

Dr. Joshua Rash, PhD (University of Calgary), R.Psych. Dr. Rash's research areas are behavioural medicine, health behaviour change, chronic disease management, and cardiovascular psychophysiology. Dr. Rash conducts multi-site, pragmatic clinical trials that involve pharmacological and behavioural interventions. He has expertise in chronic pain management, weight management, stress management, motivating health behaviour change, treatment of insomnia, and cardiovascular psychophysiology. Dr. Rash has taught Research Design in Clinical Psychology and Principles of Intervention with Adults courses. His theoretical orientation draws from second and third wave cognitive-behavioural approaches. Dr. Rash can be reached at [jarash@mun.ca](mailto:jarash@mun.ca)

The PsyD program is supported by Professional Associates in the community. Their involvement includes but is not limited to teaching, workshops, presentations, supervising students' research, comprehensive projects, and dissertations. Other faculty members in Psychology are also occasionally involved in supervising the research of clinical students.

### **PsyD Student Cohort Representative(s)**

The PsyD Student Cohort Representatives attend the monthly Core Clinical Faculty meetings. The role of the Student Representatives is to collect student feedback and questions and raise these issues at the meetings, and then report important resolutions and other news back to the student body in a timely and effective manner. The Student Representatives also provide valuable student perspectives and input to any decisions that are made by the Core Clinical Faculty. The Student Representatives also contribute to the positive collaboration and communication between faculty and students. Each Student Representative is elected by the students in their cohort and generally serves for one academic year, or for a longer period if the student cohort is in general agreement.

**Faculty Student Advisorship Program**

In the second year of the program, each student is encouraged to reach out to a faculty member and request that they agree to be their informal advisor for the duration of their program. The DCT is available for first year students until such time that they feel comfortable selecting a faculty advisor in their second year. The faculty advisor should not be their research supervisor(s). The purpose of this advisory arrangement is to provide the student with a trusted and confidential resource that they can request consultation with for both personal and professional matters. It is up to the student and faculty to determine the format of their advisory relationship.

**Department of Psychology Clinic**

The Department of Psychology Clinic provides an essential site for training PsyD 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 on-campus at Spencer Hall, 220 Prince Philip Drive. The clinic has shared office space for faculty and students, a seminar/resource room, administrative office space, a kitchen area, and a waiting area, a psychological test library and computers for scoring, secure file storage, and a variety of rooms appropriate for assessment, therapy and research involving adults, children and families.

The DCT is responsible for ensuring that appropriate policies and procedures are in place.

## **PsyD Program Curriculum**

### **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 PsyD program.

### **Overall Requirements**

Successful completion of the PsyD 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 pre-doctoral internship.

### **Student Training Log**

Students are required to maintain a portfolio that includes a log tracking their academic and practicum experiences using Time2Track. In addition to tracking hours in Time2Track, it is recommended that you track the details of each client you see in a separate document as Time2Track does not incorporate the amount of detail requested for internship applications. Copies of documentation relating to practica (e.g., evaluations, goals and objectives forms) and your training log is to be shared with the DCT and administrative assistant after completion of each practica.

### **IIDEAs for Psychology Seminar**

The Inclusivity, Indigeneity, Diversity, Equity, and Accessibility (IIDEAs) for Psychology Seminar is intended to provide a forum for students and faculty to engage in reflective study and discussion. A key aim of the series is to highlight how systemic inequities manifest in psychological training and practice and ways in which psychologists can move towards inclusive and equitable research and service provision.

These seminars will provide attendees with the opportunity to:

- Recognize how psychological research and practices can create barriers to inclusivity, indigeneity, diversity, equity, and accessibility
- Explore best practices to combat microaggressions within their own professional practices
- Define intersectionality and explain the relationship of this concept to inclusivity, indigeneity, diversity, equity, and accessibility
- Reflect on personal beliefs and how it impacts their psychological practices

The IIDEAs seminars occur monthly and presentation style will vary depending on the speaker's content, objectives, preferences, and comfort level. Content at the monthly seminars can include discussion of recent position/policy statements, ethics, research articles, or book reviews, or exchange of experiences and resources. Priority topics include but are not limited to anti-racism, anti-oppression, implicit bias, and Indigenous histories. All students and faculty are expected to attend, except in extenuating circumstances. These seminars will be hybrid events with options for in person and virtual attendance.



## **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 at 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 the practice of professional psychology 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 six modules in interprofessional education developed by the Centre for Collaborative Health Professional Education.

## **Clinical Practica**

Practica are an integral part of the PsyD program, given the emphasis on clinical training in this degree. Students are required to complete a minimum of 1080 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, students are required to rotate through a minimum of four different clinical training sites chosen from a variety of settings such as MUN Student Counseling and Wellness Centre (SWCC), inpatient mental health units, outpatient mental 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 takes place in the third year. All students complete their first three practica in the MUN Psychology Clinic.

Available practicum placements are identified and communicated to the students in advance of the practicum. After considering the student needs and preferences, decisions on practicum placements are decided through consultation with the placement, the practicum coordinator, and the student.

Some examples of clinical practicum rotations available in the community are:

MUN Student Counselling Centre, Adult Pain Management Clinic, General Adult Outpatient Mental Health, Adult Eating Disorders Program, Adult Clinical Health Psychology, Adult Rehabilitation Centre, Janeway Child Development Clinic, Adolescent Outpatient Psychiatry, Janeway Family Centre (child mental health).

Please note there are very few opportunities available for working with forensic populations.

Before beginning a clinical practicum, students and their practicum supervisors should complete a Clinical Psychology Practicum Agreement Form. 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.

At the end of the practicum, the practicum supervisor will complete an evaluation of the practicum student, which is discussed with the student and signed by both the student and supervisor. 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. Students have an opportunity to provide the supervisor with feedback too.

### **Out of Province Practicum Placements**

While practicums typically involve placements in Newfoundland and Labrador, students may complete a placement at a setting outside of the province with approval of the DCT. For instance, if the student knows of a possible placement willing to provide a training experience in their home city. As there are administrative and legal procedures to arrange placements outside of the province, interested students should make their interest known to the Clinical Practicum Coordinator and DCT as soon as possible to facilitate this.

### **Program-Sanctioned Clinical Hours Outside of Practicum**

Some students have opportunities to accrue clinical hours for their internship application and registration through research or other positions (outside of their practicum). Your research advisor, the Registered Psychologist supervising your Program-Sanctioned Clinical Hours, and the Director of Clinical Training must all sign off on your Program-Sanctioned Hours form BEFORE you begin the clinical experience. If they are not approved by the DCT before you begin, you may not be eligible to count these hours on your internship application. It is necessary to ensure that these hours meet specific requirements (e.g., clinical activity supervised by a Registered Psychologist, the supervision [frequency/intensity/type] should resemble a practicum placement).

### **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 examine the clinical application of the knowledge and skills acquired through course work and practica. A Comprehensive Examining Committee consisting of core PsyD faculty and others as appropriate will be formed on an annual basis. The Comprehensive Exam process will entail both oral and written components including 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 performed on a standardized patient (not an actual patient/ client). All students will be examined by a subgroup of three members of the Comprehensive Examining committee.

Calendar regulations for the conduct of PsyD comprehensive examinations will apply <https://www.mun.ca/regoff/calendar/sectionNo=GRAD-0024>.

## **Dissertation**

Though PsyD training is professional doctoral education focused on the practice of psychology, applied research is an important component. Whereas PhD training focuses on the production of original, generalizable knowledge through basic or applied research, PsyD training focuses particularly on research knowledge and skills in the solution of applied problems. Generalizable research should be the basis on which practitioners make choices with regard to the effective and ethical use of treatment and assessment interventions. Such research should be the basis on which practitioners inform the public about psychological knowledge.

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 the results in the form of a doctoral dissertation, and defending the dissertation in an oral examination. 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. Prior to starting the second year of the program, 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 [Interdisciplinary Committee on Ethics in Human Research \(ICEHR\) | Research | Memorial University of Newfoundland \(mun.ca\)](#)). Prior to beginning the third year of study, the student should have completed data collection for the dissertation. Students are expected to present their findings in a departmental research colloquium during Year 3 before starting 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.

### 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 and two other faculty members.

The functions of the supervisory committee include:

1. to decide, in consultation with the candidate, the program of study, the subject of research, and the title of the thesis, and to recommend these for approval;
2. to monitor the candidate's progress in their course programs and their research;
3. to report at least annually on the candidates' progress and, at the same time, to advise on their continuation in the program; and to make such other reports and recommendations about the candidates as it may deem necessary;
4. to recommend, after consultation with the candidates, necessary changes in the program of study, the subject of research, or the title of the thesis;
5. to report that the thesis is ready for examination by completing a Supervisor Approval Form, which is to accompany the thesis upon its submission to the School of Graduate Studies; and
6. to recommend suitable persons to act as members of the Thesis Examining Board.

Details about how to prepare and submit your dissertation document, including all required forms can be reviewed [here](#).

The School of Graduate Studies general regulations concerning evaluation of PsyD dissertations are followed (see <https://www.mun.ca/regoff/calendar/sectionNo=GRAD-0026#GRAD-0838>).

### **Predoctoral Internship**

Students are required to complete an approved twelve-month 1750 clock-hour predoctoral internship. 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, completed their data collection for their dissertation, and presented their research findings in a departmental seminar. Part 2 of the APPIC application form requires the DCT to verify the dates on which all of these requirements have been completed or are expected to be completed by the applicant. Completing an internship in Newfoundland and Labrador is not possible in all cases. Students should be prepared to relocate outside of Newfoundland and Labrador to complete this required component of their training.

### **Exam for Professional Practice in Psychology (EPPP)**

In order to complete provincial registration requirements, all students must successfully complete the Exam for Professional Practice in Psychology (EPPP). The EPPP is provided to state and provincial boards of psychology to assist them in their evaluation of the qualifications of applicants for licensure and certification. This is usually completed after the pre-doctoral internship year when the individual is in their provisional licensure year. For more information about the EPPP, visit [this link](#).

### **Professional Registration**

It is recommended that PsyD students familiarize themselves with the registration requirements for the jurisdiction that they intend to practice in, as these may differ. The [Newfoundland and Labrador Psychology Board](#) provides [guidelines](#) for the evaluation of applicants for registration as a psychologist. The application and additional information are located here: <https://nlpsychboard.ca/applicants/application-package/>.

## Program of Study

<b>Year 1 Fall Semester</b>	Psychology 6602: Research Design in Clinical Psychology Psychology 6612: Adult Psychopathology Psychology 6620: Principles of Adult Assessment and Diagnosis Psychology 6670-001: Interprofessional Education Psychology 7010: Practicum in Ethics and Relationship Skills Psychology 7020: Practicum in Adult Assessment and Diagnosis I Thesis Research
<b>Year 1 Winter Semester</b>	Psychology 6611: Ethics of Professional Practice Psychology 6623: Child Psychopathology, Assessment and Diagnosis Psychology 6630: Principles of Intervention with Adults Psychology 6670-001: Interprofessional Education Psychology 7021: Practicum in Adult Assessment and Diagnosis II Thesis Research
<b>Year 1 Spring/Summer</b>	Psychology 7022: Practicum in Child Assessment and Diagnosis Thesis Research, culminating in thesis proposal and proposal defense
<b>Year 2 Fall Semester</b>	Psychology 6631: Principles of Child Intervention Psychology 6633: Psychopharmacology Psychology 6670-002: Interprofessional Education Psychology 7030: Practicum in Assessment and Intervention I Thesis Research
<b>Year 2 Winter Semester</b>	Psychology 6000: Advanced Statistics Psychology 6670-002: Interprofessional Education Psychology 7031: Practicum in Assessment and Intervention II Thesis Research
<b>Year 2 Spring/Summer</b>	Comprehensive Exam Psychology 7032: Practicum in Assessment and Intervention III Thesis Research, culminating in data collection
<b>Year 3 Fall Semester</b>	Psychology 6650: Supervision Psychology 6670-003: Interprofessional Education Psychology 7033: Practicum in Advanced Assessment and Intervention I Thesis Research
<b>Year 3 Winter Semester</b>	Psychology 6670-003: Interprofessional Education Psychology 7034: Practicum in Advanced Assessment and Intervention II Thesis Research
<b>Year 3 Spring/Summer</b>	Psychology 7035: Practicum in Rural Intervention and Interprofessional Practice Thesis Research, completion of data analysis and writing
<b>Year 4</b>	Predoctoral Internship Dissertation Defense

## Course Descriptions

The following course descriptions are organized in terms of the six core competencies outlined above. A total of 11 courses and 10 practica are required.

### A. Interpersonal Relationships Competency

**Psychology 6612 Adult Psychopathology** reviews theory and research concerning psychological disorders from a biopsychosocial perspective. Students will develop a strong understanding of common diagnostic categories including: anxiety disorders, depressive disorders, eating disorders, substance use and addictive disorders, trauma-related disorders, and personality disorders, with a focus on the DSM system of classification. Issues related to comorbidities, differential diagnosis and cultural factors will be discussed. Students will learn cognitive-behavioural and other evidence-based conceptualizations of various mental health disorders.

**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 and Evaluation 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. 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 I** provides an introduction to adult psychometric assessment. Students build skills in conducting semi-structured interviews and administering and interpreting a selected battery of psychometric tests. The students work under supervision in the Psychology Department clinic and attend a weekly seminar/lab.

**Psychology 7021 Practicum in Adult Assessment and Diagnosis II** is focused on the application of adult assessment skills. Students will conduct a comprehensive assessment with an actual case, including interpreting the results and writing an integrative report of their findings and recommendations. The students work under supervision in the Psychology Department clinic.

**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 and Consultation 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 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 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.

#### **D. Research Competency**

##### **Psychology 6000 Advanced Statistics**

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.

## **F. Supervision and Consultation Competency**

**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.

**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.

## Financial Support

Student funding is derived from several sources including:

- Funding from the School of Graduate studies
- Teaching assistantships (TAs)
- External and Internal Scholarships and Awards
- Supervisor Stipends
- Graduate Student Loans

The following provides a typical example of funding for a PsyD student:

1. School of Graduate Studies Fellowship: \$11,000
2. Graduate Assistantship (serving as a TA): \$3999 per year
3. Supervisors with grants can supplement these sources of funding by as much as \$5000 to \$10,000.

### External and Internal Scholarships and Awards

Memorial maintains a [searchable database](#) of awards. Some of these scholarships are administered through the School of Graduate Studies or another administrative unit at Memorial University, while others are managed directly by the scholarship agency. Although the listing is updated as often as possible, we ask that you contact the individual agencies for the most up-to-date scholarship information and application forms. Students and supervisors should make every reasonable effort to obtain funding for students from these and other external sources.

### Teaching Assistantships

Over the course of a year, students are typically assigned to two TA units in one term and one TA unit in the other term. Each TA unit requires the student to serve as a teaching assistant for a specified course for approximately 56 hours over the semester (approximately 4 hours per week). PsyD students are prioritized to provide TA support for clinical courses. As a TA, you will belong to TAUMUN, the union representing TAs at MUN. Their website is (which would include the collective agreement) is:

<https://www.mun.ca/taumun/>

### Employment Outside the Program

The PsyD program required a considerable amount of time and effort. Students are not recommended to take on additional work outside of the program. As such, it is important to plan ahead and secure other sources of financial support. Before committing to any work opportunity, seek advice from your supervisor and the Director of Clinical Training.

## **Additional Program Requirements and 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. Students intending to withdraw from the program must inform the DCT 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 their 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 their program. The maximum leave of absence shall normally not exceed 12 months. No fellowship or teaching assistantships are provided during leaves of absence.

### *Professional Liability Insurance*

We recommend that PsyD students obtain additional individual liability insurance. Students enrolled in graduate training programs and who are affiliates of CPA, and/or a provincial or territorial association of psychology participating in the program, are able to purchase liability insurance. This insurance covers the student's activity for which he or she is supervised and protects you against liability or allegations of liability for injury or damages that have resulted from a negligent act, error, omission, or malpractice. Insurance protects you by ensuring that your legal defense is coordinated and paid for if a claim is made against you and also covers the cost of client compensation, or damages. Please visit <https://www.psychology.bmsgroup.com/> to learn more.

### *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>.

### *Appeal of Regulations*

School of Graduate Studies regulations concerning appeals will be followed <https://www.mun.ca/regoff/calendar/sectionNo=GRAD-0021#GRAD-4717>

### *Annual Student Progress Review*

In order for students to maintain a 'SATISFACTORY' status in the PsyD program, appropriate academic and clinical milestones must be met for each year of the program. All students will receive a written [Psy.D. Annual Clinical Psychology Student Review](#) by the Director of Clinical Training by August of each year. This evaluation will address performance and progress in the six competencies, as evidenced in academic courses, practica and other program requirements. The annual review is intended as a means

to provide individualized and comprehensive feedback to PsyD students on their progress and to their dissertation advisor about how they are meeting program milestones. It also permits the PsyD Core Clinical Faculty to identify students who are experiencing academic or personal difficulties. The review procedure emphasizes prevention but it may also lead to recommendation of specific actions (e.g. Remediation plan) if a student has continuous difficulties in making reasonable progress in the Psy.D. program. Students whose difficulties persist despite remediation will be required to withdraw from the program.

### *Evaluation*

School of Graduate Studies regulations concerning academic standing apply.

<https://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
- 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 3 point scale (pass, reexamination, fail).
- Dissertations are evaluated on a 4 point scale (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.

### *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, practicum, 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 their studies under any of the above clauses, that student will be advised in writing of the nature of the case against them and will be advised of the right to appeal before the penalty imposed takes effect.*

## **Professional Development Information**

The University's graduate program in psychology seeks to facilitate the health and professional development of students. In accordance with this goal, students are encouraged to engage in self-care as an ethical imperative in addition to becoming members of professional organizations, contributing to departmental and university service, attending departmental seminars, workshops, and colloquia, and participating in research collaborations at the local, national, and international level.

### **Self-Care as an Ethical Imperative**

Self-care necessitates a continuous, proactive engagement in behaviours that promote psychological, emotional, and physical wellness (<https://dx.doi.org/10.1037/cap0000153>). An important first step is to monitor your stress and look after yourself. It is the students' responsibility to be alert for and to recognize when personal problems are interfering with their effectiveness, and to take appropriate action. It is also the program's responsibility to facilitate and encourage such self-reflection and self-care, and to provide support for this process. Such support may be received in practicum supervision, research supervision, seminars, and in positive relationships among students and faculty. A necessary step for trainees who are facing personal problems might be to discuss the possible impact of these problems with the Director of Clinical Training, and/or with the student's clinical supervisor and/or research supervisor to decide on the most appropriate next steps.

### **Professional Organizations**

Students are encouraged to join national and international professional organizations as part of their professional development. Many students maintain student-affiliate memberships with professional organizations such as the Canadian Psychological Association, the Newfoundland and Labrador Psychology Association, and so forth. These organizations allow students to receive newsletters, newspapers, and journals at reduced student rates, which give students the opportunity to remain abreast of current professional issues and research in their respective area or psychology as a whole.

Canadian Psychological Association (CPA): <http://www.cpa.ca>

American Psychological Association (APA): <http://www.apa.org>

Association of Psychologists of Newfoundland and Labrador (APNL): <http://www.apnl.ca>

### **Attending Conferences**

Attending professional conferences is a very important part of professional development as a clinical psychology graduate student. Conferences provide students with the opportunity to present their own research, see what research other faculty and graduate students are doing, and network with colleagues from around the world. Furthermore, presenting their own research allows students to develop skills in communicating scholarly ideas and research findings, giving student research a higher profile and increasing career options and potential funding opportunities. All students are encouraged to attend

and present their research at regional, national and international conferences. When attending a conference, take the opportunity to introduce yourself to leading people in your field and attend social events. Presentations at conferences can advance your research career and can also be an excellent source for future job leads.

### **Travel Grants and Funding**

There are several funding options available to help graduate students attend conferences. Please see the Graduate Student Travel Policy [Graduate Student Travel Policy](#) Some Faculty Advisors may have funding to contribute to student travel or may be aware of funding options. Be sure to consult with your supervisor about possible funding and travel grant opportunities that may be available to you for a given year. In the past, students have obtained funding for academic related travel from their supervisors, the Department of Psychology, the Faculty of Science, the Graduate Student Union, and the Teaching Assistants Union at Memorial University of Newfoundland (TAUMUN).

The School of Graduate studies offers a maximum contribution of \$200 for travel within the Atlantic region; for travel to other parts of Canada and to the US, the maximum is \$300; for travel outside of North America, the maximum is \$400. The Dean of Science allocates up to \$400 for graduate students in the Faculty of Science. The Graduate Students Union (GSU) allocates up to \$500 per doctoral student (with a maximum of \$250 per conference). Doctoral students may submit a request for approval to receive the entire sum at once. An additional \$50 is allocated for travel outside of Canada. Students are also eligible for up to \$150 of these amounts for research trips, field trips, or conferences at which they are not presenting but are related to their academic programs.

Note that travel funds may be awarded to attend not more than two conferences for students in a doctoral program and applications must be made before the travel takes place.

Other Associations often offer funding for student travel. Be sure to visit the websites of any associations for which you plan to attend a conference. If the organization has a student section that may be a good place to go for information. Note that deadlines for student travel awards are often early.

## Important Contact information

### Core Clinical Faculty

Dr. Jacqueline Carter- Major	SN 3078	864-8118	<a href="mailto:jacquelinec@mun.ca">jacquelinec@mun.ca</a>
Dr. Emily Fawcett	SN 1071	864-7693	<a href="mailto:efawcett@mun.ca">efawcett@mun.ca</a>
Dr. Kellie Hadden	SN 3076	864-7675	<a href="mailto:khadden@mun.ca">khadden@mun.ca</a>
Dr. Nick Harris	SN 3087	864-7676	<a href="mailto:nharris@mun.ca">nharris@mun.ca</a>
Dr. Sheila Garland*	SN 3082	864-4897	<a href="mailto:sheila.garland@mun.ca">sheila.garland@mun.ca</a>
Dr. Josh Rash	SN 3072	864-7687	<a href="mailto:jarash@mun.ca">jarash@mun.ca</a>

\*Director of Clinical Training

### Psychology Department

Psychology Head	Dr. Christina Thorpe	864-8495	<a href="mailto:psychhead@mun.ca">psychhead@mun.ca</a>
Secretary to the Head	Ashley Sullivan	864-8595	<a href="mailto:psychsecretary@mun.ca">psychsecretary@mun.ca</a>
Graduate Officer	Dr. Brent Snook	864-8027	<a href="mailto:psychgraduateofficer@mun.ca">psychgraduateofficer@mun.ca</a>
Graduate Secretary	Marilyn Simms	864-8496	<a href="mailto:psych@mun.ca">psych@mun.ca</a>
PsyD Secretary	Sheila Elliott	864-4518	<a href="mailto:psydsecretary@mun.ca">psydsecretary@mun.ca</a>

### School of Graduate Studies

Dean of Graduate Studies	Dr. Amy Warren	864-4786	<a href="mailto:deansgs@mun.ca">deansgs@mun.ca</a>
Graduate Student Contact	Graduate Studies	864-2445	<a href="mailto:sgs@mun.ca">sgs@mun.ca</a>
Graduate Student Union	Field Hall (GH 2007)	864-8154	<a href="mailto:gsu@gsumun.ca">gsu@gsumun.ca</a>

### Registrar's Office

Registrar's Office	A 2002/ A 2003	864-8260	<a href="mailto:reghelp@mun.ca">reghelp@mun.ca</a>
Cashier's Office	A 1023	864-8226	<a href="mailto:cashiers@mun.ca">cashiers@mun.ca</a>

**On-Campus**

Centre for Career Development (CDEL)	UC 4002	864-2033	cdel@mun.ca
Computing and Communications	HH 2012	864-4595	help@mun.ca
Student Wellness Counselling Centre (SWCC)	UC 5000	864-8874	

Glenn Roy Blundon Centre for Students with Disabilities	UC 4007	864-2156	blundon@mun.ca
Student Health Centre	UC 4023	864-7597	
Campus Food Bank (Mon/Thurs 3:30-5:30, Sun 4-5)	Corte Real (Bsmt)		foodbank@mun.ca

International Student Advising	Corte Real 1000A	864-8895	isa@mun.ca
Sexual Harassment Office	ER 6039	864-8199	shoffice@mun.ca
Answers (Student IDs)	UC 3005	864-7461	answers@mun.ca
Attic (Bus Cards, snacks, phone cards, copying, etc.)	UC 3006	864-7643	attic@munsu.ca