



McGill

Department of Educational
and Counselling Psychology

Counselling Psychology Programs

GRADUATE STUDENTS' HANDBOOK

Updated June 17, 2021



This Handbook is available online at <http://www.mcgill.ca/edu-ecp/programs/counsellingpsych/resources#Handbook>
It is strongly recommended not to download this Handbook as it is updated on a regular basis. The latest version, which is the one available online, is considered the only valid version of the Handbook.

| | |
|---|-----------|
| Welcome from the Department Chair..... | 7 |
| Purpose of the Handbook..... | 8 |
| Counselling Psychology at McGill University..... | 9 |
| Professional Training Model..... | 10 |
| Basic Principles..... | 10 |
| The Scientist..... | 11 |
| The Practitioner..... | 11 |
| Integration and Application of the Training Model..... | 12 |
| Counselling Psychology Degrees..... | 13 |
| Professorial Staff and Supervision Interests..... | 13 |
| Assessments of Student Competencies and Progress..... | 13 |
| Expectations of all Students..... | 13 |
| Social media..... | 16 |
| Resolving Disputes..... | 16 |
| The Counselling Clinic..... | 16 |
| Clinic Boot Camp..... | 16 |
| Update for 2020-2021..... | 16 |
| Graduate Program Committees..... | 17 |
| Counselling Psychology Professional Organizations..... | 18 |
| Canadian Psychological Association (CPA)..... | 18 |
| American Psychological Association (APA)..... | 18 |
| Canadian Counselling and Psychotherapy Association (CCPA)..... | 19 |
| Regulatory Bodies for Psychology and Counselling..... | 19 |
| MA in Counselling Psychology - Internship Concentration..... | 20 |
| Overview..... | 20 |
| Program Requirements..... | 21 |
| Required Courses..... | 21 |
| Internship - Required..... | 21 |
| Elective Courses..... | 21 |
| Competencies..... | 22 |
| Competencies for Students in the M.A. - Internship program..... | 22 |
| myProgress..... | 24 |
| Practicum and Internship Information..... | 24 |
| Requirements of Internship..... | 26 |
| McGill program requirements for clinical activities..... | 26 |

| | |
|---|-----------|
| MA in Counselling Psychology (Project Concentration) | 34 |
| Overview | 34 |
| Program Requirements | 34 |
| Required Courses | 34 |
| Complementary Courses | 35 |
| Details of Research Project Course Content and Sequence | 35 |
| Competencies | 35 |
| Competencies for Students in the MA – Project Concentration | 36 |
| Practicum Information | 38 |
| myProgress | 38 |
| Program Annual Report | 38 |
| GPS Research Progress Tracking Form | 39 |
| Important Regulations | 39 |
| Relationship with Your Supervisor | 40 |
| MA - Project Concentration Students who wish to apply to the PhD in Counselling Psychology Program at McGill | 40 |
| | |
| PhD in Counselling Psychology | 41 |
| Overview | 41 |
| Accreditation | 41 |
| Program Goals | 41 |
| Program Requirements | 42 |
| Required Courses | 42 |
| Required Internship | 42 |
| Elective Courses | 42 |
| Typical Sequence of Counselling Psychology Doctoral Studies | 43 |
| Thesis | 43 |
| The Thesis Supervisor | 43 |
| The Supervisory Committee | 44 |
| Competencies | 44 |
| Competencies for Students in the PhD in Counselling Psychology | 44 |
| myProgress | 47 |
| Assessment of Student Competencies and Progress | 47 |
| Program Annual Report | 47 |
| GPS Research Progress Tracking Form | 48 |
| Important Regulations | 49 |

| | |
|---|-----------|
| Procedures for the Comprehensive Examination | 49 |
| 1. The Outline..... | 49 |
| 2. The Timetable..... | 50 |
| 3. The Final Evaluation..... | 50 |
| 4. Remedial procedures..... | 51 |
| Doctoral Field Experiences (EDPC 782, EDPC 783, EDPC 784) | 51 |
| Introduction to Fieldwork..... | 51 |
| Summary of Fieldwork Hours Requirements (before the pre-doctoral internship)..... | 52 |
| Summary of Fieldwork Hours Requirements (before the pre-doctoral internship)– ORIGINAL REQUIREMENTS..... | 52 |
| What is client contact? | 53 |
| Qualifications of Site Supervisors | 54 |
| Individual and Group Supervision..... | 54 |
| Application and Registration: EDPC 782 and EDPC 783 | 54 |
| Responsibilities of Site Supervisors | 55 |
| Responsibilities of the Instructor/Field Experience Coordinator (EDPC 782 & EDPC 783)..... | 56 |
| Logging of Hours..... | 56 |
| Evaluation Process..... | 56 |
| Information by Course for Fieldwork Experiences | 58 |
| EDPC 782D1/D2: Doctoral Field Experience (6 credits; year-long; required)..... | 58 |
| EDPC 783: Doctoral Field Experience 2 (3 credits; elective)..... | 59 |
| EDPC 784: Assessment Practicum (3 credits; elective) | 60 |
| Doctoral Internship in Counselling Psychology | 61 |
| Eligibility of Students to Accept an Internship Placement..... | 61 |
| Internship Objectives | 62 |
| Applying for an Internship | 62 |
| Applying to Accredited Sites | 63 |
| Applying to Non-Accredited Sites..... | 63 |
| Applying for an Insurance Certificate..... | 64 |
| Hours Requirements | 64 |
| Supervision..... | 64 |
| Evaluation..... | 65 |
| Doctoral Dissertation..... | 65 |
| Thesis Proposal and Proposal Defense (Colloquium) | 65 |
| McGill Guidelines for Execution, Writing, Submission, & Final Defense | 66 |

| | |
|--|-----------|
| Ethical Guidelines..... | 66 |
| Additional Information and Resources | 67 |
| Financial Assistance | 67 |
| Graduate Excellence Recruitment Fellowships..... | 67 |
| Grants and Fellowships..... | 67 |
| Research Assistantships..... | 68 |
| International Students..... | 68 |
| Teaching Assistantships..... | 68 |
| Tips for Fellowship Applications and Financial Aid..... | 69 |
| Harassment, Discrimination, and Sexual Violence..... | 69 |
| Assessment Materials Resource Center (ARMC) | 69 |
| McGill Libraries | 70 |
| MERCURY Course Evaluations..... | 70 |
| McGill University Bookstore – LE JAMES..... | 70 |
| Computers and IT Services | 70 |
| Education Computer Lab / Audiovisual Equipment Loan Service..... | 70 |
| Email..... | 71 |
| Mobile devices | 71 |
| Wireless coverage..... | 71 |
| Virtual Private Network (VPN)..... | 72 |
| Eduroam | 72 |
| McGill Student Directory..... | 72 |
| Appendix 1: Frequently Asked Questions (FAQ)..... | 73 |
| 1.What are the steps to being licensed? | 73 |
| 2.Can PhD students teach in the Department? | 75 |
| 3.Can graduates from the MA – Internship Concentration practice psychotherapy? | 75 |
| 4.Can graduates from the MA – Project Concentration become licensed? | 75 |
| Appendix 2: Important Information and Documents..... | 76 |
| Appendix 3: Campus Resources and Contacts | 78 |
| Appendix 4: Instructions for Logging Hours..... | 81 |
| Appendix 5: Practicum Sites..... | 86 |
| Active Practicum Sites – PhD (Updated August 2019) | 86 |
| Other Practicum Sites (Used Since 2010) | 90 |

| | |
|---|-----------|
| Appendix 6: Forms | 93 |
| Competencies Evaluation Form..... | 95 |
| Procedures for Non-Accredited (CPA or APA) Sites Accepting | 98 |
| Standards for Non-Accredited (CPA or APA) Pre-Doctoral Internship Sites..... | 99 |

Welcome from the Department Chair

Welcome!

It is my pleasure to welcome all of our new and returning graduate students. The Counselling Psychology program at McGill has a long history training future practitioners and we are confident that you will enjoy your stay at McGill.

While here, we hope you will actively engage with the students and faculty to learn, create and develop practical skills and advance scientific knowledge that can benefit our communities. We encourage students to take active roles in the department and within the profession.

In our Department there are many individuals to help answer your questions. Your Program Director, Unit Program Coordinators, your Supervisor, and Professors will aid you in fostering and shaping your professional development. As Chair of the Department, I am happy to meet and assist whenever possible. Students are always welcome to share good news, ask questions, or seek solutions or guidance. As a graduate student, you are a valuable member of the Department of Educational & Counselling Psychology.

Best wishes for a successful, productive and enjoyable year.

Prof. Victoria Talwar, Ph.D.

Professor and Chair

Dept. of Educational & Counselling Psychology

Purpose of the Handbook

The purpose of this Handbook is to provide students in the Counselling Psychology programs with information about the procedures, regulations, and requirements for completing the programs leading to the MA in Counselling Psychology (Professional/Internship Concentration), MA in Counselling Psychology (Project Concentration), and PhD in Counselling Psychology degrees. Pertinent resources for students are also provided. Please access the Handbook online as it is always the most up-to-date version available:

<http://www.mcgill.ca/edu-ecp/programs/counsellingpsych/resources#Handbook>.

The Handbook is designed to make your experience in your Counselling Psychology program as smooth, productive, and enjoyable as possible. When you have a question, please consult the Handbook *prior to* asking questions to faculty and staff. Please read all sections to become thoroughly familiar with your program and department. Further information of special interest to you will be provided as it becomes available.

We hope that your experience at McGill University is exciting, challenging, intellectually enriching, and professionally rewarding!

Counselling Psychology at McGill University

The Counselling Psychology programs at McGill University were instituted in the mid-1960s. The Master of Education (MEd) degree in Guidance and Counselling was created and first awarded in 1966 in what was then the independent Department of Counsellor Education. Shortly thereafter, a Doctor of Education (EdD) in Counsellor Education program was instituted (the designation of this doctoral program was changed to PhD in Counselling Psychology in the 1980s). The Faculty of Education was relocated from McGill's Macdonald campus to its downtown campus in 1969.

Since this time, numerous changes have occurred in the Faculty. These changes included the creation of a smaller number of aggregated departments. One of these was the new Department of Educational and Counselling Psychology (ECP), created in 1993. The Counselling Psychology area, which is housed in the Department of Educational and Counselling Psychology, now offers three programs: the M.A. - Project Concentration, the M.A. - Internship Concentration, and the Ph.D.

Counselling psychology is a broad specialization within professional psychology concerned with using psychological principles to enhance and promote the positive growth, well-being, and mental health of individuals, families, groups, and the broader community. Counselling psychologists bring collaborative, developmental, multicultural, and wellness perspectives to their research and practice. They work with many types of individuals, including those experiencing distress and difficulties associated with life events and transitions, decision-making, career and educational development, family and social relationships, and mental and physical health concerns. In addition to remediation and intervention, counselling psychologists engage in prevention, psycho-education, and advocacy.

The research and professional domain of counselling psychology overlaps with that of other professions such as clinical psychology, industrial/organizational psychology, and mental health counselling. It includes an integrated set of core values: (a) Counselling psychologists view individuals as agents of their own change and regard an individual's pre-existing strengths and resourcefulness, and the therapeutic relationship, as central mechanisms of change; (b) the counselling psychology approach to assessment, diagnosis, and case conceptualization is holistic and client-centred, and it directs attention to social context and culture when considering internal factors, individual differences, and familial or systemic influences; and (c) the counselling process is pursued with sensitivity to diverse sociocultural factors unique to each individual.

Counselling psychologists practice in diverse settings and employ a variety of evidence-based and theoretical approaches grounded in psychological knowledge. In public agencies, independent practices, schools, universities, health-care settings, and corporations, counselling psychologists work in collaboration with individuals to ameliorate distress, facilitate well-being, and maximize effective life functioning.

Research and practice are viewed as mutually informative, and counselling psychologists conduct research in a wide range of areas, including those of the counselling relationship and other psychotherapeutic processes, the multicultural dimensions of psychology, and the roles of work and mental health in optimal functioning. Canadian counselling psychologists are especially concerned with culturally appropriate methods suitable for investigating both emic and etic perspectives on human behaviour, and promote the use of research methods drawn from diverse epistemological perspectives, including innovative developments in quantitative and qualitative research.

Professional Training Model

Basic Principles

The Counselling Psychology programs prepare students to work primarily in community mental-health centres, universities and other school settings, clinics, vocational counselling centres, private practice, and/or in hospitals. The principal determinants of the settings in which students will have the competence to work after they have graduated will be the clinical training sites they have chosen, the electives, and other ancillary training experiences, as well as their licensing if applicable. The general goal of these programs is to develop professionals who have the skills to improve the psychological well-being of children and adults across their entire developmental lifespan. The principal formative activities of the programs comprise clinical training and practice, intense scholarship developing the theoretical and academic underpinnings of this profession, and research training--this especially at the doctoral level. Our graduates are expected to have a high degree of competence in each of these roles.

Students are mentored in the stylistic, cultural, organizational, and literacy skills that are the hallmarks of those who make contributions to our discipline. The standards established in the latest version of the *Publication Manual of the American Psychological Association* are emblematic of what the department expects from students as they proceed through the Master's and Doctoral programs. Students are expected to equip themselves through personal study in the epistemological, philosophical, and historical underpinnings of the field. Moreover, they are expected to have a reasonable grounding in those basic sciences, such as developmental psychology and social psychology that contribute to the full spectrum of counselling psychology. To acquire skills in this role, students are encouraged to participate in a number of research projects throughout their training, and are expected to participate in research beyond their PhD dissertation.

Counselling psychology is built on several disciplinary foundations, among which are career psychology, rehabilitation counselling, psychotherapy, school counselling, psychological testing, behavioral counselling, palliative care counselling, and crisis intervention. Maintaining a broad approach to training, while not limiting opportunities to specialize, ensures that students will leave the program with a sound foundation to establish themselves in their domain of choice. Students are able to draw from many

different bases of knowledge and apply this information to the issues and problems with which they are presented.

With this in mind, the program has adopted the scientist-practitioner model for the training of doctoral students and of MA – Project Concentration students, and the practitioner-scholar model for the training of MA – Internship Concentration students. These models provide a basis for graduates to assume leadership responsibilities on a national and international level in the area of counselling psychology.

The Scientist

The role of the scientist is considered important in the training of counselling psychologists. To understand and advance basic knowledge in the domains subsumed under counselling psychology, students must have a firm foundation in scientific methodology and the philosophy of science, proportionate to the graduate level in which they are being trained. Students are educated to be highly skilled consumers of research. As practitioners, graduates must be able to interpret and critically evaluate published and unpublished research. In order to utilize available clinical, educational, and psychological assessment and intervention techniques, graduates must have a sound scientific background to judge the utility and efficacy of such approaches and procedures. This knowledge may come from evaluation of published reports or via their own empirical evaluation of these techniques. In the MA - Project Concentration and PhD programs, students are also educated as researchers capable of examining relevant problems of both applied and basic nature.

Research is a crucial element of the Counselling Psychology program at McGill University. Students are taught the scientific skills required to conduct and evaluate research in experimental, clinical, and community settings. Moreover, students—especially in the MA - Project Concentration and the PhD programs—collaborate with faculty members in research (often as co-authors) and frequently present papers at local, national, and international conferences. Through faculty mentoring and guidance, students are provided with a diversity of scientific models for advancing psychological knowledge. The role of the mentor in the program is typically assumed by the student's supervisor. As students advance in their research training, they begin to mentor their junior colleagues.

The Practitioner

The practitioner is expected to manifest a high level of expertise and clinical skill in the practice of counselling psychology with diverse individuals and communities. This expectation is predicated on practitioner competencies as well as those of the scientist.

The practitioner component of the MA – Internship Concentration program encompasses field and clinic-based practice, supervised field work, and internship requirements, as well as clinical coursework in assessment, intervention, consultation, and related areas. The pre-internship practicum and pre-doctoral internship consist of the practitioner components of the program at the doctoral level. This extensive commitment to applied training represents a core element of the program, and taps the expertise of the community resources as well as the more or less distant internship settings in which students may choose to fulfill this aspect of their program. The applied orientation of the program is as varied as the university and community resources afford. Applied experience with clients who are at various developmental stages and from multiple cultural and socioeconomic backgrounds is important. Without basic experience in the field, the professional psychologist is limited both in the efficacious acquisition of practical schemas and in their translation into a variety of different and constantly changing and challenging settings.

The orientations subsumed within training include (but are not limited to) behavioral, cognitive-behavioral, developmental, humanistic, integrative/eclectic, multicultural, psychodynamic, and systems perspectives. Training also occurs in assessment, intervention, counselling, consultation, program evaluation, and research. Thus, the practitioner is presented with a wide range of complementary service delivery approaches to clinical problems. This extensive, broad background allows for greater skills in hypothesis testing, monitoring of interventions, tailoring of treatments to individual problems, and examination of treatment efficacy.

Integration and Application of the Training Model

The MA - Internship Concentration is oriented primarily toward producing competent practitioners who demonstrate a high level of competence when dealing with the welfare of clients and are also skilled in evaluating and utilizing the research literature of their specialization. PhD graduates who function as service providers in an institutional setting are trained to be more adept at integrating a variety of perspectives and disciplines and advancing the science of their profession. Such individuals are active users, evaluators, and critics of the tools of their profession; they can test, adapt, and develop new procedures in their own practice of psychology, and communicate these findings to others in the field. These competencies are developed through integrative experiences in scientific research methodology, and the acquisition of theoretical knowledge inherent to counselling and the mentoring process.

The training model recognizes the importance of developing interpersonal skills that are essential in establishing an effective therapeutic relationship with clients. These qualities are, to a significant extent, foundational to the successful training of the practitioner as well as desirable characteristics of the scientist. Given the primary focus of enhancing the welfare of their clients, counsellors and counselling psychologists must be committed to the acquisition of these skills. Our programs acknowledge the

importance of these characteristics and strive to foster their development, especially in the practicum and internship aspects of the programs.

Counselling Psychology Degrees

The Department of Educational and Counselling Psychology offers two programs of study in Counselling Psychology at the master's level: the MA in Counselling Psychology (Internship Concentration) and the MA in Counselling Psychology (Project Concentration). The Department also offers one program at the doctoral level: the PhD in Counselling Psychology.

For more information on the degrees offered, please consult the program website at <https://www.mcgill.ca/edu-ecp/programs/counsellingpsych>.

Sections containing very important information for each degree program are located in the Handbook below (see Table of Contents).

Professorial Staff and Supervision Interests

To see an updated listing of core faculty members in the Counselling Psychology Program, along with their research interests, please consult the Department website: <https://mcgill.ca/edu-ecp/programs/counsellingpsych/faculty>.

Your Academic Advisor and Department Administrators

All students are encouraged to contact their advisor for information related to program developments, courses, and other program issues. Frequent communication between you and your advisor facilitates a well-designed program of study and your professional development. For students in the MA - Internship Concentration, your academic advisor is your practicum (EDPC 665) instructor. For PhD and MA - Project Concentration students, your academic advisor is your research supervisor.

Please see the ECP website for updated contact information and for administrative staff: <https://www.mcgill.ca/edu-ecp/people/supportstaff>.

Assessments of Student Competencies and Progress

The program uses a competency based model to train students. (Please review the specific competencies for your program of study). In order to assure that students develop the competencies across a broad range of experiences, the program committee regularly assesses issues related to student progress. The first assessment takes place late in the fall semester of year one. Subsequent assessments occur in midwinter of year one, in late fall of year two, and in midwinter of year two. At those times, sessional instructors and site supervisors are



consulted concerning issues of concern relative to any student in the program prior to the meeting. Full-time faculty members meet and review that feedback along with their own assessments of students of concern.

Student progress is assessed in three areas:

- **Academic Work:** including but not limited to (a) all course work, (b) comprehensive examinations (when relevant), (c) grades, (d) presence and active participation in courses, (e) respect of course deadlines and other instructions (e.g. for assignments); (f) respect of program requirements, and (g) respect of program of study.
- **Clinical Skills:** including but not limited to (a) clinical abilities, (b) timeliness in file keeping and report writing, and quality of these files and reports, (c) respect for clients, (d) openness to feedback from supervisors, (e) ability to provide respectful feedback to peers, (f) timeliness with clients, and (g) presentation with clients.
- **Professional Development:** including but is limited to (a) respect for other students, faculty and staff, (b) respect of all program deadlines, including for the submission of annual reports, and (c) respect of all relevant ethical standards.

Clinical courses, the first-year practicum and group practicum, and the second-year general internship and vocational and rehabilitation internships are graded as Pass/Fail. In all other courses, students receive letter grades. The minimum passing grade is B-. Students whose progress is satisfactory receive written notification.

Notice of unsatisfactory progress is followed up by a meeting with the students advisor or Program Director to review the situation. The student must acknowledge in writing the receipt of the letter and must arrange a meeting with their Advisor or Program Director within a week of receipt of the letter. In that meeting, steps for remediation of the issue(s) raised in the letter will be developed and put into writing. These steps will be specific, behavioral, and measurable. A timeline for completion of the steps must be included in the letter. A copy of this letter will be placed in the student's file. At the end of that timeline, the advisor (or Program Director) and student again meet to assess and document progress relative to the steps. Failure to meet specified remedial requirements constitute grounds for dismissal from the program. Receiving two unsatisfactory progress reports over the course of the program also constitutes grounds for dismissal from the program.



Expectations of all Students

Students are required to do the following:

- Maintain the highest standards of excellence in their scholarly activities, courses, and clinical practice.

- Attend special seminars (e.g., presentations by visiting professors, job talks by future applicants for faculty positions) sponsored by the Counselling Psychology group, and other units within the Department or Faculty.
- Actively participate in community-based activities as required.
- Become student members in one or more of the professional organizations associated with our discipline (e.g., CPA, APA, Canadian Counselling and Psychotherapy Association), as required.
- Respect all ethical standards of the Ordre des Psychologues du Québec, of the Ordre des Conseillers et Conseillères d'Orientation du Québec, and of the Canadian Psychological Association.
- Behave, at all times, in a way that is respectful of other students, faculty and staff.
- Respect all deadlines related to their program of study and to the submission of annual reports.

In addition, all students in the research programs (M.A. – Project concentration and Ph.D.) are expected to do the following:

- Actively apply for outside funding, scholarships, and fellowships.
- Annually perform some administrative work in the research laboratories, as required. This might include organization of seminars and conferences by visiting speakers, serving on committees for the governance of the department, the preparation of annual reports, etc.
- Participate in conference presentations and publication of scholarly work. Co-presentations and co-publications are strongly encouraged.

Students are not expected to perform each requirement to the same degree. Students taking a leadership, supervisory, or major role in one area may assume a secondary role in another area.

Students are expected to engage in legal, ethical, and professional practices and behaviours at all times. There are several behaviours that are severe violations that, once the facts of the case are established, may result in immediate dismissal from the program. These behaviours include, but are not limited to:

- a) Violation of criminal law;
- b) Violation of ethical principles of the Canadian Psychological Association (CPA) or of the *Ordre des Psychologues de Québec* (OPQ) for MA- Project Concentration and Ph.D. students, or of the CPA or the *Ordre des Conseillers et Conseillères d'Orientation du Québec* (OCCOQ) for the MA - Internship Concentration students;
- c) Any behaviours that cause physical or emotional harm; or
- d) Intimidation, threats, or bullying behaviours.



Performance in clinical practica, field placements, and internship placements must be in accord with professional standards for the practice of psychology and for counselling

work and research. Failure to abide by these standards will be considered a serious academic breach and may result in dismissal from the program.

Social media

The Department of Educational and Counselling Psychology (ECP) has a policy on social media that applies to all students in ECP. This policy can be found on the Department website:

<https://www.mcgill.ca/edu-ecp/students/tracking#D>



In addition, students from all three Counselling Psychology programs are required to refrain from engaging in social media with clients or discussing clinical cases on social media.

Resolving Disputes

If you have a problem or dispute with your supervisor or course instructor, you should first attempt to resolve the problem with the supervisor/instructor (if possible/appropriate). If the problem remains, you should contact the Program Director, and if that is not satisfactory, you should contact the Department Chair. If the problem remains unresolved, we encourage you to follow the flowchart process outlined on McGill's Student Rights and Responsibilities website: <https://www.mcgill.ca/students/srr/disputes>.



The Counselling Clinic

The *McGill Psychoeducational and Counselling Clinic* is a teaching and training unit of the Department of Educational and Counselling Psychology. The purpose of the clinic is to provide an on-site setting for clinical training and research. The Clinic primarily serves the Counselling Psychology and School/Applied Child Psychology programs. The Clinic includes numerous consultation/interview rooms, a waiting room, and a playback room with playback stations, and secure filing cabinets for storing of paper files and video media. All consultation/interview rooms are wired for digital video-recording of counselling and testing sessions. There are also additional smaller rooms for equipment and for live supervision through a one-way mirror.

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 send an email to ecpclinic.education@mcgill.ca, and refer to the *Clinic Manual of Policies and Procedures* available online at <http://www.mcgill.ca/edu-ecp/students/clinicresources>.

Clinic Boot Camp

The “Clinic Boot Camp” was first offered in the Fall 2019 and is now offered every year just before the Fall term starts. The Clinic Boot Camp is 2 full days. The program includes several workshops, with the topics always covered being: “Clinic Procedures,” “Suicide Intervention and Prevention,” and “Child Protection Services.” Each workshop is developed to specifically meet the needs of incoming MA and PhD students in Counselling Psychology and School Psychology programs. Leading professionals and subject experts specializing and working in the related fields offer interactive hands-on training.

Update for 2020-2021

As a response to COVID-19 and the fact that teaching was switched to telepsychology format in the Fall 2020 / Winter 2021 terms, the boot camp was moved to 5 separate online workshops in 2020. These workshops were offered prior to the Fall term. Three new workshops were added to the programming. Thus, six workshops that were offered were:

- Clinic Orientation
- Suicide and Crisis Assessment, Intervention, and Prevention
- Child Protection Services (CPS)
- Telehealth Service Delivery (New)
- Coping with acute stress and wellbeing for clinicians-in-training (New)
- Advanced CPS workshop (New)

Furthermore, the “Clinic Boot Camp” presents the opportunity for students to address any outstanding concerns and questions related to their clinical training and practice. For example, “Coping with acute stress and wellbeing for clinicians-in-training” was offered by Counselling and School Psychology faculty members, and was followed by a discussion panel, where faculty members discussed and addressed student concerns related to regular clinical practice processes, as well as additional challenges posed by COVID-19.

All the updated forms, processes, and procedures (including telepsychology procedures), which were developed as a response to COVID-19, can be found on the Clinic website:

<https://www.mcgill.ca/edu-ecp/students/clinicresources>

Graduate Program Committees

There are five Graduate Program Committees in the Department (Counselling Psychology, School/Applied Child Psychology, Human Development, Master of Education Concentrations in Educational Psychology, and Learning Sciences). Each committee is chaired by a Program Director. Each committee recommends admissions, advises on program changes and policy implementation, ranks scholarship applications, structures and supervises comprehensive examinations, and monitors student progress. The committees welcome student input in their deliberations; there are two self-selected student representatives each year on the departmental Executive Committee that oversees the curriculum.

Student representatives from each program (MA Internship, MA Project, PhD) also sit and vote on the Counselling Psychology Program Committee. The responsibility for placing students on departmental committees belongs to a graduate student body. Students are sought to participate in ad hoc committees such as those constituted for the hiring of new faculty. These committee appointments are made by the Chair in consultation with the Program Director. The representatives attend committee meetings, consult extensively with other students who attend job talks and teaching talks, and have a strong voice in the final selection of successful candidates. To learn more about the Counselling Psychology Program Committee and its members, as well as governance across ECP, please consult the Department website: <https://www.mcgill.ca/edu-ecp/about/governance>

Counselling Psychology Professional Organizations

Students are expected to be informed on the current trends and developments in the field. One way to do this is through membership in various professional organizations. Students are encouraged to get involved in such organizations and become familiar with their procedures and philosophies.

Canadian Psychological Association (CPA)

CPA is the major Canadian national organization devoted to the advancement of psychology as a science, as a profession, and as a means of promoting human welfare. CPA serves as a forum for the latest research in Canadian Psychology as well as for professional topics that directly affect psychologists in the workplace. Members receive CPA publications, reduced fees for the annual convention, and various discounts and benefits. The CPA website is at <http://www.cpa.ca>

American Psychological Association (APA)

The American homologue to CPA is APA (<http://www.apa.org>). By virtue of its size and the large number of world-class journals that it publishes, APA exerts a significant influence on Canadian psychology. Through its many journals, both flagship and divisional, as well as its annual conventions, it assists the findings of psychological research, and works toward improved standards for psychological training and service. Through its 54 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 the APA that is directly affiliated with the international community of counselling psychologists is Division 17, The Society of

Counseling Psychology (see <http://www.div17.org>).

Canadian Counselling and Psychotherapy Association (CCPA)

CCPA is a professional association of professional counsellors and psychotherapists designed to work with clinicians, vocational guidance counsellors, rehabilitation counsellors, and other specialists in counselling psychology. It supports research in this field and publishes its flagship journal, *Canadian counsellor/conseiller(ere) canadien(ne)*. For membership information, visit <http://www.ccpa-accp.ca>.

Regulatory Bodies for Psychology and Counselling

The practice of psychology is regulated in Quebec as in most jurisdictions. The Ordre des Psychologues du Québec (OPQ; see www.ordrepsy.qc.ca) is the regulatory body for psychologists in Quebec. Graduates from the PhD in Counselling Psychology at McGill are eligible for automatic admission into the OPQ. Some students may however be required to complete a French exam as per the regulations of the *Office de la Langue Française*. The **psychologist** license may be transferable to other provinces. The program is required to offer doctoral training that meets the accreditation requirements of the OPQ.

Counselling is also regulated in Quebec. The regulatory body for counselling (guidance and vocational counsellors) is the *Ordre des Conseillers et Conseillères d'Orientation du Québec* (OCCOQ; see www.orientation.qc.ca). Graduates from the MA – Internship Concentration in Counselling Psychology at McGill are eligible for automatic admission into the OCCOQ. Some students may however be required to complete a French exam as per the regulations of the Office de la Langue Française. The counsellor license is not transferable to other provinces, as this profession is not regulated in most Canadian provinces. **The program is required to offer MA training that meets the accreditation requirements of the OCCOQ. Please note that the MA – Project Concentration does not lead to licensing in Quebec.**

The program takes no position on whether or not the training offered will be accepted for licensure by licensing bodies other than the OPQ and OCCOQ, including by regulatory bodies outside Quebec. It is each student's responsibility to review the licensing requirements in their jurisdiction and to determine if the training offered meets those requirements.

MA in Counselling Psychology - Internship Concentration

Overview

The aim of the MA in Counselling Psychology (Internship Concentration) is to produce graduates who are trained in the major applied areas of counselling, and are qualified to work in a variety of settings where educational, vocational, personal, and developmental counselling is offered.

To do so, the training program emphasizes career and vocational theory and development, individual and group counselling skills, the integration of multicultural, gender, and other diversity theories into practice, and testing and assessment procedures. For more information, please check <https://www.mcgill.ca/edu-ecp/programs/counsellingpsych/ma>.

Students take a combination of theoretical and practical courses throughout the completion of their degree. Most coursework is taken during the first year (**including the summer semester**), including a practicum in the Department's Psychoeducational and Counselling Clinic. In the second year, students are on-site at internship placements for three full days per week while attending classes on the remaining two days.



Accredited by the *Ordre des conseillers et conseillères d'orientation du Québec* (OCCOQ; see <https://www.orientation.qc.ca/>), the regulatory body for Counselors in Quebec, with automatic eligibility for membership upon graduation (subject to residency and French-language provisions), this program prepares students to work in the field as Counsellors in settings such as CSSSs (*Centres de santé et services sociaux*—community integrated health- and social-service units), schools, community clinics, rehabilitation clinics, vocational guidance centers, and private practice.



This program offers training that meets the requirements of the OCCOQ. However, please note that the program takes no position on whether or not the training offered will be accepted for licensure by licensing bodies other than the OCCOQ, including by regulatory bodies outside Quebec. It is each student's responsibility to review the licensing requirements in their jurisdiction and to determine if the training offered meets those requirements.

Program Requirements

(60 credits in total)

Required Courses

(33 credits)

| | | |
|------------|-----|---|
| EDPC 606 | (3) | Theories of Intervention I |
| EDPC 607 | (3) | Theories of Counselling II |
| EDPC 608 | (3) | Group Counselling: Theory |
| EDPC 609 | (3) | Psychological Testing I |
| EDPC 615 | (3) | Assessment and Diagnosis (I) in Counselling |
| EDPC 618 | (3) | Professional Ethics and the Law |
| EDPC 624 | (3) | Group Counselling: Practice |
| EDPC 662 | (3) | Career Psychology |
| EDPC 665D1 | (3) | Practicum |
| EDPC 665D2 | (3) | Practicum |
| EDPE 622 | (3) | Multiculturalism and Gender |

Internship - Required

(24 credits)

Four 6-credit components reflect various dimensions of the profession. Completion of the internship is essential to becoming a member of the OCCOQ.

| | | |
|------------|-----|--|
| EDPC 679D1 | (3) | Internship: General I |
| EDPC 679D2 | (3) | Internship: General I |
| EDPC 677 | (3) | Internship Research Seminar: Quantitative Studies |
| EDPC 678 | (3) | Internship Research Seminar: Qualitative Studies |
| EDPC 683 | (3) | Practicum in Psychological Testing: Personality Assessment |
| EDPC 684 | (3) | Practicum in Psychological Testing: Cognitive Assessment |
| EDPC 685D1 | (3) | Internship: Vocational and Rehabilitation Counselling |
| EDPC 685D2 | (3) | Internship: Vocational and Rehabilitation Counselling |

Elective Courses

(3 credits)

For the latest changes in Program Requirements, please check <https://www.mcgill.ca/edu-ecp/programs/counsellingpsych/courses>

One elective course must be taken. Most students take EDPC 670 (Current Trends in Counselling), offered each Spring, because this course is reserved for MA Internship students and does not conflict with required coursework schedules. However, you may take a different course instead. This course must be (a) a 500- or higher-level course offered by the Department or other departments of the University, and (b) approved your advisor or the Counselling Psychology program director. Please note in some cases the courses instructor you may also need the approval of the course instructor

Competencies

The program follows a competency-based model. Students are expected to develop expertise in five different competency areas: interpersonal relationships, assessment and evaluation, intervention, ethics, and research. All course syllabi contain a statement indicating which professional competencies will be addressed in that course. Applied components of the program (EDPC 624 Group Counselling: Practice, EDPC 665 Practicum, EDPC 683 and EDPC 684 Practica in Psychological Testing, EDPC 679 and 685 Internship) are evaluated across all competency areas. Below is an outline of the knowledge and skill areas in which students are expected to attain competency.

Competencies for Students in the M.A. - Internship program

| <i>Interpersonal Relationships</i> | |
|------------------------------------|---|
| Knowledge | Knowledge of theories and their empirical support relative to: <ul style="list-style-type: none"> - interpersonal relationships - relationships of power - therapeutic or working alliance - relations in particular milieu |
| | Self-Knowledge/awareness of personal: <ul style="list-style-type: none"> - motives - resources - values, - biases or prejudices (particularly cultural biases) - self-presentation (how others perceive you) - risk factors for burnout |
| | Knowledge of Others <ul style="list-style-type: none"> - macro environments (e.g., impact of national standards or public policies, socio-economic and ethno-cultural contexts; cultures of social groups, work environments) - micro-environments (e.g., family dynamics, male/ female relational differences, cultural adaptation or integration) |

| | |
|---------------|---|
| Skills | <ul style="list-style-type: none"> - how to communicate adequately - how to listen and interact with others - how to express oneself with empathy and respect - how to put others at ease - how to establish a climate of trust - how to analyze difficult interactions - how to adjust to evolving interactions - how to recognize personal resources and limits - how to develop and maintain professional relationships |
|---------------|---|

| Assessment and Evaluation | |
|----------------------------------|---|
| Knowledge | <ul style="list-style-type: none"> - methods of evaluation (e.g. grids of observation, tests) - various types of clientele served - human or organizational development - diagnosis or identification of problems - problem analysis - the influence of cultural factors |
| Skills | <ul style="list-style-type: none"> - formulating a request for evaluation - selection and application of methods of evaluation - collection and analysis of information |
| Intervention | |
| Knowledge | <ul style="list-style-type: none"> - the use of a variety of theoretical approaches and techniques that are tailored to the clientele served: individuals and groups - interventions that support health, well-being or efficiency - the influence of cultural and ethnic factors - assessing the relevance of a referral to another professional or to other resources - principal components of contemporary management in professional domain |
| Skills | <ul style="list-style-type: none"> - the ability to identify and apply interventions which support health, well-being or efficiency - the ability to assess the effects of the intervention - the ability to consult and refer to other resources as needed |
| Research | |
| Knowledge | <ul style="list-style-type: none"> - scientific foundations of the discipline - applied statistics - different models and strategies of applied research - principles in the communication of applied research results - contemporary approaches to evaluating the quality of professional interventions |

| | |
|------------------|--|
| Skills | <ul style="list-style-type: none"> - appropriate use of scientific findings - critical judgment - ability to implement applied research tied to professional practice - ability to rigorously apply methods and strategies pertinent to your area of practice |
| Ethics | |
| Knowledge | <ul style="list-style-type: none"> - ethical values and principles - the OCCOQ code of ethics - other ethical codes such as those of the CPA and APA - other professional standards related to practice - standards and guidelines of the profession - knowledge of the legal and socio-economic factors that inform the systems in which counsellors deliver services |
| Skills | <ul style="list-style-type: none"> - the process of ethical decision-making - the integration of ethical considerations and principles into practice - early identification of potential ethical issues - resolving ethical dilemmas - the ability to mobilize resources and use them optimally |

myProgress

In Fall 2019, the Counselling Psychology program implemented *myProgress* as an online degree evaluation tool used to keep track of each student's yearly course requirements (those completed and those to be completed) and admission standing. *myProgress* is used by all students at McGill but only MA Thesis and Doctoral students have Milestones. It is a tool to help students with their trajectory and seeing what they've done and still need to complete for their degree. You can learn more about *myProgress* here: <https://www.mcgill.ca/gps/myprogress>.

Practicum and Internship Information

All students must complete the required courses listed above. Students obtain practice in counselling in preparation for their internship through the first-year supervised practicum in counselling skills and techniques (EDPC 665D1/D2) in which they counsel clients for 12 to 15 sessions each. Students are supervised by both their practicum professor and a doctoral-level student supervisor. During weekly group supervision, students discuss cases, review video recordings of interviews (with informed consent obtained from clients), and receive assistance with any problems arising out of their work experiences. Students from another university become clients as part of an experience in a course. **The program makes this training opportunity available to its students but takes no position on whether or not the client contact or supervision hours accumulated in this experience will be accepted for licensure by licensing bodies in Quebec**



(or elsewhere), other than the OCCOQ. Course instructors (not doctoral student supervisors) are advised by the program to sign the hours log recording the number of hours of client contact and supervision that each individual student accumulates. The log also indicates the course number. The program advises students to keep the original signed log and the syllabus for the course as proofs of their training experience in this course as these may be required by licensing bodies. **The program will provide no additional proofs of these hours.**

In the MA Practicums in Psychological Testing: Cognitive Assessment (EDPC 684) and Personality Assessment (EDPC 683), testing clients are volunteers recruited from other courses at McGill. **The program makes this training opportunity available to its students but takes no position on whether or not the client contact or supervision hours accumulated in this experience will be accepted for licensure by licensing bodies other than the OCCOQ.** Course instructors are advised by the program to sign the hours log recording the number of hours of client contact and supervision that each individual student accumulates. The log also indicates the course number. The program advises students to keep the original signed log and the syllabus for each course as proof of their training experience in this course as these may be required by licensing bodies. **The program will provide no additional proofs of these hours.**



In the second year, students complete a three-day-per-week, two-semester supervised field experience or internship in the community. For one-and-a-half of the remaining days of the week, students have three hours of weekly group supervision related to their internship at McGill (EDPC 679, EDPC 685). In addition, they complete three hours of research training (EDPC 680), and three hours of psychometric training (EDPC 683; EDPC 684). The aim of the MA internship is to give students a broad and intensive experience in the practice of counselling.

The internship has been developed for the further development of professional skills and practices required of a licensed counsellor. The research and psychometric components of the internship are a vital component of training and for licensing by the OCCOQ. Approval of internship sites and supervisors is reviewed on an annual basis by the Internship Director.

Each intern works in one setting throughout the two-semester internship period. Possible internship sites vary widely. High schools, CEGEPs (Quebec's network of community colleges that also offer pre-university programs) and other colleges, and university counselling centres provide the majority of internship experiences. Other sites have included CSSSs (Quebec's network of health and social services centers), drug and alcohol rehabilitation centres, and vocational guidance agencies. **Hospitals are generally not allowed for interns at the MA level.**

Note: When applying for internships, students should pay attention to the location of sites; not all sites are in, or near downtown Montreal.

Requirements of Internship

A note about professionalism. As stated in all course syllabi, whether on internship sites or the University campus, students are expected to demonstrate ethical, responsible, and professional behaviour in the performance of their duties, to conduct themselves in accordance with the law and professional regulations and to meet the expectations and policies of the host institutions receiving them for field placements. This applies to all aspects of professional conduct, including but not limited to respect for persons, property and confidentiality, appropriate dress and attendance, and punctuality.

Failure to meet these expectations, regardless of performance in courses or other formal program requirements will be taken into account in the assessment of your overall academic standing in the program, including in progress reports, and may result in a requirement to withdraw or dismissal from the program.



1. *Two-Semester Duration*

The duration of the internship is two semesters, fall and winter. **No other dates are possible.**

2. *Timing*

Internships are three days/week, approximately seven hours per day, Monday to Wednesday. Because of the supervision and instruction requirements at McGill, interns are not on site on Thursday and Friday. Internships are not normally “split” between sites but an exception is the on-campus arrangement between this program and jointly with the McGill Career and Placement Service (CaPS) and the Counselling Service (both in Student Services).

3. *Start Date of Internships*

Some sites may require students to start in August. Students are expected to comply with this start date but, in such cases, **students cannot begin clinical or group work until after the official day of classes at McGill as long as they are registered for the appropriate courses** (EDPC 679 & EDPC 685). Students may be asked to attend orientations, trainings, workshops, etc. (and are expected to attend) **but cannot be asked to see clients until the official first day of fall classes on campus.**



4. *Insurance/Liability*

Students are covered by McGill liability insurance with regard to their practice. This insurance is applicable from the first official day of classes in the fall term until final marks are submitted at the end of April, provided students have registered appropriately for all their required courses. **Students may not see or engage with clients at their internship sites as McGill interns prior to or after this period of time.**



5. *Clients*

Interns must have regular access to clients. Most sites have an orientation period in the early weeks during which interns build their clientele roster. In some instances, the intern will be

expected to do outreach to develop the client base; in others, clients may be referred or assigned. In all cases, the site is responsible to ensure that interns have a steady flow of clients so that they can meet the requirements outlined in this document.

6. Group Work

Interns will normally have the opportunity to counsel groups of clients. The number of meetings, duration of group work, nature of the group or groups, and other details will be based on the needs of the site and determined in consultation with the intern, the site supervisor, and the McGill supervisor.

7. Office

Interns must have an office. Although this space may be shared, it must be available as a private space for the intern to meet clients. In addition, the office must provide a level of safety for the student which needs to be in keeping with the nature of the regular client base; students should not be placed in a risky area which is isolated or near equipment that could be potentially dangerous.

8. Telephone

The intern must have access to a private telephone for contacting clients, parents, or other professionals.

9. Internship Hours

Interns must have a minimum of 600 hours of clinical training in the course of an internship. On-site training comprises 546 hours (2 semesters × 13 weeks per semester × 21 hours per week). McGill supervision comprises 50 hours.

McGill program requirements for clinical activities:

| <i>Type of Activity</i> | <i>Description</i> | <i>Min. Hours Required</i> |
|------------------------------|--|------------------------------|
| DIRECT Client Contact | Individual counselling, group counselling, family meetings, testing, assessment ¹ | 170 hours² |
| On site supervision | <i>Minimum</i> of 1 hour per week of individual supervision | 25 hours |
| McGill supervision | Group supervision for 3 hours per week | 50 hours minimum |
| Workshops | Group activities with a psycho-educational focus | No minimum |
| Case conferences | Meetings with groups of professionals to discuss cases. <i>N.B.:</i> Case conference time during which the intern <i>presents</i> can be considered as supervision | No minimum |

| | | |
|-----------------------|---|-------------------|
| Report Writing | Scoring and interpretation of tests, preparation of reports for other professionals or clients records | No minimum |
| Consultation | Discussions with mental health professionals of interested parties (e.g., teachers, parents) concerning clients | No minimum |
| Staff Meetings | Meetings concerning administrative matters related to the site | No minimum |

Note 1. *It is acceptable to consider a counselling hour of 50 minutes with the client and 10 minutes of notes and record keeping as one hour. In sites where clients may be seen for different periods of time, interns should keep track of the amount of time spent in contact with the clients and add 20% for notes and record keeping. Cancelled or missed appointments may NOT be considered client-contact hours.*

Note 2. *Direct client contact hours can include time to administer tests and meet with clients to discuss the results of the tests. However, time spent scoring tests may NOT be considered client-contact hours.*

10. *Logging hours*

Interns have the responsibility to keep a weekly log of their internship activities. Site supervisors should review periodically the intern's log but this may vary by site or supervisor. The intern must discuss with the site supervisor what a workable schedule for log review is. The log form is available on the departmental website: <https://www.mcgill.ca/edu-ecp/programs/counsellingpsych/resources#Log>. McGill supervisors respond to interns' questions concerning the specifics of keeping the log during supervision. In the Appendix 4 of this Handbook (p. 81), there are *Instructions for Logging Hours* that will assist in the accurate logging of activities by interns. **The document should be printed on a single page.**

Note: All students provide the logs with the hours and the site supervisor's signature to their instructor for EDPC 679. The instructor checks these and signs the form. Once all hours are completed the instructor gives the *Pass* grade on Minerva. **Instructors will not sign off on any hours completed after final grades are submitted.** The log is evidence that the student has met the minimum requirements set by the program for successful completion of the Internship and in compliance with the requirements of the OCCOQ regulations. **The program does not archive student hours and those who will be applying for licensing should take steps to ensure they have copies of logs.**



11. *Individual Supervision*

Interns must have a minimum of one hour scheduled weekly individual supervision on-site. Ad hoc or group supervision may be appropriate in addition to (not instead of) this hour. Supervision normally contains three elements: (a) case discussion and management issues, (b) discussions about issues of intern professional identity and sense of competence in the work, and (c) orientation to professional practice including ethical issues and standards of practice.

12. *Missed/cancelled supervision (on-site)*

The site provides a minimum of 26 hours of supervision over two semesters. Where a student or supervisor needs to miss/cancel a supervisory meeting that supervision hour needs to be made up unless the student is well over the minimum target at that point in their internship (e.g. if student is at week 6 – they should have received a minimum 6 hours).

13. *Site Supervisor Qualifications*

Supervisors should typically be licensed counsellors (OCCOQ members). In instances where the supervisor is not a licensed counsellor, they must be approved by the Department as qualified. If a student does not have an OCCOQ member as a site supervisor, their McGill supervisor will always be an OCCOQ member and thus internship hours logged will meet the requirements of the OCCOQ license. To be qualified, the site supervisor must have a minimum of a master's degree in counselling or an equivalent degree, have completed five years of post-master's activity or two years of licensed practice following receipt of their doctorate, and be a member of a Quebec professional order in the mental health field.

14. *Supervisor Availability*

A qualified supervisor must be regularly available on-site during the hours the intern is present. When a supervisor must be absent, interns must have a contact person on-site whom they can consult in the event of an emergency.

15. *McGill Supervision*

Interns will register for and participate in one section (three hours; approximately nine students) of weekly group supervision at McGill on Thursday or Friday.

McGill (in-house) supervision hours: While EDPC 679 provides for a total of 78 hours of class time, not all these will count towards supervision hours. Given that students are allowed one absence per semester and that instructors provide additional teaching that cannot be considered supervision per se, we have determined that the minimum number of hours are 25 per semester for a total of 50 supervision hours of individual, group, and individual-in-group supervision. Individual instructors may provide more than the 50 total hours but are not required to do so. In very rare circumstances where students are unable to attend in-house supervision (beyond the allowable absences), they may be required to provide to do supplemental work (detailed in the course syllabus) in addition to needing to make up the missed hours on site. The student CANNOT have less than 75 hours total (25 on-site and 50 at McGill). This provision should not be interpreted by the student as permission to miss in-house supervision. Attendance is mandatory and unauthorized absences beyond the 2 allowed need to be for valid reasons, e.g. medical reasons or family emergency issues.

16. *Communications between McGill and the Site*

The McGill and on-site supervisors should maintain contact. Site supervisors are required to telephone or to email the McGill supervisor or the Program Director at any time to discuss issues

that may arise. **The student may or may not be advised when such contact is made.**

17. *Site Information*

To allow potential interns to make informed decisions about applications to potential sites, the program maintains an *Approved Site List* containing the names of the site, the name and contact information of the person to whom application can be made, the location of the site, and the nature of the work that is required. The *Approved Site List* is updated and distributed to first year students by the Program Coordinator and MA Internship Coordinator late in the Fall term of the pre-internship year (Fall of MA1) prior to *Internship Information Day* (item 20 below). The list of available sites changes quite frequently. Sites are requested to notify the program of any changes to this information. In addition, students are encouraged to contact those students in the second year of the program for reports of their site experiences.

18. *New Internship Sites*

The program endeavours to balance the needs of all students for a placement with the needs of sites to anticipate the presence of an intern for the coming year. For this reason, the number of approved sites is only slightly larger than the number of students. If an intern candidate would like to add a new site to the list, he or she should contact the MA Internship Coordinator by mid-fall of the pre-internship year and indicate the nature of the site and the rationale for including it as an approved site. The Internship Coordinator will contact the potential site and review the requirements outlined in this document. If the site is interested and if it can meet these requirements and offer McGill interns a strong internship experience, it may be added to the *Approved Site List*. Because interns must be at McGill on Thursday and Friday, internships outside of the province of Quebec or at a great distance from Montreal are strongly discouraged.

19. *Internship Information Day*

Each year in the Fall, site representatives and intern candidates are invited to an internship information day. The day is an opportunity for the program to review internship requirements and for sites and intern candidates to become acquainted. Site representatives have the opportunity to make a brief presentation about the nature of their site. Interns can meet potential supervisors and ask questions about internship experiences at different sites.

20. *Application Process*

Potential interns submit their applications to sites in the first week in January. Students should note that some sites might have earlier deadlines. Interns are advised to treat the application process like a job search. Send your CV to the contact persons at the sites of interest and attach a letter stating why you are interested in an internship there. It is acceptable to follow-up with a telephone call or email to determine if you will be offered an interview. Typically, sites interview a number of candidates, usually in January and early February. Program faculty members do not write letters of reference for internship candidates, but are happy to accept telephone or email inquiries from sites for references.

It is a program policy that students must apply to at least six (6) sites. Students who plan to stay in Quebec and to seek a psychotherapy permit after graduation should note



that not all supervision hours will count toward their permit. It is the student's responsibility to determine what the requirements are for the psychotherapy permit and to seek the required training. Because the program is committed to training licensed counsellors as per OCCOQ regulations, it does not take position on the acceptability of the training offered for the psychotherapy permit.

21. **Matching of Sites and Interns**

After the interview process, sites and interns will all be requested to submit a ranked list of their preferences. Sites may rank as many interns as they would be willing to accept and will also indicate the number of interns they will accept. Interns may rank as many sites as they would be willing to accept but not less than 6. Sites and interns may not opt out of the match process. Both sites and interns should submit their ranked lists to the Program Coordinator **by 5:00 PM Friday** on a date to be specified in February. The Program Director and the Program Coordinator will be responsible for completing the match process using an algorithm and will notify all sites and interns of their matches by 5:00 PM the next Monday. If there are unmatched interns at the end of the process, the Program Director will consult with any unmatched sites and notify unmatched interns of other application opportunities within two weeks. Please note that the program does not guarantee matches.

22. **Intern Acceptance**

Once an offer has been made and the intern has accepted the offer, students must get from their site a completed Internship Placement Form to indicate that the placement is finalized. The form must be sent to the Program Coordinator as soon as possible and **no later than 2 weeks after the Internship Notification Day**. Please note that students will not be allowed to start at their site if this form is not in their McGill file. In the rare event that a student has not secured a placement, she or he must advise the Department as soon as possible, and no later than 2 weeks after the Internship Notification Day. **If a student has not secured a site by the end of June (usually around June 23), she or he may have to defer the internship to the following year.**

23. **Formal Orientation**

Interns require a formal orientation concerning practices and procedures of their site. As the early weeks of internship have a steep learning curve, the program recommends that sites provide interns with a written orientation package. When such material is available prior to beginning the internship, it allows the intern to feel more prepared and reduces the burden on the site supervisor.

24. **Orientation Package**

Recommended contents of orientation package include the following:

- A. *Nature of the counselling work.* Although an understanding of the nature of the counselling work is the purpose of the entire internship, interns will need an initial orientation to the types of clients they will meet and the modalities of counselling preferred at the site.

- B. *Assignment of clients.* Interns need to understand how clients will be assigned. If the intern has some responsibility for developing a clientele, guidance in how to accomplish this will be required.
- C. *Responsibility for clients.* Interns should be oriented to site practices related to the making of referrals or the sharing of clients. If a client will be seen at some times by an intern for counselling and at other times by the supervisor or another professional, interns need to understand when and how these transitions are generally handled.
- D. *Opportunities to develop special interests.* Although certain programs and practices will be well established at each site, interns should be advised if opportunities to initiate programs (e.g., developing a workshop) related to their particular interests exist. Sites will need to negotiate with the intern or the McGill supervisor (or both) how such special programs can be developed and supervised.
- E. *Training opportunities.* At many sites, there may be wonderful opportunities for interns to attend workshops, case conferences, rounds, or seminars, have access to learning materials or resources that are particular to the work of the site. Information on these opportunities is of great value to the intern.
- F. *Identification of the supervisor(s).* Interns should be informed who will be supervising them. If supervision is shared or split between two supervisors, interns should know how the responsibility will be divided and who their supervisors will be during the different periods.
- G. *Supervision scheduling.* Interns should be informed of the time of their regularly scheduled supervision. If the time will vary from week-to-week, they need to understand how the scheduling procedure will be handled. It is the responsibility of the supervisors to make regular weekly supervision time available.
- H. *Supervisor unavailability.* In the event that a supervisor is off-site or is unavailable, the intern must have the name of an available on-site emergency contact person.
- I. *Reporting relationships.* If interns are responsible to someone in the site administration other than their supervisor (e.g., principal in a high school, director of a counselling center), they should be informed of these reporting relationships and the expectations of the administration about the nature of the reporting relationship.
- J. *Informed consent procedures.* Interns need instruction on how the site handles issues of informed consent (for clients, record transfer, reports, etc.), the forms that are in current use, and the signing responsibilities of interns and others. In instances where these consent procedures differ from that of McGill or professional licensing guidelines, the McGill supervisor and site supervisor will consult with each other to determine a course of action. The Program Director should be informed about these discussions.
- K. *Professional consultations.* Interns need to be oriented to the nature of consultations typical of the site. Where possible this will include contact information for social workers, youth protection workers, psychiatrists, or others who are regularly consulted. Client consent procedures related to these consultations should also be reviewed.
- L. *Other consultations.* At sites where interns will meet with interested parties other than mental health professionals (e.g., parents or teachers), they should be oriented to when these consultations are appropriate, how they are managed, and relevant client consent

procedures. In particular, interns need an orientation to issues related to the confidentiality of client reports, records, and session progress or attendance in these consultations.

- M. *Intern Evaluation.* In addition to supervision, site supervisors are responsible for conducting a series of written evaluations that are submitted to the program. These include two interim progress reports, and two end-of-semester evaluations in December and April. *Interim progress reports.* In mid-October and mid-February, sites make interim progress reports to the program that indicate if the intern is making satisfactory progress to that point. If the interns' progress is deemed unsatisfactory by the on-sight supervisor, the McGill Supervisor, on-sight supervisor and student will meet to discuss a course of action.
- N. *End of semester evaluations.* At the end of the fall semester and at the end of the internship, the supervisor should complete the *MA Intern Evaluation Questionnaire*.
- O. *Communication of evaluations with interns.* Site supervisors should inform interns of the evaluations they submit to the program. The evaluation process is an opportunity for the intern and the site supervisor to discuss progress and set developmental goals.
- P. *Unsatisfactory progress.* If overall progress is deemed *unsatisfactory* in any evaluation, a meeting with the intern, the McGill supervisor, and the site supervisor should be scheduled to determine the measures that can be taken to support the intern in improving their performance.
- Q. *Dress code.* The program does not have specific dress codes, however some sites do. It is the student's responsibility to respect such codes where they exist and generally present oneself in a professional manner.
- R. *Responsibility of the McGill supervisor.* It is the responsibility of McGill supervisor to review intern progress and make the final determination if the internship is deemed a pass. In order to make this determination, the supervisor will take into account the feedback of the on-site supervisor and their written evaluations. In order for the McGill supervisor to properly assess the students' progress at their site and submit a mark, the two end-of-semester evaluation forms must be received in the Department no later than December 1 and April 1 respectively.

25. *Payment of Interns*

Remuneration of interns varies. Most internships are unpaid; a few include some form of payment or honorarium. Expenses or stipends may be arranged between the intern and the site; the program has no policies concerning the payment of interns.

NOTE: Students are reminded that if they wish to practice outside Quebec, it is their responsibility to determine the licensing requirements in the jurisdiction in which they want to practice. Other jurisdictions may have different requirements than those of Quebec.



MA in Counselling Psychology (Project Concentration)

Overview

The MA in Counselling Psychology (Project Concentration) is designed to produce graduates with introductory academic preparation for research or clinical careers in counselling psychology. Training is provided in the research domain through coursework in data analysis and a research project. Clinical preparation is initiated in the program through coursework in ethics, intervention, assessment, psychological testing, and multicultural issues, and through a practicum with clients from the community in the second year. The program is intended to give students research preparation for doctoral training. For more information, please check our website at <https://www.mcgill.ca/edu-ecp/programs/counsellingpsych/ma>.

This degree does not include an internship and does not fulfill the requirements for membership in the regulatory bodies that certify either guidance counsellors (OCCOQ) or psychologists (OPQ) in Quebec. Graduates from the program are therefore not eligible, based on this degree alone, for licensing with Quebec's OCCOQ or the OPQ. It is each student's responsibility to become familiar with the licensing requirements in their jurisdiction and to determine if the training offer meets those requirements. This Concentration (or its equivalent) is the prerequisite for admission to the PhD in Counselling Psychology. It does not however in any way guarantee admission into the Ph.D.



Program Requirements

(60 credits in total)

<https://www.mcgill.ca/study/2020-2021/faculties/education/graduate/programs/master-arts-ma-counselling-psychology-non-thesis-project>

Required Courses

(57 credits)

| | | |
|----------|-----|---|
| EDPC 606 | (3) | Theories of Intervention 1 |
| EDPC 609 | (3) | Psychological Testing 1 |
| EDPC 615 | (3) | Assessment and Diagnosis in Counselling |
| EDPC 619 | (3) | Research Project 1 |
| EDPC 620 | (3) | Research Project 2 |
| EDPC 621 | (3) | Research Project 3 |
| EDPE 622 | (3) | Multiculturalism and Gender |
| EDPC 625 | (6) | Clinic Practicum 1 |
| EDPC 626 | (6) | Clinic Practicum 2 |

| | | |
|----------|-----|--|
| EDPE 627 | (3) | Professional Practice of Psychology |
| EDPC 628 | (3) | Research Project 4 |
| EDPC 629 | (3) | Research Project 5 |
| EDPC 630 | (3) | Research Project 6 |
| EDPC 662 | (3) | Career Psychology |
| EDPE 676 | (3) | Intermediate Statistics |
| EDPC 683 | (3) | Practicum in Psychological Testing: Personality Assessment |
| EDPC 684 | (3) | Practicum in Psychological Testing: Cognitive Assessment |

Complementary Courses

3 credits from the following:

| | | |
|----------|-----|---|
| EDPE 682 | (3) | Univariate/Multivariate Analysis |
| EDPE 687 | (3) | Qualitative Methods in Educational Psychology |

Details of Research Project Course Content and Sequence

| Research Project Courses (total 18 credits) |
|---|
| <p><i>EDPC 619 Research Project 1 (3 credits):</i> A focused survey of the research literature on a topic chosen in consultation with the research supervisor.</p> |
| <p><i>EDPC 620 Research Project 2 (3 credits):</i> Development of a rationale for a research project supported by the research literature, the articulation of a specific research question(s) related to the rationale, and write up of a method to collect data that will answer the question.</p> |
| <p><i>EDPC 621 Research Project 3 (3 credits):</i> Data collection based on the method proposed in Research Project 2.</p> |
| <p><i>EDPC 628 Research Project 4 (3 credits):</i> Data analysis and write up in manuscript format of data collected in Research Project 3.</p> |
| <p><i>EDPC 629 Research Project 5 (3 credits):</i> Interpretation of data collected in Research Project 3 including its relationship to the literature and its implications.</p> |
| <p><i>EDPC 630 Research Project 6 (3 credits):</i> The development of a written report of the research project in the form of a manuscript suitable for publication.</p> |

Competencies

The program follows a competency model. Students are expected to develop expertise in five different competency areas: interpersonal relationships, assessment and evaluation, intervention, ethics, and research. All course syllabi contain a statement indicating which professional competencies will be addressed in that course. Applied components of the program are evaluated across all competency

areas (EDPC 624 Group Counselling: Practice, EDPC 625 and EDPC 626 Clinic Practicum 1 and 2, and EDPC 683 and EDPC 684, Practica in Psychological Testing).

Below is an outline of the knowledge and skill areas in which students are expected to attain competency.

Competencies for Students in the MA – Project Concentration

| <i>Interpersonal Relationships</i> | |
|------------------------------------|--|
| Knowledge | <p>Knowledge of theories and their empirical support relative to:</p> <ul style="list-style-type: none"> - interpersonal relationships - relationships of power - therapeutic or working alliance - relations in particular milieu <hr/> <p>Self-Knowledge/awareness of personal:</p> <ul style="list-style-type: none"> - motives - resources - values, - biases or prejudices (particularly cultural biases) - self-presentation (how others perceive you) - risk factors for burnout <hr/> <p>Knowledge of Others</p> <ul style="list-style-type: none"> - macro environments (e.g., impact of national standards or public policies, socio-economic and ethno-cultural contexts; cultures of social groups, work environments) - micro-environments (e.g., family dynamics, male/ female relational differences, cultural adaptation or integration) |
| Skills | <ul style="list-style-type: none"> - how to communicate adequately - how to listen and interact with others - how to express oneself with empathy and respect - how to put others at ease - how to establish a climate of trust - how to analyze difficult interactions - how to adjust to evolving interactions - how to recognize personal resources and limits - how to develop and maintain professional relationships |
| <i>Assessment and Evaluation</i> | |
| Knowledge | <ul style="list-style-type: none"> - methods of evaluation (e.g. grids of observation, tests) - various types of clientele served - human or organizational development - diagnosis or identification of problems - problem analysis - the influence of cultural factors |

| | |
|---------------------|---|
| Skills | <ul style="list-style-type: none"> - formulating a request for evaluation - selection and application of methods of evaluation - collection and analysis of information |
| Intervention | |
| Knowledge | <ul style="list-style-type: none"> - the use of a variety of theoretical approaches and techniques that are tailored to the clientele served: individuals and groups - interventions that support health, well-being or efficiency - the influence of cultural and ethnic factors - assessing the relevance of a referral to another professional or to other resources - principal components of contemporary management in professional domain |
| Skills | <ul style="list-style-type: none"> - the ability to identify and apply interventions which support health, well-being or efficiency - the ability to assess the effects of the intervention - the ability to consult and refer to other resources as needed |
| Research | |
| Knowledge | <ul style="list-style-type: none"> - scientific foundations of the discipline - applied statistics - different models and strategies of applied research - principles in the communication of applied research results - contemporary approaches to evaluating the quality of professional interventions |
| Skills | <ul style="list-style-type: none"> - appropriate use of scientific findings - critical judgment - ability to implement applied research tied to professional practice - ability to rigorously apply methods and strategies pertinent to your area of practice |
| Ethics | |
| Knowledge | <ul style="list-style-type: none"> - ethical values and principles - the OCCOQ code of ethics - other ethical codes such as those of the CPA and APA - other professional standards related to practice - standards and guidelines of the profession - knowledge of the legal and socio-economic factors that inform the systems in which counsellors deliver services |
| Skills | <ul style="list-style-type: none"> - the process of ethical decision-making - the integration of ethical considerations and principles into practice - early identification of potential ethical issues - resolving ethical dilemmas - the ability to mobilize resources and use them optimally |

Practicum Information

EDPC 625 and 626 are designed to give students in the MA Project Concentration applied preparation for clinical work. Students learn basic helping skills and follow clients from the community of the Psychoeducational and Counselling Clinic. These courses are designed to prepare students for their doctoral level practicum and eventual predoctoral internship.

EDPC 625 is a first-level practicum in basic interviewing and helping skills and their application to a range of problems. *EDPC 626* is a second level practicum in basic interviewing and helping skills and their application. In both courses, clients are seen in the McGill Counselling Clinic.

myProgress

In Fall 2019, the Counselling Psychology program implemented *myProgress* as an online degree evaluation tool used to keep track of each student's yearly course requirements (those completed and those to be completed) and admission standing. Information on how to navigate and use the myProgress platform can be found at <https://www.mcgill.ca/gps/myprogress>.

Students in the MA – Project Concentration must complete a number of reports on a regular basis. These reports (including the Program Annual Report and the GPS Research Project Tracking Form, which are explained below) must be submitted on time. Failure to do so may result in poor performance evaluations.



Program Annual Report

The program annual reports formally evaluate development each year in the seven competency areas:

1. Interpersonal Relationships
2. Evaluation
3. Intervention
4. Research
5. Ethics and Professional Code of Conduct
6. Consultation
7. Supervision

Students are advised to keep a personal file (paper or electronic) documenting all activities for each academic year to track the data needed for completing the annual report.

Students must complete their annual report by *June 10th* of each year and submit it to their supervisor. The supervisor and the student meet to discuss the report. In particular, the meetings focus on progress on yearly goals, setting of goals for the upcoming year, and evaluation of the student's strengths and areas for development. Progress on the goals established in the previous

year is the basis for a satisfactory or unsatisfactory evaluation. If the annual report is satisfactory, the advisor and the student each sign the report; the student is then required to email a signed copy of the report to counsellingpsych.education@mcgill.ca. Not all areas are relevant in each year of a program; a *satisfactory* evaluation may be given when the evaluation area is not relevant for that year.

In the event of an **unsatisfactory** report, the student and supervisor consult to develop a remediation plan, a schedule for implementation of the plan, and to specify the consequences of failing to implement the plan. The plan must be implemented within six months. The Program Director or the Program Committee may be consulted by either the advisor or the student in this process. This plan is then documented in a letter from the supervisor to the student. A copy of the letter and the annual report are sent to the Program Director and to GPS. The supervisor monitors the plan and reports to the Program Director when the conditions of remediation are met. The Program Director then advises the student in writing that the program is satisfied that the conditions have been met.

Whereas the annual report is a formal procedure, students are advised to meet with their advisors regularly to assure that interim markers of progress are regularly established, evaluated, and met. Should the lack of progress be due to any kind of medical condition, family stress, or pregnancy, childbirth, or adoption, there are a number of leave arrangements that enable the student to “stop the clock” for defined periods of time. For further information, please refer to: <https://www.mcgill.ca/gps/students/registration/progress/leave-vacation>

GPS Research Progress Tracking Form

In September of each year, MA – Project Concentration students must also complete the GPS Research Progress Tracking Form. This is a university-wide regulation. The GPS report is not competency-based; it focuses only on setting goals for the upcoming year and reporting on the achievement of goals from the previous year. If the GPS report indicates that student progress is unsatisfactory, remediation procedures are put into place. These have been developed in the program and are consistent with University regulations. GPS regulations also specify that an unsatisfactory annual progress report must be followed by another report within 6 months. If the mid-year report is also not satisfactory, the student can be dismissed from the program. The Associate Dean responsible for the Faculty of Education should consult with the Program Director and Supervisor to ensure that all regulations are respected and that the student’s rights are protected in this process. **Students are required to submit their signed GPS Progress tracking form by Sept 30 each year, by sending an email to counsellingpsych.education@mcgill.ca.** For further information, please check <https://www.mcgill.ca/gps/students/progress-tracking>

Important Regulations

MA – Project students are required to familiarize themselves with the following important policies, and to become familiar with the information reported on the following webpages:

Graduation Student Supervision – Regulations:

<https://www.mcgill.ca/study/2019-2020/university-regulations-and-resources/graduate/gps-gi-graduate-student-supervision>

Graduate Student Research Progress Tracking:

<https://www.mcgill.ca/study/2019-2020/university-regulations-and-resources/graduate/gps-gi-graduate-student-research-progress-tracking>

Relationship with Your Supervisor

Please refer to the GPS website concerning resources and policies for getting the most out of your supervisory relationship: <https://www.mcgill.ca/gps/staff/graduate/graduate-supervision>. University regulations pertaining to supervision can also be found on the GPS website.

MA - Project Concentration Students who wish to apply to the PhD in Counselling Psychology Program at McGill

Required Documentation

Students applying to the PhD while enrolled in the MA Counselling Psychology (Project Concentration) program are not required to submit the same documentation as external applicants or applicants from any other master's program. In lieu of the standard required documents required for external applicants or those from other programs, students currently enrolled in the MA Project Concentration must submit the following:

- Completed Online Application
- Letter of Intent
- MA transcript
- Updated CV (Please use the CV provided with your MA application and boldface updates since your MA application)
- Annual Report for your MA1 year

All documents are required by the same application deadline as for other applicants, to begin the following September. In accord with CPA guidelines, admission decisions will be announced no later than March 15 and acceptances must be received by April 15 or openings may be offered to next-ranked other applicants. The program has limited enrolment, normally about six to eight new students a year, based on the availability of dissertation supervision. **Admission into the Ph.D. is never guaranteed, even for students who have completed the MA – Project Concentration.** For further information on admission, please check <https://www.mcgill.ca/edu-ecp/programs/counsellingpsych/phd>

PhD in Counselling Psychology

Overview

The PhD in Counselling Psychology is built on the scientist-practitioner model.

Accreditation

The Doctoral program is accredited by the Canadian Psychological Association (CPA), and the Quebec Order of Psychologists (OPQ). The American Psychological Association (APA) no longer accredits programs outside the United States.

Although there are no official guarantees, many APPIC and US internship sites, and US state licensing boards accept CPA accreditation as equivalent to APA accreditation. In 2012, the CPA and APA Commission on Accreditation (CoA) approved and signed the First Street Accord, which was renewed in 2017. The accord is a mutual recognition agreement on accreditation. It demonstrates that the APA CoA views the accreditation standards and principles of the CPA as equivalent to the APA CoA's guidelines and principles.

Similarly, the CPA views the accreditation guidelines and principles of the APA CoA as equivalent to the accreditation standards and principles of the CPA. This mutual recognition agreement applies only to the accreditation activities each association undertakes in its own country. It does not confer any reciprocal accreditation status on any of the programs they accredit. See <http://www.apa.org/ed/accreditation/first-street-accord.aspx> for further details.

Accrediting Organisations

CPA

141 Laurier Ave. W., Suite 702,
Ottawa, ON, Canada, K1P 5J3
1-888-472-0657

OPQ

1100 Beaumont, Suite 510
Mt-Royal, QC, Canada, H3P 3E5
1-514-738-1881

Program Goals

The program aims to develop professionals who are prepared to:

1. Contribute to the advancement of knowledge in the field of counselling psychology;
2. Practice from a strong evidence base;
3. Take a leadership role in community, professional and university organizations in counselling psychology.

Graduates (who meet residency and French-language competency standards) are eligible to join the OPQ, the licensing body for Quebec psychologists immediately following graduation. Quebec's French-language requirement can be met by being a graduate of secondary schooling in Quebec (holder of a DES), or by passing the language examination given by the *Office québécois de la langue française* (OQLF).

Graduates of the program will be prepared to assume careers in education, health, and community settings, including faculty positions, counselling and psychological positions on the staff of university

and college mental health centers, and professional positions in psychological agencies offering mental health services, or in private practice.

Program Requirements

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

Required Courses

(30 credits)

| | | |
|-----------|---|-------------|
| EDPC 701 | Comprehensive Examination | |
| EDPC 702 | Assessment & Diagnosis 2 | (3 credits) |
| EDPC 714 | Theory / Models: Family Therapy | (3 credits) |
| EDPC 720 | Consultation and Program Evaluation | (3 credits) |
| EDPC 780 | Supervision | (6 credits) |
| EDPC 782 | Doctoral Field Experience | (6 credits) |
| EDPC 786 | Proposal Preparation and Defense | (6 credits) |
| EDPE 712 | Neurological Bases of Behaviour | (3 credits) |
| EDPE 682* | Univariate/Multivariate Analysis | (3 credits) |
| EDPE 684* | Applied Multivariate Statistics | (3 credits) |
| EDPE 687* | Qualitative Methods in Educational Psychology | (3 credits) |

**Note that while EDPE 682, EDPE 684, and EDPE 687 are complementary courses, they are all required for the PhD program and must be completed prior to graduating from the PhD program. Most students will have already completed either EDPE 682 or EDPE 687 (or their equivalent) in a prerequisite master's program.*

Required Internship

(24 credits)

| | | |
|----------|-------------------------|--------------|
| EDPC 795 | Pre-doctoral Internship | (24 credits) |
|----------|-------------------------|--------------|

Elective Courses

(6 credits)

Two elective courses must be taken, and must be at the 500, 600, or 700 level. Electives are on topics related to specialized interests and must be approved by the supervisor.

*As part of their elective courses, PhD students may elect to take additional Doctoral fieldwork courses, specifically, **EDPC 783 Doctoral Fieldwork 2 (3 credits)** or **EDPC 784 Assessment Practicum (3 credits)**. These courses provide an opportunity to broaden one's applied knowledge and skill set before applying for the Internship.*

Again, please note that **EDPE 682, EDPE 684, and EDPE 687** are all required for the PhD program and must be completed prior to graduating from the PhD program. Most students will have already completed either EDPE 682 or EDPE 687 (or their equivalent) in a prerequisite master's program.

Typical Sequence of Counselling Psychology Doctoral Studies

| Year | McGill Status | Principal Program Activities |
|---------|---------------|--|
| 1 | PhD2 | Coursework Development of background in research area |
| 2 | PhD3 | Remaining coursework (except Supervision course) Comprehensive examination Doctoral practicum Development and defense of dissertation proposal (Colloquium) |
| 3 | PhD4 | Supervision course Data collection and analysis |
| 4 and 5 | PhD5 and 6 | Completion of dissertation and defense Pre-Doctoral Internship |

Note: McGill regulations stipulate that a student with any master's degree enters a doctoral program in PhD2, even if it is necessary to "make up" master's level courses.

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.

An individual program of study should be prepared by you and your supervisor at the outset of the PhD and reviewed in yearly meetings for the annual report.

The Thesis Supervisor

In addition to having competence in the student's area of research interest, the supervisor assumes responsibility for such students' academic advising. This professor must be a faculty member in the Department (ECP). While the supervisor will typically be a member of the core Counselling Psychology faculty, other ECP faculty members who are familiar with all of the requirements of the counselling psychology program may also be the primary supervisor. In such cases, however, there must be a member of the core Counselling Psychology faculty who agrees to serve as co-supervisor. The supervisor serves as the chair of the candidate's thesis supervisory committee. A candidate may decide to change thesis supervisor, or any other member of the committee; this can be negotiated by discussing the matter with those who are involved and depends on the availability of another faculty member willing



to undertake supervision. Please note that a supervisor from a department other than ECP in McGill may only be a co-supervisor. The primary supervisor must be an ECP faculty member.

Please refer to the GPS website concerning resources and policies for getting the most out of your supervisory relationship: <https://www.mcgill.ca/gradsupervision/resources>. University regulations pertaining to supervision can also be found on the GPS website.

The Supervisory Committee

Students, in collaboration with their supervisor, must identify at least one other individual to serve as members of the Supervisory Committee and to provide input on his or her doctoral research.

Students are required to familiarize themselves with the GPS regulations regarding the Supervisory Committee: <https://www.mcgill.ca/gradsupervision/supervisors/roles-and-responsibilities/committees-0>.

They are also required to familiarize themselves with the information reported on this McGill webpage: <https://www.mcgill.ca/edu-ecp/students/tracking>



Competencies

The program follows a competency-based model. Students are expected to develop expertise in seven different competency areas: interpersonal relationships, assessment and evaluation, intervention, ethics, research, consultation, and supervision. All course syllabi contain a statement indicating which professional competencies are to be addressed in that course. Applied components of the program are evaluated across all competency areas in the doctoral practicum and internship. Below is an outline of the knowledge and skill areas in which students are expected to attain competency in the PhD.

Competencies for Students in the PhD in Counselling Psychology

| <i>Interpersonal Relationships</i> | |
|------------------------------------|--|
| Knowledge | <p>Knowledge of theories and their empirical support relative to:</p> <ul style="list-style-type: none"> - interpersonal relationships - relationships of power - therapeutic or working alliance - relations in particular milieu |
| | <p>Self-Knowledge/awareness of personal:</p> <ul style="list-style-type: none"> - motives - resources - values, - biases or prejudices (particularly cultural biases) - self-presentation (how others perceive you) - risk factors for burnout |
| | <p>Knowledge of Others</p> |

| | |
|----------------------------------|---|
| | <ul style="list-style-type: none"> - macro environments (e.g., impact of national standards or public policies, socio-economic and ethno-cultural contexts; cultures of social groups, work environments) - micro-environments (e.g., family dynamics, male/ female relational differences, cultural adaptation or integration) |
| Skills | <ul style="list-style-type: none"> - how to communicate adequately - how to listen and interact with others - how to express oneself with empathy and respect - how to put others at ease - how to establish a climate of trust - how to analyze difficult interactions - how to adjust to evolving interactions - how to recognize personal resources and limits - how to develop and maintain professional relationships |
| Assessment and Evaluation | |
| Knowledge | <ul style="list-style-type: none"> - methods of evaluation (e.g. grids of observation, tests) - various types of clientele served - human or organizational development - diagnosis or identification of problems - problem analysis - the influence of cultural factors |
| Skills | <ul style="list-style-type: none"> - formulating a request for evaluation - selection and application of methods of evaluation - collection and analysis of information |
| Intervention | |
| Knowledge | <ul style="list-style-type: none"> - the use of a variety of theoretical approaches and techniques that are tailored to the clientele served: individuals and groups - interventions that support health, well-being or efficiency - the influence of cultural and ethnic factors - assessing the relevance of a referral to another professional or to other resources - principal components of contemporary management in professional domain |
| Skills | <ul style="list-style-type: none"> - the ability to identify and apply interventions which support health, well-being or efficiency - the ability to assess the effects of the intervention - the ability to consult and refer to other resources as needed |
| Research | |
| Knowledge | <ul style="list-style-type: none"> - scientific foundations of the discipline - applied statistics - different models and strategies of applied research - principles in the communication of applied research results - contemporary approaches to evaluating the quality of professional interventions |


| | |
|---------------------|---|
| Skills | <ul style="list-style-type: none"> - appropriate use of scientific findings - critical judgment - ability to implement applied research tied to professional practice - ability to rigorously apply methods and strategies pertinent to your area of practice |
| Ethics | |
| Knowledge | <ul style="list-style-type: none"> - ethical values and principles - the OPQ code of ethics - other ethical codes such as those of the CPA and APA - other professional standards related to practice - standards and guidelines of the profession - knowledge of the legal and socio-economic factors that inform the systems in which counsellors deliver services |
| Skills | <ul style="list-style-type: none"> - the process of ethical decision-making - the integration of ethical considerations and principles into practice - early identification of potential ethical issues - resolving ethical dilemmas - the ability to mobilize resources and use them optimally |
| Consultation | |
| Knowledge | <ul style="list-style-type: none"> - the historical context, contemporary theories and methods of consultation in the field of practice - the political, psychosocial and systemic aspects of consultation as they influence the role and the activities of the consultant - phases in the process of consultation - organization of systems (e.g., hospitals, schools, rehabilitation agencies, community services, EAP, private practice) |
| Skills | <ul style="list-style-type: none"> - establishing a consulting relationship - carrying out a contextual analysis of the problem - negotiating (if needed) between the needs, demands, and interests of different persons so that both parties are satisfied with the outcome - evaluating the effects of an intervention |
| Supervision | |
| Knowledge | <ul style="list-style-type: none"> - different models of the development of competency in supervision - methods and techniques of supervision - modes of supervision evaluation - problems of power relationships and cultural and sexual differences |
| Skills | <ul style="list-style-type: none"> - developing objectives and methods of training - preparing an evaluation process coherent with the objectives of training - promoting the development professional behaviors such as: <ul style="list-style-type: none"> - <i>ongoing learning</i> - <i>open to supervision</i> |

| | |
|--|--|
| | <ul style="list-style-type: none">- well-prepared- non-defensive- organized and able to make good use of time- willing to take risks- conscious of personal limits- facilitating the integration of learning. |
|--|--|

myProgress

In Fall 2019, the Counselling Psychology program implemented *myProgress* as an online degree evaluation tool used to keep track of each student's yearly course requirements (those completed and those to be completed) and admission standing. Additionally, for doctoral students admitted in Fall 2017 and after, the myProgress platform will also be used to plan and monitor non-course Milestones as the student progresses through the program, including dates related to doctoral supervisory committee formation, submission of Annual Reports and GPS Graduate Student Research Progress Tracking forms, the completion of the comprehensive examination and thesis proposal defense. In addition, documents attesting to the completion of these milestones will also be uploaded, creating a repository of information accessible to administrators, research supervisors and graduate program directors. . Information on how to navigate and use the *myProgress* platform can be found here: <https://www.mcgill.ca/gps/myprogress>

As indicated on our Tracking site (<https://www.mcgill.ca/edu-ecp/students/tracking>), further to McGill's Graduate and Postdoctoral Studies (GPS), ECP has a unit-based policy that requires all registered graduate students pursuing a Thesis or Research Program (MA thesis, MA Non-Thesis Project Concentration and PhD programs) to complete mandatory progress reporting for each academic year. In compliance with this policy, all students must meet with their supervisor(s) at the beginning of each academic year in face-to-face meetings to complete a GPS Graduate Student Research Progress Tracking Form.

A table with a list of milestones for the PhD Program, the milestone descriptions (also visible in myProgress), required achievement dates as well as those who are responsible for updating specific milestones in myProgress is available on the above-mentioned website. Please ensure you visit this section of the website for detailed information on all your non-course related milestones. 

Assessment of Student Competencies and Progress

Students in the PhD must complete a number of reports on a regular basis. Each student will receive a reminder through the *myProgress* portal. These reports must be submitted on time. Failure to do may result in poor performance evaluations.

Program Annual Report

The program annual reports formally evaluate development each year in the seven competency areas:

1. Interpersonal Relationships
2. Evaluation
3. Intervention
4. Research
5. Ethics and Professional Code of Conduct
6. Consultation
7. Supervision

Students are advised to keep a personal file (paper or electronic) documenting all activities for each academic year to track the data needed for completing the annual report.

Students must complete their annual report by June 10th of each year and submit it to their supervisor. The supervisor and the student meet to discuss the report. In particular, the meetings focus on progress on yearly goals, setting of goals for the upcoming year, and evaluation of the student's strengths and areas for development. Progress on the goals established in the previous year is the basis for a satisfactory or unsatisfactory evaluation. If the annual report is satisfactory, the advisor and the student each sign the report. **PhD students admitted in Fall 2017 and onwards are required to upload the report to *myProgress*. PhD Students admitted before Fall 2017 must email the signed report to counsellingpsych.education@mcgill.ca.** Not all areas are relevant in each year of a program; a *satisfactory* evaluation may be given when the evaluation area is not relevant for that year.

In the event of an **unsatisfactory** report, the student and supervisor consult to develop a remediation plan, a schedule for implementation of the plan, and to specify the consequences of failing to implement the plan. The plan must be implemented within six months. The Program Director or the Program Committee may be consulted by either the advisor or the student in this process. This plan is then documented in a letter from the supervisor to the student. A copy of the letter and the annual report are sent to the Program Director and to GPS. The supervisor monitors the plan and reports to the Program Director when the conditions of remediation are met. The Program Director then advises the student in writing that the program is satisfied that the conditions have been met.

Whereas the annual report is a formal procedure, students are advised to meet with their advisors regularly to assure that interim markers of progress are regularly established, evaluated, and met. Should the lack of progress be due to any kind of medical condition, family stress, or pregnancy, childbirth, or adoption, there are a number of leave arrangements that enable the student to "stop the clock" for defined periods of time. Students registered with the Office for Students with Disabilities (OSD) may also receive support for requests for extended time to meet certain program provisions. Recommendations from OSD may be binding.

GPS Research Progress Tracking Form

In September of each year, PhD students must also complete the GPS Research Progress Tracking Form. This is a university-wide regulation. The GPS report is not competency-based; it focuses only on setting goals for the upcoming year and reporting on the achievement of goals from the previous year. If the GPS report indicates that student progress is unsatisfactory, the remediation procedures that have been

developed in the program are consistent with University regulations. GPS regulations also specify that an unsatisfactory annual progress report must be followed by another report within 6 months. If the mid-year report is also not satisfactory, the student can be dismissed from the program. The Associate Dean responsible for the Faculty of Education should consult with the Program Director and Supervisor to ensure that all regulations are respected and that the student's rights are protected in this process.

PhD students who were admitted in Fall 2017 onwards will receive a reminder of this via the myProgress portal and must upload this document. PhD students admitted before Fall 2017 must submit their GPS progress tracking reports to the program email address: counsellingpsych.education@mcgill.ca.

Important Regulations

PhD students are required to familiarize themselves with the following important policies, and to become familiar with the information reported on the following webpages:

Graduation Student Supervision – Regulations:

<https://www.mcgill.ca/study/2019-2020/university-regulations-and-resources/graduate/gps-gi-graduate-student-supervision>

Graduate Student Research Progress Tracking:

<https://www.mcgill.ca/study/2019-2020/university-regulations-and-resources/graduate/gps-gi-graduate-student-research-progress-tracking>

Procedures for the Comprehensive Examination

The PhD comprehensive examination is one of the requirements for the PhD in Counselling Psychology. **It must be successfully completed *before* the colloquium (dissertation proposal) by the end of PhD3, in accordance with the GPS Ph.D. Comprehensives Policy.**

The comprehensive examination must demonstrate the candidate's ability to

- (a) synthesize and critically evaluate a substantive and relevant theoretical, empirical and clinical body of literature,
- (b) identify gaps, contradictions and limitations in the existing literature,
- (c) identify areas that may warrant further investigation,
- (d) address implications for research and practice, and
- (e) compose a quality written text that includes (a), (b), (c), and (d) in a coherent manner.

The following are the criteria for the evaluation of the comprehensive examination paper:

1 The Outline

The decision to take the comprehensive examination is made by the student in conjunction with the supervisor. The deadline to finalize the [*PhD Counselling Comprehensive Proposal Outline Form*](#)



is June 15th of PhD3. Once this decision has been made, the student submits a 1-2 page outline summarizing the major areas to be covered in the paper. The student should consult with his or her supervisor to develop this outline. The final outline needs to be approved by the supervisor and signed by both the student and the supervisor.

The reviewers (the supervisor and one other reader, chosen by the student in conjunction with the supervisor) then evaluate the outline. The second reviewer can be a member of the McGill Counselling Psychology faculty or a full-time faculty member of any institution. He or she must have clear expertise in an area addressed in the comprehensive examination. This reviewer will also assess the final paper. Reviewers who are not members of the Counselling Psychology program at McGill should be contacted by the supervisor and must agree to participate in the process as outlined here at the time that the outline is sent.

The candidate, in conjunction with the supervisor, will nominate a third reader who will be contacted only if remedial steps need to be taken (see section 4 below). The name of this additional reviewer must be listed on [PhD Counselling Comprehensive Proposal Outline Form](#).

If the outline is approved, the student is required to upload a completed [PhD Counselling Comprehensive Proposal Outline Form](#) in *myProgress* and register for EDPC 701: Comprehensive Examination by getting a permit override from Counsellingpsych.education@mcgill.ca.

If the outline is NOT approved, the student is required to notify the department by email, and commence remedial procedures (see section 4).

2 The Timetable

The comprehensive process begins **on the day** that the outline is approved by the supervisor and the second reader.

Four weeks later, the student submits a draft of the paper to his or her supervisor.

Within two weeks of submission, the supervisor meets with the student to provide detailed feedback.

Eight weeks from the beginning, the student submits the final paper to the supervisor and to the second reader.

Two weeks later, the student is given his or her grade.

3 The Final Evaluation

- The final paper should be between 30 and 40 pages in length, double-spaced, and follow current standard APA style.
- The student is expected to write the examination independently except for the single meeting with the supervisor during the feedback period.
- The final paper is evaluated as Pass/Fail on the criteria mentioned. A grading rubric that represents the standards for the comprehensive examination is found among the appendix to this document.

- The two readers who approved the outline (candidate's supervisor and a second reader) sign this form to indicate their evaluation. The completed form is filed with the Program Coordinator who submits a grade for the examination.
- If remedial steps need to be taken (see section 4 below). The third reader, as listed on the PhD Counselling Comprehensive Proposal Outline Form will be contacted.

4. Remedial procedures

In the event of two failing grades (either after reader disagreement or supervisor and 2nd reader) a remedial procedure form is to be completed and emailed to the department. As indicated on this form, the student will have four weeks to make changes and resubmit the paper.

(a) For Reader Disagreement

If the two readers disagree on the *Pass* or *Fail* of the paper, then the third reader will be asked to review the submission. If the third reviewer gives a *Pass*, then the candidate passes his or her comps based on the majority judgment. If the third reviewer gives a *Fail*, feedback is provided to the candidate who then has four weeks to revise it and resubmit.

(b) For Two Failing Grades

If both readers (supervisor and the second reader) agree that the final paper is a *Fail*, then feedback is provided and the student has four weeks to make changes and resubmit the paper.

- The student may not consult with the supervisor during those four weeks.
- The revised final paper should be submitted to the supervisor and to the Program Director.
- The revised paper will then be assessed by the original two readers.
- The grades should be submitted by the two readers to the Program Director.

Should the readers agree that this revised paper is a Fail, the student will be dismissed from the program.

Doctoral Field Experiences (EDPC 782, EDPC 783, EDPC 784)

Introduction to Fieldwork

Field experiences (also referred to as fieldwork or practicum) may occur in educational (e.g., college or university), medical, or community settings, including in private practices and institutions. The setting should allow the student to develop competencies in assessment and intervention, to adopt a professional role, to participate in multidisciplinary activities, and to obtain a range of relevant experiences.

Supervision (both on-site and on-campus) focuses on helping trainees to understand clients in the full spectrum of their diversity. As well, supervision stresses effective case conceptualization, intervention, and the trainee's own professional development through reflective self-understanding. The central goal of fieldwork is to enable students to gain further experience in providing mental health services. Issues

addressed in supervision are educationally relevant and the experiences should support the knowledge and competencies previously mastered.

Professional development is a critical component of the fieldwork experience and students are expected to demonstrate appropriate professional skills and conduct. In achieving this objective, they are expected to establish collegial, supportive, and cooperative relations with staff and professional relations with clients. The demonstration of professional skills also involves being punctual, maintaining a professional appearance, being prepared for the supervision meetings, and presenting reports in a timely manner, and complying with the rules and guidelines of the site. For links to all forms and further details can be found at <https://www.mcgill.ca/edu-ecp/programs/counsellingpsych/resources>.

Fieldwork training should facilitate development in the following important capacities:

- Understanding the commitment to professional and social responsibility as defined by the statutes of the ethical code or codes of the profession
- Capacity to conceptualize and understand the nature of human problems
- Awareness of the full range of human variability
- Understanding of one's own personality and biases and of one's own impact on others in professional interaction
- Skills in relevant interpersonal interactions such as systematic observation of behavior, interviewing, psychological testing, behavioral interventions, psychotherapy, counselling, and consultation;
- Ability to use empirically supported treatments and to develop and maintain an evidence-base for practice.

Summary of Fieldwork Hours Requirements (before the pre-doctoral internship)

| Course No. | Client Contact | Onsite Individual Supervision | McGill Group Supervision | Total Hours |
|--------------------------|--|-------------------------------|--------------------------|-------------|
| EDPC 782 Required | 225 | 80 individual hours (minimum) | 40 | 750 |
| EDPC 783 Elective | 125 | 30 individual hours (minimum) | N/A | 250 |
| EDPC 784 Elective | 10 assessments and 75 hours of direct client contact (minimum) | 30 individual hours (minimum) | N/A | 150 |

Students could take both EDPC 783 and 784 (one would be taken as a required course, the other as an elective), or take either EDPC 783 or EDPC 784 as a required course, any other course as an elective as per program requirements.

* Please note – this practical sequence is the recommended one and has been approved by the program, however APC approval is still work in progress, therefore students are still able to follow the “Original Requirements” sequence (below).

Summary of Fieldwork Hours Requirements (before the pre-doctoral internship) – ORIGINAL REQUIREMENTS

| Course No. | Client Contact | Onsite Individual Supervision | McGill Group Supervision | Total Hours |
|--------------------------|----------------|--------------------------------|--------------------------|-------------|
| EDPC 782 Required | 300 | 110 individual hours (minimum) | 40 | 750 |
| EDPC 783 Elective | 125 | 25 individual hours (minimum) | N/A | 250 |
| EDPC 784 Elective | 10 assessments | 25 individual hours (minimum) | N/A | 150 |

What is client contact?

Contact hours include both direct and indirect contact. Direct contact hours are those spent in actual contact with a client. They include activities such as interviewing, assessing, or intervening. Hours spent with clients on the phone doing initial assessment or dealing with client issues such as fees or administrative matters can be counted as client contact. You should not log short contacts that are simply for the purposes of scheduling an appointment. Typically, the bulk of contact hours are direct contact.

Indirect client contact includes activities in which services are provided to a client(s) but the trainee is not intervening such as observing a supervisor conduct an assessment. Situations in which the trainee is discussing a case in which the trainee is a primary caregiver with another intervening professional (e.g. social worker, psychiatrist etc.) are also logged as indirect contact. Providing information or advice to other professionals about clients is logged as consultation. Observing/listening to your own sessions for whatever purpose is not considered as indirect client contact.

Clients can be individuals, parents, couples, families or groups. When there is more than one person in the room (e.g., couple, family, group), it is the hour on the clock that is logged; the hour is not multiplied by the number of people in the room. In supervision, the *client* is the trainee who is being supervised.

Qualifications of Site Supervisors

For all fieldwork experiences, supervision must be provided by a psychologist registered in the province where the field experience is located. If the psychologist supervisor holds a PhD, s/he should have a minimum of two years of relevant full-time experience; or if the psychologist holds an MA, s/he should have six years of relevant full-time experience. While other professionals may provide input into a trainee's work, only psychologists may provide the supervised hours required in EDPC 782, EDPC 783, and EDPC 784.

Individual and Group Supervision

There are two ways that a trainee may receive individual supervision. The first is in a one-on-one meeting with a supervisor to discuss cases. The second is individual-in-group supervision. In a group situation, a trainee may log the time that the group spends discussing his or her cases as individual supervision. Typically, the calculation is made by taking the total time and dividing it by the number in the group. For example, if the group supervision session is three hours long and there are three trainees, each would log one hour of individual supervision. The remaining two hours would be logged as group supervision.

Application and Registration: EDPC 782 and EDPC 783

1. Students must consult with their advisor (research supervisor) about their program of study to determine the timing and appropriateness of registration for any fieldwork course.
2. Students are advised to consult with the McGill Doctoral Field Experience Coordinator/Course Instructor about which sites will be most suitable to their skills and their goals prior to the application process. The McGill Doctoral Field Experience Coordinator/Course Instructor identifies and recruits potential field sites and ensures that each field experience site meets program standards as specified above and also updates the list of possible practicum sites that is available in this Handbook.
3. It is the responsibility of the student to check with the sites of interest to determine the relevant application procedures and deadlines. Typically, applications for placements commencing in fall for a full year, take place in fall of the previous year. The McGill Doctoral Field Experience Coordinator/Course Instructor coordinates a common date of notification for applicants to sites in the Montreal area. The notification date usually falls on APPIC Phase 1 Match Notification Date, and is used by most of the sites. However, it is the responsibility of the student to make sure the site follows this procedure and adheres to the notification date above.
4. The McGill Doctoral Field Experience Coordinator/Course Instructor ensures that the experience will meet the requirements of the program and provides an email approval to the student intern and program email address (counsellingpsych.education@mcgill.ca) indicating this.
 5. When a site is ready to makes an offer to a student to complete a field placement, the Doctoral Field Experience Placement Form must be completed by the student before registering, to ensure appropriate permissions have been sought. For links to all forms, please see <https://www.mcgill.ca/edu-ecp/programs/counsellingpsych/resources>. The Form must be signed by

- a. the intern's research supervisor
 - b. the site supervisor
 - c. the student intern
6. The student intern is then responsible for submitting a color scan of the completed form electronically via email to the McGill Doctoral Field Experience Coordinator/Course Instructor with a copy to the program email address (counsellingpsych.education@mcgill.ca).
 7. The ECP Graduate Program Coordinator then processes a permit override for registration and informs the student intern via email that they may register for the course in Minerva. **Students will be unable to register unless all of these steps have been followed.** Course registration must take place in accordance with University registration deadlines. Failure to adhere to these deadlines will result in additional fees.
 8. McGill insurance for clinical activities is tied to active registration. Accordingly, no student may work at a site without being registered for the appropriate course. **There are no exceptions to this regulation.**

Responsibilities of Site Supervisors

1. At the beginning of the field experience, the site supervisor develops a set of goals and objectives. In subsequent meetings, student and supervisor together develop an individualized training plan based on the objectives outlined above. These guidelines can be expanded to include other activities that the site supervisor deems necessary.
2. The site supervisor should supervise the daily activities of the student intern through case assignment, involving the student in the ongoing activities of the site, monitoring student performance and reviewing, and discussing completed activities with the student.
3. The site supervisor should evaluate and mentor the student through frequent feedback, discussion and direct observation, feedback from other site personnel, and review of the student's written reports, case notes, or other documents. A formal evaluation is required at the end of each semester.
4. The site supervisor shall formally evaluate the student through the relevant Trainee Evaluation Form (provided by the McGill Doctoral Field Experience Coordinator/Course Instructor) but he or she may add other evaluation procedures. This is done using the Time2Track portal. Importantly, expectations and evaluation procedures are communicated to the student intern at the beginning of the field placement.
5. The site supervisor is responsible for alerting the McGill Doctoral Field Experience Coordinator/Course Instructor to any issues interfering with the student's professional responsibilities. Ideally, communication between the site and the McGill Doctoral Field Experience Coordinator/Course Instructor should be regular. In the case of a student who is having important difficulties, the McGill Doctoral Field Experience Coordinator/Course Instructor should be notified by the site. The Coordinator then discusses the issue with the program committee.
6. The site supervisor must help to ensure that the field experience is conducted in a manner that is consistent with the current legal and ethical guidelines of the OPQ.

Responsibilities of the Instructor/Field Experience Coordinator (EDPC 782 & EDPC 783)

The McGill Doctoral Field Experience Coordinator/Course Instructor

7. identifies and recruits potential field sites and ensures that each site meets program standards as specified above
8. provides students with a list of possible practicum sites
9. communicates in writing with the site supervisor and supplies evaluation forms
10. consults with the site supervisors when specific issues warrant it
11. monitors the progress made in meeting the objectives of the doctoral field experience
12. provides group supervision (EDPC 782) and may at times meet individually with students for supervision (EDPC 782 & EDPC 783)
13. reviews progress made during the field experience and ensures that reports and evaluations (as described below) are received in a timely manner

Logging of Hours

- It is the responsibility of the student to log their hours and to obtain site supervisor signatures in Time2Track applications. Upon successful registration in clinical courses, the Graduate Student Coordinator provides access to students and their site supervisors, as well as instructions on how to log into the system.
- The logs should be signed by the psychologist responsible for supervision at the site where the work was done. Weekly logging is strongly recommended. The exception is for group supervision hours in EDPC 782 at McGill, which must be signed by the McGill Doctoral Field Experience Coordinator/Course Instructor.
- If a field experience is longer than one semester, an evaluation is conducted at the midpoint. Evaluation is always conducted at the end of all fieldwork courses. Prior to an evaluation, students should create a summary log of all hours in the course and submit it to the supervisor for signature together with the signed weekly logs. **The summary in the student file constitutes the only acceptable evidence of the hour requirements needed for graduation.**
- While the logs are not kept by the program, student interns are strongly advised to keep these documents along with their evaluations. Proofs of hours are regularly required by licensing bodies and employers.
- For additional information on completing the log and to access all forms, please see <https://www.mcgill.ca/edu-ecp/programs/counsellingpsych/resources>.

Evaluation Process

1. Evaluation is provided on a regular basis to the student intern through the McGill Doctoral Field Experience Coordinator/Course Instructor (EDPC 782) and in feedback provided by the site supervisors and site staff related to professional conduct and service delivery in all fieldwork experiences.

2. In experiences of more than one semester, a formal evaluation process takes place at the midway point and at the end of the field experience.
3. The site supervisor prepares the evaluation using the relevant Doctoral Field Experience Evaluation Form including the hours' summary based on the student intern's logs (see above). *(The evaluations are also completed using the Time2Track portal.)* The site supervisor must meet with the trainee to review the evaluation and to provide feedback on its meaning.
4. Both the site supervisor and the student intern must sign the Doctoral Field Experience Evaluation Form. If the student intern does not agree with the evaluation, the director of the site may intervene. If no agreement can be reached between the site and the intern, the McGill Doctoral Field Experience Coordinator/Course Instructor (EDPC 782, EDPC 783) or Director of Clinical Training (EDPC 784) and the student's Research Supervisor must be brought into the process as soon as possible.
5. The final grade (Pass/Fail) for each course is the responsibility of the McGill Doctoral Field Experience Coordinator/Course Instructor (EDPC 782; EDPC 783) or the Director of Clinical Training (EDPC 784) who reviews the site evaluation and the hours' logs to determine the final grade.

Information by Course for Fieldwork Experiences

EDPC 782D1/D2: Doctoral Field Experience (6 credits; year-long; required)

Calendar description

A part time 2-term doctoral practicum integrating research, theory, and supervised practice to provide a perspective for clinical work within the field of counselling psychology. Skill development in counselling intervention, assessment, treatment plans, etc. Clientele will be individuals, families and groups with a variety of concerns.

Timing and place in the doctoral sequence

- Students may not register in EDPC 782 unless they have had a practicum and/or internship at the MA level.
- For those who have completed the MA project at McGill, EDPC 782 will usually be completed in PhD 3 (second year of the program) when most of the doctoral coursework has been completed.
- For those who have completed their MA at another institution, EDPC 782 will usually be completed after any make-up MA coursework and most of the doctoral coursework has been completed.
- EDPC 782 takes places over two semesters: fall and winter. Students may extend the time with permission of the site and the McGill Doctoral Field Experience Coordinator/Course Instructor. Where an extension is granted, an HH grade will be entered by the McGill Doctoral Field Experience Coordinator/Course Instructor on the student's transcript until such a time when the student intern completes the field experience and submits all logs in addition to Doctoral Field Experience Evaluation Form.

Approved sites

Students may apply to any of the sites listed in the Handbook in the section titled *Active Practicum Sites* in the Appendices section. No special permission is required to apply to any of these sites.

If a student wishes to complete a practicum at a site that is not listed in the Handbook, the student must consult with the McGill Doctoral Field Experience Coordinator/Course Instructor prior to entering into any arrangement with the site. Such consultations should take place well in advance of the application period so that the McGill Doctoral Field Experience Coordinator/Course Instructor has the opportunity to contact the site and review the possibilities and parameters of training.

Requirements

Hours. A minimum 750 hours of contact, supervision and service-related activities.

Client contact. A minimum of 225 direct client contact hours of clinical service. Direct service is usually face-to-face contact, defined as interviewing, assessing, or intervening with clients (including individuals, groups, couples, families).

Individual supervision. The student intern must accumulate a minimum of 80 hours of individual supervision provided onsite. Individual supervision must be provided on-site. Individual supervision consists of activities in which the supervisor observes the student deliver a service, reviews an audio- or video-recorded session of service delivery with the student, or in which the student presents an ongoing case for discussion and review.

Group supervision. Group supervision is provided biweekly in the program with the McGill Doctoral Field Experience Coordinator/Course Instructor and may also be provided on-site. However, sites that provide group supervision also provide a minimum of one hour per week of individual supervision. Group supervision includes participation in supervision received by other students or in group meetings used to review or discuss aspect of clinical cases.

Remaining hours. The remaining 405 hours comprise activities that support the clinical work and include (but are not limited to) keeping files up-to-date, report writing, treatment planning, consultation with peers or other professionals, or workshop planning. Typically, these clinical hours are accumulated in the approved field site. Student Interns spend the equivalent of two to three days per week at the field site.

EDPC 783: Doctoral Field Experience 2 (3 credits; elective)

Calendar description

A community based practicum for students who have completed EDPC 782 to gain additional intervention and/or assessment experience in supervised community sites. Students complete a minimum of 125 client contact hours: supervision is given in a minimum 1:5 ratio to client contact hours.

Timing and place in the doctoral sequence

Students must complete EDPC 782 prior to beginning EDPC 783.

Approved sites

Students may apply to any of the sites listed in the Handbook in the section title Active Practicum Sites. No special permission is required to apply to any of these sites.

If a student wishes to complete EDPC 783 at a site that is not listed in the Handbook, the student must consult with the McGill Doctoral Field Experience Coordinator/Course Instructor to determine if the site will meet McGill requirements. Such consultations should take place well in advance of the application period so that the Coordinator has the opportunity to contact the site and review the possibilities and parameters of training.

Requirements

Hours. A minimum 250 hours of contact, supervision, and service-related activities.

Client contact. A minimum of 125 hours must consist of direct contact with clients.

Supervision total. A minimum 30 hours of individual supervision is required. Group supervision may be offered in addition.

Remaining hours. The remaining 95 hours comprise activities that support the clinical work and include (but are not limited to) keeping files up-to-date, report writing, treatment planning, consultation with peers or other professionals, or workshop planning. Typically, these clinical hours are accumulated at the approved field site. Student interns spend the equivalent of 2-3 days per week at the site.

EDPC 784: Assessment Practicum (3 credits; elective)

Calendar description

A community-based practicum for students who have completed EDPC 683 and EDPC 684, to gain additional intervention and/or assessment experience in supervised community sites. The student will complete at least 10 full assessments using appropriate test batteries over the course of the placement.

Timing and place in the doctoral sequence

- Students must have completed EDPC 682 and 684 before beginning EDPC 784 and will usually have also completed EDPC 782.
- The requirements may be completed within two consecutive semesters, though students register for the course in one semester.

Description

EDPC 784 is a field placement that aims to increase and further develop competencies with respect to the administration, interpretation, and reporting of educational and psychological assessments using well-designed, validated, and appropriate tests and test batteries (see EDPC784 Evaluation Form). These may include cognitive batteries, achievement test, personality inventories, and career measures chosen to address a particular referral question.

Approval of sites

The program does not have a list of approved sites. Finding a site is the responsibility of the student. The Director of Clinical Training must receive information that the site meets the requirements of the program (see below). Students are encouraged to choose sites that provide a range of different tests and test batteries. Students should choose sites that have a clientele that permits the trainee to achieve their assessment objectives and to meet the requirements of EDPC 784.

Site requirements

When a site accepts a student, it agrees to the following criteria:

- the site supervisor(s) meets CPA criteria for eligibility, namely they must be a psychologist registered in the jurisdiction where the service is delivered
- the site maintains an inventory of current assessment materials
- the student intern has access to clients with a diverse range of referral questions and assessment needs
- the student is exposed to and uses a broad array of different tests/batteries

- supervision is given on the basis of 1 to 1.5 hours of supervision per 5 hours of work (which can include case discussion, intake interview, formal testing, report writing.)
- the selection of tests is determined on-site;
- supervision of administration, interpretation, and report writing, as well as the ethical use of test information, are the responsibility of the onsite supervisor

Student requirements

1. At the end of the field placement the student will be expected to have completed a minimum of 10 full batteries including final reports for each.
2. It is expected that the course of working with every client will include (a) conducting assessments using psychological tests, (b) scoring, compiling and interpreting assessment findings, and (c) producing a final integrated psychological testing report with an intervention plan that includes practical recommendations and remedial suggestions. Integrated reports will typically include: client history, summary of the clinical interview, administration, scoring, interpreting, and reporting on a minimum of two psychological tests from one or more of the following categories: personality measures, intellectual tests, cognitive tests, and neuropsychological tests.
3. Typically, at the end of each assessment, the student intern will have a feedback session for the client or parents where results and recommendations are communicated in person.
4. The entire process, from initial meeting with the site supervisor to discuss the referral question and decide on an assessment plan to the final meeting with the client should take on average about 15 hours.
5. The goal of this practicum is to enable the student to accumulate a minimum of 150 clinical hours (75 hours of direct client contact minimum) total hours, as well as a minimum of 30 individual supervision hours.

Doctoral Internship in Counselling Psychology

The internship is an integral component of the PhD program in Counselling Psychology, representing the culminating experience of the training program and functioning as a transition point to independent professional status. It occurs apart from the departmental program and is administered externally by the internship setting. Thus, internship supervision is the responsibility of the internship setting.

Eligibility of Students to Accept an Internship Placement

The internship occurs after the course work, clinical practicum, and proposal defense have been completed. Students are only permitted to apply for an internship placement after their comprehensive exams have been successfully completed.

At the time of application, students who have not also completed their proposal defense should also have projected timetable for completion. ***Students may begin their internship only after the successful defense of the dissertation proposal.*** It is strongly recommended that students also



complete a considerable portion of the dissertation research (e.g., data collection and analysis) prior to beginning the internship. Internship sites have different requirements. Some require that the thesis proposal has been successfully defended before they will consider an application. Others require the dissertation be completed prior to beginning internship. It is a great advantage to students to have most of the dissertation work completed prior to internship so that clinical networks created on-site are useful in the post-PhD job search. Some internship sites have also been practicum sites in the past; this practice will continue. However, trainees are expressly forbidden to do a practicum and an internship at the same site.

Internship Objectives

The primary objective of the internship is to provide students with the opportunity to function in a school, a college, a university, a community setting, or a hospital setting. The internship is intended to provide experiences relevant to the following areas:

1. Knowledge of effective psychological service delivery systems and effective use of community and institutional resources
2. Exposure to diverse models of clinical interventions and treatments (e.g., psychodynamic, client-centered, behavioral, cognitive)
3. Continued development of communication skills and the ability to be part of a multidisciplinary team
4. Continued refinement and enhancement of skills in diagnosis and evaluation consultation, intervention, and supervision
5. Continued professional development through in-service training, attendance at conferences, and self-study (it is recommended that days spent on professional activities that take the intern away from the internship site be viewed as professional days and not deducted from the intern's vacation time)
6. Continued development in the understanding of legal and ethical issues in psychology
7. Support of the intern's research activities

Applying for an Internship

Students are encouraged to schedule a meeting with the Program Director early in the year in which they plan to apply for internship to review their plans and discuss questions concerning program requirements. Applications should normally be limited to CPA- or APA- approved internship sites or their equivalent (please see the Procedures for Students Securing Internships at Non-Accredited Sites and the **Standards for Non-Accredited (CPA or APA) Doctoral Internship Sites**). 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. In order to ensure a sufficient breadth of experience, students may not apply to any site at which they have already completed a doctoral level practicum. 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. Students should be aware that selecting a site that is not approved by CPA or APA can impact future employment or postdoctoral training prospects.

Applying to Accredited Sites

Students are strongly encouraged to apply to CPA- or APA-accredited internship sites. 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 mid-Fall of the year prior to the internship, so students should allow time to complete this process.

During this process, the Director of Clinical Training (DCT) is required to attest that the student is ready to begin the internship the following year. This means, in part, that the student must have completed all course work, practica, and comprehensive examinations prior to applying. The DCT 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 DCT with copies of signed hours-logs to support the clinical-hours claims**. You should also supply a table that indicates how the hours totals on the APPIC site relate to the logs (in other words what you added together to get what). The simplest way to do this is to use theTime2Track hours log. If you completed hours outside the McGill Counselling Psychology Program (e.g., if your MA is from another university) and you would like the DCT to attest to these hours, you will need to produce signed proofs from your other university of those hours. You will also need to indicate to the DCT where those hours are added into the totals from your logs. **The documentation must be submitted to the DCT at least three (3) weeks before the application deadline.**

If you are not matched to an accredited site, you have three alternatives: to go through the Clearinghouse for a second round match, to select a site that is not accredited by CPA or APA, or to 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 Program Director of how the internship site that they select meets the requirements outlined below. All non-accredited sites must be formally reviewed and approved by the Director of Clinical Training **before** beginning the internship. Splitting an internship between two different sites is not permitted. This is a regulation not only of the program but also of CPA, our accrediting body.

When students elect to apply to an internship site that is not CPA- or APA-accredited, they are required to consult the following documents to ensure that their site is approved by the program: *Procedures for Students Securing Internships at Non-Accredited Sites*, *Procedures for Non-Accredited (CPA or APA) Sites*

Accepting McGill Counselling Psychology Doctoral Interns, Standards for Non-Accredited (CPA or APA) Doctoral Internship Sites. These documents are found in the Appendix of this Handbook.

Applying for an Insurance Certificate

Some sites may ask for a certificate attesting to the fact that the intern possesses liability insurance as a McGill student. McGill's Risk Management and Insurance Office provides this attestation to the intern. To secure a certificate the intern completes the Request of Proof of Liability Insurance Form available online here: <https://www.mcgill.ca/riskmanagement/forms>, and emails the completed form to supportrisk.insurance@mcgill.ca. Interns must copy the Director of Training and the program (counsellingpsych.education@mcgill.ca) when making these requests. Risk Management will request documentation from the insurance provider and send it electronically to all copied on the originating email. You can then supply this document as proof to your site.

Hours Requirements

A minimum of 1600 hours are required during the internship, which may be carried out in no fewer than 12 and no more than 24 months.

Internship training must contain a minimum of 600 hours of client contact, most of which is usually direct contact. Direct contact is defined as any practical training activity during which the trainee is face-to-face and actively intervenes with a client or any significant member of the client's system (e.g., spouse or parent) directly linked with the provision of psychological services.

Internship training must contain a minimum of 200 hours of supervision, including 100 hours of one-on-one supervision.

During the internship, students at non-accredited sites must log all hours on the *Internship Hours Log*. This is the same log that is used for all fieldwork in the MA and doctoral programs and can be found on the website at <https://www.mcgill.ca/edu-ecp/programs/counsellingpsych/resources>. At accredited sites, students will follow the regulations of the site. Information related to access to the Log is described in the Appendix. Signatures must be obtained from the site supervisors for all logged hours. Logs must be submitted before a passing grade can be given for EDPC 795.

Supervision

Every supervisor must be a doctoral-level licensed psychologist. It is desirable that the supervisor also have doctoral-level training in supervision. Supervisors must also have at least two years of licensed practice following receipt of their doctorate before supervising a Program student.

The Director of Training (DT) of the site is responsible for ensuring the adequacy of intern supervision. Any training problems that cannot be resolved on-site should be reported immediately to the Program Director either by the site DT or the student.

Evaluation

EDPC 795, the pre-doctoral Internship, is graded as Pass/Fail. For sites that are CPA- or APA-approved, the responsibility for format of the evaluation rests with the site. The only additional McGill requirements are the hours logs as specified above.

For sites that are not CPA- or APA-accredited, interns should be evaluated using the

Pre-Doctoral Internship Trainee Evaluation Form. Two evaluations, one at the midpoint and one at the end of the internship must be completed by the site supervisor in Time2Track. 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 Program Director. In the event that the intern wishes to appeal the evaluation that has been given by the internship site, appropriate channels must be followed within the internship agency. The intern should advise the Program Director of such an appeal in writing. The Counselling Psychology PhD program will generally accept the evaluation of the site.

No grade for EDPC 795 can be submitted on MINERVA (McGill's on-line student-record system) until the final evaluation and the hours logs are received. Students have the responsibility to follow-up on late evaluations. Please be aware that a student cannot graduate without a passing grade on EDPC 795.

Doctoral Dissertation

The successful proposal of a dissertation (or thesis--McGill uses these labels interchangeably) includes five stages: (a) the development of a research proposal and its defense in a departmental colloquium (EDPC 786), (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.

Thesis Proposal and Proposal Defense (Colloquium)

The student develops a thesis proposal in consultation with the thesis supervisor and members of the doctoral advisory committee. A final draft of the proposal should be circulated to all committee members at least three weeks prior to the proposal defense. This document is normally 15-35 pages and presents 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. At the defense, the student will make a short (approximately one-half hour) formal presentation of the proposed thesis research. 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 committee shall determine whether or not the student should proceed. The

committee shall sign the appropriate authorization form, which is placed in the student's file. Ethical approval for the study may be obtained prior to the colloquium; however, changes based on the defense may necessitate changes in the ethics application.

McGill Guidelines for Execution, Writing, Submission, & Final Defense

The Graduate and Postdoctoral Studies Office (GPS) has the following specifications for thesis preparation. Please visit the GPS website for full details:

<http://www.mcgill.ca/gps/thesis/guidelines/preparation>. Theses not prepared according to these guidelines will not be accepted unless the Executive Committee of Council (of GPS) has given its agreement in advance.

Students are also required to familiarize themselves with the following policies and information:

- **GPS Oral Defence Committees here:**
<https://mcgill.ca/gps/thesis/thesis-guidelines/oral-defence>
- **Departmental guidelines on Thesis submission processes**
are also included here: <https://www.mcgill.ca/edu-ecp/students/thesis>



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/>

Additional Information and Resources

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 usually available, based on the availability of funds.

Graduate Excellence Recruitment Fellowships

Depending on the availability of funds, new students enrolling in a McGill master's-level research degree (including the MA Project Concentration) may receive a one-time Graduate Excellence Fellowship. The amount of this award usually varies between \$3000 and \$5000. Every student newly enrolling in a PhD program may also receive a one-time Fellowship. The amount of this award is typically between \$8000 and \$10,000. These amounts are adjusted each year in a funding envelope assigned to departments. Additionally, a limited number of preferential packages have been provided to recruit top students. The value of these latter awards is typically \$10,000 for MA students, and \$17,000 and \$20,000 for select PhD students. Please check <https://www.mcgill.ca/studentaid/> or <https://www.mcgill.ca/edu-ecp/students/finances/internal-funding> for further information.

Grants and Fellowships

Funding from external sources forms an important complement to the funding package offered to newly admitted master's and doctoral students at McGill. External competitive fellowships are available from various sources, including government departments (e.g., SSHRC, CIHR, FRQSC, FRQS) and agencies, foundations, and private companies. The value of awards offered by these agencies typically varies between \$15,000 and \$35,000 per year, over a set number of years.

Applications to SSHRC, CIHR, FRQSC and FRSQ can be made by students in the Ph.D. program. Students in the MA – Project Concentration may apply to SSHRC or CIHR, but not to FQRSC and FQRS. Students in the MA – Internship Concentration, unfortunately, may not apply to these agencies.

To view a list of the agencies offering graduate student funding opportunities and individual application deadlines, please visit <http://www.mcgill.ca/edu-ecp/students/finances> or <http://www.mcgill.ca/gps/funding>. Please note that each agency has its own deadline for applications, and that some of these deadlines are in the summer or early fall. It is the student's responsibility to meet these deadlines should they decide to apply for such funding.

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

The Graduate Research Enhancement and Travel (GREAT) awards program provides annual funding to support graduate student travel and research dissemination (see <http://www.mcgill.ca/internalawards/travel>). GREAT awards are awarded by the Departments and can also pay for travel for fieldwork, archival inquiry, and off-campus collaboration. For more information see funding opportunities for study abroad at <https://www.mcgill.ca/mcgillabroad/funding>.

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 and are not guaranteed. Students are encouraged to speak with individual professors and watch for notices on listservs or posted on departmental bulletin boards (see <https://www.mcgill.ca/gradapplicants/funding/internal/assistantships#B>).

International Students

International students are often 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 <http://www.mcgill.ca/gradapplicants/international/international>

Teaching Assistantships

Teaching Assistantship (TAs) positions at McGill are open to all MA, MEd, and PhD students. All postings are posted on the McGill Career Planning Service (CAPS) website (<http://www.mcgill.ca/caps/>) or on McGill Human Resources (McGill <https://www.mcgill.ca/hr/careers>). All required application forms are available for downloading in the CAPS posting. Please 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 (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 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-aedem.ca/>.

Tips for Fellowship Applications and Financial Aid

Departmental Resources. Obtaining and maintaining funding throughout your studies is an important component of life as a graduate student. The Department maintains a page on its website (<http://www.mcgill.ca/edu-ecp/students/finances#tips%20a>) with information on:

- Departmental submission deadlines
- Tips for preparing fellowship applications
- Financial aid
- Tuition and fee payment deferrals
- Information on particular awards available to ECP students

Harassment, Discrimination, and Sexual Violence

Harassment, discrimination, and sexual violence are not tolerated at McGill University. See the following for McGill's policies and procedures concerning such: <https://www.mcgill.ca/harass/>

For non-judgmental, compassionate, and non-directive support in response to sexual violence (either for yourself or others), contact the Office for Sexual Violence Response, Support and Education: <https://mcgill.ca/osvrse/> or please see <https://www.mcgill.ca/geography/mcgill-sexual-assault-resources>. You may also check <https://www.mcgill.ca/deanofstudents/students/support-survivors-sexual-violence>.

Important information about student rights and responsibilities can be found here: <https://www.mcgill.ca/students/srr/>

Assessment Materials Resource Center (AMRC)

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 programs 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 available in the AMRC are based on the instructors' lists as reported 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 AMRC website at <http://www.mcgill.ca/edu-ecp/students/amrc/>. About AMRC holdings, please see <https://www.mcgill.ca/edu-ecp/students/amrc/holdings>.

McGill Libraries

McGill's library catalogue (<http://www.mcgill.ca/library/>) provides students with access to books and journals available at its libraries and online. Faculty and students have electronic access to relevant databases, such as PsycINFO, access to many psychological tests, online streaming of demo psychotherapy and counselling sessions, and online access to the *DSM-5*. See the Library's very helpful and thorough subject guide for Educational and Counselling Psychology for more information: <http://libraryguides.mcgill.ca/ecp>. You can also email or chat with a librarian for further assistance.

Materials not accessible through the Library may be borrowed from other Universities via the Interlibrary Loan (ILL) service or in person by acquiring a BCI (Bureau de Coopération Interuniversitaire) card (see <http://www.mcgill.ca/library/services/otherloans>). The Library also has access to allow students to search databases for thousands of libraries worldwide <http://www.mcgill.ca/library/services/otherloans/othercatalogues/>

MERCURY Course Evaluations

MERCURY is McGill's online end-of-course evaluation system. Students have the opportunity to provide written comments and numerical ratings at the end of each course.

MERCURY facilitates all aspects of the official course evaluation process: students giving anonymous feedback, instructors and administrators reviewing it, and the dissemination of numerical results to the McGill community.

The MERCURY system is key to McGill's ongoing work to provide students with enriching learning experiences. Student involvement in this process is critical to enhance the general quality of teaching and learning and all students are strongly encouraged to participate.

Please visit <http://www.mcgill.ca/mercury/> for further information on the online course-evaluation system.

McGill University Bookstore – LE JAMES

Textbooks and course packs can be purchased at the McGill University Bookstore – LE JAMES. Students can also purchase other nonfiction and fiction books, school supplies, and items with the McGill logo on them. For more information see: <https://lejames.ca/>

Computers and IT Services

Education Computer Lab / Audiovisual Equipment Loan Service

The Education Computer Lab and Audiovisual Loan Service, located on the third floor of the Education Building in room 328, is open to students and is also used for instructional purposes. 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. The Lab houses a software collection including educational programs, statistical analysis software, and Microsoft Office software. Lab assistants are on duty during open hours to assist

users. Audiovisual equipment loans are available from the service booth operating inside the computer lab. All loans are short-term with variable maximums depending upon demand. Some equipment items are available for use within the Faculty of Education only. For information about the computer lab (including hours) or how to request a reservation for equipment, please refer to the following website: <https://www.mcgill.ca/education/technology>

Email

Your McGill email address is the official way the University communicates with you. This email address will be assigned to you when you are admitted to McGill. You can access your email via the myMcGill portal or directly through Outlook Web App (OWA) at <https://outlook.com/mcgill.ca>. Sign in using your McGill username and password. For more information, please consult the following website: <http://www.mcgill.ca/it/get-started-it/students>. Note that the University has a policy on email communication with students which can be found here:

https://www.mcgill.ca/secretariat/files/secretariat/e-mail-communications-with-students-policy-on_3.pdf

Mobile devices

You can get your McGill Exchange email delivered to an iPhone, iPad or iPod Touch or many other Exchange-capable smartphones. Please see <https://neuroit.mcgill.ca/uploads/file/emaildocs/Configure%20your%20iPhone%20or%20iPod%20Touch%20to%20receive%20McGill%20Exchange%20email.pdf> Or <https://neuroit.mcgill.ca/uploads/file/emaildocs/Configure%20your%20iPad%20to%20receive%20McGill%20Exchange%20email.pdf> for further information.

Wireless coverage

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

Please see https://mcgill.service-now.com/itportal?id=kb_article&sysparm_article=KB0010686.

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.

Please see https://mcgill.service-now.com/itportal?id=kb_article&sysparm_article=KB0010687

Eduroam

Students can use their McGill username and password to log into wireless networks at participating universities around the world.

Please see: https://mcgill.service-now.com/itportal?id=kb_article&sys_id=b7114545dbcb54d85d595099dc9619d6

McGill Student Directory

Students can choose to opt into the McGill Student Directory at <https://www.mcgill.ca/directory/students>. You may choose whether to display your email or telephone information to the world or only to the McGill community.

Appendix 1: Frequently Asked Questions (FAQ)

1. What are the steps to being licensed?

It is always the student's responsibility to determine what the licensing requirements are in the area or region where he or she wishes to practice. What follows is given for informational purposes only.

M.A. Internship Concentration

Students who graduate from the **M.A. Internship Concentration program** can become licensed with the Order of Guidance Counselors in Quebec (OCCOQ; www.orientation.qc.ca). There are no additional requirements aside from completing the program successfully to obtain the OCCOQ license to practice as a guidance counsellor in Quebec. Some students may however be required to complete a French exam as per the regulations of the *Office de la Langue Française*. The OCCOQ license is not transferable to other provinces as other provinces do not regulate the practice of guidance counselling. For more information, please visit www.orientation.qc.ca.

Students wishing to practice outside Quebec may wish to consider obtaining the *Canadian Certified Counsellor* certification with the Canadian Counselling and Psychotherapy Association (www.ccpa-accp.ca). This certification does not give one the right to practice in Quebec but may be recognized in other Canadian provinces where counselling is not regulated. Some provinces require only the Master's degree to become licensed as a psychologist (e.g., Alberta). Additional training, including hours of supervised practice, will however have to be completed. It is up to the student to determine what the specific requirements are where he or she wishes to practice.

M.A. Internship Concentration graduates and the practice of psychotherapy

Psychotherapy is a reserved activity in Quebec and the title "psychotherapist" is a protected and reserved title as per the regulations of the *Office des Professions*. Additional training must be completed to obtain the psychotherapist permit. This permit is delivered by the Order of psychologists of Quebec to all eligible candidates (guidance counsellors, sexologists, social workers, nurses, etc.). The practice of psychotherapy is illegal in Quebec unless one has such a permit. Having a valid professional license delivered by a regulatory body (e.g. the OCCOQ) ***is a necessary condition*** to obtain the psychotherapy permit. In addition to this, individuals wishing to practice as psychotherapists must complete additional training (see <https://www.ordrepsy.qc.ca/obtenir-un-permis>). The MA Internship Concentration program was not designed to meet the requirements for the psychotherapy permit in Quebec.

M.A. Research program

Students who graduate from the M.A. Research program are not eligible for licensing in Quebec, but may be eligible for licensing in another jurisdiction. It is up to the student to determine what the specific requirements are where he or she wishes to practice.

Ph.D. program

Students who graduate from the Ph.D. program are eligible for licensing with the Order of Psychologists of Quebec without additional training. Some students may however need to

successfully pass a French exam as per the regulations of the *Office de la Langue Française*. Please visit www.ordrepsy.qc.ca for more information. This license is transferable from one province to another; if you have a valid license in one province, you are eligible for licensing in another province. The American Psychological Association also recognizes programs accredited by the Canadian Psychological Association to be equivalent to APA accredited programs; it is therefore possible to also become licensed in the U.S. It is however up to the student to determine what the specific requirements are where he or she wishes to practice.

Resources:

You will find below a list of websites where you can find useful information.

- American Psychological Association: www.apa.org
- Association des psychologues du Québec: www.apqc.ca
- Association of Psychologists of Nova Scotia: <http://apns.ca/>
- British Columbia Psychological Association: <https://www.psychologists.bc.ca/>
- Canadian Counselling and Psychotherapy Association: www.ccpa-accp.ca
- Canadian Psychological Association: www.cpa.ca
- College of Alberta Psychologists: <https://www.cap.ab.ca/>
- College of Psychologists of British Columbia: <http://collegeofpsychologists.bc.ca/>
- College of Psychologists of New Brunswick: <http://cpnb.ca>
- College of Psychologists of Ontario: <http://www.cpo.on.ca/>
- Manitoba Psychological Association : <https://mps.ca/>
- Newfoundland and Labrador Psychology Board: www.nlpsychboard.ca
- Nova Scotia Board of Examiners in Psychology: www.nsbep.org
- Office de la langue française :
https://www.oqlf.gouv.qc.ca/francisation/ordres_prof/ordres.html
- Ontario Psychological Association: www.psych.on.ca
- Ordre des psychologues du Québec: www.ordrepsy.qc.ca
- Ordre des conseillers et conseillères d'orientation du Québec: www.orientation.qc.ca
- Prince Edward Island Psychologists Registration Board: <http://www.peipsychology.org/peiprb/>
- Psychological Association of Manitoba: <http://www.cpmb.ca/>
- Psychological Association of Prince Edward Island: <http://www.peipsychology.org/papei/>
- Psychologists' Association of Alberta: www.psychologistsassociation.ab.ca
- Psychology Association of Saskatchewan: <http://psychsask.ca/>
- Saskatchewan College of Psychologists: <http://www.skcp.ca/>
- The Northwest Territories (Department of Health and Social Services): www.hss.gov.nt.ca

2. Can PhD students teach in the Department?

Doctoral students may teach in the Department. Before teaching in the Department, students must have successfully completed the colloquium and have completed EDPE 689 (usually as an elective).

3. Can graduates from the MA – Internship Concentration practice psychotherapy?

Psychotherapy is a regulated activity in Quebec and in Ontario. The program does not aim to make graduates eligible for the psychotherapy permit in Quebec, although much emphasis is given to clinical training in that program. It is up to each student to determine if the training they receive meets the requirements for the psychotherapy permit.

4. Can graduates from the MA – Project Concentration become licensed?

Graduates from that program are not eligible for licensing in Quebec. They may however be eligible for licensing in other jurisdictions. It is up to each student to determine if the training they receive meets the requirements for licensing in their jurisdiction.

Appendix 2: Important Information and Documents

In addition to this Handbook, the Office of Graduate and Postdoctoral Studies offers a wealth of essential information. Information is available concerning policies and procedures (www.mcgill.ca/gps/policies/) with specific references to Course Calendars; Student Guide to Intellectual Property at McGill (<https://www.mcgill.ca/research/files/research/StudentGuidetoIP.pdf>).

Research and Time Limitation Policies

(<https://www.mcgill.ca/gps/students/registration/progress/time-limitation>)

Handbook of Students Rights and Responsibilities (<https://www.mcgill.ca/students/srr/>).

General Information; and Regulations and Research Guidelines (often referred to as The Red Book).

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

| | |
|---|--|
| General Information, GPS Regulations and Research Guidelines and Research Calendar | Graduate and Postdoctoral Studies (GPS) James Administration Building, Room 400 http://coursecalendar.mcgill.ca/gsgeninfo/gigrad-1-1.html |
| Minerva (online registration, course information, grades, fee information, etc.) | http://www.mcgill.ca/minerva-students |
| Graduate Fellowships and Awards Calendar | http://www.mcgill.ca/gps/funding |
| Research Ethics Guidelines | https://www.mcgill.ca/research/research/compliance/human/reb-i-ii-iii https://www.mcgill.ca/research/researchers/compliance http://www.mcgill.ca/students/srr/academicrights/integrity/ethics/ https://www.mcgill.ca/study/2018-2019/university_regulations_and_resources/graduate/gps_gi_research_patents_postdocs_associates_trainees |
| Guidelines and Dates Concerning Thesis/Dissertation Preparation and Submission | Faculty of Graduate and Postdoctoral Studies James Administration Building, 4th Floor 514-398-3990 https://www.mcgill.ca/gps/thesis/thesis-guidelines |
| Fee Information | Faculty of Graduate and Postdoctoral Studies James Administration Building, Room 400 514-398-3990 www.mcgill.ca/gps/ Student Information, Fee Information www.mcgill.ca/student-accounts/fees/ |

| | |
|---|---|
| Guide to Computing at McGill | https://www.mcgill.ca/library/services/computers/computing-mcgill |
| Students' Rights and Responsibilities Handbook | https://www.mcgill.ca/students/srr/ |
| Graduate Student Handbook of the Post-Graduate Student's Society | Thompson House, 4th Floor http://pgss.mcgill.ca |
| Campus Recreation Guide Athletics | Currie Gym, 475 Pine Ave. W. 514-398-7000 www.athletics.mcgill.ca |
| myCourses (online individual course information) | https://mycourses2.mcgill.ca/ Technical support: https://www.mcgill.ca/it/get-help |
| McGill University Bookstore - LE JAMES | https://lejames.ca/ |
| McGill Libraries and Archives | www.mcgill.ca/library/ |
| McGill Library: Educational and Counselling Psychology Subject Guide | https://libraryguides.mcgill.ca/ecp |

Note. Other sources of information can be found through both the general McGill University website (www.mcgill.ca) and Department website (www.mcgill.ca/edu-ecp/).

Appendix 3: Campus Resources and Contacts

Accessibility Information

The Education Building is equipped with exterior ramps facilitating entry into the building on both the first and the second floors. It has a small garage and a designated accessible bus stop. The building has elevator access to all floors including the parking garage.

Association of Graduate Students Employed at McGill (AGSEM)

AGSEM is the union representing all teaching assistants and their rights at McGill.

Contact: <https://www.agsem.ca/>

Black Students' Network

The Black Students' Network (BSN) is a service provided through the Student Society of McGill University (SSMU), and is available to all McGill students. BSN offers social and political events by and for Black Students, in addition to hosting discussions and providing mentoring and resources.

Contact: <https://www.mcgill.ca/engage/support/black-students-network>

Canadian Federation of Students (CFS) and its Quebec component (CFS-Q)

This is a Canada-wide alliance of students. It has been active in the fight against the privatization and corporatisation of education. The CFS-Q works with numerous grassroots groups, unions, and other student organizations to make education in Quebec fully public and accessible.

Contact: www.cfs-fcee.ca

Career Planning Service (CaPS)

CaPS provides job listings, workshops, individual career counselling to McGill students and postdocs.

Contact: <https://www.mcgill.ca/caps/>

Committee for Graduate Student Support (CGSS)

CGSS works to defend the rights of students and researchers at McGill. This is a confidential service for graduate students and postdocs whose civil, academic, or human rights have been violated.

Contact: <https://pgss.mcgill.ca/en/contact-us>

Education Graduate Students' Society (EGSS)

All graduate students in Education are automatically members of EGSS. Some of the goals of the EGSS are to facilitate participation of graduate students in the Faculty of Education, to promote academic interaction, to represent members on a wide variety of issues, to establish channels for research funding, to encourage original research among its members, and to liaise with Education graduate students in other universities. Please feel free to get involved.

Contact: <https://egssmcgill.wordpress.com/>

First Peoples' House

First Peoples' House supports the growth of indigenous students, promotes and preserves community and cultural connections, and it promotes the academic success of indigenous students.

Contact: <https://www.mcgill.ca/fph/>

Indigenous Student Alliance

The Indigenous Student Alliance provides integrative support for Indigenous peoples' attending McGill University to connect and share our unique, authentic Indigenous ways of knowing with each other and with non-Indigenous peoples within the community.

Contact: <https://ssmu.ca/clubs/political-socialactivism-clubs/indigenous-student-alliance/>

International Student Services

International Student Services offers assistance with all non-academic matters for international students including the McGill International Health Insurance Plan.

Contact: www.mcgill.ca/internationalstudents

McGill Students' Nightline

McGill Students' Nightline is a confidential hotline for crisis support and personal, medical, and legal issues.

Contact: 514-398-6246 (MAIN), 7 days per week, 6 pm – 3 am; <https://nightline.ssmu.ca/>

McGill Student Wellness Hub

The **McGill Student Wellness Hub**, in the Brown Student Services Building, is our students' place to go for access basic physical and mental health services. Our team includes doctors (general practitioners), nurses, psychiatrists, counsellors, social workers, and dietitians, as well health promotion and outreach staff.

Contact: <https://www.mcgill.ca/wellness-hub/>

Office for Students with Disabilities (OSD)

OSD provides services to meet the special needs of students with disabilities including note-takers, tutors, sign language interpreters, Braille, specialized equipment, and special arrangements for exams.

Contact: www.mcgill.ca/osd

Office of Religious and Spiritual Life

Office of Religious and Spiritual Life helps all students (of any faith or religious denomination - and also those with no religious affiliation at all) to carve out time during their busy university careers for spiritual exploration, religious community, and inner wellness.

Contact: <https://www.mcgill.ca/morsl/>

Post-Graduate Students' Society (PGSS)

As a current graduate or postdoc student, you are a member of PGSS, McGill's largest contingency of researchers, students, and teaching assistants. PGSS provides information pertaining to academic and ethical rights in the administrative and political arena of McGill.

Contact: <https://pgss.mcgill.ca/en/home>

Queer McGill

Queer McGill is a service available through the Student Society of McGill University (SSMU). It is a social, political, support service for lesbian, bisexual, gay, and trans students and their friends.

Contact: <https://www.mcgill.ca/engage/support/queer-mcgill>

See also: <https://www.mcgill.ca/equity/resources/gender-sexuality/gender-inclusive-washrooms>

Sexual Assault Centre of the McGill Students' Society (SACOMSS)

SACOMSS is a volunteer-run sexual assault center that offers discussion and help groups.

Contact: 514-398-8500 (hotline); <http://www.sacomss.org/wp/>

Thompson House

Thomson House is an elegant limestone mansion, located in the center of the McGill campus. It is a private social club and home of the Post-Graduate Students' Society of McGill University.

Contact: <http://thomsonhouse.ca/home>

Appendix 4: Instructions for Logging Hours

Follow the instructions below to track and log hours for the MA Internship, MA Project, and PhD programs. Note that hours should never be counted more than once and please consult with your McGill supervisor should you have any questions or concerns. Also note that although this process is meant to help track hours as needed for the APPIC application, the Counselling Psychology Program cannot guarantee the accuracy of the conversion. Moreover, the spreadsheet may not always reflect changes that APPIC has made to their application.

1. Use the Excel spreadsheet found on the ECP website: <https://mcgill.ca/edu-ecp/programs/counsellingpsych/resources>
2. When logging hours, ensure that you select the correct tab that corresponds to the course for which you are logging the hours.
3. Input identifying information (i.e., trainee name, student number, McGill supervisor name etc.) Also indicate the type of site (e.g., treatment setting) at the top of the hours log form. The options are as follows:
 - Child Guidance Clinic
 - Community Mental Health Center
 - Department Clinic (Psychology clinic run by a department or school)
 - Forensic/Justice setting (e.g., jail, prison)
 - Inpatient Psychiatric Hospital
 - Medical Clinic/Hospital
 - Outpatient Psychiatric Clinic/Hospital
 - Partial Hospitalization/Intensive Outpatient Programs
 - Private Practice
 - Residential/Group Home
 - Schools
 - University Counseling Center / Student Mental Health Center
 - VA Medical Center
 - Other (Please speak to your supervisor before using this option)

Additional information about how to use the log form can be found at <https://www.mcgill.ca/edu-ecp/programs/counsellingpsych/resource>

4. Tabulate the hours accrued each week using the appropriate categories and change the week labels to reflect the appropriate week/year. Also keep a count of the total number of individuals, couples, or groups you have interacted with. The logging categories are as follows:

INDIVIDUAL DIRECT HOURS

For the following categories count the number of individuals

Counselling: Individual emotional/social counselling.

Career/Vocational: Individual career/vocational counselling.

Assessments & Testing: Administering individual tests and conducting assessments and/or providing individual feedback of test results.

School Counselling Interventions:

- **Consultation:** Providing consultation to persons involved in the client's life as part of a direct clinical intervention (e.g., providing info to relatives or teachers, discussing client concerns with a physician or allied health professional; within the context of a school setting).
- **Direct Intervention:** School-related direct interventions.
- **Other:** Check with McGill supervisor before use of this category.

OTHER PSYCHOLOGICAL INTERVENTIONS

For this category count the number of individuals with whom you intervened (e.g., one 2-hour workshop with five people counts as 5 individuals and the hours logged would be 2. You would not log 5 people and 10 hours, nor would you log it as 1 group and 2 hours).

Consultation: Consulting with persons involved in the client's life as part of a direct clinical intervention (e.g., providing info to relatives, discussing client concerns with a physician or allied health professional; not in a school setting).

Sports Psychology/Performance Enhancement: Individual or group sports or performance enhancement related interventions.

Medical/Health Related Intervention: Individual or group medical/health enhancement related interventions or workshops (e.g., providing counselling for stress management or psychoeducational workshops).

Intake Interview/Structured Interview: Conducting intake or structured interviews with a client who you will not see for counselling or where this is not part of the counselling process.

Other (Providing Information): Providing information to individuals or groups. For example, sometimes interns need to provide general information to clients about services available at a community centre or they may lead workshops that are not medical/health related.

GROUP DIRECT HOURS

Count either the number of couples or groups not the number of people in the group.

Counselling: Group counselling

Family: Family counselling

Couple: Couples counselling

Please note: When conducting workshops you can log it in the "Other: specify _____" category that is found in other psychological interventions section, for example, "Other: Workshops"

Assessment & Testing: Administering tests and conducting assessments in a group and/or providing feedback of test results in a group setting

SUPERVISION

Individual: One-on-one supervision with the supervisor

Group: Supervision that occurs within a group setting and that is not focused directly on the intern

Individual in Group: Supervision focused directly on the intern that occurs within group supervision

ACTIVITIES TO SUPPORT PRACTICE

Indirect Client Contact: Observing but not interacting with a client (e.g., observing therapy through a one-way mirror; sitting in on an intake performed by another therapist)

Staff Meetings: Meetings of staff members focused on administrative issues

Conference Planning: Planning for professional conferences related to the internship site

Professional Conferences: Attendance at professional conferences related to the internship site

Planning Groups & Workshops: Planning and/or preparing for groups and workshops, whether counselling focused or psychoeducational.

Reports & Record-Keeping: Note-taking, report-writing, and/or other record-keeping

Training: Engaging in training (e.g., office procedures, such as scheduling, note-taking, etc.) that orients the intern to the policies and procedures of the internship site

Case Conferences: Meetings, often interdisciplinary in nature (e.g., IEP meetings at a school), in which others are presenting their cases or as a form of intern and staff training and development (note: if the intern presents her or his case in case conference, that time should be entered in the Individual Supervision in Group category)

Test Scoring: Scoring of individual and/or group tests/assessments

Professional Preparation Time: Preparation time related to the internship (e.g., reviewing tapes; reading articles)

Consultation: Consultation with an agent of the client, such as another professional, when the client is not present, (e.g., regarding the coordination of care).

MISCELLANEOUS

Outreach & Public Relations: Engaging with the public related to services offered by the

internship site (e.g., media interviews; non-psychoeducational presentations to groups about the services offered at an internship site; open houses; career days)

Referrals: Time spent in providing referrals to other service providers

OTHER PSYCHOLOGICAL EXPERIENCE STUDENTS OR ORGANIZATIONS

Supervision/Advising/Mentoring Staff or Trainees: Providing supervision, advice, or mentoring to staff members or trainees (e.g., DEC student interns)

Program Development/Outreach Programming: Working on program development or outreach programming.

Outcome Assessment of Programs/Projects: Providing an assessment of programs/projects to the site.

Systems of Intervention/Organizational Consultation/Performance Improvement: Consultation or performance improvement at a systemic or organizational level.

Other: Check with McGill supervisor before use of this category

5. Track the cultural backgrounds of each client. Factors to note are race/ethnicity, sexual orientation, disability status, and gender (see example below). Enter this information into the course logging form.
6. **Count and enter the number of integrated psychological reports you have written for each client (if applicable).** The definition of an integrated report is a report that includes a history, an interview and at least two tests from one or more of the following categories: personality assessment (objective, self-report, and/or projective), intellectual assessment, cognitive assessment, and neuropsychological assessment.
7. Use the list of tests on the AMRC website to determine the type of test you used (if the test cannot be found, please consult with your supervisor): <https://www.mcgill.ca/educp/students/amrc/holdings>
8. Note the number of times that a test was administered/scored and the number of reports you wrote using that test. Enter this information into your log.
9. It is important to be aware that the names of tests administered/scored do not carry over to the Totals Sheet or the APPIC Conversion Sheet. As such, be sure to record the name and type of test that you use in the Totals Sheet and the APPIC Conversion Sheet.
10. Also note that if you use an “other category,” the name/labels that you fill in per course should also be manually entered into the Totals Sheet and the APPIC Conversion Sheet.
11. Once you are done logging your hours make a copy of the relevant course Excel sheet. Do this by opening a new Excel workbook and save it as “Hours Log EDPC XXXX_ Last name.” Leave the new Excel document open. Go back to the Hours Log_Student Version workbook and left click on the relevant course tab> then select the “move or copy” option> select “Hours Log EDPC

XXXX_ Last name” for the “move the relevant course sheet(s) to” section. Then select the relevant course sheet to copy, click the “create copy” checkbox, and then hit “ok.” DO NOT copy/paste the cells from one workbook into a new workbook. Email the hours log sheet to your McGill supervisor (and site supervisor if applicable) to be approved.

12. The McGill supervisor will forward a final and approved copy to the ECP Graduate Advisor.
13. Note. MA Internship students: Your site supervisor can sign a printed copy, which you can submit to your McGill supervisor to attest that your site supervisor has signed off on your hours. However, you will also need to submit the electronic version of your hours form to your McGill supervisor to finalize and send to the ECP Graduate Advisor.

For information on the Logging Form, please check the following link:

<https://www.mcgill.ca/edu-ecp/programs/counsellingpsych/resources>

Appendix 5: Practicum Sites

Active Practicum Sites – PhD (Updated August 2020)

Listed immediately below are the Field Placement (external practicum) sites used by our program in the last six years (beginning in the fall of 2010), followed by contact information for each and a brief summary of the setting, population, interventions featured, the typical numbers of placements, and the relationship of the site to the University program. All placements are for nine months but some students stay on longer, especially if they have not met the required hours. Some sites may share a student. Evaluations are required by both sites.

Argyle Institute of Human Relations

4115 Sherbrooke Street West

Westmount, QC, H3Z 1K9

(514) 488-8047

Supervisor: TBA, OPQ

Description: Community-based, private-practice setting providing assessments and individual therapy. The Institute also provides training in family therapy, apart from its work with our practicum students.

Clientele: Adults

Number of Students Placed Annually: 1 or 0

Duration of Placement: 9 months.

Relationship to Program: External to the program but with a longstanding collaborative relationship, this institute is registered with the Canadian government as a charitable foundation. Staff include psychologists, social workers, and family therapists.

Concordia University, Counselling and Development Service

1455 de Maisonneuve Blvd. West,

Montreal, QC, H3G 1M8

(514) 848-3545

Contact Person: Dr. Lazarus (Lazo) Fitopoulos, OPQ; lfitopou@alcor.concordia.ca

Description: University counselling center: Individual counselling, vocational assessment, and career counselling.

Clientele: Adults

Number of Students Placed Annually: 1 or 2

Duration of Placement: 9 months.

Relationship to Program: The Counselling Psychology program has a longstanding collegial relationship with Concordia Counselling and Development. This service is also a key placement for several MA (Professional/Internship students); their placements are administered independently due to different expectations and licensing preparation. In addition, Dr. Fitopoulos is a 2004 graduate of the McGill PhD in Counselling Psychology.

Douglas Mental Health University Institute, Bipolar program

6875, boul. LaSalle,
Montreal, QC, H4H 1R3
(514) 761-6131 ext. 3074

Supervisor: Dr. Liliane Sayegh, OPQ

Description: Out-patient department, patients with resistant depression

Clientele: Adults

Number of Students Placed Annually: 1 or 0

Duration of Placement: 9 months.

Relationship to Program: The Douglas Hospital and Institute are McGill teaching hospitals.

Contact for all Psychology placements at the Douglas:

Dr. Margaret O'Byrne, OPQ; peggy.obyrne@douglas.mcgill.ca

Emotional Health CBT Clinic

2100 Marlowe Avenue, Suite 261,
Montreal, QC H4A 3L5
(514) 485-7772; www.cbtclinic.ca

Contact: Dr. Luisa Cameli, OPQ

Description: Out-patient psychotherapy; private, mostly CBT treatment

Clientele: Mostly adults, recently some adolescents

Number of Students Placed Annually: 1 or 0

Duration of Placement: 9 months.

Relationship to Program: The Emotional Health CBT Clinic was originally housed at the Montreal General Hospital under the directorship Dr. Michael Spevack. It later moved to the Queen Elizabeth Health Centre. In 2009 Dr. Luisa Cameli became director; the relationship with our program began soon after. The Clinic is affiliated with the McGill University Health Centre (MUHC).

Kahnawake Shakottia'kehnhas Community Services

P.O. Box 1440, Kahnawake (Quebec) Canada J0L 1B0
Telephone: 450-632-6880
<http://www.kscs.ca/>

Supervisor: TBA, OPQ

Contact: Ms. Cheryl Zacharie-Foot

Description: This site offers psychotherapy, assessments, testing, and consultations to members of Mohawk community

Clientele: Children, Adolescents, adults, couples and families from Mohawk Community only

Number of Students Placed Annually: 1

Duration of Placement: 9-12 months.

Relationship to Program: Independent of the program. New relationship since 2018.

McGill Student Wellness Hub

William and Mary Brown Building

3600 McTavish St., Suite 4200

Montreal, QC, H3A 1Y2

(514) 398-3601

Contact Person: Dr. Vera Romano, Director, OPQ, vera.romano@mcgill.ca

Description: Counselling centre: Individual counselling and couple counselling, assessment and consultation; 2 or 3 PhD students in practica and 4 master's level interns a year.

Clientele: Adults, couples (especially university-aged, but the range is wide)

Number of Students Placed Annually: 1 or 2

Duration of Placement: 9 months.

Relationship to Program: There is a very close and special relationship to this unit. A past Director [Dr. Theodore (Ted) Maroun] became Program Director in the Department in the 1970s, the director for many years (Dr. Ted Baker) was a program graduate, and the current Director [Dr. Vera Romano] is a graduate of this PhD, as are several other psychologists (see <http://www.mcgill.ca/counselling/about/our-team>). The PhD and MA internships are appropriately tailored experiences for each; the unit is very knowledgeable about our program.

Medipsy Psychological Services

4610 Ste. Catherine W.,

Westmount, Quebec, H3Z 1S3

Supervisor: Dr. Marilyn Fitzpatrick, OPQ

Description: Clinic (psychology, neuropsychology, psychotherapy)

Clientele: All age groups; individuals, couples, families

Number of Students Placed Annually: 1 or 2

Duration of Placement: 9 months.

Relationship to Program: Clinical training is overseen by Dr. Marilyn Fitzpatrick, professor emerita and former Program Director and Director of Clinical Training in Counselling Psychology at McGill.

Montreal General Hospital, Palliative Care Unit

1650 Cedar Ave., 10 East

Montreal, QC, H3G 1A4

Supervisor: Mme. Johanne de Montigny, OPQ

Description: Hospital setting providing assessments and individual therapy.

Clientele: Adults, families

Number of Students Placed Annually: 1 or 0

Duration of Placement: 9 months.

Relationship to Program: The Montreal General Hospital is a McGill teaching hospital. The setting is unique and it attracts students with special interests that cannot be readily addressed elsewhere.

McGill University Health Center Psychosocial Oncology and Palliative Care

1001 Boulevard Décarie,

Montréal, QC H4A 3J1

(514) 934-1934 ext. 44816 or 46000

Supervisor: Dr. Marc Hamel, OPQ; Dr. Chris MacKinnon OPQ

Description: Hospital setting providing assessments training and individual therapy.

Clientele: Adults, families

Number of Students Placed Annually: 1 or 0

Duration of Placement: 9 months.

Relationship to Program: Housed in a university teaching hospital, this setting provides specialized training to prepare emerging psychologists for careers primarily in health care settings; correspondingly applicants should have interest in the areas of oncology and palliative care. Applicants must be at the pre-doctoral level and need to have completed at least 1 supervised practicum (M.A. or doctoral level are acceptable) prior to commencing this program. The ability to function professionally in both French (spoken) and English (spoken and written) is valued. For more information see <http://www.mcgill.ca/palliativecare/home-page>

OMETZ

5151 Chemin de la Côte-Sainte-Catherine #300,

Montreal, QC, H3W 1M6

(514) 342-0000

<https://www.ometz.ca/>

Supervisor: Dr. Felicia Kaufman, OPQ

Description: Community social service center offering counselling and psychotherapy; social and immigration-integration services, assessments, individual and group therapy.

Clientele: Children, adolescents, couples, and families and individuals, especially recent immigrants (considerable diversity).

Number of Students Placed Annually: 1 or 0

Duration of Placement: 9 months.

Relationship to Program: Independent of the program. New relationship since OMETZ hired a licensed, doctoral level psychologist in 2011.

Royal Victoria Hospital, Sex and Couple Therapy Service

687 Pine Ave.,

Montreal, QC, H3A 1A1

<http://www.sexandcoupletherapy.com/>

Contact Person: Dr. Dennis Kalogeropoulos, OPQ

Description: Hospital clinic offering therapy services (group, individual, and conjoint), 1 or 2 trainees per year.

Clientele: Adults, couples

Number of Students Placed Annually: 1 or 0

Duration of Placement: 9 months.

Relationship to Program: The Royal Victoria Hospital is a McGill teaching hospital located adjacent to campus and closest to the Education Building.

St. Mary's Hospital, Annex Building

*3830 Lacombe Avenue,
Montreal, QC, H3T 1M5
(514) 734-2684*

Contact Person: Dr. Nathalie Dinh, OPQ

Description: **Medical Centre** - Individual therapy, assessment, and consultation.

Clientele: Adults

Number of Students Placed Annually: 1 or 0

Duration of Placement: 9 months.

Relationship to Program: St. Mary's Hospital is a McGill teaching hospital serving a catchment area of immense socio-economic, ethnic, linguistic, religious, and age variability.

Note: The St. Mary's Psychology Department is currently being re-structured and not accepting students for 2016-17.

Other Practicum Sites (Used Since 2010)

Center for Student Development and Counselling - Ryerson University

*Ryerson University
Centre for Student Development and Counselling
350 Victoria Street,
Toronto, Ontario, M5B 2K3.
www.ryerson.ca/counselling*

Contact Person: Dr. Diana Brecher, C. Psych. - Coordinator of Practicum and Internship Training Program

Tel: (416) 979-5000, 1, ext. 6631

E-mail: dbrecher@ryerson.ca

Clientele: University Students (wide range of issues)

Brief Description: The Centre for Student Development and Counselling (CSDC) provides confidential individual counselling in a professional and friendly environment. Counsellors are available to work with students on a one-to-one basis in relation to a variety of personal concerns and crisis situations. As well, we provide individual counselling for those experiencing confusion about their educational or career goals. Beyond this, CSDC also offers a variety of personal development groups and career related groups and workshops.

Markham Stouffville Hospital

*381 Church St.
Markham, ON, L3P 7P3*

(905) 472-7000

Supervisor: TBA

Trainee Placement: 1 student in 2009

Description: Hospital setting providing assessments and individual therapy.

Clientele: Adults

MedEgo

2015 rue Drummond, Suite 250,

Montreal, QC, H3G 1W7

(514) 448-2800

<http://www.medego.ca/>

Contact Person: Dr Norman Hoffman, M.D.

Trainee Placement: 1 student in 2016

Description: Private setting providing assessments and individual therapy.

Clientele: Adults

McGill University Sexual Identity Centre (MUSIC)

MUHC: Montreal General Hospital site

1650 Cedar Avenue

Montreal, QC H3G 1A4

Tel: 514.934.1934 ext 43585

<https://www.mcgill.ca/cosum/>

Contact Person: Dr Richard Montoro, M.D.

Trainee Placement: 1 student in 2016

Description: Provides specialized mental health care to individuals, couples and families with sexual orientation issues. Our clientele includes people who are questioning their sexual orientation or who feel unhappy about it, individuals and couples seeking to improve the quality of their interpersonal relationships, and couples and families who have concerns about a loved one's sexual orientation.

Clientele: Adults

Centre for Interpersonal Relationships

305 - 10 St. Mary St.

Toronto ON, M4Y 1P9

<https://www.cfir.ca/>

Supervisor: Dr. Lila Hakim, C. Psych.,

Email: lila.hakim@cfir.ca **Trainee Placement:** 1 student in 2016

Description: Check website for information.

Clientele: Adults

Personal Counseling Services (PCS)

Bennett Centre for Student Services

York University, 4700 Keele Street

Toronto, Ontario, M3J 1P3

Tel: 416-736-5297 / <http://pcs.info.yorku.ca/>

Internship coordinator: Joseph Dembinski

Supervisor: Dr Karen Hardtke

Trainee Placement: 1 student in 2015-16

Description: Check website for information.

Clientele: Adults

Appendix 6: Forms

 Educational and Counselling Psychology
 Counselling Psychology Program

Dear: _____

Date: _____

Re: Interim Assessment of Student Progress

In order to assure that students' development is consistently addressed the Counselling Psychology Program Committee meets mid-semester to assess student progress. The evaluation of students focuses on three broad areas: academic course work, development of clinical skills, and professional development. Based on the committee's recent discussions it was determined that your progress in each of the areas is as follows:

| | Satisfactory | Unsatisfactory |
|--|---------------------|-----------------------|
| Academic Course Work (includes all course work and comprehensive examinations) | Comments: | Comments: |
| Clinical Skills | Comments: | Comments: |
| Professional Development | Comments: | Comments: |

If you have received and unsatisfactory assessment in any of the three areas, you are required to immediately contact your Academic Advisor and/or Course Instructor in order to develop an appropriate course of action to remedy the situation. Please note that progress on research is assessed individually with your supervisor. Please do not hesitate to your Academic Advisor if you have any concerns.



The Program Director, Counselling Psychology
cc: Academic Advisor

McGill University
Counselling Psychology
Competencies Evaluation Form

Competencies Evaluation Form for: _____

Each Behavioural Indicator in the EDPC 625/626 AND 665: Practicum EVALUATION grid has **four possible ratings** – mastery/consistently (4), in progress/inconsistently [mostly acceptable] (3), in progress/inconsistently [mostly unacceptable] (2), unsatisfactory/below requirements (1). We recognize that some of these competencies may only be mastered in the second semester.

Some competencies will be observed in session, while others in supervision and in class. These are indicated in colour in the grid below. Each competency includes a number of more specific items. **Not all competencies can be assessed in each term (especially in the first term). *It is likely that you will received mid-term evaluations only if there are areas that require improvement.***

Students are required to have scores of 3 or 4 in the following competencies to pass the course: Interpersonal Relationships, Evaluation and Intervention, and Professional Development. For the Professional Conduct/Ethics competency, anything below a score of 4 (mastery/consistently) by the end of the course will constitute a *failure of the course*, regardless of other ratings.

| | |
|---|--|
| | |
| <p>Interpersonal Relationships</p> <p>The trainee demonstrates an ability to understand and articulate the theoretical and empirical principles of interpersonal relationships relevant to her/his work with clients, peers, and supervisors. This is demonstrated through the use of effective communication skills and the adoption of a facilitative attitude (e.g., a sense of caring, openness, and sensitivity to others). In supervision (either as presenter or provider of feedback) the trainee solicits feedback openly from peers and supervisors, as well as provides insights to colleagues in a respectful manner. This heading is broken down into three areas : Therapeutic Alliance, Empathy, and Emotional Stability and Maturity</p> | |
| Therapeutic alliance | |
| Attention given to, and efforts to maintain the therapeutic alliance | |
| Deliberate/intentional use of listening skills | |
| Demonstrates a large behavioural repertoire that can be used to foster therapeutic alliance | |
| Appropriateness of communication language (when giving verbal comments or feedback) | |

| | |
|--|--|
| Actively elicits feedback from the client about the relationship, the goals for counselling and the methods used to achieve these goals | |
| Empathy | |
| Ability to empathize and understand the client's story | |
| Demonstrates empathy/respect for client (respectful tone, body language) | |
| Stability and maturity | |
| Emotional stability and maturity in the context of client work, supervision, and professional relationships | |
| Ability to effectively manage difficult communication and conflict | |
| Willingness to solicit and hear feedback from others regarding clinical work, interpersonal skills and overall professional development | |
| Ability to reflect and be aware of one's own personal motives, values, biases, and attitudes in discussions and in responses to readings | |
| Recognizes personal resources and limitations (i.e., accurately assesses competence) | |
| Alliance with peers | |
| Providing honest feedback and opinions in a collaborative way to peers | |
| Intentional efforts to support peers in their own learning | |
| Evaluation and Intervention | |
| This is the core of clinical work and includes the deliberate and intentional use of knowledge (e.g., theory), case conceptualization and facilitative skills and techniques for a specific purpose. | |
| Ability to discuss maintaining factors and theoretical models of change with clients (i.e., case conceptualization) | |
| Ability to collaboratively (with client) establish and work towards appropriate therapeutic goals | |
| Ability to use counselling techniques to facilitate client change | |
| Sensitivity to issues of diversity as seen by an openness to acknowledging and addressing cultural contexts and differences. | |
| Ability to evaluate client progress using appropriate tools. | |
| Demonstrates knowledge of theoretical models of change | |
| Ability to identify maintaining factors of client's problems | |
| Ability to integrate maintaining factors into a coherent case conceptualization and treatment plan | |
| Professional Conduct/Ethics | |
| Professional practice includes those activities that support effective intervention and that contribute to the on-going learning and development of the trainee. This is evident in the | |

| | |
|---|--|
| administrative aspects of practice as well as in how supervision and consultation are used for developing competence. | |
| Demonstrates understanding and use of ethical guidelines in professional practice (e.g., maintains client confidentiality, maintains appropriate boundaries). | |
| Respect of administrative clinic procedures | |
| Completes professional/administrative tasks (e.g., notes, reports) in a timely and organized fashion. | |
| Quality and facility of understanding of trainee's written notes | |
| Keeps written track of evaluation of client progress using appropriate tools. | |
| Professional Development | |
| Regularly attends and is prepared to actively participate in supervision sessions (morning and afternoon). | |
| Uses supervision, consultation, and other resources to improve and extend skills and overall professional development (including areas needing growth). | |
| Conveys a professional demeanor: appropriate dress, arriving promptly, professional behavior in the clinic. | |
| Demonstrates clear motivation to learn and shows interest in this field of work | |
| Independently finds appropriate readings to support interventions | |
| Special items related to judgement to act appropriately in situations of risk | |
| Conducts a risk assessment and takes appropriate action. | |
| Identifies indices which suggest referral to another resource | |
| Seeks out consultation immediately with the supervisor when faced with urgent ethical issues or situations that pose a risk for the client, the trainee, or others (should the supervisor not be available, the student should seek supervision from any instructor for this course or from the Clinic Director). | |

Additional notes:

Date:

NAME OF PROFESSOR or INSTRUCTOR, PhD

Psychologist

Date:

Student signature

McGill University
Counselling Psychology
Procedures for Non-Accredited (CPA or APA) Sites
Accepting McGill Counselling Psychology Pre-
Doctoral Interns

1. When considering an intern from the Counselling Psychology program at McGill, the person responsible for training at the site must review these procedures along with the *Standards for Non-Accredited (CPA or APA) Doctoral Internship Sites*. Accepting an intern should indicate that you can comply with these standards.

2. Questions or clarifications about these procedures and standards should be directed to the McGill Counselling Psychology Program Director of Training, Dr. Nate Fuks (nate.fuks@mcgill.ca). Candidates that you interview from the McGill Counselling Psychology Program may have questions concerning how your site complies with these standards.

3. When you are ready to make an offer to a student from the McGill Counselling Psychology Program, please sign a copy of the *Standards for Non-Accredited (CPA or APA) Pre-Doctoral Internship Sites* and initial each page. Return the document to

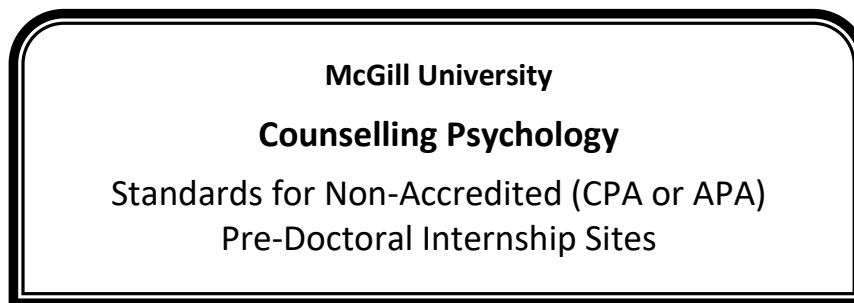
Director of Training
McGill University
Counselling Psychology Program
3700 McTavish Street
Montreal, QC H3A 1Y2

It is also acceptable to send an electronic copy of the document in PDF form with your electronic signature from your institutional email. Please email: nate.fuks@mcgill.ca.

4. Send a copy of the letter of acceptance that you send to the student to Dr. Fuks either by surface mail or in electronic form as indicated above.

5. The following documents must be sent by the site to the McGill Director of Training according to the timetable below.

| <i>Document</i> | <i>Standard</i> | <i>Date Due</i> |
|--|-----------------|-------------------------|
| Letter of offer | 2 | When offer is made |
| Site Policies and Procedures | 2, 27 | When offer is made |
| Individualized training plan for the intern | 23, 24 | Beginning of internship |
| Doctoral Evaluation Form (including hours log) | 26 | Mid-point of internship |
| Doctoral Evaluation Form (including hours log) | 26 | End of internship |
| Copy of the certificate/letter of completion | 29 | End of internship |
| Documentation concerning remediation | 27, 28 | As required |



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.

¹ Recommended but not required.

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 are integrated within the site is evident to interns.
9. The internship site provides interns with the administrative, educational, and supervisory support necessary to allow them to assume increasing responsibility for their professional practice over the course of the internship year.
10. By the conclusion of the internship year, interns' have sufficient knowledge and skill in the in the assessment and intervention procedures listed below (i. - vii.) to render them eligible to pursue registration in any jurisdiction in Canada.
 - i. psychological assessment
 - 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. program 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 *Doctoral Evaluation Form* located in the Program Handbook, 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 *Doctoral Evaluation Form* is completed at midpoint and the 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 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 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,
- v. Secure and sound-dampened space in which to carry out professional activities with clients,
- vi. Reasonable clerical support for service functions and training needs including the means to document progress notes, psychological reports and any other required written communication,
- vii. Audio-visual resources necessary for supervision (e.g., audio-video recording equipment, therapy rooms with one-way mirrors),
- viii. Computer access to include Internet, word-processing, and data analysis software wherever possible,
- ix. Library facilities, including books, journals, and electronic access to same wherever possible,
- x. Current and relevant assessment materials and supplies, facilities for group and individual tests; specimen sets of widely used tests, manuals, rating forms, recording forms, etc.

I have read the standards in this document and attest that

_____ (name of site)

is offering an internship conforming to these standards to

_____ (name of intern)

beginning on _____ (date).

_____ (Signature)

_____ (Position)

_____ (Date)

For the rest of the forms (including EDPC 679/685: MA Internship Placement, Equivalence/Exemption Form, EDPC 782, 783, 784 Fieldwork Placement Form, EDPC 783: Doctoral Field Experience Trainee Evaluation Form, EDPC 784: Doctoral Field Experience Trainee Evaluation Form, EDPC 786 – Thesis Research Proposal Defense Form) **please consult:**

<https://www.mcgill.ca/edu-ecp/programs/counsellingpsych/resources>

