



GRADUATE STUDENTS' HANDBOOK

School/Applied Child Psychology Program

**Department of
Educational and Counselling Psychology**



McGill University

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Welcome

On behalf of the entire School/Applied Child Psychology faculty we want to welcome all our new and current students. McGill University's School/Applied Child Psychology program has a long history in training practitioners, researchers and academics. We were the first APA accredited school psychology program in Canada and remain amongst the leading research programs nationally and internationally. McGill University currently has over 250 Masters' and Doctoral programs and the Department offers several graduate programs in Counselling Psychology (APA and CPA accredited), Health Professions Education, Human Development, Masters of Education in Inclusive Education and General Educational Psychology, and Learning Sciences in addition to the School/Applied Child Psychology program. This handbook holds a wealth of valuable information concerning the program. Students should become familiar with the program requirements, policies and procedures which are updated annually. McGill's office of Graduate and Postdoctoral Studies, located in the James Administration Building, Room 400; www.mcgill.ca/gps, offers a host of general information concerning guidelines, policies and procedures, funding resources, events, and fellowships which will enhance your studies with us at McGill.

Along with my colleagues, I am pleased to welcome you to our program and hope your studies will be enriching, exciting and rewarding. I look forward to meeting you all in the coming year.



[Steven R. Shaw, Ph.D](#)

Graduate Program Director



Introduction

The *Handbook* provides graduate students with information about the procedures, regulations, and requirements for completing their MA and PhD degrees in the School/Applied Child Psychology program. As additional information or changes may occur during the course of the year, students are advised to keep abreast of all updated information.

The *Handbook* includes important information to make your experience in the School/Applied Child Psychology programs productive and enjoyable. Please read all sections of the *Handbook* to become thoroughly familiar with the program and the Department. Information of special interest and importance to graduate students is provided.

The doctoral program in School/Applied Child Psychology is currently accredited by the [American Psychological Association \(APA\)](#) and the [Ordre des psychologues du Québec \(OPQ\)](#). APA has made the decision to stop accrediting programs outside the United States effective September 1, 2015. As such, students who graduate with a PhD after this date cannot attest to having graduated from an APA accredited program. The program has applied for a renewal of their APA accreditation through the official cutoff date. We have also submitted an application to the [Canadian Psychological Association \(CPA\)](#) for accreditation; our applications to both organizations are currently under review. We anticipate that the transition from APA to CPA accreditation should proceed smoothly. Most [Association of Psychology Postdoctoral and Internship Centers \(APPIC\)](#) and U.S. Internship sites, and most state licensing boards in the U.S. accept CPA accreditation as equivalent to APA accreditation. If you have any questions regarding the program, Department, or University; then please contact your supervisor or the Graduate Program Director.



Pertinent Information and Documents

In addition to this Handbook, the [Office of Graduate and Postdoctoral Studies \(GPS\)](#) offers essential information. A complete listing of University regulations and resources is available online [here](#) or as a [PDF document](#). These links contain important information for all graduate students including, but not limited to, GPS guidelines and policies, McGill research and intellectual property policies, graduate funding, student services, student rights and responsibilities and fees.

The following resources will be useful during your graduate studies at McGill.

General information for graduate students	Office of Graduate and Postdoctoral Studies (GPS) James Administration Building 845 Sherbrooke Street West Room 400 Montreal, Quebec, H3A 0G4 514-398-3990 www.mcgill.ca/gps/
Minerva (online registration, course information, grades, fee information, etc.)	www.mcgill.ca/minerva-students/
Student funding opportunities	http://www.mcgill.ca/gps/funding/students-postdocs
Research Ethics and Compliance Guidelines	http://www.mcgill.ca/research/researchers/compliance/
Guidelines and Dates Concerning Thesis/Dissertation Preparation and Submission	http://www.mcgill.ca/gps/thesis/guidelines
APA Archival Description of School, Counseling, and Clinical Psychology	School Psychology – Division 16 http://www.apa.org/about/division/div16.aspx Counselling Psychology - Division 17 http://www.apa.org/about/division/div17.aspx Clinical Psychology – Division 12 http://www.apa.org/about/division/div12.aspx
Fee Information	Student Accounts



	Room MS-55, McLennan Library Building, 3415 McTavish Street Montréal, Québec, H3A 0C8 514-398-4990 http://www.mcgill.ca/student-accounts/tuition-fees/tuition-and-fees
IT Services	IT Customer Services (ICS) Support Desk 514-398-3398 http://www.mcgill.ca/it/
Students' Rights and Responsibilities Handbook	Office of the Dean of Students Brown Student Services Building, Office 4100 3600 McTavish Street Montréal, Québec, H3A 0G3 514-398-4990 http://www.mcgill.ca/students/srr/
Post-Graduate Student's Society	Thomson House 3650 McTavish, Montréal, Québec, H3A 1Y2 Tel.: (514) 398-3756 http://pgss.mcgill.ca/
Education Graduate Students' Society	Education Building 3700 McTavish Street, Room 612 Montréal, Québec H3A 1Y2 egssmcgill.wordpress.com/
McGill Athletics & Recreation	475 Pine Ave. West Montreal, Quebec H2W 1S4 514-398-7000 www.mcgillathletics.ca/
myCourses Learning Management System	www.mcgill.ca/lms/
myMcGill	https://mymcgill.mcgill.ca/
McGill University Book Store	3420 McTavish Street



	Montreal, Quebec H3A 3L1 514-398-7444 www.mcgill.ca/bookstore/
McGill Computer Store	3420 McTavish Street, 2 nd Floor 514-398-5025 www.mcgill.ca/mcs/
McGill Library	www.mcgill.ca/library/
McGill's Software License Center	McGill Software Site for McGill University Students, Faculty & Staff

Medical/Dental Information	
Student Health Service	www.mcgill.ca/studenthealth/
Health and Dental Plan Information	https://pgss.mcgill.ca/en/health-and-dental-plan
Information on Health Insurance for Canadian Residents and International Students	www.mcgill.ca/studenthealth/insurance/

Please note that other exceptional sources of information can be found through both the general McGill University website (www.mcgill.ca) and the ECP Department Website www.mcgill.ca/edu-ecp/.



Useful Contacts and Numbers

Please refer to the department's [ECP Current Student website](#) for information about services, funding, Departmental resources, and more. For any additional information please direct your queries to schoolpsych.education@mcgill.ca.

Dr. Jeffrey Derevensky (Interim Department Chair)	514-398-4242
Dr. Steven R. Shaw (Graduate Program Director)	514-398-4913
Samantha Ryan (Administrative Officer)	514-398-4260
Bonnie McKeating (Interim Graduate Program Administrator)	514-398-4245
Dr. Jack De Stefano (Clinic Director)	514-398-2514
Robb Jamieson (Graduate Program Coordinator for all Departmental Programs)	514-398-4244
Dean Thomson (Graduate Program Coordinator for all Departmental Programs)	514-398-4248
Sally Crawford (Departmental and Chair's Secretary)	514-398-4242
Rachel Muncaster , <i>On leave</i> (Administrative Coordinator; Psychology Assessment Materials Resource Center Coordinator)	514-398-4363
Emelia Triplet (Interim Assessment Materials Resource Center [AMRC] Coordinator; Interim Psychoeducational and Counselling Clinic Coordinator)	514-398-4363
Campus Directory/Information	514-398-4455
Campus Security	514-398-4556
Emergencies	Downtown Campus: 514-398-3000



MacDonald Campus:514-398-7777

Department Administrative Offices, Education Room
614

514-398-4242



School/Applied Child Psychology Program Core Faculty Members

Graduate Program Director

[Professor Steven R. Shaw](#)

Professors with Primary Responsibilities in School/Applied Child Psychology

[Professor Armando Bertone](#)

[Professor Jeffrey L. Derevensky](#)

[Professor Steven Shaw](#)

[Professor Ingrid E. Sladeczek](#)

[Professor Eve-Marie Quintin](#)

[Professor Ronald Stringer](#) (on leave)

Professors with Responsibilities in Human Development and School/Applied Child Psychology

[Professor Jake Burack](#)

[Professor Tara Flanagan](#)

[Professor Nancy L. Heath](#)

[Professor Jessica Ruglis](#) (on leave)

[Professor Robert Savage](#)

Coordinator of the PhD Comprehensive Examinations

[Professor Steven R. Shaw](#)

Director of Clinical Training

[Professor Jeffrey L. Derevensky](#)

Director of the Psychoeducational and Counselling Clinic

[Dr. Jack De Stefano](#)



McGill's Professional Training Model in School/Applied Child Psychology

The [School/Applied Child Psychology](#) program at McGill University prepares students to work in schools, school districts, mental health centers, hospitals, independent clinical practice, and university settings. The primary goal of this program is to develop professionals and researchers with skills to enhance the educational and psychological well-being of children and adolescents. Activities include diversity of course work and clinical experiences designed to enhance students' research, knowledge and clinical skills. With this goal in mind, the program has adopted the Scientist-Practitioner model to provide a basis for graduates to assume leadership responsibilities in the area of School/Applied Child Psychology.

The Scientist-Practitioner Model of practice emphasizes research-to-practice approaches. All approaches taught are evidence-based practices couched in the scientific literature. As such, students must be adept in conducting, consuming, and applying research to clinical practice. Students with professional goals that involve clinical practice only will find their professional skills greatly enhanced by becoming outstanding researchers; moreover, students with professional goals that involve an academic career will have their skills greatly enhanced by acquiring clinical and other applied skills. The diversity of interests and skills among the faculty allows students to pursue a variety of interests, all within the scientist-practitioner model.

The Scientist

The role of the scientist is essential to the training of PhD-level school psychologists. To understand and advance knowledge in the domains subsumed by school psychology, students must have a foundation in scientific methodology and the philosophy of science. Students are educated to be highly skilled consumers of research as well as researchers capable of generating advances in knowledge and the practice of school psychology. Training in research skills is applied across all domains of the training model. Graduates must be able to interpret and critically evaluate published and unpublished research and writing. As consumers of educational and psychological assessment and intervention techniques, they must have a sound scientific background to judge the utility and efficacy of such approaches and procedures. This background knowledge is derived either from evaluation of published reports or the student's own empirical evaluation of these techniques.

School/Applied Child Psychology is an amalgamation of multiple disciplines of scientific and clinical knowledge. No one perspective (e.g., psychometric, developmental, cognitive, behavioral) is viewed as sufficient for the development of a school psychologist. The School/Applied Child Psychology program emphasizes the importance of developing a breadth and depth of basic and applied knowledge in all areas of psychology, as well as the ability to draw from many different bases of knowledge and apply this information to the issues and problems



encountered.

Research is a central element of the School/Applied Child Psychology training at McGill University. Students are expected to gain substantial knowledge in the areas related to School and Applied Child Psychology. Instruction in the scientific skills required to conduct and evaluate research in the field is presented through courses, individual research projects, and departmental seminars and colloquia. Through course instruction, faculty mentoring, and research supervision, students are provided with guidance and support allowing them to assist in the development of, and to themselves develop, scientific contributions to the knowledge and practice of School and Applied Child Psychology through research. Students regularly collaborate with faculty members and other students to present papers at local, national and international conferences and publish their scientific work in professional scholarly journals.

The Practitioner

School psychologists are required to demonstrate a high level of expertise and clinical skills in the practice of school psychology and are expected to be knowledgeable in evidence-based treatment and prevention models. This expectation is, in part, a function of the practitioner's competencies as a scientist and the interaction of science and practice.

The practitioner component of the program encompasses over 2,200 hours of field and clinic-based curriculum, supervised field-work and Internship requirements, as well as clinical coursework in assessment, intervention, consultation, and related areas. This extensive commitment to applied training is central to the program and capitalizes on the expertise of all faculty members. The applied orientation of the program is varied as the orientation subsumed within the clinical training includes, but is not limited to: Applied behavior analysis; cognitive-behavioral; social learning; and developmental perspectives. Training also focuses on assessment, intervention, counselling, consultation, and program evaluation. The practitioner is presented with a wide range of complementary service-delivery approaches to clinical problems. This extensive, broad background allows for enhanced skills in hypothesis testing, monitoring of interventions, tailoring of treatments to individual problems, and examination of treatment efficacy.

By the completion of the PhD, students are expected to manifest expertise and competence in the practice of school psychology. The practitioner component of the program involves extensive training in practicum, Field Placement, and Internship sites as well as clinical coursework and assessments. Applied experience with children and adolescents is essential to the professional psychologist. With these experiences in the field, students acquire the necessary background to translate their acquired knowledge and theory into practice.

The two training components within the model, scientist-researcher and practitioner, are complementary as well as overlapping areas of expertise and development. The program is designed to train graduate students to become competent in these complimentary areas.



The scientist-practitioner training model by no means reduces the importance of personal relationship skills (e.g., empathy, listening, sensitivity, cultural awareness, regard) in becoming a professional psychologist. These qualities are precursors to the successful training of the practitioner as well as desirable characteristics of the scientist in the field of school and applied child psychology. The primary goal of a school psychologist is to enhance the welfare and wellness of children and adolescents. The McGill University program acknowledges the importance of helping skills characteristics and strives to foster their development, especially in clinical training.



McGill Psychoeducational and Counselling Clinic

The [McGill Psychoeducational and Counselling Clinic](#) is a teaching and training unit of the Department of Educational and Counselling Psychology (ECP). All administrative matters associated with the Clinic are handled by Dr. Jack De Stefano, the Clinic Director and Ms. Emelia Triplet, the Clinic Coordinator. The purpose of the clinic is to provide an on-site setting for clinical training and research for student enrolled in our professional programs. The Clinic primarily serves the Counselling Psychology and School/Applied Child Psychology programs.



The Clinic currently contains six consultation/interview rooms a waiting room, and a playback room with six playback stations, and secure filing cabinets for storing of client files and video media. All six consultation/interview rooms are equipped for digital video-recording of counselling and testing sessions with trainee-clients. There are also three additional smaller rooms--one for equipment and two equipped for live supervision through a one-way mirror, filing room, and interview

rooms.

The Clinic offers fully supervised assessments and counselling services to the community as part of its training and research goals. These services are offered to children, adolescents, families, and adults experiencing difficulties with regard to educational, social, vocational, or interpersonal aspects of their lives. Clients may be referred by schools, community agencies, or by professionals including psychologists, social workers, counsellors, and physicians. Clients do not need referrals in order to request services. For more information please consult our [Clinic trainee resources website](#).



Academic Advising and Thesis Supervision

General Information Regarding Supervision

The general guidelines and regulations for Academic Units on Graduate Student Advising and Supervision can be reviewed at McGill's [Guidelines and Regulations for Academic Units on Graduate Student Advising and Supervision webpage](#).

MA applicants are required to list one or more School/Applied Child Psychology program faculty members who they would like to supervise their research as part of the [uApply online application process](#). Once accepted into the program, incoming students are encouraged to contact their preferred supervisors prior to beginning the program to discuss matters related to their studies. The department administration will contact the student and the faculty member in order to formally conclude a supervisory agreement at the beginning of the MA1 year.

All new students will receive information before the beginning of their first semester related to their orientation session, program developments, courses, and other program issues.

Thesis Supervisor

The role of Supervisor (and Co-Supervisor, if applicable) is to guide the research, approve the methodology and data analyses, and provide overall guidance during all phases of the thesis as well as acting as a general academic advisor throughout the program of study. Once selected, the supervisor assumes the role as the chair of the student's [Doctoral Advisory Committee](#).

Students are strongly encouraged to maintain a close relationship with their thesis supervisors. Clear and open lines of communication will greatly reduce complications and misunderstandings during the course of study. Students should consult [GPS' Graduate Supervision website](#) to find several useful tips and strategies for maintaining a constructive supervisory relationship.

While it is often the case, there is no automatic presumption that the MA supervisor will necessarily be the PhD supervisor. Locating the PhD supervisor is a separate step to be taken during MA2 through mutual agreement between the student and the supervisor. Students who are admitted directly to the PhD level are required to identify their preferred thesis supervisor as part of the uApply online application process.

If students have difficulty locating a thesis supervisor or identifying a thesis topic, they are encouraged to enlist the advice and assistance of the Graduate Program Director.

Who may supervise a thesis?

Supervision of the thesis can be carried out by any faculty member who holds the rank of Assistant Professor or higher in the Department of Educational and Counselling Psychology. Note that the supervisor does not have to be one of the core faculty in the School/Applied Child



Psychology program; you may select any Department faculty member whose areas of interest complement your research.

In the case where a student has a thesis supervisor not directly involved in the School/Applied Child Psychology program a co-supervisor from the core faculty must be selected. Students may verify whether the thesis supervisor is directly involved in the program by reviewing the list of [core faculty members](#) or by asking the Graduate Program Director.

Students may also select an MA or PhD supervisor from another University department or in an affiliated school or hospital setting. It is essential to consult the Graduate Program Director *before* confirming such an arrangement. Students with a supervisor from outside the department must also select a co-supervisor from within the core staff of the program.

How is a Supervisor chosen?

Seek out a member of the Department with interests related to the area in which you would like to conduct your research (check the staff listing or the [Department faculty list](#)). One strategy is to make a short list of three or four potentially appropriate supervisors. Reading recent publications of these individuals in an effort to familiarize yourself with their current research is highly advisable (faculty post their most recent references on the Department website). Select a supervisor whose research, area of expertise, and supervision style best suits your needs. Students are strongly encouraged to speak with senior graduate students to get advice and information regarding professors' expectations and work style. They have been through the process and will be able to provide invaluable guidance.

Once you have identified a potential supervisor that suits your needs, approach the faculty member directly, either in person, by email or telephone. A meeting to discuss research opportunities with these professors can then be scheduled. It is advisable to bring a copy of your résumé.

Upon acceptance, faculty members must indicate their willingness to act as either supervisor or co-supervisor to the student by notifying the department administration (schoolpsych.education@mcgill.ca) in writing. It is the student's responsibility to verify with a Graduate Student Coordinator that this information has been received and that their Minerva account is up-to-date.



Forms and Records

Students are responsible for ensuring that all requisite forms are properly completed and submitted to the department administrative office for inclusion in their departmental student file. Where applicable, each section of this handbook will include a list of the forms for which the student is responsible. **All department forms are available on the department's [handbook, forms & guidelines webpage](#)** and the appendix of this handbook contains sample forms with tips on how to fill them out. Wherever possible, students should use the fillable PDF versions of the forms and submit them electronically to schoolpsych.education@mcgill.ca. If circumstances require that forms be completed on paper, students should scan the completed paper form (documents can be scanned and emailed directly from any Xerox machine on campus using [uPrint](#)) and send it to schoolpsych.education@mcgill.ca. When submitting forms through email, please include your first and last name, student ID number and the title of the form attached in the subject line of your email (ex: *Jane Smith, ID# 123456789, Internship Placement form*). Hardcopies of forms can be submitted to the Departmental Secretary in Room 614 of the Education Faculty Building. **Students should keep copies of all forms in their own records as many of them will be required as part of the Internship application process and subsequently to obtain licensure from professional orders.**

All official communication and submission of forms should be sent from a student's assigned McGill Email Address (usually in the form of firstname.lastname@mail.mcgill.ca). The McGill Email Address is the official means of communication between McGill University and its students.

Students are also strongly advised to keep their own copy of all communications with professors, supervisors as well as with staff, student and school organizations. Students are also advised to take notes in all face-to-face meetings with faculty members and then e-mail a summary of the meeting to the faculty member. This helps ensure that your understanding of the meeting is the same as the faculty member, reminds the faculty member of the content and actions to be taken from the meeting, and documents the communication. For example, if you have a meeting with your supervisor at which you discuss a change in topic for your thesis, then send a short email confirming this decision. Notification of major changes discussed in such meetings that may affect program status such as delaying comprehensive exams, registering for courses out of sequence, or other major issues should be sent to schoolpsych.education@mcgill.ca. The same applies to offers of financial assistance or other pertinent matters.

It is the responsibility of each student to ensure that all program requirements are met before graduation.



Academic Progress and Student Evaluation

Unlike undergraduate programs, grades are not the only indicator of the student’s success in the program. Students in the PhD program are preparing to work with vulnerable populations of children and families. As such all faculty members have an ethical obligation to closely evaluate skills, professional and clinical performance, and ethical behaviour of students throughout their progression in the program. Students are evaluated in a formative and summative manner during their studies. There are three major areas of evaluation: grades earned in classroom performance, annual reports, and student portfolios. Students must receive positive evaluations in all three areas in order to maintain satisfactory standing in the program.

Classroom performance

Although classroom activities are not the only area of academic performance used to evaluate students, excellent grades are still required throughout the program. The expectation is that the majority of grades on students’ graduate transcripts are As.

The [Graduate and Postdoctoral Studies office grading scale](#) is significantly different from other educational institutions. Please note that a grade of C is considered to be the equivalent of a failing grade. Pursuant to the GPS [failure policy](#), two grades of C will result in dismissal from the program.

Grading and Grade Point Averages (GPA)		
Grades	Grade Points	Numerical Scale of Grades
A	4.0	85–100%
A-	3.7	80–84%
B+	3.3	75–79%
B	3.0	70–74%
B-	2.7	65–69%
F (Fail)	0	0–64%

Annual Report of Student Progress

The [Annual Report of Student Progress](#) (See [Appendix A](#)) is a listing of all annual activities that are required for students to be successful in the program. The annual report is like a curriculum vitae of activities for the academic year.

All students are expected to meet the following requirements and document that these requirements are met in the annual report:

- Maintain the highest standards of excellence in their scholarly activities, courses, and internships.
- Actively apply each year in which they are eligible for external funding, scholarships, and fellowships. Please consult this handbook’s section on [financial assistance](#) for more detailed



information. A comprehensive list of each type of funding is available on the Graduate and Postdoctoral Studies Office's [Student and Postdoctoral funding opportunities](#) website.

- Actively participate in annual grant writing with faculty members.
- Attend special seminars and colloquia (e.g., visiting professors, talks by future faculty applicants) sponsored by the School/Applied Child Psychology program and other programs within the department.
- Annually perform some administrative work for the program. This might include the organization of seminars, visiting lectures, consultation or community work, assistance in compiling the program or department annual reports.
- Contribute to conference presentations and publication of scholarly work. Co-presentations and co-publications are core components of being a scientist/practitioner at McGill and are expected. Such research is typically coordinated with your supervisor and goes above and beyond research related to the masters or doctoral thesis.
- Participate in one or more of the various Program, Departmental, Faculty, or University committees. Please visit the [Educational and Counselling Psychology Governance website](#) or speak to a Graduate Student Coordinator for information on how to become involved in departmental committees.
- Engage in supervised clinical activities. These clinical activities may be part of course work such as practica (e.g., [EDPC 682](#), [EDPC 625/626](#)), Field Placement ([EDPE 721/722/723](#)), Internship ([EDPE 725/726](#)), or volunteer supervised clinical experiences. All of these supervised clinical activities are to be [documented in the on-site hours log spreadsheet](#) (See [Appendix B](#)). The spreadsheet is to be submitted as an addendum to the annual report.
- Become student members in one or more relevant professional organizations, e.g.:
 - [American Psychological Association](#) (APA)
 - [Canadian Psychological Association](#) (CPA)
 - [National Association of School Psychologists](#) (NASP)
 - [Canadian Association of School Psychologists](#) (CASP)
 - [American Educational Research Association](#) (AERA)
 - [Council for Exceptional Children](#) (CEC)
 - [National Association for Gifted Children](#) (NAGC)
 - [Society for Research in Child Development](#) (SRCD)
 - or other appropriate group(s).

The *Annual Report* is completed by the student, reviewed and signed by the student's supervisor, and submitted to the department administration on an annual basis. The student submits the annual report electronically to schoolpsych.education@mcgill.ca no later than **11:59pm on May 31st** of each year. This document should be saved as a pdf format with the file naming protocol of <lastname>.<firstname>.EDSPannualreport.pdf.

Failure to submit the *Annual Report* by the deadline will result in an unsatisfactory evaluation. Two unsatisfactory annual evaluations will result in dismissal from the program.



Graduate Student Progress Report

The Graduate and Postdoctoral Studies office mandates that all McGill graduate students meet with their supervisor **at least once per year** to complete the [*Graduate Student Progress Report form*](#) (see [Appendix C](#)). The *Graduate Student Progress Report form* allows students and their supervisors to set objectives, and to monitor and evaluate progress towards those objectives. The meetings to complete this form are important as they ensure that there are no miscommunications between student and supervisor and that there is mutual agreement and understanding regarding specific academic expectations. The *Graduate Student Progress Report form* must be completed by the student and supervisor and submitted by the student to schoolpsych.education@mcgill.ca no later than **11:59pm on September 30th** of each year.

Student Portfolios

The School/Applied Child Psychology program employs a competency-based model of evaluation. The portfolio is a document which students prepare at the end of each academic year to demonstrate that they have met the requisite program competencies. The purpose of the portfolio is to provide evidence that the student has explicitly met the competencies set forth by the program. Whereas the Annual Report is a description of the overall requirements of the program, the portfolio is comprised of samples of work that prove without a reasonable doubt that the student has met the competencies put forth by McGill University and the accrediting bodies.

Samples can include psychoeducational reports and case notes (with identifying information removed); essays and papers completed in classes; copies of posters or PowerPoint presentations from talks at conferences; copies of published papers; awards; letters of thanks, acknowledgement of services, or award; and any other documentation that supports the competencies. The responsibility is on the student to provide strong evidence that each competency is met for both the current and preceding years. The portfolio is therefore a cumulative document. For example, at the end of the first year in the program (MA1) each of the nine MA1 competencies are listed and work samples and other evidence are provided to support that the student has met each of the competencies. If there is evidence during MA1 that a year two (MA2) competency has been met, then this information can be added to the portfolio. At the end of MA2, the portfolio consists of evidence demonstrating that all competencies expected for students in MA1 and MA2 have been met. Since student's activities become more sophisticated as they progress through the program, activities from subsequent years which support competencies from previous years should be retroactively added to the portfolio. For example, if a PhD2 activity supports the development of an MA2 competency the student should add evidence of this activity to the portfolio. If needed, an explanatory note describing how the supporting evidence meets competencies can be provided.



For example:

MA1 competency 2: *Explain the roles of a School Psychologist in current terms, with regard to its evolution and to that of other areas of professional and scientific psychology.*

Evidence provided to support the attainment of this competency could include: related essays, assignments, PowerPoint presentations from coursework; evidence of attending a colloquium or presentation on the topic; interviews on the role and function of school psychologists with experienced professionals; published papers or conference presentations on the topic; and other documentation.

The student portfolio must be submitted electronically as a ZIP file containing all the work samples provided as evidence that the competencies have been met. Along with all the work samples, students should include a Word document that serves as a table of contents for the portfolio which lists the titles of each work sample and the competency number(s) (e.g.: MA2 Competencies 1, 3 & 4) that each work sample addresses.

The student portfolio should be completed annually by the student and reviewed by the student's supervisor. The student must submit the portfolio electronically to schoolpsych.education@mcgill.ca no later than **11:59pm on May 31st** of each year. The student portfolio should be saved as a zip file with the naming protocol of <lastname>.<firstname>.EDSPportfolio.zip.

Failure to follow these instructions and submit the portfolio by 11:59pm on May 31st of each year will result in an unsatisfactory evaluation. Two unsatisfactory annual evaluations will result in dismissal from the program.

Logging Clinical Hours

A large component of the PhD program involves building students' experience in various clinical settings. As they progress through the practica ([EDPC 682](#), [EDPC 625/626](#)), [Field Placement \(EDPE 721/722/723\)](#), and [Internship \(EDPE 725/726\)](#) courses, students are responsible for keeping weekly logs of their clinical activities on the program's [On-site hours log](#) (see [appendix B](#)) Excel spreadsheet. These logs are the official record of all student clinical activities and an important basis for student evaluation. It is therefore vital that students accurately log all their clinical hours and keep copies of their logs. Site supervisors have the responsibility to attest to the clinical activities and to sign the logs on a weekly basis.

The document should be printed on a single page. Please note that all columns are completed on a weekly basis rather than a daily basis in order to have a succinct and comprehensive record.



Instructions for Using the On-site Hours Log Spreadsheet

Students should log all clinical hours completed while in the program using this form. The form can easily be modified to differentiate and identify the nature of the hours being logged. Areas in red must be modified as required.

- At the top of the form, students must enter the semester and year (ex: Fall 2014), the relevant names, and course for which you are completing hours (ex: EDPC 625 – Clinic Practicum 1).
- Along the top of the hours grid, students must enter the dates corresponding to the week for which they are maintaining their logs (ex: Se-3, Se-10, Se-17... Oc-1, etc). Note that each column is a log of **weekly activities**, and not daily activities.
- The *On-site hours log* spreadsheet contains descriptions of the log categories to assist students in accurately logging their activities. Moving the mouse pointer over a cell containing a category will bring up a brief description of the types of activities to be logged in that row. Students seeking clarification on how to properly log their activities should contact the program's Director of Clinical Training.
- Each log sheet contains 14 weekly columns, enough to log activities for an entire semester. Rename each sheet (on the tabs at the bottom of the Excel window) to indicate the course for which activities are being logged. When the semester is complete, log subsequent activities on a new sheet within the same Excel file (the On-site hours log spreadsheet file has 5 blank template sheets by default; more can be added as needed). For example, after completing the logs for EDPC 682D1 in the fall semester, rename the 2nd sheet "EDPC 682D2" and use that to log the winter semester clinical activities. **Do not overwrite completed logs.** This will allow students to have a complete record of their clinical activities throughout the program.

Students must keep copies of all On-site hours logs throughout their time in the program. These log sheets enable the department to provide letters attesting to clinical supervised hours which will be required by internship sites, licensure boards and employers. Students are encouraged to continue using the same Excel document throughout their time in the program, adding new sheets as they progress through the clinical courses.



Criteria for Maintaining Satisfactory Progress

All students pursuing an MA or PhD degree in the Department of Educational and Counselling Psychology are expected to maintain satisfactory progress toward their degree. Criteria for assessing satisfactory progress for students in the MA and PhD degree programs are listed below.

- While the Graduate and Postdoctoral Studies office mandates University-wide [time limitation policies for MA and PhD students](#), School/Applied Child Psychology students are expected to complete their degrees in less time:
 - MA students are expected to complete their degree within two years or 6 semesters. In order to commence the doctoral portion of the program on schedule, the MA thesis *must* be submitted by **August 15th** of the second year (MA2) of study.
 - PhD students are normally expected to complete their degree within 3 years of starting the doctoral program (including Internship).
- Students must successfully complete all courses in which they are enrolled. Students who fail two courses (grades of 'F', 64% or less) will be withdrawn from the program. For detailed information see the [GPS Failure Policy](#).
- Students must successfully complete all Conditions of Admission as per the Offer of Admission. In the case of M.A. students, these conditions most often consist of undergraduate requirements for entry into the program. At the time of application, applicants can be missing up to 6-credits of courses from their Pre-Admission Academic Checklist. **However, new students are required to have all Pre-Admission course requirements completed by the beginning of their degree** (i.e. their first term, Fall MA1, of study).
- In the case of Ph.D. students entering the program with an M.A. degree other than the M.A. School/Applied Child Psychology, the Conditions of Admission must also be met before the beginning of their degree. In some cases new PhD students may be required to complete courses from the McGill School/Applied Child Psychology MA program during the first year of their doctoral studies (PhD 2).
- Students must submit their Portfolios and *Annual Reports* no later than **11:59pm on May 31st** of each year.
- Students must submit the *Graduate Student Progress Report form* no later than **11:59pm on September 30th** of each year.



Problems, Conflict Resolution and Remedial Procedures

Although rare, there are sometimes problems that require remediation or resolution. McGill has a [*Handbook on Student Rights and Responsibilities*](#) that serves as the major document addressing conflict resolution. Many rules and procedures to address student/faculty member conflicts, questions of student performance and progress, issues of fraud and plagiarism, complaints about instructors and supervisors can be found in the *Handbook on Student Rights and Responsibilities*. However, because the School/Applied Child Psychology program is a professional preparation program where students interact with vulnerable members of society, a high standard of ethical behaviours, clinical skills, and professional improvements are expected.

The School/Applied Child Psychology program core faculty meets once per year to review the progress of all students. Moreover, student progress is constantly being evaluated by all instructors and supervisors. Should there be problems, then the following procedure will be engaged:

- 1) At the first indication of any problem, the student and faculty member or supervisor will discuss the issue and attempt to resolve the problem informally.
- 2) Should this information process prove ineffective, then the student is informed of the problems both orally and in writing. A written remediation plan with specific, observable outcomes; activities designed to achieve these goals; and a timeline for achieving the goals is developed by the student and faculty member or supervisor. Both parties sign the remediation plan and the Graduate Program Director is informed of the plan. The remediation plan is filed with a Graduate Student Coordinator and placed in the student's file.
- 3) Upon the end of the timeline put forth in the remediation plan, the outcomes are evaluated. The decision is made that the student achieved the outcomes effectively, partially achieved outcomes, or did not achieve outcomes. The possible actions taken are, respectively: successful completion of the remediation plan, a new and revised remediation plan be developed to address any remaining issues, or, if the student fails to make significant progress, the student's record is referred to the School/Applied Child Psychology program core faculty for possible dismissal from the program.
- 4) When a student has been referred to the School/Applied Child Psychology program core faculty for possible dismissal, then the core faculty shall hear all concerns and efforts to remediate concerns. The student may choose to present their case to the faculty at this time. The core faculty then attempts to reach consensus on a decision. Should consensus not be possible, a vote will take place. There are several possible options including, but not limited to: dismissal from the program, development of a new remediation plan, placing the student on probationary status, changing the student's supervisor, and continuation in the program.

Students are expected to engage in legal, ethical, and professional practices and behaviours at all times. There are several behaviors that are severe violations that, once the facts of the case



are established, may result in immediate dismissal from the program. These behaviors include violation of criminal law; violation of ethical principles of the American Psychological Association (APA), Canadian Psychological Association (CPA) or Order of Psychologist of Quebec (OPQ); any behaviors that cause children or their families physical or emotional harm; and intimidation, threats, or bullying behaviors. Performance in clinical practica, Field Placements, and internship placements must be in accord with professional standards for the practice of psychology and for educational work and research with children. Failure to abide by these standards will be considered a serious academic breach and may result in dismissal from the program. Ethical standards published by the [American Psychological Association](#) (APA), the [Canadian Psychological Association](#) (CPA), the [American Educational Research Association](#) (AERA), the [Council for Exceptional Children](#), and the [Social Sciences and Humanities Research Council of Canada](#) (SSHRC) provide suitable guidelines for these activities.



General Thesis Submission Procedure

The procedure for submitting both MA and PhD theses is governed by the internal policies of the Educational and Counselling Psychology Department (ECP) and externally by the Graduate and Postdoctoral Studies office. For information about departmental policies, submission procedures, and deadlines, please consult the [ECP Thesis webpage](#). For external GPS policies please make sure to consult the [Graduate and Postdoctoral Studies Thesis website](#) where you will find:

- General requirements
- Guide for preparing a thesis
- Instructions for initial e-thesis submission
- Information about thesis examinations
- Information about Doctoral oral defences
- Instructions for final thesis submissions
- *e-Thesis* regulations and instructions
- Thesis deadlines



MA in Educational Psychology, School/Applied Child Psychology Concentration

Program Goals

The Master of Arts (MA) in Educational Psychology, School/Applied Child Psychology concentration is a degree that is earned on the way to earning a PhD. The MA degree is designed as the prerequisite or admission to the PhD in School/Applied Child Psychology, with the goal of preparing students for their PhD studies and advanced clinical practice in school psychology. The MA degree, in isolation, does not prepare students to be a professional psychologist. The MA degree consists of two years (total of 6 semesters) of training in the program, which are designated MA1 and MA2, and is completed with a master's level thesis. Students are expected to move on to the PhD program. However, students may choose to leave the program or may not be accepted into the PhD program should there be an unsatisfactory fit between student and program.

Program Requirements

Thesis

A thesis for the Master's degree must show familiarity with previous work in the field and must demonstrate the ability to carry out research, organize results, and defend the approach and conclusions in a scholarly manner according to disciplinary norms. An exhaustive review of work in the particular field of study is not necessarily required. The thesis must be written in compliance with norms for academic and scholarly expression and for publication in the public domain.

Thesis Courses (24 credits)

[EDPE 604 Thesis 1 \(3 credits\)](#)

[EDPE 607 Thesis 2 \(3 credits\)](#)

[EDPE 693 Thesis 3 \(3 credits\)](#)

[EDPE 694 Thesis 4 \(3 credits\)](#)

[EDPE 695 Thesis 5 \(6 credits\)](#)

[EDPE 696 Thesis 6 \(6 credits\)](#)

Prerequisite Course (or equivalent) (3 credits)

[EDPE 575 Educational Measurement \(3 credits\)](#)

Required Courses (51 credits)

[EDPC 609 Psychological Testing 1 \(3 credits\)](#)

[EDPC 610 Psychological Testing 2 \(3 credits\)](#)

[EDPC 682D1 Practicum: Psychological Testing \(3 credits\)](#)



- [EDPC 682D2 Practicum: Psychological Testing \(3 credits\)](#)
- [EDPE 600 Current Topics: Educational Psychology \(3 credits\)](#)
- [EDPE 605 Research Methods \(3 credits\)](#)
- [EDPE 609 Selected Topics in Educational Psychology \(3 credits\)](#)
- [EDPE 611 School Psychology Seminar \(3 credits\)](#)
- [EDPE 616 Cognitive Development \(3 credits\)](#)
- [EDPE 619 Child and Adolescent Therapy \(3 credits\)](#)
- [EDPE 620 Developmental Psychopathology \(3 credits\)](#)
- [EDPE 622 Multiculturalism and Gender \(3 credits\)](#)
- [EDPE 623 Social-Emotional Development \(3 credits\)](#)
- [EDPE 627 Ethical and Professional Practice of Psychology \(3 credits\)](#)
- [EDPE 676 Intermediate Statistics \(3 credits\)](#)
- [EDPE 682 Univariate/Multivariate Analysis \(3 credits\)](#)
- [EDPI 654 Instruction/Curriculum Adaptation \(3 credits\)](#)

Complementary Courses (3 credits)

3 credits from:

- [EDPE 684 Applied Multivariate Statistics \(3 credits\)](#)
- [EDPE 687 Qualitative Methods in Educational Psychology \(3 credits\)](#)

Master's Year 1 (MA1)

The first year in the program is marked by a heavy class load, developing basic skills, creating a professional identity as a school psychologist, and beginning work on master's level thesis.

MA1 Year		
Fall	Winter	Summer
<u>EDPC 609 - Psychological Testing 1</u>	<u>EDPC 610 - Psychological Testing 2</u>	<u>EDPE 604 - Thesis 1</u>
<u>EDPE 600D1 - Current Topics: Educational Psychology</u>	<u>EDPE 600D2 - Current Topics: Educational Psychology</u>	<u>EDPE 607 - Thesis 2</u>
<u>EDPE 611 - School Psychology Seminar</u>	<u>EDPE 605 - Research Methods</u>	<u>EDPE 609 - Selected Topics in Educational Psychology</u>
<u>EDPE 616 - Cognitive Development</u>	<u>EDPE 620 - Developmental Psychopathology</u>	
<u>EDPE 619 - Child and Adolescent Therapy</u>	<u>EDPE 623 - Social-Emotional Development</u>	
<u>EDPE 676 - Intermediate Statistics</u>	<u>EDPE 682 - Univariate/Multivariate Analysis</u>	



MA1 Competencies:

At the conclusion of MA1, students are expected to have the following competencies:

1. Describe the current areas of disciplinary focus and major contributors in Educational Psychology, and place these in perspective at a general level with regard to current and historical issues in Education and Psychology. [Presentations and examinations in the Developmental and School Psychology seminars. Courses: EDPE 611; EDPC 609; EDPE 620]
2. Explain the roles of a School Psychologist in current terms, with regard to its evolution and to that of other areas of professional and scientific psychology. [Presentations and written work in the School Psychology seminar. Courses: EDPE 611]
3. Know and begin to apply in all activities the ethical principles of APA, CPA, and the OPQ for the practice of Psychology as a profession. [Formal examinations and presentations in the Ethics course and performance with clients in the first two assessment courses. Courses: EDPC 609; EDPC 610; EDPE 611; EDPE 627]
4. Identify key themes in normal and abnormal human development, especially through the school-age years, and organize this knowledge in a manner that communicates a thorough theoretical understanding of this area and its relation to other major topics in Child Psychology. [Formal examinations in the Developmental Psychopathology and Child and Adolescent Therapy courses. Courses: EDPE 620; EDPE 619]
5. Have a sound theoretical knowledge of models and practices in child and adolescent therapy, integrated with their knowledge of development and assessment. [Written work in the Child and Adolescent Therapy course; later assessed in Practicum. Courses: EDPE 619; EDPE 625; EDPE 682; EDPE 626]
6. Conduct an individual intellectual and learning assessment using the most common measures of intellectual potential and educational attainment; interpret the data; write a professional report; and use and interpret standardized measures of school and related performance. [Performance with clients in the first two assessment courses. Courses: EDPC 609; EDPC 610; EDPC 682; EDPE 625; EDPE 626]
7. Understand and use, in a laboratory context, quantitative statistical procedures up to and including analysis of variance and univariate regression models; carry out appropriate analysis using software; interpret research using these statistical techniques. [Examination and laboratory exercises in statistics. Courses: EDPE 676; EDPE 693; EDPE 684]
8. Prescribe research designs appropriate to questions covered in the content of courses taken and, with the aid of their research supervisor, begin to develop research questions and a



research design that will culminate in the Master’s thesis. [Oral and written work in the Research Methods course. Courses: EDPE 605].

9. Explain the constructivist research paradigm in which much contemporary “western” scientific research is conducted and its relation to other philosophical approaches, its limitations and special contributions, and the positions of major contributors to the philosophy of science. [Oral and written work in School Psychology Seminar; History, Systems, and Best Practices in School Psychology. Courses: EDPE 605; EDPE 611]

Master’s Year 2 (MA2)

In this second year, students have their first clinical experiences by working with students and families in the McGill Psychoeducational and Counselling Clinic through the Practicum in Psychological Testing. There is also continued development of basic knowledge and skills through coursework. This year the master’s thesis is fully underway. Data collection, analysis, and writing will take place throughout the year cumulating in the completion of the masters’ thesis during the summer.

MA2 Year		
Fall	Winter	Summer
EDPC 682D1 - Practicum: Psychological Testing	EDPC 682D2 - Practicum: Psychological Testing	EDPE 695 – Thesis 5
* EDPE 600D1 - Current Topics: Educational Psychology	* EDPE 600D2 - Current Topics: Educational Psychology	EDPE 696 - Thesis 6
EDPE 627 - Professional Practice of Psychology	EDPE 622 - Multiculturalism and Gender	
** EDPE 684 - Applied Multivariate Statistics	** EDPE 687 - Qualitative Methods in Educational Psychology	
EDPE 693 - Thesis 3	EDPE 694 - Thesis 4	
	EDPI 654 - Instruction/Curriculum Adaptation	
* Students attend EDPE 600D1 and D2 for both MA years but only register during their MA1.		
** Students have the choice between EDPE 684 and EDPE 687.		



MA2 Competencies:

At the conclusion of MA2 students are expected to have the following competencies:

1. Conduct and report a research project or master's thesis on a topic defensibly related to theory or practice in school psychology; this project may serve as a first step toward the PhD dissertation, but students are also free to select a different topic for each degree [Courses: EDPE 604; EDPE 607; EDPE 695; EDPE 696].
2. Understand and use, in a laboratory context, quantitative statistical procedures up to and including multivariate regression models, to be able to carry out appropriate analyses using analytic software, and to interpret research using these statistical techniques, or, demonstrate through the planning of a sample study, basic knowledge of qualitative research methods up to the point of research planning and data collection, but short of a detailed knowledge of qualitative data reduction techniques (this choice is made on the basis of the student's research needs). [Problem-based assessment in two advanced statistics courses. Courses: EDPE 676; EDPE 682; EDPE 684; EDPE 687]
3. Through assessment, demonstrate knowledge and skills in key areas beyond standard measures of intellectual potential, including curriculum-based assessment; portfolio assessment; personality tests; an introduction to projective techniques (intended to assist students in hospital-based Field Placements and Internships); neurological assessments; and infant assessments [Courses EDPC 682].
4. Demonstrate familiarity with professional issues, ranging from professional and financial record keeping to the management of a part- or full-time private practice; membership requirements in licensing bodies; disciplinary procedures affecting the professional psychologist in the context of protection of the public; the transfer of credentials across provincial, state, and international boundaries; the relation between the practice of psychology and the Canada and Quebec Medicare systems; managed care and related programs in the US; and the legal context of the practice of psychology. [Formal examination within the course on the Professional Practice of Psychology. Courses: EDPE 627; EDPE 625; EDPE 626]
5. Demonstrate an enhanced level of sensitivity and knowledge of issues of gender and culture (and other forms of group and individual differences and diversity) in the practice of Psychology, as foci in psychological research, and as standards against which the quality of psychological knowledge and practice are to be judged. [Formal assignments within the course. Courses: EDPE 622]
6. Explain the ways in which curricular materials and activities are adapted to the special needs of individual pupils by educators [presentations and written work in the Curriculum Design and Adaptation course. Courses: EDPI 654; EDPE 710] and relate these adaptations to what



is being learned in courses on development, psychopathology, assessment, and the school psychologist's role therein.

Master's Thesis

McGill Guidelines Concerning Execution, Writing and Submission of the Thesis

McGill University requires that all theses and doctoral dissertations conform to the specifications governed by the Graduate and Postdoctoral Studies (GPS). Unless the Dean of Graduate and Postdoctoral Studies has given consent in advance, departures from these norms will render a thesis/dissertation unacceptable. Students should consult the Graduate and Postdoctoral Studies website for specific guidelines regarding thesis preparation, submission, evaluation, ethics compliance and other important information: <http://www.mcgill.ca/gps/thesis/guidelines>.

There is significant variability in the format and style of the MA thesis depending on the style of the supervisor. There are no specific page length requirements. The overall expectation for the School/Applied Child Psychology program is that the MA thesis is of the scope, quality, and originality to be published in a refereed scholarly journal. Although publication of the MA thesis is not required, it is strongly encouraged.

Master's Thesis Preparation Process and Suggestions

Although your Thesis Supervisor has the final determination concerning content and process, here are some suggestions to make the process most efficient:

- Develop your MA thesis idea, research question, methods, and Research Ethics Board approval by the end of your MA1 year.
 - Students must register for two thesis courses in the MA1 year: EDPE 604 - Thesis 1, during which students conduct a literature survey and begin planning the thesis; and EDPE 607 - Thesis 2, wherein students prepare their thesis proposal. While the course calendar has these courses in the summer semester, it is highly recommended that students begin work on these outcomes during the fall and winter semesters as availability of instructors and supervisors is inconsistent during the summer months.
- There is no rule on the use of archival data versus data collected specifically by the student. Although the process of the original data collection is encouraged for purposes of experiences, students are allowed to use archival data. This is to be negotiated with the supervisor.
- It is recommended that students complete the thesis as soon as possible during the MA2 academic year.



- The MA2 thesis courses ([EDPE 693 - Thesis 3](#), [EDPE 694 - Thesis 4](#), [EDPE 695 – Thesis 5](#), and [EDPE 696 - Thesis 6](#)) do not prescribe specific outcomes in the same manner as the first two; rather, the process will be determined by the student and supervisor.
- The deadline to submit the thesis according to Graduate and Postdoctoral Studies guidelines is **August 15th**. Respecting this deadline is important as timely submission of the MA thesis is a prerequisite for entry into the PhD program. Failure to submit prior to the August 15th date could affect your student status as well as ability to retain funding.

Availability of supervisors and other faculty members is inconsistent during the summer. Therefore completing the thesis at an earlier time is recommended as there are often delays in the summer months. Students should set a schedule of initial draft submission with their supervisors at time which is convenient for both parties and which adheres to both the ECP and GPS deadlines.

Ethical Guidelines

In order for research with human subjects to proceed, an ethics certificate must first be obtained. For information on research ethics procedures please see the following website: <http://www.mcgill.ca/research/researchers/compliance/>.

MA Thesis Evaluation

All MA theses are evaluated by an external examiner. About 2-4 weeks before the thesis is ready for initial submission, the supervisor should consult with the student and identify one or more potential examiners who are qualified to examine the thesis. The thesis supervisor must confirm the readiness of the thesis for submission to the University's Graduate and Postdoctoral Studies (GPS). The Thesis, once submitted, is sent for evaluation to the external examiner. The examiner must find the Thesis satisfactory prior to final *e-Thesis* submission. For detailed information, please visit the [GPS Thesis Examination](#) page.

Forms:

GPS requires that several forms be provided during the thesis submission process including the:

- *Nomination of Examiner and Thesis Submission form*;
- *McGill Non-Exclusive License (MNL) Form*;
- and the *Library and Archives Canada (LAC) Form*.

Visit <http://www.mcgill.ca/gps/thesis/guidelines/initial-submission#forms> for detailed information.



Progression from MA to PhD

Although progression from the MA to the PhD program is expected at the time of admission, the MA and PhD degrees are separate degrees. A formal application is required to the Doctoral program and admission is not guaranteed. To proceed from the MA to the PhD, MA students must:

- 1) Be in good academic standing.
- 2) Obtain an email or letter from your PhD supervisor indicating their willingness to supervise you (even if you are extending your supervisory agreement with your MA supervisor).
- 3) Complete the online [McGill uApply application](#) by the **January 15th** deadline during the second year (MA2) in the program. Internal MA students applying to the PhD program should consult with a Graduate Student Coordinator as the uApply procedure for internal students differs from the regular process outlined on the PhD in [School/Applied Child Psychology website](#).
- 4) Complete all MA program requirements and submit the MA thesis for formal examination no later than **August 15th** before formally beginning PhD studies. Students who, at the beginning of their 3rd year, have not met all the MA requirements and submitted the thesis by August 15th will not be permitted to register as PhD students or to take the doctoral courses. Such students will have to register as Additional Session MA students.

Entering the program at the PhD level

Some PhD students who enter the Department with a Master's degree from another institution may be required to complete several courses from the MA program for which they do not have equivalent credits. Any MA level credits must be completed during the first year of the PhD program (PhD2). Such students must consult with a Graduate Student Coordinator and Graduate Program Director to plan their program of study.



PhD in School/Applied Child Psychology

Program Goals

The PhD degree in School/Applied Child Psychology is a doctoral-level degree designed to prepare school psychologists for careers as professors; policy makers; leaders; and professional psychologists in schools, hospitals, mental health centers, independent practice, and other settings. As a scientist/practitioner model program, doctoral students in the PhD degree program are expected to both make significant contributions to the knowledge of the profession through research and develop the clinical and professional skills required to provide high quality mental health and educational services to children and families. The PhD program is accredited by the [American Psychological Association](#) (APA) and the [Ordre des Psychologues du Québec](#) (OPQ). As such, the program is based on achieving professional competencies established by the accrediting bodies. The two major capstone projects of the PhD degree are the Internship and doctoral thesis. The Internship is a full-time supervised Field Placement with a minimum of 1600 clinical contact hours, which the student is required to keep a personal record of. The doctoral thesis is an original research project that makes contributions to theory and practice in a topic related to school and applied child psychology.

Program Requirements

In addition to the requirements listed below, all courses (or their equivalent) from the MA program must have been completed. Any student who enters the PhD program missing any required courses (or their equivalent) from the MA must complete the missing courses prior to graduating from the PhD program (see above).

Doctoral Thesis

A thesis for the doctoral degree must constitute original scholarship and must be a distinct contribution to knowledge. It must show familiarity with previous work in the field and must demonstrate ability to plan and carry out research, organize results, and defend the approach and conclusions in a scholarly manner. The research presented must meet current standards of the discipline; as well, the thesis must clearly demonstrate how the research advances knowledge in the field. Finally, the thesis must be written in compliance with norms for academic and scholarly expression and for publication in the public domain.

While the MA thesis has courses linked to the thesis work for which students register, there are no such courses for the PhD thesis. As such, students often find it difficult to complete their thesis in a timely manner. Please refer to this handbook's section on the [Doctoral Thesis](#) for tips on completing the thesis as efficiently as possible while still fulfilling the other program requirements.



Required Courses (18 credits)

- [EDPC 714 Theory / Models: Family Therapy](#) (3 credits)
- [EDPE 625 Practicum 1: School Psychology](#) (3 credits)
- [EDPE 626 Practicum 2: School Psychology](#) (3 credits)
- [EDPE 708 Comprehensive Examination](#)
- [EDPE 710 Consultation in School Psychology](#) (3 credits)
- [EDPE 712 Neurological Bases of Behaviour Across Lifespan](#) (3 credits)
- [EDPH 689 Teaching and Learning in Higher Education](#) (3 credits)

Complementary Courses (12 credits)

Students must select two of these three practicum settings:

- [EDPE 721 School Psychology: Elementary](#) (6 credits)
- [EDPE 722 School Psychology: Secondary](#) (6 credits)
- [EDPE 723 School Psychology: Community](#) (6 credits)

Internship (24 credits)

- [EDPE 725 Internship 1 - School Psychology](#) (12 credits)
- [EDPE 726 Internship 2 - School Psychology](#) (12 credits)

PhD Year 1 (PhD2)

During the first year of the PhD program students complete the last of the formal coursework credits and a final clinical practicum in assessment. PhD2 students begin the application and interview process for the Field Placement (which takes place during PhD 3) and begin working on their doctoral thesis.

PhD2	
Fall	Winter
EDPC 714 - Theory/Models: Family Therapy	EDPE 626 - Practicum 2: School Psychology
EDPE 625 - Practicum 1: School Psychology	EDPE 712 - Neurological Bases of Behaviour
EDPE 710 - Consultation in School Psychology	* EDPH 689 - Teaching and Learning in Higher Education
* EDPH 689 - Teaching and Learning in Higher Education	
* Students have the choice to take EDPH 689 in the Fall or Winter semester.	



PhD2 Competencies

At the conclusion of PhD2, students are expected to have the following competencies:

1. Discriminate between problems whose solutions are to be found within the child or the school, and those that require intervention with the child's family, and be able to prescribe appropriate action for selected cases. [Formal examination and assignments in the Family Therapy course, and Practicum supervision. Courses: EDPE 619; EDPC 714; EDPE 625; EDPE 626]
2. Integrate knowledge of the neurological bases of behaviour and basic psychopharmacology with their developmental, behavioral, and psychometric knowledge base, including additional knowledge of neurological assessment, with a view to enhancing communication with physicians and others who may share in client care, especially in a multidisciplinary setting, while providing a basis for further learning provided in many field settings. [Reports and assignments in the Neurological Bases course, also integrated into Practicum. Courses: EDPE 712; EDPE 625; EDPE 626]
3. Synthesize and apply the skills and knowledge attained to clients encountered in a closely supervised, team-based setting for which the realistic client flow is regulated to teaching needs (the Clinic Practicum), and to be able to follow clients through a full cycle of intake and service [Courses: EDPE 625; EDPE 626].
4. Prepare an undergraduate course plan or part of a course, both with regard to content and pedagogy, microteach at least one lesson within the training, and if at all possible play an active role as sessional instructor or teaching assistant with an active instructional role in collaboration with an experienced instructor. This may, for example, be accomplished in part by preparing with the regular instructor and teaching one or more classes within an ongoing course. [Partly within the optional course on Teaching and Learning in Higher Education. Courses: EDPH 689]
5. Through simulation, practice with selected clients in a controlled environment (the Clinic). Through a study of the relevant literature, develop knowledge of the consultation process that can be applied in the Clinic setting in Year 3 [Courses: EDPE 625; EDPE 626].
6. Submit a proposal for a presentation based on a paper or poster to an appropriate conference and make the presentation (this may be done in year 2, 3, or 4). [Recorded in portfolios. Courses: none. A program expectations reviewed by research supervisor.]



PhD Year 2 (PhD3)

The PhD3 is the year of the Field Placement, where skills and knowledge developed in classwork and practica are applied in a community setting under the supervision of an experienced clinician in the field. Although this year has no other formal coursework, it is an extraordinarily challenging time. During this year, comprehensive exams are typically taken, PhD theses are being completed, and Internships are applied for.

PhD3	
Fall	Winter
* EDPE 721D1 - School Psychology: Elementary	* EDPE 721D2 - School Psychology: Elementary
* EDPE 722D1 - School Psychology: Secondary	* EDPE 722D2 - School Psychology: Secondary
* EDPE 723D1 - School Psychology: Community	* EDPE 723D2 - School Psychology: Community
** EDPE 708 - Comprehensive Examination	** EDPE 708 - Comprehensive Examination
* Students must register in 2 out of the 3 courses of EDPE 721, 722, and 723.	
** Students have the choice to take EDPE 708 in the Fall or Winter semester.	

PhD3 Competencies

At the conclusion of PhD3, students are expected to have the following competencies:

1. Demonstrate depth and integration of knowledge in a written comprehensive examination that addresses theory, research, and practice in school psychology and related fields [Courses: EDPE 708].
2. Take a leadership role in preparing a research proposal for a study that makes a contribution to the advancement of the field and that becomes the doctoral dissertation, as well as orally defending the proposal. [Documented in portfolios. Courses: EDPE 708]
3. Synthesize and apply the depth and breadth of their knowledge in applied field settings, adapting to the exigencies of the settings, and developing supervised but independent skills and knowledge to the point that adaptation to an Internship can be conducted as easily as possible. [Evaluations and comments from Field Placement site supervisor; examples in portfolios. Courses: EDPE 721; EDPE 722; EDPE 723]



PhD Year 3 (PhD4)

The PhD4 year is the time for a full time internship under the supervision of an experienced clinician in the field. If the PhD thesis is not yet finished, it should be completed during the PhD4 year. Students are also preparing for gaining licensure, job interviews for clinical positions, post-doctoral posts, or jobs in the field.

PhD4	
Fall	Winter
EDPE 725D1 - Internship 1 - School Psychology	EDPE 725D2 - Internship 1 - School Psychology
EDPE 726D1 - Internship 2 - School Psychology	EDPE 726D2 - Internship 2 - School Psychology
Students complete their doctoral dissertation and requirements during their PhD4 year in collaboration with their supervisor. See the Doctoral Thesis Preparation Process and Suggestions section below.	

PhD4 Competencies

At the conclusion PhD4, students are expected to have the following competencies:

1. Carry to completion a research study that advances knowledge or practice, and belong to appropriate scientific organizations in psychology and education. [Externally examined dissertation and oral defense. Courses: doctoral dissertation/thesis]
2. Communicate research results and professional cases and issues orally and in writing to a discipline-based audience, teach at the university level, and make connections between theory and research and practice [Courses: EDPE 725; EDPE 726].
3. Function as autonomous professional psychologists with a commitment to lifelong learning, self-improvement, and to the professional communities of psychology and education. [Internship reports. Courses: EDPE 725; EDPE 726]



Field Placement in School/Applied Child Psychology

Overview of the Field Placement:

The Field Placement ([EDPE 721/722/723](#)) provides students with the opportunity to work in an elementary school, high school, or community setting under the supervision of a school or clinical psychologist (referred to here as the site supervisor) and allows for the continued development of professional, assessment and diagnostic skills, and therapeutic interventions in multidisciplinary settings where psychological and/or academic problems are identified and addressed. In addition to acquiring practical skills in providing school/applied psychological services, students will continue to critically examine and interpret legal, ethical, and professional issues. Field Placement students also attend a seminar lead by the Field Placement Coordinator (the course instructor for EDPE 721/722/723).

Applying for the Field Placement

Applications must be made in the fall of the year preceding the actual Field Placement, after successful completion of the Clinic Practicum ([EDPE 625 Practicum 1: School Psychology/EDPE 626 Practicum 2: School Psychology](#)). The Field Placement occurs during the second year of the PhD program (PhD 3) and students must attend a mandatory meeting with the Director of Clinical Training in the fall of their first PhD year (PhD 2). At this meeting, the Director of Clinical Training will address the application process, site selection, program requirements, and other important information regarding the Field Placement. **PhD2 students will receive an email before the beginning of the fall semester notifying them to attend this mandatory meeting with the Director of Clinical Training.**

Student Eligibility and Registration

Students eligible for the Field Placement must be registered as doctoral students in the School/Applied Child Psychology Program. As such, students have had the prerequisite course work in the following areas: clinic practicum, standardized assessment, behavioural consultation, child development, childhood psychopathology, intervention, ethics, and statistics and research methodology.

The Field Placement takes place during the PhD3 year in the program. Students taking the Field Placement **must register for 2 out of the 3 possible Field Placement course sections, in both the fall and corresponding winter semester.** They are:

Fall:

[EDPE 721D1 - School Psychology: Elementary](#) - CRN: 3478 (3 credits)

[EDPE 722D1 - School Psychology: Secondary](#) - CRN: 3499 (3 credits)

[EDPE 723D1 - School Psychology: Community](#) - CRN: 3500 (3 credits)



Winter:

[EDPE 721D2 - School Psychology: Elementary](#) - CRN: 939 (3 credits)

[EDPE 722D2 - School Psychology: Secondary](#) - CRN: 940 (3 credits)

[EDPE 723D2 - School Psychology: Community](#) - CRN: 941 (3 credits)

Each Field Placement is a full-year course and counts for 6 credits (3 credits per semester). Students must be enrolled in 12 credits to satisfy this requirement for degree completion.

Students must be registered in these courses before beginning their Field Placement in order to be covered by McGill's professional liability insurance.

While it is not required, students electing to accumulate additional clinical hours before their Internship may do so by registering for the third course. Completed logs and evaluations must be submitted to the Field Placement Coordinator.

Judicial Record Verification

Quebec's Education Act, section 261.0.2, grants school boards the right to verify the judicial record of any person regularly in contact with minors, including student teachers. Students completing the Field Placement in a school setting will be required to submit a [Declaration Concerning a Judicial Record](#). Each school board or private school may have its own administrative procedures for verification. Students are responsible for complying with their request.

Schedule and Time Requirements

The Field Placement provides a minimum of 500 hours of supervised practice at an approved field site(s). These hours are distributed across two academic semesters. Beginning and end dates are negotiated with the training site(s). Typically, students spend two eight-hour days each week at the field sites where they are actively engaged with clients, are involved in assessing children and adolescents with psychological and/or academic problems, prepare psychological reports, participate in case conferences, provide direct therapeutic interventions, and engage in professional development programs.

In addition to the two day Field Placement, the Field Placement Coordinator conducts regular seminars with Field Placement students. The frequency of these seminars is at the discretion of the Field Placement coordinator. The seminars consist of clinical case presentations and in-depth discussions concerning relevant clinical issues.

Objectives for the Field Placement

Professional development is a critical component of the Field Placement and students are expected to demonstrate appropriate professional skills and conduct. Students are expected to establish congenial, supportive, and cooperative relations with professional staff, students, and



parents with whom they interact while on site. Students are strongly encouraged to gain insight and understanding of the school/clinical environment (e.g., case conferences, team meetings, and meetings).

Students are expected to become familiar with the process of special needs referrals, evaluation, placement, remediation, and therapy (where appropriate). In meeting this objective, students play an integral role in the referral process, and spend time in the classroom or clinical setting with children and adolescents who have learning difficulties or learning disabilities, emotional/behavioural disturbances, or cognitive disabilities. Students are also expected to gain knowledge of regular education curriculum and participate in activities for students without special needs.

Students should become acquainted with community resources that may compliment services provided by the school/clinical setting. Students are encouraged to observe, and when possible become involved in, the activities performed by the supervising psychologist. This may include parent conferences, staff meetings, Grand Rounds, integration conferences, individual and/or group therapy, psychological assessments, working with teachers and parents, etc.

In terms of assessment and diagnostic skill development, students are expected to conduct assessments related to cognitive, social, and emotional functioning with preschool/kindergarten, elementary, and high school age students. In addition, experiences in conducting assessments with children from diverse ethnic and cultural backgrounds are highly recommended. Competence in report writing and dissemination of results to parents, teachers, children, and other professionals is required.

In addition to assessment, students are expected to function as a consultant with teachers and/or parents at the elementary and secondary level. They may be asked to specify target behaviours, conduct observations, collect data related to target behaviours, develop treatment strategies, monitor treatment progress, and to evaluate treatment outcomes. Students are expected to engage in direct intervention. Where available, students should engage in short-term individual or family therapy and group therapy.

Finally, students are expected to demonstrate accountability for their activities as a practicing school psychologist. Students are expected to maintain the highest standards of professionalism during the Field Placement, including but not limited to standards of dress, ethical codes and standards, and professional activity. Professional developments also requires being punctual, attending all relevant training opportunities, and submission of reports in a timely manner. Students are expected to adhere to all established rules at their field site.

The aforementioned objectives constitute a general framework that guides Field Placement activities, and clarifies the expectations. However, the objectives must be matched and or modified depending on the unique needs or circumstances provided by the Field Placement site.



For example, in some schools the assessment of minority children may not be possible, and alternative activities may be arranged.

The Field Placement is a competency-based requirement. Students not successfully meeting the competencies outlined in the evaluation report may be asked to extend their placement or seek an additional placement prior to being permitted to beginning their Internship ([EDPE 725/726](#)).

Standards for Field Placement Sites

The Field Placement site must provide appropriate experiences in school, applied or clinical psychology and supervision from a licensed psychologist who is a member of the *Ordre des Psychologues du Québec* (OPQ) or equivalent licensing bodies in jurisdictions outside of Québec. Students must select a site where they will work directly with children, adolescents, or both. Placements with a large focus on adults are *not* acceptable.

The site supervisor must allocate **at least two hours of individual supervision** for each 16 hours of practice, and must be given some flexibility to schedule this supervision time (e.g., supervision may occur in 15 to 30 minute intervals where appropriate).

Specification and Contracting of Field Placements

Once a Field Placement site has been approved by the Director of Clinical Training, the student must contact the site and provide all necessary application documentation. Upon being accepted to the Field Placement site, the student is required to have the site supervisor sign the [Field Placement - Placement form](#) (see [appendix D](#)) as well as the [Field Placement Objectives Planning form](#) (see [appendix E](#)) and submit both to the Field Placement coordinator (CC: schoolpsych.education@mcgill.ca). Note that some accredited sites may prefer to use a letter of their own formatting indicating the terms and conditions of the Field Placement; the student must submit a copy to the Field Placement Coordinator. The Field Placement Coordinator shall discuss any possible changes as to the responsibilities and duties with the site supervisor.

Field Placement Supervision

Students receive direct supervision from the site supervisor but progress is also monitored by the Field Placement Coordinator, both informally and during the university seminars. Students are responsible to both the site supervisor and the Field Placement Coordinator throughout the Field Placement.

Responsibilities of the Site Supervisor:

1. The site supervisor, in conjunction with the Field Placement Coordinator, shall develop a Field Placement plan based on the objectives outlined above. These guidelines can be expanded to include other activities that the site supervisor deems crucial. The student also has input into the planning of the Field Placement. The [Field Placement Objectives Planning form](#) (see



[appendix E](#)) must be submitted to the Field Placement coordinator (CC schoolpsych.education@mcgill.ca).

2. The site supervisor evaluates the student through the [Field Placement Student Evaluation Form](#) (see [appendix E](#)) but may add other relevant evaluation procedures. Importantly, expectations and evaluation procedures are communicated to the student at the beginning of the Field Placement. Both mid-year and final evaluation forms shall be completed by the site supervisor(s) and discussed with the student.
3. The site supervisor supervises the daily activities of the student through case assignment, incorporating the student into ongoing activities, monitoring student performance, and reviewing and discussing completed activities.
4. The site supervisor should provide at least **two hours** of supervision per 16 hours spent at the field site. Regular scheduling of supervision sessions is recommended as opposed to informal or ad hoc supervision.
5. The site supervisor and the Field Placement Coordinator communicate with one another on a regular basis or as required, and the site supervisor is responsible for alerting the Field Placement coordinator of any presenting issues that are interfering with the student's professional responsibilities.
6. The site supervisor regularly evaluates the student through frequent feedback, discussion and direct observation, feedback from other school personnel and clients, and reviews the students' written reports, case notes, and other required documentation.
7. The site supervisor must help to ensure that the experience is conducted in a manner consistent with the current legal and ethical guidelines of the *Ordre des Psychologues du Québec*.

Responsibilities of the Field Placement Coordinator

1. Approves field sites in collaboration with the Director of Clinical Training and ensures that each Field Placement site meets program standards.
2. Consults with the site supervisor and the student to establish the Field Placement plan.
3. Evaluates progress made toward the Field Placement objectives midway through the Field Placement.
4. Supplements on-site supervision by directing group discussions of student activities during scheduled university seminars in conjunction with individual meetings with students where necessary.
5. Reviews progress made during the Field Placement with the site supervisor and collaborates to determine the final grade for the Field Placement.



Submission of hours logs

Students are responsible for completing the [On-site hours logs](#) (see [appendix B](#)), must have it signed by the site supervisor, and submitted to the Field Placement Coordinator every three weeks. Be sure to keep a copy of your logs. **Failure to comply with the regular submission of these logs may result in the student not receiving credit for their Field Placement hours.**

Evaluation of the Field Placement

The Field Placement is graded as Pass/Fail. Site supervisors are responsible for completing the [Field Placement Student Evaluation forms](#) (see [appendix F](#)) and discussing the results with the student. The Field Placement Coordinator evaluates the student during scheduled university seminars. The determination of the final grade is based on both of these evaluations.

Three evaluations, two interim (generally, one in November and one in March) and one final evaluation at the end of the Field Placement are to be completed by the site supervisor and forwarded to the Field Placement Coordinator. In the event that the student has more than one site supervisor, more than one form can be completed at each evaluation point or the supervisors can collaborate on a joint evaluation. For all sites, copies of interim and final evaluations, including a clear statement that the student has successfully completed the Field Placement requirements of the site, should be sent to the Field Placement Coordinator.

Students Seeking Additional Field Work Hours

In order to broaden their clinical experience, improve professional prospects, or prepare for Internship sites with demanding admission criteria, some students may elect to complete extra Field Placement hours and defer applying for their Internship by a year. Such students must contact the Director of Clinical Training and the Field Placement coordinator in advance to make appropriate arrangements. These students would register for the remaining 6-credit section from the 3 sections of the Field Placement courses to ensure appropriate liability coverage.

Field Placement Forms:	
Field Placement - Placement Form (appendix D)	Must be completed by your site supervisor and returned to the Field Placement coordinator before you can be formally accepted in the Field Placement (CC schoolpsych.education@mcgill.ca).
Field Placement Objectives Planning Form (appendix E)	Outlines the clinical opportunities available to you at your Field Placement site. Completed by the site supervisor with your input and must be returned to the Field Placement coordinator before beginning the Field Placement (CC schoolpsych.education@mcgill.ca).
Field Placement Student Evaluation	Three evaluations: two interim and one final,



Forms (appendix F)	completed by your site supervisor and submitted to the Field Placement coordinator (CC schoolpsych.education@mcgill.ca).
All forms are available on the School/Applied Child Psychology resources webpage .	

Comprehensive Examination

The doctoral comprehensive examination represents one of the requirements for the PhD in School/Applied Child Psychology and must be successfully completed before the Internship can commence. The comprehensive examination is an independent project that demonstrates depth of knowledge in the research literature and the ability to make a contribution to the knowledge in the field. The goals of the comprehensive examination project are to (a) synthesize and critically evaluate a body of literature; (b) make a significant original contribution to the field; and (c) demonstrate the highest quality written presentation of ideas. The quality expected of the comprehensive examination project is that of an article that appears in a refereed scientific journal. The expectation is that this paper will be submitted for publication.

Timing and Registration

The comprehensive examination process should be started in the PhD3 year with the submission of the proposal occurring no later than **April 1st** of the year preceding the Internship. **Any submissions after this date will result in the student being asked to notify their Internship site that they will not be able to proceed to Internship the following year.** The student must register for the Comprehensive Exam course ([EDPE 708 - Comprehensive Examination](#)) in the term in which the project is to be completed.

Comprehensive Examination Process

- The paper topic is discussed, negotiated, and developed with the student and supervisor.
- A two-page proposal is submitted via e-mail to the supervisor and Graduate Program Director by the **April 1st deadline** during the student's second year in the PhD program (PhD3).
- The Graduate Program Director assigns a second reader in addition to the supervisor to evaluate the proposal. The evaluation is to take place within **10 working days** of submission. See the [Comprehensive Examination Proposal Grading rubric](#) for details of passing criteria (See [Appendix G](#)).
- If the proposal is accepted, then the full comprehensive examination project can begin. The final draft is due **6 weeks** after the proposal decision is communicated to the student.
- If the proposal is not accepted, then the student will receive point-by-point



recommendations for revising and resubmitting the proposal. Revisions are due within **2 weeks** of the proposal being communicated.

- The full comprehensive examination project is to be submitted to the Graduate Program Director. Two examiners will be selected for evaluation (one will be the student's supervisor). Their decision is due **2 weeks** after submission. See [Comprehensive Examination Grading rubric](#) for details of passing criteria (see [Appendix H](#)).
- If the full comprehensive examination project receives a grade of pass, then the passing grade is entered and the successful completion of the comprehensive exam is entered into the student's file.
- If the full comprehensive examination project receives one grade of pass and one grade of fail, then a third reader will be asked to make an evaluation. The third reader then has **10 working days** to complete the evaluation. The result of this third evaluation will determine the final grade.
- If the full comprehensive examination project receives a failing grade, then a point-by-point list of the concerns and elements to be corrected is given to the student. This is much like an editorial decision letter received by authors when a manuscript is rejected by a journal. The student has four weeks to make the revisions and resubmit.
- The revision is evaluated within **10 working days** by the supervisor and a second faculty member.
- If the revision receives two grades of pass, then the passing grade is submitted the successful completion of the comprehensive exam is entered into the student's file.
- If the revision receives one grade of pass and one grade of fail, then a third reader will be asked to make an evaluation. The third reader has **10 working days** to complete the evaluation. The result of this third evaluation will determine the final grade.
- If the final revision receives a grade of fail, the student will be dismissed from the program.

Comprehensive Examination Proposal

The proposal is a two-page summary of the Comprehensive Examination. References and any other appendices may be added in addition to the two-page limit. The proposal should be double-spaced, 12-point Times New Roman font, and conform to APA citation style. There is no need for an abstract in the proposal. The proposal needs to communicate four major points:

1. A description and rationale of the problem or question being addressed in the proposed paper.
2. A description of the methods or approaches used to address the problem of rationale.
3. The implication or relevance of the proposal to theory or practice. This issue is a common difficulty in papers. The Comprehensive Examination project is not a literature review as seen in a book chapter, rather it uses literature review methods to make a contribution to theory or practice.
4. Identify a scholarly journal that serves as a target journal for the final paper. Articles



currently published in the target journal serve as models for the article. This article may provide helpful information in preparing and writing the proposal and paper: http://www.yale.edu/psychdus/SeniorRequirements_files/Bemreview.pdf.

Comprehensive Examination Final draft

When the proposal is passed, then the writing of the Full Comprehensive Examination project can begin. The final draft must conform to APA citation style. The length of the paper is a maximum of 40 pages inclusive of references, title page, abstract, and any tables, figures, or appendices. The comprehensive exam is an independent project, so consultation or collaboration with the supervisor, peers, and other research partners is not permitted.

Comprehensive Examination Remedial procedures

If the Comprehensive Examination project does not meet the criteria for a pass, then the student has the right to know the exact reasons for failing. Moreover, information is to be provided to assist the student in developing a successful revision. Students are allowed to meet with their supervisor to outline a revision plan based on the reviews of the paper. However, the remainder of the revision is to be an independent project.



Doctoral Thesis/Dissertation

The successful proposal of a doctoral thesis includes five stages: (a) the development of a dissertation proposal, (b) a McGill Research Ethics Board certification of acceptability (you may also need ethics review and approval from the site at which you collect data), (c) the execution of the study (data collection and analysis), (d) writing the dissertation, and (e) successfully completing an oral defense of the thesis in a public forum.

Although many aspects of the PhD thesis may be negotiated with the Thesis Supervisor and Doctoral Advisory Committee, overall the PhD thesis must comply with GPS rules (see <http://www.mcgill.ca/gps/thesis> for details).

Doctoral Advisory Committee

Each student must develop an advisory committee to provide input on his or her doctoral research. The Doctoral Advisory Committee is chaired by the supervisor and normally includes two or three other members. Committee members are chosen by the student with the participation and approval of the supervisor, for their ability to contribute needed expertise to the development of the student's dissertation research. Committee members do not need to be ECP Departmental faculty but must have clear expertise related to the dissertation. It is recommended that candidates identify faculty who have interests related to their area of research, and might serve as members of the advisory committee, early in their program. One strategy is to make a short list of three or four appropriate potential committee members. Reading several recent publications of these individuals in an effort to understand their current research is highly advisable. A meeting to discuss research possibilities with these professors can then be scheduled. When meeting with a potential committee member, bring a copy of your résumé and a brief outline of your proposed research.

Forms:	
Doctoral Advisory Committee Form (appendix I)	Once the membership of the Doctoral Advisory Committee is determined, students must complete the Doctoral Advisory Committee Form. Must be signed by each member of the committee and submitted electronically to schoolpsych.education@mcgill.ca
All forms are available on the School/Applied Child Psychology resources webpage.	

Doctoral Thesis Proposal and Defense

In consultation with the thesis supervisor and advisory committee members, the student develops a thesis proposal. A final draft of the proposal should be circulated to all committee members at least **three weeks prior to the proposal defense**. At the proposal defense, the student will make a short (approximately one-half hour) formal presentation of the proposed thesis research that reviews the theory and rationale for the study, the research base on which it will



build, and thoroughly presents the methodology, proposed analyses of the results, and a statement of the original contribution to science that the project will constitute. The presentation is followed by a question period and suggestions for modifications by the committee members. At the conclusion of the meeting, the doctoral committee shall go to a closed session (absent all students). Members of the committee vote on whether the student should proceed with data collection (consistent with the outlined recommendations of the committee) or whether the student must reappear before the group for another formal presentation. Although total agreement is highly desirable, a majority vote of the student's doctoral advisory committee shall determine whether or not the student should proceed. The committee shall sign the [Doctoral Dissertation Proposal Defense Form](#) (see [appendix J](#)) which is placed in the student's file, and the student is advised to keep a copy for their own personal records. Ethical approval for the study may be obtained prior to the proposal defense, however, changes based on the defense may necessitate changes in the ethics application.

Forms:	
Doctoral Dissertation Proposal Defense Form (appendix J)	Must be completed after successful defense of the doctoral thesis proposal. Must be signed by all members of the Doctoral Advisory Committee and submitted to schoolpsych.education@mcgill.ca
All forms are available on the School/Applied Child Psychology resources webpage .	

Ethical Guidelines

In order for doctoral research with human subjects to proceed, an ethics certificate must first be obtained. For information on research ethics procedures please see the following website: <http://www.mcgill.ca/research/researchers/compliance/>.

McGill Guidelines Concerning Execution, Writing, Submission, and Defense of the Thesis

The Graduate and Postdoctoral Studies Office (GPS) has the following specifications for thesis preparation. Please visit the [GPS website on guidelines for thesis preparation](#) for full details. Theses not so prepared will not be accepted unless the Executive Committee of Council (of GPS) has given its agreement in advance.

PhD Thesis Evaluation

All PhD theses are evaluated by an internal and external examiner. About 2-4 weeks before the thesis is ready for **initial** submission, the supervisor should consult with the student and identify one or more potential examiners who are qualified to examine the thesis. The thesis supervisor must confirm the readiness of the thesis for submission to the University's Graduate and Postdoctoral Studies Office. The Thesis, once submitted, is sent for evaluation to the internal and external examiners. Both examiners must find the Thesis satisfactory before the examination can proceed to the Oral Defense which will be scheduled by the department. The **final e-Thesis**



submission can be made only once the Oral Defense has been passed. For detailed information, please visit the [GPS Thesis Examination](#) page.

Forms:

GPS requires that several forms be provided during the thesis submission process including the:

- *Nomination of Examiner and Thesis Submission form;*
- *McGill Non-Exclusive License (MNL) Form;*
- and the *Library and Archives Canada (LAC) Form.*

Visit <http://www.mcgill.ca/gps/thesis/guidelines/initial-submission#forms> for detailed information.

Doctoral Thesis Preparation Process and Suggestions

The PhD thesis is one of the most challenging aspects of the School/Applied Child Psychology program and any doctoral level program. Students are responsible for all aspects of the project and are advised to plan carefully and to begin as soon as possible.

Here are some suggestions to help complete the PhD thesis as efficiently as possible, these guidelines can complement the advice and guidance provided by the Thesis Supervisor and Doctoral Advisory Committee who have the authority to work with the student throughout this process:

- Begin developing research concepts with the Thesis Supervisor as early as possible upon entering into the program. This includes developing a research concept, reviewing research, and developing research questions. Ideally, these concepts will extend from the work on completed for the MA thesis and other research conducted while in the program. Students are most successful when they have been involved in multiple non-thesis research projects with their supervisor and have a strong background in the literature and research methodology used in the field. Failure to begin this process early generally impacts the student's ability to graduate from the program in a timely manner.
- All PhD theses are reviewed by an established and eminent scholar from outside of McGill University. The external examiner is nominated by the student and their supervisor. In order to find an appropriate and amenable external examiner, students are advised to contact major scholars in the field to inquire about their research early in the process. This provides the student with an overview of the most recent research from leaders in the field and will help the student identify who is helpful, reasonable, and responsive as a potential candidate for an external reviewer of the student's thesis. Note that the external examiner cannot have a conflict of interest with the student or the supervisor and entering into collaboration with this individual would exclude them from being an external. Please



review the [GPS guidelines on conflicts of interest](#) to avoid creating conflicts with potential examiners.

- Typically, the scope of a PhD thesis contains the equivalent to three or four journal articles as compared to the MA thesis, which typically is the scope of one journal article. The PhD thesis may be presented as one large study or three to four related projects.
- Ideally, the PhD thesis project is linked to the Comprehensive Examination. Using some of the literature review from the Comprehensive Examination as part of the PhD thesis is acceptable and efficient.
- In collaboration with the supervisor the student is advised to begin developing the Doctoral Advisory Committee as soon as the topic and research question are decided.
- The PhD Thesis Proposal is developed and defended to the Doctoral Advisory Committee. Following successful completion of the PhD Thesis proposal the student completes the [Doctoral Dissertation Proposal Defense Form](#) and ensures that one copy is kept in their personal records and that a copy is submitted to schoolpsych.education@mcgill.ca to be kept in the student’s file.
- The thesis proposal should be defended before data are collected. While it is possible to collect data before the proposal defence, it is not advisable as the Doctoral Advisory Committee may suggest major revisions to the proposal, which may render previously collected data useless.
- Students are advised to work closely with the Doctoral Advisory Committee when developing the proposal. This ensures that the proposal defense is a productive meeting among members to provide suggestions and improvements, rather than the first presentation of the material. This will help prepare the student and prevent having to address major criticisms of the thesis at this stage.

Dissertation Preparation: Suggested Timeline	
PhD2	<ul style="list-style-type: none"> ▪ <i>Begin developing Doctoral Advisory Committee in the fall semester.</i> ▪ <i>Also in the fall, begin formulating:</i> <ul style="list-style-type: none"> ○ Thesis ideas ○ Research Questions ○ Methodology ▪ <i>Finalize Doctoral Advisory Committee by the end of the winter semester and submit Doctoral Advisory Committee form (see appendix I).</i>
PhD3	<ul style="list-style-type: none"> ▪ <i>Present thesis proposal to Doctoral Advisory Committee and submit Doctoral Dissertation Proposal Defense form (see appendix J) during the fall semester.</i> ▪ <i>Obtain research ethics compliance certification.</i> ▪ <i>Begin data collection no later than the winter semester.</i> ▪ <i>Begin writing dissertation in consultation with Doctoral Advisory Committee</i>
PhD4	<ul style="list-style-type: none"> ▪ <i>Continue writing dissertation.</i> ▪ <i>Once the document is completed, work to secure the external examiner.</i> ▪ <i>Begin submission process. See the ECP Thesis webpage for departmental instructions and deadlines and the Graduate and Postdoctoral Studies Thesis website for GPS procedures.</i>



- The student should work closely with the supervisor and Doctoral Advisory Committee members throughout completion of the Thesis.
- The student is advised to prepare and plan to collect data during the **PhD 3** year. Data collection and thesis writing during the Internship year **PhD 4** has proven to be exceptionally difficult and unmanageable for students in the past.
- The student may defend the final thesis before completing the Internship; however in these exceptional cases, the degree will not be awarded until after successful completion of the Internship. A degree cannot be granted prior to the student completing all the program requirements.

Internship in School/Applied Child Psychology

Overview of the Internship Training

The Internship is an integral component of the doctoral program in School/Applied Child Psychology and occurs after four years of Master's and Doctoral level of course work and Field Placement are completed and represents the culminating experience of the professional training program. In contrast to the Field Placement, the Internship is entirely supervised externally by a staff member at the Internship site. Working outside the department under the direct supervision of a licensed psychologist, students will apply and integrate the theoretical and technical knowledge acquired from previous course work and practica with the aim of facilitating the transition from student to independent professional. Pursuant to CPA/APA guidelines, the Internship requires a *minimum of 1600 hours* that is typically carried out over a period of one year or exceptionally over two half-time placements lasting two years. Students are strongly encouraged to apply to CPA or APA accredited Internship sites.

Student Eligibility and Registration

Students may only ***accept an Internship placement after completing their Comprehensive Examination*** and ***after the successful defense of the dissertation proposal***. It is strongly recommended that students complete a considerable portion of the dissertation research (e.g., data collection and analysis) prior to beginning the Internship. Students should be aware that internship sites may have different requirements but that it is always a great advantage to have most of the dissertation work completed before beginning so that they may devote their full attention to the professional training experience.

Applications must be made in the fall of the year preceding the actual Internship, after successful completion of the Field Placement. The Internship occurs during the third year of the PhD



program (PhD4) and students must attend a mandatory meeting with the Director of Clinical Training in the fall of their first PhD year (PhD3). At this meeting, the Director of Clinical Training will address the application process, site selection, program requirements, and other important information regarding the Internship. **PhD3 students will receive an email before the beginning of the fall semester inviting them to this mandatory meeting with the Director of Clinical Training.**

Full-time interns register for two 12 credit, full year courses (total 24 credits). The Internship takes place during the PhD4 year in the program. Students taking the Internship **must register for both Internship course sections, in both the fall and corresponding winter semester.**

Fall

[EDPE 725D1 - Internship 1 - School Psychology](#) - CRN: 1127 (6 credits)

[EDPE 726D1 - Internship 2 - School Psychology](#) - CRN: 1128 (6 credits)

Winter

[EDPE 725D2 - Internship 1 - School Psychology](#) - CRN: 3147 (6 credits)

[EDPE 726D2 - Internship 2 - School Psychology](#) - CRN: 942 (6 credits)

Students electing to complete their Internship through two half-time placements over two years must register for EDPE-725D1/D2 in the first year of their placement and EDPE-726D1/D2 in their second year.

Students must be appropriately registered in these courses prior to beginning their Internships in order to be covered by McGill's liability insurance, and to receive credit for the courses.

Judicial Record Verification

Quebec's Education Act, section 261.0.2, grants school boards the right to verify the judicial record of any person regularly in contact with minors, including student teachers. Students completing the Internship in a school setting will be required to submit a [Declaration Concerning a Judicial Record](#). Each school board or private school may have its own administrative procedures for verification. Students are responsible for complying with their request.

Applying for an Internship

Applications should normally be limited to CPA or APA-approved Internship sites or their equivalent (please see the [Standards for Non-Accredited \(CPA or APA\) Pre-Doctoral Internship Sites, appendix N](#) for detailed guidelines). In addition to compliance with CPA and APA guidelines, students must select a site where they will work directly with children, adolescents, or both; placements with a large focus on adults are *not* acceptable. Considerations of the breadth and quality of the experience, the frequency and type of activities the intern will engage in, and the organization and administration of the site, are important in applying for Internship.



It is recommended that students not apply to any site at which they have already completed Field Placement in order to ensure a sufficient breadth of experiences. Although the Internship may be completed over two years, it should be completed at a single site. Students are also advised to consider licensure requirements in the province or state in which they intend to practice when selecting a site. The licensure requirements in the United States are available on the APPIC website (www.appic.org) along with an outline of the most stringent Internship licensure requirements across all states. Students should be aware that selecting a site that is not approved by CPA or APA may impact future employment prospects.

Applying to Accredited Sites

Students are strongly encouraged to apply to CPA- or APA-accredited Internship sites. Such sites are usually accessed through APPIC (www.appic.org). The application process to accredited sites is typically rigorous and requires students to research multiple sites, write several essays describing their experiences and approaches to clinical work, document clinical hours, prepare cover letters, and secure commitments from referees. Sites have different application deadlines, some as early as November 1st of the year prior to the Internship, so students should allow time to complete this process.

During this process, the Director of Clinical Training must attest to the fact that the student is ready to go to Internship the following year. This means, in part, that the student must have completed all course work, practicum, and comprehensive examinations prior to applying. The Director of Clinical Training must also attest to the veracity of the clinical hours that the student is claiming and write a letter that outlines the important Internship objectives. In order to do this, the student must supply the Director of Clinical Training with copies of signed cumulative hours-logs to support the clinical-hours claims. It is recommended that you schedule an appointment with the Director of Clinical Training in October to review your Internship application plans, to provide documentation and to indicate your Internship objectives in order that the attestation can be completed in time for your first application deadline.

If you are not matched to an accredited site, you have three alternatives: (a) go through the APPIC Phase II Match process for a second round match (see below for more information on APPIC), (b) to select an alternate site not accredited by CPA or APA, or (c) defer your application to the following year.

Applying to Non-Accredited Sites

When a placement at a CPA or APA-accredited site is not possible, ***it is the responsibility of the student*** to inform the Director of Clinical Training how the Internship site that they select meets the requirements outlined below. All non-accredited sites must be approved by the Director of Clinical Training ***before*** beginning the Internship. Exceptionally, students may complete the Internship at two different Internship sites to broaden their experience. However, this may only be done in consultation with the Director of Clinical Training to ensure that the total experience



meets all program requirements.

Non CPA- or APA-accredited sites must still conform to CPA/APA standards. A copy of the [Standards for Non-Accredited \(CPA or APA\) Pre-Doctoral Internship Sites](#) must be signed by the site supervisor and returned to the Director of Clinical Training.

Specification and Contracting of Internship Placements

Once an Internship site has been approved by the Director of Clinical Training, the student must contact the Internship site and provide all necessary application documentation. Upon being accepted to the Internship site, the student is required to have the site supervisor sign the [Internship Placement form](#) (see [appendix K](#)) as well as the [Internship Objectives Planning form](#) (see [appendix L](#)) and submit both to the Director of Clinical Training (CC: schoolpsych.education@mcgill.ca). Note that some accredited sites may prefer to use a letter of their own formatting indicating the terms and conditions of the Internship; the student must submit a copy to the Internship Coordinator. The Internship Coordinator shall discuss any possible changes as to the responsibilities and duties with the site supervisor.

Association of Psychology Postdoctoral and Internship Centers (APPIC)

Since 1976, APPIC has offered a professional psychology Internship placement “clearinghouse” which provides information about and matches students with available Internship positions. The APPIC Internship Matching Program proceeds in two phases, a first order match followed by phase II, which matches students who didn’t receive an Internship placement with positions still available. General information about APPIC is available at www.appic.org and specific information about the matching process can be found at <https://www.natmatch.com/psychint/index.html>.

Application deadlines for both phases of the matching program can be found at <http://www.appic.org/Match/About-The-APPIC-Match/APPIC-Match-Dates>. As the APPIC application form is quite detailed and can be time consuming, students are advised to begin the application process early.

Schedule and Time Requirements

The Internship is a full-time commitment and the workload is commensurate with that of a full-time job. Beginning and end dates are negotiated with the Internship site, though typically, the Internship extends well into the summer semester.

Objectives for the Internship Experience

The Internship is intended to provide experiences relevant to the following areas:

1. Knowledge of effective psychological service delivery systems.



2. Exposure to diverse models of clinical interventions and treatments (e.g., psychodynamic, client-centered, behavioural, cognitive).
3. Evaluation of critical areas of the student's professional development including their competence, emotional awareness, identity, respect for individual differences, autonomy, ethical behaviour, and motivation. Evaluations are ongoing, and expressed during weekly, supervision sessions, and through more formal periodic evaluations.
4. Continued development of communication skills and the ability to be part of a multidisciplinary team, continued refinement and enhancement of diagnostic, consultation, direct intervention and research and evaluation skills, and the effective use of community and institutional resources.
5. Continued professional development through in-service training, attendance and/or participation at both local and provincial conferences, seminars, workshops and self-study.
6. Continued development in the understanding of legal and ethical issues in applied psychology.
7. Support of the intern's research activities.

General Range of Activities and Time Allocation

The following are *general* recommendations of the intern's time (note that students *must* complete a total of 1600 hours in order to successfully complete this course requirement). Interns spend approximately 50% of their hours in direct services, 25% in supervision, and 25% in indirect service. Direct services are normally face-to-face contacts including interviewing, assessing, intervening, providing consultation to clients (groups, couples, families). Indirect services include any activities related to the provision of clinical services (e.g., report writing, observing assessment/intervention sessions, functioning within an inter-professional team, carrying out program or treatment evaluation, administrative work, staff meetings etc.).

All interns must receive a minimum of **four hours per week** of supervision of which **at least three must be individual supervision**.

Supervision of the Internship

Internship Site Supervisor

All supervisors must be licensed psychologists in their jurisdiction and must have at least two years of licensed practice following receipt of their doctorate before supervising a Program student.

The Internship site's Director of Clinical Training is responsible for ensuring the adequacy of intern training student supervision. Any training problems that cannot be resolved on-site should be reported immediately to the Internship Coordinator and McGill's Director of Clinical Training either by the site supervisor or the student.



Internship Coordinator

The Internship Coordinator is responsible for the overall supervision of all student interns. Any problem should be reported immediately to the Internship Coordinator who shall intervene appropriately and address issues of concern.

Submission of hours logs

Students are responsible for completing the [On-site hours logs](#) (see [appendix B](#)) have it co-signed by the site supervisor, and submitted to the Internship Coordinator every three weeks. Be sure to keep a copy of your logs. **Failure to comply with the regular submission of these logs may result in the student not receiving credit for their Internships.**

Evaluation of the Internship

The Internship is graded as Pass/Fail. Site supervisors are responsible for completing the [Internship Student Evaluation forms](#) (see [appendix M](#)) and discussing the results with the intern. The Internship site may wish to use their own evaluation form in which case the student should ensure that a copy of that form is sent to the Internship Coordinator for approval. The only additional McGill requirements are the hours logs as specified above.

Three evaluations, two interim (generally, one in November and one in March) and one final evaluation at the end of the Internship must be completed by the site supervisor and forwarded to the Internship Coordinator. In the event that the intern has more than one site supervisor, more than one form can be completed at each evaluation point or the supervisors can collaborate on a joint evaluation. For all sites, copies of interim and final evaluations, including a clear statement that the intern has successfully completed the Internship requirements of the site, should be sent to the Internship Coordinator.

No grades can be submitted on MINERVA (McGill's on-line student-record system) until the final evaluation and the hours logs are received and reviewed by the Internship Coordinator. Students have the responsibility to follow-up on late evaluations. Please be aware that a student cannot graduate without a passing grade for both Internship courses.

Appeal Process

In the event that the intern wishes to appeal the evaluation that has been given by the site supervisor, appropriate channels should be followed within the Internship agency and the intern should then advise the Director of Clinical Training of such circumstances in writing. In addition, should the intern disagree with a grade from the Director of Clinical Training, the McGill process should be followed, beginning with a meeting with the Program Director, if necessary, proceeding to the Department Chair, Associate Dean of Graduate and Post-Doctoral Studies, the Ombudsperson for Students, and ultimately the filing of a formal grievance (see the [Handbook of Student Rights and Responsibilities](#)).



Forms	
Internship Placement Form (appendix K)	Must be completed by the student and Internship site supervisor and submitted to the Internship Coordinator before formal acceptance (CC schoolpsych.education@mcgill.ca).
Internship Objectives Planning Form (appendix L)	Outlines the experiences available to the student at the Internship site. Completed by the Internship site supervisor with student input and must be returned to the Internship Coordinator before begging the Internship (CC schoolpsych.education@mcgill.ca).
Internship Student Evaluation Forms (appendix M)	Three evaluations: two interim and one final, completed by your site supervisor and submitted to the Internship Coordinator (CC schoolpsych.education@mcgill.ca).
Standards for Non-Accredited (CPA or APA) Pre-Doctoral Internship Sites (appendix N)	Must be signed by the Internship supervisor and submitted to the Internship Coordinator if the Internship site is not accredited by CPA/APA (CC schoolpsych.education@mcgill.ca).
All forms are available on the School/Applied Child Psychology resources webpage.	



Financial Assistance

McGill University and the Department of Educational and Counselling Psychology do not as yet have a full-funding model for graduate students, although this is the long-term goal. In making an overall financial plan, however, students should take into account (a) the relatively low tuition fees, especially for Quebec residents and other jurisdictions that have negotiated reciprocal resident-level tuition costs (Quebec tuition fees for other Canadian students are set annually at the Canadian average excluding Quebec, and international fees are well below typical US fee levels), and (b) the relatively low cost-of-living in Montreal compared to other major cities. The following support is currently available, and amounts may be updated regularly before we can update this Handbook.

Provost's Graduate Fellowships

Every new student enrolling in a McGill master's-level research degree receives a one-time Fellowship of approximately \$1500 in recent years. Every student newly enrolling in a PhD program receives a one-time Fellowship that has ranged in recent years between \$5000 and close to \$8000. The amount is adjusted each year in a funding envelope assigned to departments.

Grants and Fellowships

Funding from external sources forms an important complement to the funding package offered to newly admitted doctoral students at McGill. External Fellowships are available from various sources, including government departments (e.g., SSHRC, CIHR, FQRSC, FRSQ) and agencies, foundations and private companies. The value of awards offered by these agencies varies from \$15,000 to \$35,000 per year. These awards are often renewable. The deadlines to apply for the majority of external fellowships usually fall between October and November for fellowships tenable in September of the following year. To view a list of the agencies offering graduate student funding opportunities and individual application deadlines, please visit www.mcgill.ca/gradapplicants/funding/external/.

A number of competitive fellowships and prizes are available across disciplines (see <http://www.mcgill.ca/internalawards/multidisciplinary-awards>) and within the Faculty of Education (see <http://www.mcgill.ca/internalawards/faculty-dept-awards/education>). Many School/Applied Child Psychology students have been successful in these competitions and all students are urged to apply.

The Graduate Research Enhancement and Travel (GREAT) awards program budgets \$300,000 annually to support graduate student travel and research dissemination (you must have a paper accepted on the program--it can be co-authored with other students or your supervisor). GREAT awards are awarded by the Faculties and can also pay for travel for fieldwork, archival inquiry, and off-campus collaboration. For more information see [funding opportunities for study abroad \(http://www.mcgill.ca/gps/funding/students-postdocs/study-abroad\)](http://www.mcgill.ca/gps/funding/students-postdocs/study-abroad).



Research Assistantships

Many faculty members employ graduate students through Research Assistantships (generally assigned in September but sometimes over the summer or late spring). These are assigned on an individual basis. Students are encouraged to speak with individual professors and program directors and watch for notices on listservs or posted on departmental bulletin boards.

International Students

International students are generally ineligible for funding from provincial and federal agencies. Because of this, the department attempts to offer larger fellowships to international students based on its yearly funding budget. International students are encouraged to apply to relevant funding opportunities. Information about funding opportunities for international students can be found at www.mcgill.ca/gradapplicants/funding/international/.

Teaching Assistantships

Teaching Assistantship (TAship) positions in ECP are open to MA, MEd, and PhD students. All postings are posted on the McGill Career Planning Service (CAPS) website (<http://www.mcgill.ca/caps/>); this website requires a Log In. Applicants must apply directly via CAPS. A current curriculum vitae (CV) and completed departmental application form are required. All required application forms are available for downloading in the CAPS posting. Please be sure to be aware of the application deadlines, which are clearly indicated in each posting.

Please note that the application process, selection process and appointments of all TAs positions are governed by the collective agreement of the [Association of Graduate Students Employed at McGill](http://www.agsem.ca/) (AGSEM). As such, applicants who are past TAs are union members and are placed in a priority pool that must first be exhausted before the department can offer a TA ship to non-priority pool members. In order to become a member, you would need to be selected for a Teaching Assistantship. Once you are selected and are a member, you are ranked in the priority pool for future positions so long as you remain a member. Although AGSEM members are given priority in hiring, new members do join every year. Some courses have very specific knowledge requirements (e.g., statistics) that can only be filled by a select number of applicants. We encourage students to apply in every semester. For detailed information about AGSEM, please consult their website at <http://agsem-aeedem.ca/>

Tips for Preparing Fellowship Applications

McGill University's Office of Fellowships and Awards has published guidelines for students preparing fellowship applications. The funding agency committees and internal selection committees are looking for excellence in three areas: strong letters of recommendation, academic excellence, and excellence of research proposal with evidence of research potential.



- a) Letters of recommendation should be from people who know well your academic work and research potential. Do not wait until the last minute to ask for letters of recommendation. Provide referees with a copy of your research proposal, academic transcripts, and a current curriculum vitae (CV) to help them write the letter of support. Referees preferably should be professors from McGill and/or your most recent university. Ask your referees if they are able to give you an excellent reference, and bear in mind eligibility requirements of the application in question. For example, if the application is looking for someone displaying exemplary leadership qualities, make sure to emphasize this to your referee and have that as a focus point in the letter of reference. A lukewarm reference letter will not help you.
- b) Academic excellence should be clearly made evident in the application. Be sure to list any prizes, scholarships, fellowships, etc., that you have received, as well as any other evidence of academic excellence (e.g., Dean's Honours List).
- c) Write your research proposal so that it can be understood by someone outside your field because your application will be assessed by committees comprising people who may not be experts in your field. At the same time do not be simplistic. Avoid technical jargon. Indicate the historical context of the study, your hypothesis or research question, methodology, potential contribution to knowledge, and importance to the field. Ask your supervisor, another professor, and fellow graduate students to vet the application and provide you with feedback. For the past several years, GPS has offered *Would You Fund It* consultation meetings with experienced faculty members who have worked on granting committees. Students can make an appointment for a consultation. Be sure to bring copies of your application draft for the consultant to review.
- d) List any of your publications and conference presentations as evidence of research potential, particularly if presented in peer-reviewed journals and international conferences. Presentation *proposals* should not be listed. Evidence of research productivity is frequently the difference between a successful and an unsuccessful application. Use all of the available space provided for the proposal.
- e) If you are not successful this year, keep trying. Granting agencies typically do not allow applications from students in the final years of their programs. Apply when you think your chances are greatest.
- f) Deadlines are strict. Make sure that you are ready in time. If an application requires an official transcript allow yourself enough time to order this so that it is ready prior to the deadline. If you require a letter of reference, be mindful that these individuals may have many similar requests, holidays or conferences to attend, therefore advise these individuals early on you are requesting this in order to have all necessary documents prepared well before the deadline.

Further information about Graduate Fellowships and Awards is available from the Graduate and Postdoctoral studies [Funding opportunities website](#).



Additional Information for all School/Applied Child Psychology Students at McGill

Course Evaluations

McGill Senate regulations state that teaching must be evaluated and that student input should be one component. The MERCURY Online Course Evaluation System is for end-of-term course evaluations for undergraduate and graduate courses at McGill. Online course-evaluation forms can be accessed through [MINERVA](#). The system is designed to allow 24-hour access for anonymous online completion of course evaluations by students for each course in which they are registered. Instructors have access to their evaluation only after the final grades have been submitted. The University will inform you by mass-email when the evaluation period opens and will remind you periodically during the evaluation period of the value of completing the evaluations. Please visit <http://www.mcgill.ca/tls/teaching/course-evaluations/faq> for further information on the online course-evaluation system.

McGill Libraries

[The McGill Library](#) consists of 11 branch libraries, primarily disciplinary in focus, and several affiliated collections located on the Montreal downtown city campus and at the Macdonald campus on the shores of Lac St. Louis.; it is one of the largest libraries in Quebec and the fourth largest university library in Canada. The McGill Library includes over six million print items in its collections. The number of e-journals and e-books has increased dramatically (in the tens of thousands). Almost all items held are listed in the Library's online catalogue. Hundreds of computers in eZones are available in all branch libraries in a secure environment and are used for accessing online courses, reading library materials, email, word processing for assignments and the Internet. Facilities for plugging in laptops are available in a wireless network. There are individual study areas, and group-study rooms which can be booked for use. Printing and copying facilities, operated by a card system, are conveniently located in all branch libraries. Special facilities are also available for the vision and hearing impaired. All members of the McGill community can borrow from the Library. Students, faculty members, and staff use their McGill ID card. The library of most interest to graduate students in School/Applied Child Psychology is the Humanities and Social Sciences Library in the McLennan-Redpath Buildings. The book and journal collections of the Education Library and the Health Sciences Library were physically merged with the Humanities and Social Sciences Library in 2013, but the spaces remain for all other purposes (1st floor of Education Building and 3rd floor of the McIntyre Medical Sciences Building), a Librarian or Library Assistant is on duty during the day, and materials can be returned from any part of the system. Although many older journals and classic books will now require a one-block walk down McTavish Street, the vast majority of current and recent journals are available online to McGill students and staff from anywhere in the world with Internet access.

Library hours for all the McGill Libraries and any changes are posted in the Libraries, on building doors,



and on <http://www.mcgill.ca/library/>. Expert and friendly staff members are available to provide assistance in locating information for course work, assignments, or research topics. Liaison Librarians can help track information on particular topics, locate difficult to find information, and can assist with resources required for the preparation of research funding applications. They will also schedule visits to classes, seminars, or lab meetings. Information-skills programs also include workshops to help researchers build and refine their research skills, as well as training in software programs used to organize references and format bibliographies. The Library has a university-wide site license for the citation-management software packages, EndNote, Reference Manager, and ProCite. McGill students, faculty and staff may download any of these programs free of charge. EndNote Web, which is accessed and used online, is also available to the McGill community. Please discuss the use of such software with your supervisor. When using such software, students must still verify that citations and references are properly matched and in proper APA format and order; it is also advisable to disable such software when submitting texts for feedback or grading because EndNote, for example, can make it difficult to use Track-Changes with specific citations or parts of a reference list.

Computer Databases and Searching

For the most up-to-date information about McGill's library please visit their website: <http://www.mcgill.ca/library/>.

McGill's library catalogue provides students with access to books and journals available at its libraries and online. These materials may also be borrowed from other Universities via the Interlibrary Loan (ILL) service by acquiring a CREPUQ card (Conférence des Recteurs et des Principaux des Universités du Québec). Colombo is a web-based interlibrary loan (ILL) system used to search multiple university and other library catalogues simultaneously and request items not held at McGill Library. For further information about CREPUQ and Columbo please visit <http://www.mcgill.ca/library/services/otherloans>.

The McGill Library also has access to a number of combined catalogues that allow students search databases for thousands on libraries worldwide (<http://www.mcgill.ca/library/services/otherloans/othercatalogues/>).

OVID is a web interface that allows you to search different databases using a common search screen and commands. OVID databases contain abstracts and references to journal articles and books. OVID provides access to online periodical indexes and abstracts. The major databases of interest is PsycINFO. Faculty and students have electronic access to many new acquisitions including: *APA PsycARTICLES*, *Eric E*Subscribe*, *Education Full Text (Wilson)*, *CBCA Fulltext*, *Education (Micromedia)*, *Proquest Research Library*, *Proquest Digital Dissertations*, *Science Direct (Elsevier)*, *Web of Science*, *Social Sciences Citation Index (ISI Web of Knowledge)*, *Kluwer Online*, *Project Muse*. Please consult the library website for a complete listing of available data bases and for information about workshops.



McGill University Bookstore

Textbooks and coursepacks can be purchased at the McGill University Bookstore. Students can also purchase other nonfiction and fiction books, school supplies, and items with the McGill logo on them. It is located at 3420 McTavish Street: <http://www.mcgill.ca/bookstore/>.

Assessment Materials Resource Center

The primary role of the Department's Assessment Materials Resource Center (AMRC) is to provide graduate students from Counselling Psychology and School/Applied Child Psychology (and at times Inclusive Education) with the necessary standardized materials to conduct psychological and cognitive assessments. In essence the AMRC serves as a "loan collection" at which test packages can be loaned to individual students as part of their course requirements. The measures housed in the AMRC are based on the instructors' lists indicated in course outlines. For a complete summary of measures currently available, detailed information about accessibility, hours, ethical and legal issues, user fees, affected courses, and borrowing privileges please refer to the assessment collection's website at <http://www.mcgill.ca/edu-ecp/students/amrc/>.



Computers and Related Services at McGill

Education Microcomputer Laboratory

The Education Microcomputer Laboratory, room 328, is open to students and is used for instructional purposes (e.g., statistics courses). It is composed of two large labs that are normally scheduled for classes, and a central drop-in lab space. One lab contains PCs, the other Macs. Students have access to laser printers at a cost. Color printing is also available. The Laboratory houses a software collection ranging from educational programs to business packages. Lab assistants are on duty at all times to assist users. Workshops are offered periodically. The central kiosk also provides a lending service for audiovisual equipment to supplement the computer facilities and screens located in most classrooms and seminar rooms.

IT Services

Email

Your McGill Email Address (usually in the form of firstname.lastname@mail.mcgill.ca) is the official way the University communicates with you by email. This email address will be assigned to you when you APPLY to McGill. You can access your email via the myMcGill portal or directly through Outlook Web App (OWA) at <https://exchange.mcgill.ca>. Sign in using your McGill Username and McGill Password. If you are usually addressed by a name other than your first name (e.g., you refer to yourself by a diminutive or a middle name, or



you want to include an initial), you can create a “pseudonym” that will link directly to your official McGill email address. Both addresses will work.

Email on mobile devices

You can get your McGill Exchange email delivered to an [iPad](#), [iPhone or iPod Touch](#) or many other Exchange-capable smartphones.

Wireless coverage

Students have access to a secure wireless network on the downtown and Macdonald campuses and in every student residence at McGill.

Virtual Private Network (VPN)

Connecting to McGill’s VPN allows you to access campus-restricted systems from anywhere, so you can continue your research and study. In addition, [Google Scholar](#) collaborates with the Library to offer students direct access to journals and other documentation.

uPrint

A campus-wide copy and print management service that allows any student with a valid McGill ID card to send a print job to the central print queue, and pick it up from the Xerox device of their choice. Charges are billed directly to student fee accounts on a monthly basis.

McGill Student Directory

Students can choose to opt into the McGill Student Directory. Choose whether to display your email or telephone information to the world or only to the McGill community.

eduroam

Students can use their McGill Username and Password to log into wireless networks at participating universities in Europe, Canada, Asia, and Australia.



Professional Organizations

As school/applied child psychologists in training, students are expected to be informed on the current trends and developments in the field of school psychology. One way to do this is through various professional and research organizations. Students are strongly encouraged to become actively involved in the various organizations and become familiar with their procedures and philosophies.



APA Division 16

The [American Psychological Association](#) is the major organization in North America devoted to the advancement of psychology as a science, as a profession, and as a means of promoting human welfare. APA has extensive membership, journals, and meetings, disseminates psychological literature, and works toward improved standards for psychological training and service. With its over 40 divisions, psychologists interested in specific areas may more easily join with others to promote research, practice, and the discussion of important psychological issues.

The [Division of School Psychologists](#), Division 16, was one of the original divisions when the APA reorganized in 1945. Its name was changed to the Division of School Psychology in 1970 to reflect that the Division no longer represented a collection of persons who worked merely as psychologists in the schools but as a distinct professional specialty in psychology. The Division became the prime mover to establish school psychology as a major specialty area in psychology. It helped to achieve accreditation of doctoral training programs by APA and specialty diploma status in the American Board of Professional Psychology. It has supported efforts to encourage research on the application of psychology to schooling and to improve the lives of children. In 1977, through APA policy, school psychology was designated as one of the four specialties in professional psychology. The quarterly publications, *School Psychology Quarterly* and *The School Psychologist*, are sent to all members and student affiliates. or

CPA

The [Canadian Psychological Association](#) serves as a forum for the latest research in Canadian Psychology as well as for professional topics that directly impact psychologists in the workplace. Members receive the newsletter *Psynopsis*, the journal *Canadian Psychology*, and a choice of two additional journals. The CPA address is 151 Slater St., Suite 205, Ottawa, (Ontario), K1P 5H3

CASP

The [Canadian Association of School Psychologists](#) (CASP) has continued as a professional organization designed to work with clinicians, researchers and academics in school and applied settings. CASP is committed to enhancing psychological services for children, youth and their parents in Canada. CASP publishes a professional journal, the *Canadian Journal of School Psychology*, and a newsletter. It is also closely affiliated with both NASP and CPA.

NASP

The [National Association of School Psychologists](#) (NASP) was established to address the needs of professional school psychology in the United States. NASP has evolved into a viable professional organization, involved in resolving issues in School Psychology. NASP remains committed to enhancing psychological services to children and youth by improving and examining evidence-based models. NASP publishes a professional journal, *School Psychology Review*, and a newsletter, *Communique*.



SRCD

The [Society for Research in Child Development](#) seeks to advance research in child development, foster an interdisciplinary consideration of substantive and methodological problems in the field of child development, and encourage the applications of research findings for instruction and other interventions in schools, community, and medical centres. Membership includes three journals: *Child Development*, *Child Development Abstracts* and *Biography, Monographs for the Society for Research in Child Development*, along with the *Social Policy Report*, and the *SRCD Newsletter*.

SAG (APA)

SAG, the Student Affiliate Group of APA, is composed of Counselling Psychology and School/Applied Child Psychology students. The main objectives of SAG include:

- organizing workshops and seminars around student-identified topics of interest
- increasing professional contacts
- improving course and program content
- keeping informed about current events within counseling and educational psychology
- maintaining a link to APA
- establishing contact to the local community through volunteer efforts



Glossary

Graduate Program Director

School/Applied Child Psychology faculty member responsible for all aspects of the direction of the program.

Graduate Student Coordinators

Oversees the administration of both graduate and undergraduate student affairs and works closely with Graduate and Undergraduate Program Directors. Administrative contact person for students.

Interim Academic Advisor

School/Applied Child Psychology faculty member who advises students throughout their studies. New MA students are assigned an interim academic advisor upon entry into the program. When the student selects a thesis supervisor, that person takes over the role of academic advisor.

Initial Thesis

Thesis which is submitted to the Graduate and Postdoctoral Studies office before it has been reviewed and passed by all examiners, and whose content does not include all final corrections.

Thesis Supervisor

Generally referred to simply as supervisor, the thesis supervisor is a School/Applied Psychology faculty member selected by the student to guide research through all stages of the thesis. Students must complete a supervisory agreement by the end of MA1, and that agreement must either be renewed or a new supervisor selected prior to entry into the PhD phase of the program. The thesis supervisor also assumes the role of academic advisor.

Director of Clinical Training

School/Applied Child Psychology faculty member who oversees all clinical training activities for the Field Placement and Internship.

Field Placement/Internship Coordinator

School/Applied Child Psychology faculty member and course instructor for Field Placement and Internship courses. Participates in the supervision and evaluation of students during the Field Placement, and is the principle contact for site supervisors during both Field Placement and Internship.

Final Thesis

Thesis which is submitted to the Graduate and Postdoctoral Studies office which has been reviewed and passed by all examiners, and whose content is complete and includes all final



corrections.

Site Supervisor

Staff psychologist at Field Placement or Internship site responsible for supervising and evaluating students for all clinical activities conducted at extra-university clinical training sites.

Graduate and Postdoctoral Studies (GPS)

GPS is a central department in McGill whose operation is focused on ensuring competitive financial support for graduate students, supporting graduate students complete their degree in a timely manner, guaranteeing a high quality of supervision for graduate students, ensuring the quality of thesis review and administration, and helping improve the overall experience of graduate students. Many regulations and policies concerning graduate students is administered by this department and students are encouraged to familiarize themselves with their website:

www.mcgill.ca/gps/

Doctoral Advisory Committee

Three or four member committee with expertise in the student's area of research selected by the student and chaired by the thesis supervisor. The Doctoral Advisory Committee helps the student to develop their thesis proposal and presides over the proposal defense. The Committee must approve the thesis proposal before data collection may begin.

Doctoral Oral Defence Committee

Members of the Doctoral Oral Defence Committee should hold a doctorate or equivalent. The Committee consists of a Pro-Dean (appointed by Graduate and Postdoctoral Studies) and five or seven other members, including: The ECP department chair or delegate (who must not have been closely involved with the thesis), the Supervisor(s), the Internal (to the department) Doctoral Thesis Examiner (who may or may not have been closely involved in the thesis research), the External (to the department member(s). Details can be found at: <http://www.mcgill.ca/gps/thesis/guidelines/oral-defence>

Mentor

An informal term used to describe a professional who provides support, advice, and professional development. Quite often the student's Thesis Supervisor also serves as mentor. Students are encouraged to seek out mentorship opportunities from a variety of sources inside and outside of the program.

Lab

In the Department of Educational and Counselling Psychology, the lab refers to the community of graduate students, undergraduate students, and other partners under the direction of the Supervisor. Although each Supervisor has a different style of managing and running these communities, the lab will be your intellectual home and provide support for your research.



Appendices

The forms in this appendix are for reference purpose only. All forms, unless otherwise specified, are available as PDF documents on the Department webpage:

<http://www.mcgill.ca/edu-cp/programs/schoolpsych/resources#Forms>



Appendix A: Annual Report of Student Progress

Complete the annual report with your supervisor. Submit electronically to schoolpsych.education@mcgill.ca no later than 11:59pm on May 31st of each year.

McGill University School/Applied Child Psychology Annual Report of Student Progress

Student's Name, Year in Program (ex: MA2): _____

Supervisor's Name: _____

Date _____ Report for the Academic Year June 1, _____ to May 30, _____

Please complete all sections on this form. For fields not applicable, enter N/A or none, as the relevant field suggests.

- List the scholarships and fellowships for which you have applied indicating those received and the amount (per year and total), include the start and end dates of the award.

Granting Agency	Awarded (Y/N)	Start Date	End Date	Total Amount

- List academic awards and honors received (e.g., thesis prizes, serving as a journal reviewer, etc.).

- List all graduate courses taken during the year and grades received.

- If you completed a thesis (or MA School Psychology Research Project) during this time period please indicate the exact title.



5. Field Experience (Year 4--omit this question if it did not apply to you this past year)

- A. List the site(s) to which you applied:

- B. List site(s) to which you were invited for an interview:

- C. List site(s) that offered you a placement:

- D. Indicate the site you selected for your placement:

6. Internship Placement:

- A. List site(s) to which you applied:

- B. List site(s) where you were invited for an interview:

- C. List site(s) offering you a position:

- D. Name the site you selected for your placement:
 - a. Is it funded (Y/N):
 - b. Is it APPIC accredited (Y/N):
 - c. Is it APA accredited (Y/N):
 - d. Is it CPA accredited (Y/N):
 - e. Does it conform to CDSPP guidelines (Y/N):
 - f. Will you hold 2 Half-Year Internships (Y/N):
 - g. Will it be Full or Part-Time:

- E. List internship placement(s), amount of time, responsibilities, and coordinator of on-site supervisor, including their email addresses:



7. Summarize last year's progress on your PhD dissertation or MA thesis or MA School Psychology project. Indicate whether your committee has been formed or changed (if so, please give names), dissertation proposal defended, data collected, analysis completed, etc.

8. List any other research project (apart from your thesis or dissertation) on which you have worked during the academic year. Please indicate the professor(s) involved and your contribution.

9. A) List teaching, research, or administrative assistantships held. Indicate the number of hours worked, and the instructor with whom you worked, for the relevant positions.

POSITION	HOURS	PROFESSOR
----------	-------	-----------

B) How many hours a week did you work outside of the program (i.e. employment that is not within the university (e.g. RA, TA, work is not *outside the program*) and not part of program requirements (e.g. a paid practicum or internship is not *outside the program*)?

_____ hrs/wk

10. List any professional/research societies of which you are a member and in what capacity you are affiliated with them.



16. OVERALL EVALUATION OF GOALS AND OBJECTIVES ACHIEVEMENT (completed by Supervisor)

	Compre-nsives	Research Plan	Requisite Knowledge	Research Skills	Motivation	Research Accompli- shments	Overall
Exceeds dept. expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Needs Improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unsatisfactory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EXPLANATION of the evaluation (and comments on related areas, such as coursework, lab work, etc., if appropriate):

The student's progress over the past year in achieving the professional, research, and academic goals highlighted was found to be (please check one of the below):

_____ Satisfactory

_____ Not Satisfactory

I have read this report and, to the best of my knowledge, can state that it is accurate.

STUDENT SIGNATURE: _____ DATE: _____

SUPERVISOR SIGNATURE: _____ DATE: _____



McGill University School/Applied Child Psychology Program - On-Site Hours Log: Semester and Year

Intern Name:	Name	Site Supervisor Name:	Name
Name of Site:	Site Name	McGill Supervisor Name:	Name
Hours Logged For:	Course Requirement		
	ex: Clinic Practicum, Field Work, Internship		

	M-D	M-D	M-D	M-D	M-D	M-D	M-D	M-D	M-D	M-D	M-D	M-D	M-D	M-D	TOTAL
INDIVIDUAL DIRECT HOURS															0
Behavioural Observations															0
Assessment															0
Intake Assessment															0
Test Administration/Scoring															0
Report Writing															0
Progress Notes															0
Therapy															0
Crisis Intervention															0
Providing Information															0
Consultation (Parent/Professional)															0
GROUP DIRECT HOURS															0
Therapy															0
Crisis Intervention															0
Family/Couple															0
Workshops															0
SUPERVISION															0
Site Supervision: Individual															0
Site Supervision: Group															0
Site Supervision: Indiv in Group															0
McGill Supervision: Individual															0
McGill Supervision: Group															0
McGill Supervision: Indiv in Group															0
ACTIVITIES TO SUPPORT PRACTICE															0
Indirect Client Contact															0
Staff Meetings															0
Conference Planning															0
Professional Conferences															0
Planning Groups & Workshops															0
Training															0
Case Conferences															0
MISCELLANEOUS															0
Outreach & Public Relations															0
Research															0
Referrals															0
Advising/Mentoring Staff or Trainees															0
Professional Preparation Time															0
Other: <i>specify activity</i>															0
WEEKLY TOTALS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Appendix B: On-site Hours Log

Use the Excel sheet to keep track of your clinical activities during the Field Placement and Internship. Mouse over the categories in the left-most column to reveal descriptions of the activities that should be logged in each row.

Must be signed by your site supervisor. Replace the text in red as required and submit to the Field Placement/Internship Coordinator.

Student's Signature	Date:
On-Site Supervisor's Signature:	Date:
McGill Supervisor's Signature:	Date:



How should this form be used? At least annually, it should be completed in full (but may be supplemented with other documents) at degree-focused meetings between research students, their supervisors, and (as applicable) supervisory committee members.

Why should we use this form? Research progress reporting was made mandatory by Senate (17 Sept. 2003). Such reporting must involve setting mutually acceptable objectives, recognition of the student's degree progress, and an evaluation of the student. Some advantages of agreed-upon expectations and clearly defined requirements are to help reduce times to completion and misunderstanding. If questions about progress reporting arise, an Associate Dean may be consulted at Graduate and Postdoctoral Studies (GPS).

Who can see this form? A student, his or her supervisor(s) and supervisory committee members, and administrator authorized to view student records. Forms are to be kept in departmental files and made available to GPS upon request. The supervisor(s) must also give the student a copy.

STUDENT'S NAME

DEGREE AND YEAR _____
DEPARTMENT

SUPERVISOR'S NAME

CO-SUPERVISOR'S NAME (IF APPLICABLE)

This form is a(n)

- first report to set objectives for first-year students;
- regular report done every ___ month(s);
- interim report after an unsatisfactory report; or
- comprehensive exam report.

<p>OBJECTIVES SET at a previous meeting with a previous form should be in hand to review at the present meeting.</p>	<p>PROGRESS toward stated objectives (from the previous form), other accomplishments, and/or student's notes on progress (e.g., conference presentation, award, submitted article, rationale for priorities):</p>	<p style="text-align: center;"><small>A FIRST REPORT USES THIS COLUMN ONLY.</small></p> <p>OBJECTIVES and timelines jointly agreed upon by student and supervisor(s) for next meeting in ___ month(s) (e.g., courses, chapter, data collection, initial thesis submission):</p>
<p>SUGGESTIONS (if applicable) for meeting the objectives above (e.g., reading, drafting, training, talking with another expert):</p>		
<p>To ensure that students have a voice in this report, and to support or counterbalance the evaluation on p. 2, only the student may report on progress etc. in this column.</p>		

Appendix C: Graduate Student Progress Report Form

Fill out this form with your thesis supervisor (follow the included instructions). This must be completed at least once annually. Each subsequent form should address the objectives set in the previous version submitted. Submit the completed form to schoolpsych.education@mcgill.ca. Available at: <http://www.mcgill.ca/gps/students/research-tracking> (Be sure to select the correct form; there are several other forms with similar titles on this site.)



EVALUATION of progress toward objectives from previous report:					
	Research plan	Research skills	Requisite knowledge*	Research accomplishments	Overall
Exceeds dept. expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Needs improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unsatisfactory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> †
<i>Not applicable</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Requisite knowledge is often developed through coursework, which may be commented upon in the box below. Unsatisfactory progress in coursework alone cannot lead to an unsatisfactory progress report because a separate Failure Policy governs coursework. Please see the Failure Policy on the University Regulations and Resources website, starting at www.mcgill.ca/study.

†A first overall unsatisfactory report must lead to a follow-up report, but not sooner than 4 months after the first. Failure to meet overall objectives on any two reports will result in the student's withdrawal from McGill.

EXPLANATION of the evaluation (and comments on related areas, such as coursework, lab work, etc., if appropriate):

SIGNATURES (PLEASE PRINT THE NAMES.):

<hr/>	<i>I agree with the above statements.</i>	<hr/>	
STUDENT'S NAME	<i>yes / no</i>	STUDENT'S SIGNATURE	Anyone listed here who does not agree to the above statements must attach an explanation.
<hr/>	<i>yes / no</i>	<hr/>	If any document has been attached to this form, please check here: <input type="checkbox"/>
SUPERVISOR'S NAME	<i>yes / no</i>	SUPERVISOR'S SIGNATURE	
<hr/>	<i>yes / no</i>	<hr/>	
CO-SUPERVISOR'S / COMMITTEE MEMBER'S NAME	<i>yes / no</i>	CO-SUPERVISOR'S / COMM. MEMBER'S SIGNATURE	
<hr/>	<i>yes / no</i>	<hr/>	
<hr/>	<i>yes / no</i>	<hr/>	In case of disagreement, the student or supervisor should consult the unit's Graduate Program Director or an Associate Dean at GPS.
COMMITTEE MEMBER'S NAME	<i>yes / no</i>	COMMITTEE MEMBER'S SIGNATURE	
<hr/>	<i>yes / no</i>	<hr/>	
<hr/>	<i>yes / no</i>	<hr/>	
CHAIR/GPD/COMM. MEMBER'S NAME	<i>yes / no</i>	CHAIR/GPD/COMM. MEMBER'S SIGNATURE	

Italicized type indicates essential signatories. All should be present (at least virtually) to sign together.



Appendix D: Field Placement – Placement Form

Complete this once your placement at the field site is confirmed, have it signed by your site supervisor and submit it to the field placement coordinator (CC schoolpsych.education@mcgill.ca).



**School/Applied Child Psychology
EDPE 721, 722, 723 - FIELD PLACEMENT
PLACEMENT FORM**

This form is to be completed by the individual(s) who will assume direct supervision of and/or responsibility for the student named below. Each student in the field placement has an on-site supervisor as well as a university program supervisor. The student cannot be formally accepted until this form is completed and returned to the Director of Clinical Training, School/Applied Child Psychology Program.

Name of Student: _____

Placement: _____

Placement's Address: _____

Telephone: _____ Fax: _____

Name of the person(s) who will supervise or assume responsibility for the student's fieldwork:
(Please print clearly)

Supervisor Name	Phone number	Email

Nature of the duties of this student's internship: _____

Number of days per week this student will be involved in the above duties: _____

Days and time that the student will be required at his/her field site (e.g., supervision, department grand rounds, team supervision, etc.):

Signature of person completing this form: _____

Date: _____



Appendix E: Field Placement Objectives Planning Form

With your site supervisor, check the experiences available to you at the field site at the beginning of your placement. Be sure to indicate the courses for which you've registered. Submit to the field placement coordinator (CC schoolpsych.education@mcgill.ca).



McGill University
School/Applied Child Psychology
FIELD PLACEMENT OBJECTIVES PLANNING FORM

Student: _____ Semester(s): _____

Placement: _____

Supervisor(s): _____

Please indicate which two (2) Field Placement courses have been registered for:

- EDPE 721 D1/D2 – School Psychology: Elementary
- EDPE 722 D1/ D2 – School Psychology: Secondary
- EDPE 723 D1/D2 – School Psychology: Community

Objectives

The objectives listed below comprise an array of options to be considered in structuring the field experience. At the initial planning meeting between the student, field supervisor, and field experience coordinator, decisions will be made regarding the availability of experiences specific to individual field experience settings and particular activities will be assigned. The student is required to ensure that the activities designated on the planning form are pursued to the best of his or her ability.

Professional Development

The student will demonstrate appropriate professional skills and conduct. It is expected that the student will:

- _____ observe his or her on site supervisor during typical activities;
- _____ evaluate his or her professional impact on staff, students, and parents;
- _____ apply effective listening and communication skills;
- _____ develop comfortable, cooperative relationships with staff and children;
- _____ take initiative;
- _____ submit reports in a timely fashion;
- _____ meet and interact with school staff and maintain visibility within the school setting;
- _____ attend building consultation team meetings, staff meetings, or other administrative meetings such as a school board meeting or PTO meeting;
- _____ use feedback in a constructive and productive manner.

The student will become familiar with the process of special education referral, evaluation, placement, and remediation. It is expected that the student will:

- _____ attend a multidisciplinary team;
- _____ participate in a multidisciplinary team;
- _____ organize paperwork for a multidisciplinary team;
- _____ observe and become familiar with a CD classroom or integrated program;
- _____ observe and become familiar with an LD classroom or integrated program;
- _____ observe and become familiar with an ED classroom or integrated program;
- _____ observe classrooms and programs unique to individual field settings.



The student will become familiar with the process of regular education. It is expected that the student will:

- ___ observe a preschool or kindergarten classroom;
- ___ observe a classroom for children in first grade;
- ___ observe a classroom for children in second or third grade;
- ___ observe a classroom for children in fourth, fifth, or sixth grade;
- ___ observe a classroom for middle school or high school student.

The student will become familiar with the particular curriculum implemented in his/her school. It is expected that the student will:

- ___ formally or informally examine textbooks and materials used in grades K-6;
- ___ formally or informally examine textbooks and materials used in middle school or high school.

The student will become acquainted with community resources that may support school psychological services. It is expected that the student will:

- ___ gain information about the professional relationships between the supervisor and community agencies;
- ___ coordinate case services with another community agency.

Technical Skills Development

The student will engage in intellectual assessments. It is expected that the student will:

- ___ conduct and report results of at least one comprehensive intellectual evaluation at a preschool/kindergarten level;
- ___ conduct and report results of at least one comprehensive intellectual evaluation at the first to fifth grade level;
- ___ conduct and report results of at least one comprehensive intellectual evaluation of a minority or culturally different student.

The student will engage in academic assessment. It is expected that the student will:

- ___ conduct and report results of at least one comprehensive pre-academic assessment at the preschool/kindergarten level;
- ___ conduct and report results of at least one comprehensive academic assessment at the first to fifth grade level;
- ___ conduct and report results of at least one comprehensive academic assessment at the sixth to twelfth grade level;
- ___ conduct and report results of at least one comprehensive academic or pre-academic assessment of a minority or culturally different student.

The student will engage in social and emotional assessment. It is expected that the student will:

- ___ conduct and report results from at least one comprehensive social and emotional assessment at the first to fifth grade level;
- ___ conduct and report results from at least one comprehensive social and emotional assessment at the sixth to twelfth grade level.



The student will apply consultation skills in the field setting. It is expected that the student will:

- ___ coordinate one consultation case with school personnel at the elementary level;
- ___ coordinate one consultation case with school personnel at the middle or high school level;
- ___ establish a collaborative relationship with parents at the elementary level;
- ___ establish a collaborative relationship with parents at the middle or high school level.

The student will apply intervention skills in the field setting. It is expected that the student will:

- ___ accompany the field supervisor during intervention activities;
- ___ identify target behaviors and develop an intervention program;
- ___ address referral issues raised during assessment or consultation activities with a planned program for intervention;
- ___ establish discrete goals for the students receiving individual and group counselling.

The student will become proficient in writing comprehensive psychoeducational reports. It is expected that the student will:

- ___ analyze and interpret test results in a meaningful and thorough fashion;
- ___ make recommendations that follow logically from the assessment results and are educationally relevant;
- ___ submit case reports for all assessment, consultation, and intervention activities.

The student will demonstrate accountability for activities as a practicing school psychologist. It is expected that the student will:

- ___ maintain the Student Log of daily activities and submit a copy to the practicum coordinator as requested;
- ___ seek an appropriate level of supervision with the field supervisor.

Student evaluations should take place in the middle (December) and at the end (June) of the field experience. The student is requested to inform the practicum coordinator of any unusual circumstances that might prevent him/her from meeting the objectives outlined during the initial planning meeting.

Signature of Supervisor

Date



Appendix F: Field Placement Student Evaluation Form

Completed by your site supervisor and submitted to the field placement coordinator (CC schoolpsych.education@mcgill.ca). Three evaluations must be submitted for the field placement, two interim and one final.



McGill University
School/Applied Child Psychology
EDPE 721, 722, 723 - FIELD PLACEMENT STUDENT
EVALUATION

This is a(n): Interim Evaluation Final Evaluation

Name of Student: _____ Date: _____

Placement: _____

Supervisor: _____ Title: _____

Directions: The Field Practicum experience is the last practicum necessary before students seek an internship placement. Ratings are intended to guide the student and the program in evaluating readiness for the internship experience, which represents the culminating experience of their clinical training program. Please use the following rating scale in evaluating the student on the characteristics listed below.

Score	Rating	Meaning
N/A	Not Applicable	Not an appropriate goal for this setting.
0	Not observed	Not observed.
1	Unsatisfactory	Student's skills reflect insufficient mastery in this area; student needs additional course-based instruction in this skill.
2	Needs Improvement	Plans should be made to assure student gains extra practice in this skill prior to leaving the program.
3	Satisfactory	Student's skills in this area are adequate for practice in schools; students should continue to practice this skill under professional supervision.
4	Competent	Student is comfortably independent in this skill.
5	Outstanding	Student's skills in this area are exceptionally strong; student should be a model practitioner in this skill area.

Consultation Skills

- _____ 1. Establishes effective collaborative relationships with teachers and other school or clinic personnel.
- _____ 2. Conducts effective parent conferences.
- _____ 3. Serves effectively as a liaison for school or clinic and parents.
- _____ 4. Evaluates effectiveness of consultation case outcomes.



Assessment Skills

- _____ 1. Clearly identifies the nature of the referral problem and the purpose of the assessment.
- _____ 2. Uses appropriate assessment instruments that are directly related to the identified problem.
- _____ 3. Analyzes and interprets test results in a meaningful and thorough fashion.
- _____ 4. Makes recommendations that follow logically from the assessment results and are educationally or clinically relevant.
- _____ 5. Displays accuracy in administering tests.
- _____ 6. Displays accuracy in scoring tests.
- _____ 7. Is sensitive to sources of bias when selecting, administering, and interpreting tests.

Intervention Skills

- _____ 1. Uses intervention strategies that are directly related to the assessed problems.
- _____ 2. Clearly delineates goals of intervention.
- _____ 3. Evaluates the effectiveness of intervention techniques used.
- _____ 4. Demonstrates skill in utilizing individual counselling techniques.
- _____ 5. Demonstrates skill in utilizing counseling techniques.

Personal Characteristics

- _____ 1. Presents a good personal appearance.
- _____ 2. Demonstrates dependability.
- _____ 3. Meets difficult situations with self-control.
- _____ 4. Demonstrates good judgment and common sense.
- _____ 5. Communicates and listens actively.
- _____ 6. Shows concern, respect, and sensitivity for the needs of staff and students.
- _____ 7. Works well with other staff.
- _____ 8. Is able to relate well to children.
- _____ 9. Utilizes constructive criticism.
- _____ 10. Displays initiative and resourcefulness.
- _____ 11. Demonstrates tolerance for other's values and viewpoints.
- _____ 12. Shows evidence of continued self-evaluation.



2.

3.

Evaluator's signature _____ Date _____

Student's signature* _____ Date _____

*The student's signature indicates only that the evaluation has been discussed with the student.



**Appendix G: Comprehensive Examination
Proposal Grading Rubric**

This form is used by your supervisor and the 2nd reader to evaluate your comprehensive exam proposal. Keep these criteria in mind when preparing your proposal.



Student: _____ Reviewer: _____

Date: _____ Overall Result: Pass / Fail

**Comprehensive Examination
Proposal
Grading Rubric**

	1	2	3	4	5
Writing	Very difficult to read	Many spelling & grammar errors	Some Spelling & / or Grammar Errors	Reads pretty well with Few Errors	Easy to Read & no errors
Sophistication of Writing	Disjointed & convoluted	Difficult to follow argument	Competent but some flow problems & /or trouble sticking to thesis	Proficient: clear & concise, adheres to thesis statement	Expert level: clear, concise, flawless argument
Goals of the project	Unclear description	Somewhat clear description	Mostly clear description of goals	Goals well articulated	Expert description of research
APA Style	No consideration of APA style	Many APA Errors	Some APA errors	Few APA Errors	Perfect APA style
Rationale for the project	No analysis	Statement of opinion with little relation to evidence	Competent rationale: relationships are apparent	Rationale well described	Rationale expertly couched in research
Description of approach or methods to achieve the goals	No critique	Cursory or unclear description	Competent description	Proficient description	Expert description
Potential to Original Contribution and Distinction (Identification of next step to solve the problem)	No suggestion	Cursory, unclear, and/or inappropriate suggestion(s)	Competent contribution: clear or appropriate but no vision or innovation	Proficient contribution: clear & appropriate & some vision or innovation	Expert contribution: visionary and innovative suggestion for problem resolution

Note: A score of 1 or 2 in any category results in an automatic failure. Scores in all categories must be 3 or above to be considered for a passing grade.



**Appendix H: Comprehensive Examination
Grading Rubric**

This form is used by your supervisor and the 2nd reader to evaluate your comprehensive exam. Keep these criteria in mind when preparing your final paper.



McGill

Depart

Student: _____ Reviewer: _____

Date: _____ Overall Result: Pass / Fail

**Comprehensive Examination
Grading Rubric**

	1	2	3	4	5
Writing	Very difficult to read	Many spelling & grammar errors	Some Spelling & / or Grammar Errors	Reads pretty well with Few Errors	Easy to Read & no errors
Sophistication of Writing	Disjointed & convoluted	Difficult to follow argument	Competent but some flow problems & /or trouble sticking to thesis	Proficient: clear & concise, adheres to thesis statement	Expert level: clear, concise, flawless argument
Goals of the project	Unclear description	Somewhat clear description	Mostly clear description of goals	Goals well articulated	Expert description of research
APA Style	No consideration of APA style	Many APA Errors	Some APA errors	Few APA Errors	Perfect APA style
Rationale for the project	No analysis	Statement of opinion with little relation to evidence	Competent rationale: relationships are apparent	Rationale well described	Rationale expertly couched in research
Description of approach or methods to achieve the goals	No critique	Cursory or unclear description	Competent description	Proficient description	Expert description
Potential to Original Contribution and Distinction (Identification of next step to solve the problem)	No suggestion	Cursory, unclear, and/or inappropriate suggestion(s)	Competent contribution: clear or appropriate but no vision or innovation	Proficient contribution: clear & appropriate & some vision or innovation	Expert contribution: visionary and innovative suggestion for problem resolution

Note: A score of 1 or 2 in any category results in an automatic failure. Scores in all categories must be 3 or above to be considered for a passing grade.



Appendix I: Doctoral Advisory Committee Form

This form must be signed by all the individuals who have agreed to serve on your doctoral advisory committee. Submit to: schoolpsych.education@mcgill.ca



McGill University
School/Applied Child Psychology
DOCTORAL ADVISORY COMMITTEE FORM

Student's Name: _____
(Please print clearly)

The following individuals have agreed to serve on my doctoral committee. Indicate clearly if one of these is officially a Co-Supervisor. If there are others, please add them on the reverse side.

Thesis Supervisor Name	Signature
Phone Number	Email

Committee Member of Co-Supervisor Name	Signature
Phone Number	Email

Committee Member	Signature
Phone Number	Email

Committee Member	Signature
Phone Number	Email

Committee Member	Signature
Phone Number	Email

Doctoral Student's Signature

Date



Appendix K: Internship Placement Form

Complete this once your placement at the internship site is confirmed, have it signed by your site supervisor and submit it to the Internship Coordinator (CC schoolpsych.education@mcgill.ca).



McGill University
School/Applied Child Psychology
EDPE 725-726 INTERNSHIP PLACEMENT FORM

This form is to be completed by the individual(s) who will assume direct supervision of or responsibility for the internship of the student named below. This form must be submitted to the Director of Clinical Training for approval.

Name of Student: _____

Placement: _____

Address: _____

Telephone: _____ Fax: _____

Name(s) of the person(s) who will supervise or assume responsibility for the student's internship:
(Please print clearly)

Supervisor's Name	Phone	Email

Nature of the duties of this student's internship:

Number of days per week this student will be involved in the above duties: _____

Days and times that the student will be required at his or her internship site (e.g., supervision, department grand rounds, team supervision, etc.):

Signature of person completing this form: _____

Date: _____



Appendix L: Internship Objectives Planning Form

With your site supervisor, check the experiences available to you at the internship site at the beginning of your placement. Be sure to indicate which courses you've registered in. Submit to the Internship Coordinator (CC schoolsvch.education@mcgill.ca).



McGill University
School/Applied Child Psychology
INTERNSHIP OBJECTIVES PLANNING FORM

Student: _____ Semester(s): _____

Placement: _____

Supervisor(s): _____

Student's *must register* for internship credits before commencing the internship. Check the boxes below to confirm that the appropriate courses have been registered for:

- EDPE 725 D1/D2 – Internship 1: School Psychology
- EDPE 726 D1/D2 – Internship 2: School Psychology

Objectives

The objectives listed below comprise an array of options to be considered in structuring the internship. At the initial planning meeting between the student, internship supervisor, and internship coordinator, decisions will be made regarding the availability of experiences specific to individual internship settings and particular activities will be assigned. The student is required to ensure that the activities designated on the planning form are pursued to the best of his or her ability.

Professional Development

The student will demonstrate appropriate professional skills and conduct. It is expected that the student will:

- _____ observe his or her on site supervisor during typical activities;
- _____ evaluate his or her professional impact on staff, students, and parents;
- _____ apply effective listening and communication skills;
- _____ develop comfortable, cooperative relationships with staff and children;
- _____ take initiative;
- _____ submit reports in a timely fashion;
- _____ meet and interact with school staff and maintain visibility within the school setting;
- _____ attend building consultation team meetings, staff meetings, or other administrative meetings such as a school board meeting or PTO meeting;
- _____ use feedback in a constructive and productive manner.

The student will become familiar with the process of special education referral, evaluation, placement, and remediation. It is expected that the student will:

- _____ attend a multidisciplinary team;
- _____ participate in a multidisciplinary team;
- _____ organize paperwork for a multidisciplinary team;
- _____ observe and become familiar with a CD classroom or integrated program;
- _____ observe and become familiar with an LD classroom or integrated program;
- _____ observe and become familiar with an ED classroom or integrated program;
- _____ observe classrooms and programs unique to individual field settings.



The student will become familiar with the process of regular education. It is expected that the student will:

- ___ observe a preschool or kindergarten classroom;
- ___ observe a classroom for children in first grade;
- ___ observe a classroom for children in second or third grade;
- ___ observe a classroom for children in fourth, fifth, or sixth grade;
- ___ observe a classroom for middle school or high school student.

The student will become familiar with the particular curriculum implemented in his/her school. It is expected that the student will:

- ___ formally or informally examine textbooks and materials used in grades K-6;
- ___ formally or informally examine textbooks and materials used in middle school or high school.

The student will become acquainted with community resources that may support school psychological services. It is expected that the student will:

- ___ gain information about the professional relationships between the supervisor and community agencies;
- ___ coordinate case services with another community agency.

Technical Skills Development

The student will engage in intellectual assessments. It is expected that the student will:

- ___ conduct and report results of at least one comprehensive intellectual evaluation at a preschool/kindergarten level;
- ___ conduct and report results of at least one comprehensive intellectual evaluation at the first to fifth grade level;
- ___ conduct and report results of at least one comprehensive intellectual evaluation of a minority or culturally different student.

The student will engage in academic assessment. It is expected that the student will:

- ___ conduct and report results of at least one comprehensive pre-academic assessment at the preschool/kindergarten level;
- ___ conduct and report results of at least one comprehensive academic assessment at the first to fifth grade level;
- ___ conduct and report results of at least one comprehensive academic assessment at the sixth to twelfth grade level;
- ___ conduct and report results of at least one comprehensive academic or pre-academic assessment of a minority or culturally different student.

The student will engage in social and emotional assessment. It is expected that the student will:

- ___ conduct and report results from at least one comprehensive social and emotional assessment at the first to fifth grade level;
- ___ conduct and report results from at least one comprehensive social and emotional assessment at the sixth to twelfth grade level.



The student will apply consultation skills in the field setting. It is expected that the student will:

- ___ coordinate one consultation case with school personnel at the elementary level;
- ___ coordinate one consultation case with school personnel at the middle or high school level;
- ___ establish a collaborative relationship with parents at the elementary level;
- ___ establish a collaborative relationship with parents at the middle or high school level.

The student will apply intervention skills in the field setting. It is expected that the student will:

- ___ accompany the field supervisor during intervention activities;
- ___ identify target behaviors and develop an intervention program;
- ___ address referral issues raised during assessment or consultation activities with a planned program for intervention;
- ___ establish discrete goals for the students receiving individual and group counselling.

The student will become proficient in writing comprehensive psychoeducational reports. It is expected that the student will:

- ___ analyze and interpret test results in a meaningful and thorough fashion;
- ___ make recommendations that follow logically from the assessment results and are educationally relevant;
- ___ submit case reports for all assessment, consultation, and intervention activities.

The student will demonstrate accountability for activities as a practicing school psychologist. It is expected that the student will:

- ___ maintain the Student Log of daily activities and submit a copy to the practicum coordinator as requested;
- ___ seek an appropriate level of supervision with the field supervisor.

Three evaluations, two interim (one in November and one in March) and one final evaluation at the end of the internship (June/August). The student is requested to inform the internship coordinator of any unusual circumstances that might prevent him/her from meeting the objectives outlined during the initial planning meeting.

Signature of Supervisor

Date



Appendix M: Internship Student Evaluation Form

Completed by your site supervisor and submitted to the Internship Coordinator (CC schoolpsych.education@mcgill.ca). Three evaluations must be submitted for the internship, two interim and one final.



McGill University
School/Applied Child Psychology
EDPE 725-726 *INTERNSHIP STUDENT EVALUATION*

This is a(n): Interim Evaluation Final Evaluation

Name of Student: _____ Date: _____

Placement: _____

Evaluator: _____ Title: _____

Directions: Ratings are intended to guide the student and the program in evaluating their internship experience, their strengths and weaknesses. Please use the following rating scale in evaluating the student on the characteristics listed below. Feel free to add any other items to the form:

Score	Rating	Meaning
N/A	Not Applicable	Not an appropriate goal for this setting.
0	Not observed	Not observed.
1	Unsatisfactory	Student's skills reflect insufficient mastery in this area; student needs additional course-based instruction in this skill.
2	Needs Improvement	Plans should be made to assure student gains extra practice in this skill prior to leaving the program.
3	Satisfactory	Student's skills in this area are adequate for practice in schools; students should continue to practice this skill under professional supervision.
4	Competent	Student is comfortably independent in this skill.
5	Outstanding	Student's skills in this area are exceptionally strong; student should be a model practitioner in this skill area.

Consultation Skills

- _____ 1. Establishes effective collaborative relationships with teachers and other school or clinic personnel.
- _____ 2. Conducts effective parent conferences.
- _____ 3. Serves effectively as a liaison for school or clinic and parents.
- _____ 4. Evaluates effectiveness of consultation case outcomes.



Assessment Skills

- _____ 1. Clearly identifies the nature of the referral problem and the purpose of the assessment.
- _____ 2. Uses appropriate assessment instruments that are directly related to the identified problem.
- _____ 3. Analyzes and interprets test results in a meaningful and thorough fashion.
- _____ 4. Makes recommendations that follow logically from the assessment results and are educationally or clinically relevant.
- _____ 5. Displays accuracy in administering tests.
- _____ 6. Displays accuracy in scoring tests.
- _____ 7. Is sensitive to sources of bias when selecting, administering, and interpreting tests.

Intervention Skills

- _____ 1. Uses intervention strategies that are directly related to the assessed problems.
- _____ 2. Clearly delineates goals of intervention.
- _____ 3. Evaluates the effectiveness of intervention techniques used.
- _____ 4. Demonstrates skill in utilizing individual counselling techniques.
- _____ 5. Demonstrates skill in utilizing counseling techniques.

Personal Characteristics

- _____ 1. Presents a good personal appearance.
- _____ 2. Demonstrates dependability.
- _____ 3. Meets difficult situations with self-control.
- _____ 4. Demonstrates good judgment and common sense.
- _____ 5. Communicates and listens actively.
- _____ 6. Shows concern, respect, and sensitivity for the needs of staff and students.
- _____ 7. Works well with other staff.
- _____ 8. Is able to relate well to children.
- _____ 9. Utilizes constructive criticism.
- _____ 10. Displays initiative and resourcefulness.
- _____ 11. Demonstrates tolerance for other's values and viewpoints.
- _____ 12. Shows evidence of continued self-evaluation.



3.

Evaluator's signature _____ Date _____

Student's signature* _____ Date _____

*The student's signature indicates only that the evaluation has been discussed with the student.

Sample



***McGill School/Applied Child Psychology Program
Standards for Non-Accredited (CPA or APA) Pre-
Doctoral Internship Sites***

Organization of the Internship

1. The selection of candidates for an internship program occurs as the result of a systematic review of applicants' qualifications by the site to determine the fit between applicants' preparation and interests and the needs and operations of the internship program.
2. Candidates are given a letter of offer by the site. The letter includes a copy of the policies and procedures of the internship site.
3. The internship is a full-time commitment over the course of one calendar year or, half-time over the course of two, consecutive calendar years, a minimum of 1600 hours.
4. Because interns contribute to and support the training of their peers, the site admits at least two, and preferably more, interns each year¹.
5. Interns understand and play an integral role in the application of the agency's mission; however, interns' primary roles are as trainees. Interns do not spend more than two-thirds of their time providing direct professional service to clients.
6. Interns spend approximately 50% of their hours in direct services, 25% in supervision, and 25% in indirect service. Direct services are normally face-to-face contacts including interviewing, assessing, intervening, providing consultation to clients (groups, couples, families). Indirect services include any activities related to the provision of clinical services (e.g., report writing, observing assessment/intervention sessions, functioning within an inter-professional team, carrying out program or treatment evaluation, administrative work, staff meetings etc.)
7. Internship training is offered in an organized and coherent sequence of experiences and activities, providing exposure to a variety of problems and populations. Each successive experience:
 - i. increases in complexity,
 - ii. is commensurate with the increasing knowledge and skill, and readiness for autonomy of the intern as she/he progresses through the internship, and
 - iii. facilitates the intern's integration of her/his training experiences.
8. Professional practice within the discipline both informs and is informed by science. The way in which science and practice inform each other is an integral part of the training.
9. The internship site provides the support necessary to allow them to engage in professional practice over the course of the internship.
10. By the conclusion of the internship, the intern is eligible to pursue registration in the discipline.
 - i. psychological assessment

Appendix N: Standards for Non-Accredited Pre-Doctoral Internship Sites

If your internship site is not accredited by CPA/APA, the site supervisor must sign this form to attest that the site will provide an experience conforming to CPA/APA guidelines. Submit to the Internship Coordinator.

¹ Recommended but not required



- ii. intervention (i.e., planning, techniques and evaluation)
 - iii. consultation (e.g., inter-disciplinary team functioning; other organizations such as schools and community agencies)
 - iv. programme development and evaluation (e.g., methodology for total quality management, inter-professional service development and evaluation)
 - v. interpersonal relationships (e.g., therapeutic alliance and professional rapport, self-knowledge and the impact of therapist characteristics on professional relationships, effective communication)
 - vi. professional standards and ethics
 - vii. supervision.
11. Training encompasses a range of assessment and intervention procedures and is not restricted to a single type.
12. The site provides training in:
- i. empirically-supported interventions
 - ii. more than one therapeutic modality (e.g., individual, couple, family, group).
13. The site adheres to national, provincial, and territorial standards and guidelines of professional practice in psychology, including but not limited to CPA's Canadian Code of Ethics for Psychologists and Practice Guidelines for Providers of Psychological Services.

Supervision received by the intern

- 14. The site shall provide regularly scheduled clinical supervision.
- 15. Supervision takes place within a collaborative and respectful supervisor-supervisee relationship.
- 16. Supervision promotes and facilitates reflective critical analysis of professional services provided and the development of professional identity and skills.
- 17. Supervision is provided at the minimum rate of four hours per week related to direct service (interns' interviewing, assessing, or intervening with patients/clients) or to activities to support this (e.g., progress/session notes, report writing, etc.).
- 18. Three of the four hours of supervision must be individual supervision. Individual supervision is defined as, "communication between a supervisor and supervisee in which the supervisor observes, or reviews audio or video tapes, or engages in case discussion concerning the supervisee's delivery of services." Individual supervision can be one-on-one; it also can occur in a group in which the trainee has a designated and regular amount of time to present her or his case(s). Only the designated hours are counted as individual supervision.
- 19. The remaining hour of the 4 hours of supervision required can be provided in any other group format including participation in the supervision received by another intern.
- 20. Supervision is provided by licensed doctoral-level psychologists with a minimum of two years post-doctoral experience.

Supervision provided by the intern

- 21. Training in supervision gives interns an opportunity to supervise junior graduate students. Any supervision provided by an intern is itself supervised by the intern's



supervisor(s). Didactic training in supervision in the form of seminars may also be offered.

22. Where interns provide supervision, this is considered direct service and is logged as such.

Evaluation

23. The supervisor or person responsible for training at the site shall prepare a written, individualized training plan to be reviewed with the intern at the beginning (within the first two weeks) of the year of the training and/or rotation.
24. The training plan focuses on the seven skills areas outlined above in # 10 (i.e., psychological assessment, intervention, consultation, program development and evaluation, interpersonal relationships, professional standards and ethics, and supervision).
25. At the beginning of the internship year, the site provides interns with a document outlining their policies and procedures. The document must contain policies and procedures that outline the appeal for a decision made by the site with respect to:
 - i. decision to institute a remediation plan,
 - ii. decision that an intern has failed to meet the provisions of the remediation plan,
 - iii. decision to terminate an intern.
26. Using the *Internship Student Evaluation Form* located on the Program website (www.mcgill.ca/edu-ecp/programs/schoolpsych/resources), the site provides written feedback to the intern that explicitly assesses the intern's performance and progress in meeting training goals and objectives. Formal, written evaluation is completed by the supervisor at regular and pre-determined points. At minimum, the *Internship Student Evaluation Form* is completed for two interim evaluations and one final evaluation at end of the internship. The written evaluation is reviewed with the intern who signs the document and is then forwarded to the McGill Director of Clinical Training. In completing the evaluation form, trainee's abilities should be compared to other trainees at the same level (i.e. those who are completing predoctoral internship training).
27. If interns are not meeting the minimum site standards, the following procedures are followed:
 - i. Interns must be advised of their substandard performance in writing.
 - ii. Interns must be given a reasonable period of time and reasonable professional support to achieve standard performance. The site prepares a written remediation plan, agreed to by the site and the intern, that specifies the standards to be achieved and the plan for achieving them.
 - iii. Both the site and the intern are responsible for fulfilling the terms of the remediation plan.
 - iv. Interns may not be terminated from or allowed to complete the internship unsuccessfully, until the remediation plan is deemed unsuccessful in helping the intern achieve the specified performance standard.
28. The site issues a certificate or letter to interns who successfully complete internship. A copy is sent to the McGill Director of Clinical Training.



Diversity

29. Internship sites demonstrate their understanding and respect for human diversity and a commitment to human dignity and civil rights in all aspects of their operations including, but not limited to, the treatment of clients, staff, and interns.
30. The site comprehensively and systematically provides its interns with didactic instruction or practical experience about the variability in human diversity as it affects and is affected by psychological phenomena and professional practice.
31. The site makes reasonable accommodations for interns and staff with needs unique to their diverse status.

Professional Psychology Staff

32. Internship training is offered by an organized group of professional psychologists who collaborate in the planning, delivering and monitoring of psychological services within the site.
33. The staff is of sufficient size and stability so that an internship would not be compromised by the loss of a single staff member.
34. Staff involved as supervisors of interns are registered for the practice of psychology in the province in which the site is located.
35. Other professionals including doctoral-level psychologists in the process of obtaining licensure for independent practice, master's-level practitioners of psychology, or suitably qualified and credentialed members of other professions may contribute to the training experiences of interns. The supervisory roles of other professionals cannot count towards the hour requirements for supervision.
36. Supervisors uphold relevant national and provincial or territorial professional and ethical standards and guidelines of practice.

Treatment of Interns

37. Interns are treated with the same dignity and respect accorded to professional psychology staff.
38. The value accorded interns' input and contributions is evident within the operation of the site.
39. Interns' contributions to research or other professional projects are credited appropriately (e.g., authorship of publications).

Facilities and Resources

40. Facilities and resources provided by the organization that are adequate to meet the needs of the interns and include:
 - i. Quiet, accessible, secure and private work space,
 - ii. Secure storage of interns' work,
 - iii. Efficient means of communication with supervisors and fellow interns (e.g., telephone, voice-mail, e-mail access),
 - iv. Policies and mechanisms to ensure patient confidentiality and protection of information when patient care and/or supervision are provided using electronic media,



Appendix O: Course Exemption Request Form

If you have completed a course that is equivalent to a School/Applied Child Psychology program course and wish to receive an exemption, submit this form appended with supporting documentation to schoolpsych.education@mcgill.ca.



McGill University
School/Applied Child Psychology
COURSE EXEMPTION REQUEST FORM

Student's Name

Student ID Number

Supervisor's Name

Date of Request

Which requirement does your request concern?

- School Psychology area requirement
- Practicum requirement
- Educational Psychology core course
- Other (please explain) _____

Identify the course or practicum for which you wish to receive credit: _____

Describe the previous course work or practicum that you wish to substitute:

For each course, list (a) the institution where the course was taken, (b) the department and course number, (c) course title, (d) the year taken, and (e) grade received.

For each practicum, indicate (a) where the practicum occurred, (b) nature of the practicum experiences (e.g., activities, age range of clients), (c) dates of practicum, (d) number of hours of supervised practicum, (e) nature and amount of supervision (e.g., credential of supervisor, number of hours of supervision), and (f) name of supervisor.

Please attach the following:

- Syllabus
- Major assignments (e.g., term paper)
- Letter from practicum supervisor
- Other (please explain)

Decision:

- Exemption (no need to replace): _____
- Credit (replace with another course): _____
- Replacement: Either _____
or Elective _____

Approved:

Graduate Program Director

Date

A separate form must be completed for each course. The Program Coordinator will complete the official Graduate Studies Exemption/Substitution form.