

# **MPIC Manual 2020-2021**

## **Mission and Objectives of Training**

The Department of Psychology at McGill University has a long and distinguished history of training clinical psychologists. Our goal is to train students to be excellent license-eligible clinicians as well as outstanding researchers who use their familiarity with clinical problems to conduct research on the etiology and treatment of health problems, extending their impact beyond the work of an individual clinician and having a positive impact on society.

To facilitate this goal, the Department of Psychology collaborated with several clinical sites to establish the McGill University Psychology Internship Consortium (MPIC). MPIC was developed to provide students enrolled in the Clinical Program of the Department of Psychology at McGill (it is not open to students from other programs) breadth of experience in clinical training that would be difficult to achieve within a single site. As well, MPIC gives students the ability to do their internships locally in two half-time rotations, usually during their 4<sup>th</sup> and 5<sup>th</sup> years, while maintaining their research program. We view the opportunity to integrate internship and research training as a particular advantage of MPIC. MPIC was regularly reviewed and accredited by the American Psychological Association from 1988 to 2015. It received initial accreditation by the Canadian Psychological Association in 2017.

The clinical training sites that are part of MPIC play an essential and valued role in the practical training of students enrolled in the Clinical Program of the Department of Psychology at McGill University. The shared training of students by the Department of Psychology and the member sites of the MPIC stimulates and enriches the intellectual life and rigor of the respective institutions.

The goal of MPIC is to produce graduates that have developed the competencies necessary to engage in clinical practice at the highest standards of the profession. MPIC achieves this goal by providing interns with breadth and depth of clinical training in a wide range of clinical activities based on scientifically supported principles.

Although therapeutic orientations vary across clinical service divisions, all MPIC member sites are committed to providing training in evidence-based principles of assessment and intervention and developing competencies in empirically supported interventions. It is expected that trainees will become acquainted with a variety of theoretical viewpoints and practical approaches. It is expected that trainees will become proficient in the fundamentals of psychological assessment and intervention. Interns are also expected to achieve competency in a specific set of skills that will vary according to the clinical service within which they are receiving training. The competencies developed through the pre-doctoral internship must meet the competency requirements for the practice of psychology outlined by the Canadian Psychological Association and the Ordre des psychologues du Québec (OPQ).

## **Membership of MPIC**

The MPIC program is coordinated by the Clinical Committee of the Department of Psychology, McGill University. The MPIC Internship Director is McGill Internship Director, Dr. Michael Sullivan. Activities at each clinical training site (listed below) are organized by an OPQ registered Training Director who works in collaboration with Dr. Sullivan and is a member of the overall MPIC training committee:

- 1) The Department of Psychology, McGill University Health Centre (MUHC)
- 2) The Neuropsychology Department of the Montreal Neurological Institute
- 3) The MUHC Pain Centre
- 4) The Jewish General Hospital
- 5) Herzl Family Practice Centre
- 6) The Montreal Children's Hospital
- 7) Douglas Mental Health University Institute
- 8) Douglas Institute Eating Disorders Program

All member sites of MPIC have signed an agreement outlining the structure and content of training that is provided to trainees. Brief descriptions of the available training experiences can be found below.

## **MPIC Policies and Procedures**

As noted above, the MPIC internship program is open only to graduate students in the Doctoral Program in Clinical Psychology at McGill University. At present, all students in good standing are eligible for the program. Consistent with the mission of the program, it is designed as a two-year half-time program where students complete two half-time placements in successive years, e.g., the 4<sup>th</sup> and 5<sup>th</sup> year of the clinical program or the 5<sup>th</sup> and 6<sup>th</sup> year. Full-time internships are not permitted. Students register in Psyc-707 for the first half-time internship and Psyc-708 for the second half-time internship.

Regardless of their other form(s) of financial support, each intern receives a stipend of \$12,500 for each half-time placement. Funding of stipends comes from both the Government of Québec and the McGill Faculty of Science, who have standing commitments to support psychology interns.

In the fall, prior to applying for a placement, the prospective intern meets with the Internship Director to discuss their professional and training goals. An overall, written training plan is devised including the placements the student would like to pursue. They meet again during the winter, after a placement for the next fall has been arranged and, in collaboration with the site Training Director, begin the process of developing a training agreement concerning the details of the placement and specific competencies to be developed (see MPIC Internship Training Agreement form below).

The pre-doctoral internship is undertaken after students have completed all required practica and either most or all of the other graduate requirements. As a result, it is designed to be an advanced experience, building upon the skills students have acquired over the course of the practica and preparing them for entry-level professional practice. The pre-doctoral internship facilitates the development of specialized expertise while also ensuring entry-level competence through exposure to a variety of cases. Both breadth and depth of clinical training in a wide range of clinical areas are provided.

Although some flexibility is allowed, the minimum hourly requirement for a half-time placement is 800 hours. Specific weekly and hourly schedules depend on the site. This should involve 300 hours of client contact including 200 hours of direct client contact, and 100 hours of supervision including 75 hours of individual supervision.

In addition to following all site-specific procedures, interns are expected to log their hours using MPIC's tracking website: <http://www.psych.mcgill.ca/misc/clinical/>

While some features are still under development, this site also allows the agreement form and periodic evaluation forms – both of the intern and supervisors - to be completed online, facilitating communication among all parties.

An intern who is having problems in their placement is welcome to discuss the matter with any faculty member involved with MPIC – their supervisor, the site Training Director, the MPIC Internship Director, etc. However, in principle, they should first discuss the matter with their supervisor, then the site Training Director, then the MPIC Internship Director.

As well, in cases where the intern is viewed as having problems in their placement by their supervisor, the supervisor is required to attempt to address the matter and, if necessary, develop a remediation plan. If it is not possible for the supervisor and student to agree on a plan or performance does not improve the matter is referred to the Training Director and, if necessary, the MPIC Internship Director.

In the unlikely event the placement site no longer wishes to supervise the student, the Department of Psychology's appeal and grievance procedure may be followed since this is equivalent to submission of a failing grade for the course (Psyc-707 or Psyc-708). The department's appeal and grievance procedures are discussed in its graduate student handbook: [https://www.mcgill.ca/psychology/files/psychology/handbook\\_psychology\\_graduate\\_program\\_2017-2018\\_july\\_2017.pdf](https://www.mcgill.ca/psychology/files/psychology/handbook_psychology_graduate_program_2017-2018_july_2017.pdf)

## **Descriptions of Internship Settings**

### **1. Department of Psychology, McGill University Hospital Centre (MUHC)**

***Dr. Jennifer Russell***

The Psychology Department of the McGill University Health Centre (MUHC) offers assessment and intervention services to different administrative units of the MUHC. The services of the Psychology Department of the MUHC include:

*Adult Services* provides inpatient and outpatient psychiatric services for adults. While a wide variety of approaches are represented, training in this service tends to focus on non-behavioral (e.g., psychodynamic, humanistic, existential) approaches to psychopathology.

*The Cognitive-Behaviour Therapy Service* provides inpatient and outpatient behaviour therapy and cognitive behavior therapy for adults with varied kinds of problems including depression, phobia and anxiety disorders. Of special interest are the treatment programs for individuals with agoraphobia and obsessive-compulsive disorder.

*The Sex and Couple Service* offers a wide-range of assessment, treatment and consultation services to individuals, couples, and groups. The Service works with a wide variety of problems and issues relating to sexual dysfunctions (e.g., premature ejaculation, anorgasmia), sexual phobias and aversions, sexual abuse, and gender identity. The Service also works with individuals and couples on relationship issues. The service works closely with the Departments of Urology and Obstetrics and Gynecology.

### **2. The Montreal Neurological Institute**

***Dr. Viviane Sziklas***

The Montreal Neurological Institute is a world-famous neurological institute adjacent to the Royal Victoria Hospital and also part of the McGill University teaching hospital network. The Montreal Neurological Institute site is a neuropsychological treatment and research centre and a teaching hospital. The Neuropsychology Department is an autonomous department that concentrates on neuropsychological assessment. The training program is housed in the Department of Neuropsychology and Neurology. As part of the Neuropsychology Epilepsy Service, training is primarily in the preoperative comprehensive neuropsychological assessment of patients seeking surgery for epilepsy. The intern works closely with the Service's multidisciplinary team.

### **3. MUHC Pain Centre**

***Dr. Marie-Andree Lahaie***

The MUHC Pain Centre, located at the Montreal General Hospital site of MUHC, is a multidisciplinary facility for the treatment of patients with chronic pain. The Centre is also mandated to teach and to conduct research. The clinical staff includes physicians, psychologists, nurses, and physiotherapists, working collaboratively in the treatment of patients' pain and suffering.

The patient population comprises adult outpatients with chronic pain as well as in-patients with acute pain superimposed on chronic pain problems. Psychology students and interns participate in formulating the patient's overall treatment plan, conducting short-term psychotherapy, and participating in conducting Cognitive-Behavioural group therapy. Students obtain training not only in psychological assessment and intervention, but also in psychotropic medications, medical

treatments, and medications for different kinds of pain problems.

Students and interns also participate in weekly seminar series, weekly department meetings, weekly neurology rounds, a biweekly journal club and multidisciplinary team meetings for the various programs and clinics of the different rotations.

#### **4. Jewish General Hospital QGH)**

***Dr. Alexandra Schiavetto***

The Psychology Division at the JGH provides clinical service, consultation, teaching, supervision and research within the Department of Psychiatry and other medical specialties within the hospital. The training program at the Jewish General Hospital allows experience with both adult and child in- and out-patients. Although the emphasis is on the treatment of psychiatric disorders, there are a number of training opportunities related to behavioural medicine, particularly relating to the treatment of cancer and sexual dysfunction.

Training opportunities are offered through the Cognitive Behaviour Therapy Service, the Day Hospital, the Behavioural Medicine Service, the Couple and Family Therapy Service, Clinical Neuropsychology, Child and Family Services and the Neonatology Follow-up Service.

*The Cognitive Behaviour Therapy Service* is a service that provides treatment and frequently referred to this service include patients with a diagnosis of depression, anxiety disorders, somatization disorder, post-traumatic stress disorder, personality disorders, as well as patients with delusional disorders. Patients without an Axis I diagnosis (e.g. problems with anger control or low self-esteem) are also often referred to this modality of treatment.

*The Day Hospital* unit functions as a multidisciplinary team that provides an intensive, time-limited comprehensive treatment program (on average two/three month duration) for adult outpatients suffering from acute psychopathology. Patients are referred to the Day Hospital either to prevent hospitalization, to facilitate the transition home after hospitalization, or to resolve a therapeutic impasse. Patients benefit from a combination of individual and group psychotherapy, occupational therapy, milieu therapy and psychopharmacology. Therapy is aimed at helping individuals improve their previous level of psychosocial adaptation. Patients come from various social and cultural backgrounds. Their ages extend from late adolescence to senescence. They suffer from various psychopathologies (first or repeated episodes) covering the entire diagnostic spectrum e.g. Major Depressive Disorder, Post-Traumatic Stress Disorder, Psychotic Disorders, Personality Disorders.

*Behavioural Medicine* services are offered through the Psycho-Oncology Consultation Service and the Chronic Pain Management Centre. Trainees develop clinical skills in the assessment and treatment of patients with medical problems.

*The Couple and Family Therapy Service* is a teaching and clinical service. Training is offered to psychology and social work trainees as well as to psychiatry residents. Some of the training is shared by these interns, whereas other aspects are divided along professional lines.

*The Clinical Neuropsychology Service* is focused on Psychiatry adult and geriatric outpatients. Referrals for this service are from all Psychiatric clinics (Ambulatory Care Clinics, Continuing Care Clinic, Cultural Consultation, Emergency Follow-up, Day Hospital, Rehabilitation Services and Psychogeriatrics). A very detailed assessment of abilities is done and the pattern of strengths and weaknesses is interpreted

to determine the level and nature of cognitive/behavioural and functional abilities. Interns are including exposed to a range of neurological problems such as degenerative disease, trauma, psychiatric disorders, stroke and systemic disease. Neuropsychological assessments include objective examination of memory, attention, perception, praxis, language, reasoning, judgment, executive function and emotional status for differential diagnosis, treatment planning and education for family members or caretakers.

*The Child Psychiatry Day/Evening Hospital* provides intensive treatment for children with serious emotional and behavioural difficulties that interfere with their adjustment in school, at home, and with peers. These children present with a range of diagnoses, including conduct disorder, oppositional-defiant disorder, ADHD, pervasive developmental disorders, depression, anxiety, and parent-child relationship problems. The children and their families are offered a comprehensive treatment program incorporating psychological assessment, individual and family therapy, social skills training, educational services, art therapy, and occupational therapy. Trainees benefit from being members of multidisciplinary teams that include psychologists, psychiatrists, psychiatric nurses and child care counselors, a social worker, occupational therapists, and special education teachers.

*The Neonatology Follow-up clinic* is a unit in the hospital that follows the progress of children from their premature birth until they begin school at the age of six. Training in this service involves cognitive and educational testing. Family interview techniques and developmental interviewing are also taught, as well as the writing of educationally oriented reports.

## **5. The Herzl Family Practice Centre (HFPC)**

***Dr. Perry Adler***

The Herzl Family Practice Centre (HFPC) houses a large practice of family physicians that teach residents on site as part of their training in McGill University's Department of Family Medicine. The HFPC has a large multidisciplinary team consisting of nurses, psychologists, social workers, dieticians, and a pharmacist. The centre houses the Teenage Health Unit that specializes in the delivery of health and mental health services to patients aged 12 to 19.

The Teenage Health Unit's Psychology Service provides psychotherapy to adolescents with a wide variety of problems. While mood and anxiety disorders are most commonly encountered, other problems addressed include: poor anger management, truancy, family discord, bullying, trichotillomania, posttraumatic stress, eating disorders, substance abuse, self-injury, and budding or fully bloomed personality disorders. The patients come from the Anglophone, Francophone, and Allophone populations and from all socioeconomic status categories from all over the Greater Montreal Region.

Psychology trainees with the Teenage Health Unit acquire the skills needed to appropriately: conduct psychological intake assessments (involving both clinical interviewing and the administration of psychometric batteries); produce intake evaluative reports; create treatment plans; conduct and terminate psychotherapies; and produce treatment termination reports. Psychology trainees acquire skills necessary to conduct individual and group psychotherapy. General therapeutic orientation would be considered eclectic with an emphasis on cognitive-behavioural interventions.

Trainees are also expected to learn to collaborate effectively with a multidisciplinary team of health professionals, including providing supervisory and consultative services to members of that team.

## **6. Montreal Children's Hospital**

***Dr. Yves Beaulieu***

The Montreal Children's Hospital provides specialized tertiary-care pediatric health care and allied health services to children and adolescents and their families. The Division of Psychology (Pediatric) is an autonomous unit of the hospital whose staff provides services in a broad range of multidisciplinary teams and clinics. Training opportunities are offered in Pediatric Psychology, Mental Health, Preschool Pediatric Psychology and Neuropsychology.

Training in the *Pediatric Psychology Service* involves assessment and interventions in pediatric behavioural medicine, often as part of multidisciplinary teams. Assessment includes the cognitive and emotional sequelae of traumatic brain injuries, chemotherapy and radiation, epilepsy, neurofibromatosis and other neuropsychological conditions. Interventions include helping children and adolescents and their families coping with disability in catastrophic and chronic illness, acute care, adherence to medical regimens, somatoform disorders, eating disorders, and factitious disorders.

The *Mental Health Service* focuses on children and adolescents in the psychiatry inpatient services and day hospitals, the outpatient child psychiatry services, and the Cognitive Behaviour Therapy Clinic. Inpatient and day hospital services involve services for those with severe and complex mental health needs. Outpatient services include assessment and treatment of individuals, parents and families for a wide variety of disorders that have not responded to interventions at the school or community level. The CBT clinic offers treatment for depressive, anxiety and externalizing problems.

The *Preschool Pediatric Psychology Service* is typically a six-month part-time rotation with inpatient and outpatient preschool children who have complex physical and medical conditions and associated developmental, behavioural and psychosocial needs. The four constituent programs are the Autism Spectrum Disorders Program, the Back on Track Clinic, the Diagnostic Services Unit, and the Failure to Thrive and Feeding Disorders Clinic.

## **7. Douglas Mental Health University Institute**

***Dr. Kristen Oliver***

The Douglas Mental Health University Institute is one of the largest psychiatric hospitals in Montreal and is a McGill University teaching hospital. There are a number of independently operating departments within the hospital in which training in psychology is available.

Training opportunities are available in several service divisions including: the Psychiatric and Eating Disorders Program for Adolescents, the Severe Disruptive Behaviour Disorders Program, the Anxiety Clinic, the Mood Disorders Service, the Eating Disorders Program, the Intense Rehabilitation Service, and the Prevention and Early Intervention Program for Psychoses.

The *Psychiatric and Eating Disorders Program for Adolescents* is designed for adolescents between the ages of 13 and 17 with eating disorders or functional psychiatric disorders such as psychotic disorders and severe mood and anxiety disorders. The various treatment modalities are: team assessment, individual therapy, family and group therapy, psycho-education, occupational therapy, nutritional consultation, pet therapy and pharmacotherapy. The multidisciplinary team (psychologists, social workers, nurses, educators, occupational therapists, dieticians and psychiatrists) works closely together to come to a comprehensive diagnosis and treatment plan.

The *Severe Disruptive Behaviour Disorders Program* is designed for children aged from 6 to 12 years, who show severe behaviour disorders, with or without attention deficits, and with or without hyperactivity. During their stay in the program, children receive milieu therapy with an educational component, and psycho-education, group, and individual psychotherapy. The interdisciplinary team is made of a child psychiatrist, psychologists, social workers, art therapists, educators, nurses, teachers, physical educators, an occupational therapist, a speech and language pathologist, a music therapist, and a pet therapist

The *Anxiety Clinic* is a specialized clinic and provides services to an adult population suffering from anxiety disorders. Students work with multidisciplinary teams of professionals. Intervention approaches include both individual and group modalities in the treatment of all anxiety disorders, (panic disorder, obsessive compulsive disorder, generalized anxiety disorder etc.). A large percentage of the Anxiety Team clients have co-morbidities on Axes I and II.

The *Mood Disorders Services* are ultra-specialized services that are divided into two separate programs: the Bipolar disorders Program and the Depressive disorders Program. The students may choose between one of the two Programs and will receive supervision independently within each team. This environment provides a very rich experience with a variety of mood disorders. It permits interactions with several types of skilled professionals who are interested in teaching. The therapeutic approach is eclectic and based on the personality structure, the needs and resources of the client.

The *Intensive Rehabilitation Service* is a specialized program that provides hospitalization, rehabilitation and community support for adults suffering from severe and persistent mental illness, (persons with psychosis co-morbid with depression, anxiety, personality disorders and substance abuse). The program offers an integration of psychosocial rehabilitation and work reinsertion. The program follows a biopsychosocial model that is comprised of a multidisciplinary team of professionals.

The *Prevention and Early Intervention for Psychoses Program* was designed to provide early assessment, treatment and follow-up for adolescents and young adults for their first episode of a psychotic disorder. The program offers training for clinical psychology students in cognitive-behavioural therapy (CBT) for persistent psychotic symptoms and for co-morbid conditions (e.g. depression, anxiety, etc). Psychology interns are part of a large multidisciplinary team and have the opportunity to interact closely with other clinicians (psychiatrists, case managers, etc) and research staff.

## **8. Douglas Institute Eating Disorders Program**

***Dr. Howard Steiger***

The *Eating Disorders Program* is the only large-scale specialized program in the province of Quebec for the assessment and treatment of adults (aged 18 years and up) suffering from anorexia nervosa, bulimia nervosa, or related eating disorders. This is a multidisciplinary service, offering a complete range of treatment and evaluation services through inpatient, day program and outpatient facilities. Interventions are multimodal, and include individual psychotherapy, group therapy, family/couple therapy, psycho-education, and (when indicated) pharmacotherapy. The program embodies a multidisciplinary philosophy, the treatment team representing the professions of psychology, psychiatry, social work, occupational therapy, nutrition and nursing.

## MPIC Internship Training Agreement

Student Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

Supervisor Name: \_\_\_\_\_

Training Site: \_\_\_\_\_

Period of Training: Start date: \_\_\_\_/\_\_\_\_/\_\_\_\_ End date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Course number: PSYC \_\_\_\_\_ Total number of hours: \_\_\_\_\_

## Acquisition of Clinical Competencies

The *Manuel d'agrément* (2013) of the *Ordre de psychologues du Québec* specifies a range of practice competencies that must be acquired before a clinician is considered ready for autonomous professional practice. Please place a check mark next to every competency that is intended to be the focus of training during the student's practicum/internship. At the end of the practicum, the training supervisor will be asked to rate the student's level of proficiency on each of the domains of clinical competency that were part of the training agreement.

### Competency Domain 3.1: Interpersonal Relations

Central to this domain of competence are the relational techniques necessary to establish a therapeutic relationship that will facilitate the process of assessment and intervention.

- \_\_\_\_\_ Ability to communicate effectively.
- \_\_\_\_\_ Ability to develop a positive therapeutic relationship.
- \_\_\_\_\_ Ability to express oneself with empathy and respect.
- \_\_\_\_\_ Ability to make clients feel at ease.
- \_\_\_\_\_ Ability to establish a climate of trust and confidence with clients.
- \_\_\_\_\_ Ability to examine, understand and resolve problematic interpersonal interactions.
- \_\_\_\_\_ Ability to adjust communication content and process to the stage of evolution of interactions.
- \_\_\_\_\_ Ability to recognize one's strengths and limits of expertise.
- \_\_\_\_\_ Ability to maintain professional relations with peers, supervisors and administrators.

### Competency Domain 3.2: Assessment

Central to this domain of competence is the acquisition of knowledge and skills required to conduct psychological assessments, interpret the results of psychological assessments and effectively communicate the results of psychological assessments.

- \_\_\_\_\_ Ability to formulate an assessment approach appropriate to the presenting problem, context and setting.
- \_\_\_\_\_ Ability to select appropriate tools or measures to address questions relevant to assessment.

- \_\_\_\_\_ Ability to gather assessment-relevant information in a comprehensive and rigorous manner appropriate the presenting problem, context and setting.
- \_\_\_\_\_ Ability to integrate assessment-relevant information to develop interpretive hypotheses, problem conceptualizations or clinical diagnoses.
- \_\_\_\_\_ Ability to conduct and report on the results of psychological assessments in the context of inter-disciplinary functioning.
- \_\_\_\_\_ Ability to generate assessment reports that effectively communicate assessment findings and treatment recommendations.

### **Competency Domain 3.3: Intervention**

Central to this domain of competence is the acquisition of knowledge and skills required to plan, develop, implement and evaluate the outcome of psychological interventions.

- \_\_\_\_\_ Ability to develop a treatment plan that will promote a client's recovery, improve psychological well-being or increase level of functioning.
- \_\_\_\_\_ Ability to gather assessment-relevant information in a comprehensive and rigorous manner appropriate the presenting problem, context and setting.
- \_\_\_\_\_ Ability to evaluate the outcome of treatment.
- \_\_\_\_\_ Ability to implement treatment with a wide range of populations or with a wide range of presenting problems.
- \_\_\_\_\_ Ability to adjust or alter a treatment plan as a function of characteristics of the client.
- \_\_\_\_\_ Ability to adjust or alter a treatment plan as a function of changing contextual influences relevant to the client's presenting problem.
- \_\_\_\_\_ Ability to collaborate with other professionals in a multi-professional environment.
- \_\_\_\_\_ Ability to consult with and refer to alternate treatment or consultation resources as required by the client's presenting problem.

### **Competency Domain 3.5: Ethics and Jurisprudence**

Central to this domain of competence is the acquisition of knowledge and skills required to manage ethical dilemmas that can arise in the context of the practice of clinical psychology.

- \_\_\_\_\_ Ability to consider relevant ethical issues in clinical decision-making.
- \_\_\_\_\_ Ability to integrate ethical principles into clinical practice.

\_\_\_\_\_ Ability to resolve ethical dilemmas.

\_\_\_\_\_ Ability to identify and make use of required resources to deal with ethical dilemmas.

### **Competency Domain 3.6: Consultation**

Central to this domain of competence is the acquisition of knowledge and skills required to work effectively in the context of a multi-professional and multidisciplinary environment, considering the interests and needs of various parties associated with the client's assessment or treatment.

\_\_\_\_\_ Ability to develop a consultation relationship with relevant parties.

\_\_\_\_\_ Ability to formulate a contextually-based analysis of a client's presenting problem.

\_\_\_\_\_ Ability to manage and negotiate the needs and interests of different parties implicated in a client's presenting problem.

\_\_\_\_\_ Ability to evaluate the outcome of one's consultation or treatment.

### **Competency Domain 3.7: Supervision**

Central to this domain of competence is the acquisition of knowledge and skills required to act in a supervisory capacity with trainees in Clinical Psychology.

\_\_\_\_\_ Ability to define supervisory objectives and explore a range of training methods.

\_\_\_\_\_ Ability to develop an approach to evaluation that is consistent with the objectives of training.

\_\_\_\_\_ Ability to promote the development of positive supervisee characteristics including active learning, openness to direction and feedback, preparedness, time management, and awareness of limits of expertise.

\_\_\_\_\_ Ability to integrate knowledge from a wide range of sources to maximize the quality and effectiveness of supervision.

### Competency Domain 3.8: Program Development

Central to this domain of competence is the acquisition of knowledge and skills that are relevant to the initial development, ongoing management and subsequent evaluation of any mental health intervention.

- \_\_\_\_\_ Ability to determine most optimal approach to needs assessment.
- \_\_\_\_\_ Ability to determine program elements that will best address client's needs.
- \_\_\_\_\_ Ability to work collaboratively with other professionals and team members to implement a specific program.
- \_\_\_\_\_ Ability to determine the tools or measures best suited to assess the success or effectiveness of the program.
- \_\_\_\_\_ Ability to provide feedback to team members about the success or effectiveness of a specific program.
- \_\_\_\_\_ Ability to integrate outcome evaluation findings with problem solving efforts to improve the success or effectiveness of a specific program.

### Signatures

This training agreement has been discussed with the student, the training supervisor (training site) and the Internship Director (McGill University). The signatures below indicate that it has been agreed that the competencies that will be the focus of training are appropriate for the student's stage of training and skill development needs.

_____	_____	____/____/____
Student Name (print)	Signature	Date
_____	_____	____/____/____
Training Supervisor (print)	Signature	Date
_____	_____	____/____/____
Internship Director (print)	Signature	Date