



CLINICAL SCIENCE AND PSYCHOPATHOLOGY

DEPARTMENT OF PSYCHOLOGY

STUDENT HANDBOOK

April 2024

Note: This information is subject to change and is intended to serve as a supplement to information available in the Clinical Science and Psychopathology Program Website.

CONTENTS

OVERVIEW	3
PHILOSOPHY, MISSION, AND MAJOR GOALS	4
ACCREDITATION OFFICE.....	5
FACULTY	5
STUDENTS	7
THE CURRICULUM	8
Courses	8
Thesis and Course Requirements	9
Comprehensives	10
Spring and Fall Retreats	10
RATE OF PROGRESS EXPECTATIONS	10
Master's Degree	10
Ph.D. Degree	10
Periodic Evaluation of Thesis Progress	11
CLINICAL PLACEMENTS.....	11
Program Sanctioned Hours	15
RESOURCES	16
Tuition and Funding	16
Grad Student Travel/Professional Development Fund	16
Committees and Membership	16
Test Library	16
Clinical Workshops and Research Brown Bags.....	16
Program Support.....	17
Reduced-Fee Psychotherapy Services for Clinical Psychology Graduate Students	18
Western Ombudsperson	18
IMPORTANT POLICIES	18
Space	18
Equality.....	18
Graduate Student Academic Appeals	18
Ethics and Professional Behaviour	18
Information & Privacy	19
Self-Care & Time Off	19
PROGRAM ADMINISTRATION.....	21
COURSE DETAILS.....	22

OVERVIEW

We offer graduate level training in clinical psychology that is accredited by the Canadian Psychological Association. Our clinical science program emphasizes theoretical and research aspects of adaptive and maladaptive behaviour, in conjunction with practical training involving a wide range of adult and child clinical populations.

We expect students to pursue a full-time program of integrated and sequential study leading to both the Master's and Ph.D. degrees. The clinical graduate program is not designed for those wishing to terminate their studies at the master's level.

Given its strong research focus, our program is best suited to those who find psychological research intrinsically interesting. Thesis research is a fundamental component of the program.

In addition, students take didactic coursework pertaining to clinical psychology (ethics, psychopathology, psychodiagnosis and psychological assessment, psychometric theory, intervention and evaluation), research design, and several cognate areas (social, individual differences, biological, cognitive-affective bases of behavior and history of psychology). Students also complete clinical [practica milestones](#) in assessment and intervention techniques, as well as a year-long pre-doctoral clinical psychology residency, prior to graduation. The Clinical Psychology Program is offered only as a full-time sequentially integrated program of study.

Clinical [adjunct faculty](#) in a wide variety of [clinical settings](#) provide high-quality clinical training opportunities for our students.

PHILOSOPHY, MISSION, AND MAJOR GOALS

Our program consists of training in theory, research methods, and clinical practice with a broad range of populations. We adhere to the clinical science training model (Baker, McFall, & Shoham, 2008), the modern instantiation of the aspirations of the scientist-practitioner (aka Boulder) model. More specifically, our goal is to produce psychological scientists and skilled clinicians who approach psychological problems from an evidence-based perspective. Given our commitment to scientifically rigorous training, successful applicants to our program demonstrate enthusiasm for working closely with a specific faculty supervisor on a program of clinically relevant research. We strive to produce graduates who continue to engage in research post-graduation and approach all their professional activities and roles from an empirical orientation. Students who are seeking primarily clinical training are not a good match to our program.

We recognize that the field of clinical psychology is constantly changing and evolving and becoming increasingly multidisciplinary. Thus, rather than providing narrowly focused training in specific, prescribed methods, techniques, or theoretical orientations, students are exposed to a range of approaches to both research and clinical training with the goal of producing graduates who are autonomous professionals whose work is grounded in science. We therefore teach our students how to think critically, to respect and understand scientific knowledge and empirical methodologies, and to integrate this information to make scientifically informed clinical decisions.

Although graduate training in Psychology at Western is comprised of two distinct degrees (i.e., the M.Sc. and the Ph.D., for which there are separate applications), applicants are admitted with the expectation that they will pursue a full-time program of integrated study culminating in the Ph.D. degree. Specifically, trainees are not expected to terminate their studies at the master's level. After completing their Ph.D., our graduates are employed in a range of settings, including academic positions, other research positions, and various applied clinical positions.

Consistent with our philosophy, the program has five major goals:

Goal 1: Graduates will demonstrate broad knowledge of the theoretical underpinnings and research findings in our field, developing expertise in psychopathology theory, research methods, and evidence-based intervention.

Goal 2: Graduates will have the ability to critically evaluate and conduct psychological research.

Goal 3: Graduates will be competent in evidence-based psychological assessment, diagnosis, and intervention. We aim to provide our students with a solid foundation in the basic principles and application of evidence-based treatment, with the opportunity for greater breadth and specialization toward the end of their doctoral training.

Goal 4: Graduates will demonstrate ethical and professional conduct.

Goal 5: Graduates will demonstrate skills in self-assessment and personal/professional development consistent with becoming autonomous professionals.

ACCREDITATION OFFICE

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FACULTY

Our Clinical Science and Psychopathology Program currently consists of seven core clinical faculty members. These faculty members are active as clinical scientists in a variety of areas within Clinical Science and Psychopathology including child and adult clinical psychology, addictions, and health psychology. Core clinical faculty, along with other departmental non-clinical faculty supervise comprehensive and dissertation research projects. The core clinical faculty participate in numerous other activities (e.g., administration, dissertation committees, program and curriculum development, supervision of student research) geared toward maintaining and enhancing the quality of the clinical program.

The core Clinical Faculty are listed below with research interests and links to their profiles:

- [Dr. Lindsay Bodell](#) -- *Biopsychosocial models of the development and maintenance of eating disorders; factors contributing to suicide-related behaviors, particularly among individuals with eating disorders.*
- [Dr. Jesse Chavarria](#) – *Psychopharmacology of alcohol use and alcohol use disorders; development and implementation of substance use interventions, with focus on culturally-based strategies.*
- [Dr. David Dozois](#) – *Cognitive vulnerability to depression; cognitive theory and therapy for depression; interpersonal risk factors for depression (e.g., partner schemas).*

- [Dr. Raha Hassan](#) – *Social and emotional development; temperament and individual differences; self and affect regulation; developmental psychopathology.*
- [Dr. Elizabeth Hayden](#) -- *Individual differences in emotionality and behavior related to mood disorders risk; assessment of temperament and mood; developmental psychopathology.*
- [Dr. Graham Reid](#) -- *Pediatric sleep problems; Parenting young children; Access and use of health and mental health services by children and youth; Primary care and family medicine.*
- [Dr. Leora Swartzman](#) -- *Health psychology; self-regulation of health behaviour; the psychology of physical symptoms; illness cognitions.*

Other Associated Faculty are listed below; these individuals also participate regularly in the Clinical Science and Psychopathology Program. Their involvement includes but is not limited to teaching, workshops, presentations, supervising students' research, comprehensive projects, and dissertations. This list is not comprehensive as other faculty members in Psychology are also occasionally involved in supervising and training clinical science students.

[Laura Batterink](#)

[Rachel Calogero](#)

[Ingrid Johnsrude](#)

[Nick Kuiper](#) (*Professor Emeritus*)

[Derek Mitchell](#)

[John Paul Minda](#)

[Bruce Morton](#)

[John Sakaluk](#)

[Donald H. Saklofske](#) (*Professor Emeritus*)

[Ryan Stevenson](#)

STUDENTS

The Psychology Department website lists a number of resources for students who are new to Western. [Click here for details.](#)

Information about Current Students

As of September 2023, 34 students are registered in the program. Two will be starting their pre-doctoral clinical residencies in 2024.

All applications from qualified individuals are welcome and given serious consideration. As part of the University's vision and commitment to building a community of students, faculty, and staff in which diversity is a fundamental value, we welcome applicants from all walks of life. The Department of Psychology values different perspectives and research in diverse populations. Our program is extremely competitive; usually a class of four to six students is admitted each year.

Incoming class size depends on multiple factors, including supervisor availability and funding. Applicants are strongly encouraged to contact potential supervisors from the list of core and associated clinical faculty.

Applications, offers, and enrolments over past 7 years:

Academic Year/Cohort	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Positions/Training Capacity	11	10	10	10	8	6	10
Applications - post-BA entry	117	130	128	177	172	296	340
Applications - post-MA entry	18	20	15	21	25	39	33
Interviewed/Short-Listed	20	15	13	24	13	12	21
Offered Admission	11	15	11	8	11	8	9
Offers as % Applications (Automatically Calculated)	8%	10%	8%	4%	6%	2%	2%
Accepted Offer/Enrolled	3	9	7	6	7	5	7
<i>Of those Enrolled:</i>							
Males	1	1	1	0	2	1	0
Self-Identify as Diverse (ie., minority, disability, LGBTQ)	3	2	2		3	3	3
From Outside of Province	0	2	0	0	2	1	1
From Outside of Canada	0	1	0	0	1	1	0
External Scholarship/Fellowship	2	3	1	2	3	2	3
Internal Scholarship/Fellowship	3	9	7	6	7	5	7
First Year Tuition & Fees	\$8,458	\$9,128	\$9,845	\$8,047	\$8,047	\$8,730	\$8,886

Eighteen students graduated from our program between 2016-17 and 2022-23, completing the program in an average of seven years. The average completion time is consistent with the national norm of 7.0 years for completion of Ph.D.s in psychology reported by the Canadian Psychological Association. Over the past 10 years, 95% of our graduates were either registered or undergoing registration as psychologists in their jurisdiction.

Students in our program are active contributors to both research and Clinical Program planning and review. Feedback is encouraged following courses so improvements and updates can be made.

THE CURRICULUM

The curriculum integrates research and clinical practice and promotes an understanding of the field of psychology. A complete listing of clinical program requirements can be found on the program website (or by clicking [here](#)). We recommend that students complete this form annually to keep track of their progress and what program requirements they still need to fulfill.

Courses: In their first two years, students take a structured set of courses designed to ensure appropriate depth and breadth of training in both the science and practice of psychology. Courses cover a range of topics, including internalizing and externalizing psychopathology across the lifespan, assessment, treatment, research methods and statistics.

1. Departmental requirements for the Master's degree:
 - a) Psychology 9551/9552 (Research Design); two half-year courses taken in Year 1 of the Master's; all of our MSc1 students must take these courses.
 - b) Two additional substantive half courses (beyond 9551/9552 – these courses have to be approved by the supervisor and area).
 - c) Additional course work if required by the area. Please note that these area requirements will satisfy “b” above (i.e., they are part of the total 2 additional half courses).
 - d) Thesis
2. Clinical Program requirements for the Master's degree:
 - Psychology 9300 (Professional Foundations of Clinical Psychology)
 - Psychology 9320 (Psychotherapy Approaches)
 - Psychology 9301 (Clinical Skills Pre-practicum)
 - Psychology 9902 (Lifespan Psychopathology I: Concepts & Internalizing Disorders)
 - Psychology 9903 (Lifespan Psychopathology II: Externalizing and Other Disorders)
 - Psychology 9900 (Psychological Assessment)
 - Psychology 9901 (Psychological Assessment Practicum)
 - Each Year: Clinical Psychology Proseminar Milestone (formerly Psychology 9380)
3. Students are also required to take additional courses as outlined in the [Clinical Program Requirements Form](#).

4. Students should discuss with their supervisor whether to take a course which covers one of their CPA cognates (see page 14 and 41 of the [2023 CPA Standards for Accreditation of Doctoral Programs in Professional Psychology](#)). If students are missing some cognates, they may wish to complete some of them in MSc1. Transcripts are reviewed by the program director, and students may receive credit from their undergraduate work. If there are any questions about course selection for cognates, please speak with Dr. David Dozois.
5. The typical course load for MSc1 students is the equivalent of 3 half courses per term (plus the Clinical Psychology Proseminar, in which students must participate every semester).

Thus, the essence of a program of studies for our MSc1 students entering in **even years** would look like this:

Fall Term: Psych 9551; Psych 9902; Clinical Proseminar; Psych 9320

Winter Term: Psych 9552; Psych 9903; Clinical Proseminar; Cognate (optional)

And like this for MSc1 students entering in **odd years**:

Fall Term: Psych 9300, Clinical Proseminar, Psych 9900, Psych 9901

Winter Term: Psych 9301, Clinical Proseminar, Psych 9900, Psych 9901

Students may take an extra half course in either term but should plan this carefully with their supervisor.

The Ph.D. program consists of graduate seminars and courses, comprehensive examinations in an area of specialization, a dissertation based on a research project, and residency. If you have any questions about course selection, please consult with your supervisor in the first instance. The Clinical Program Director is available as an additional source of advice.

Students should consult the [Clinical Psychology Program Requirements – Review Form](#) regularly to determine how they are progressing toward the completion of their M.Sc. and Ph.D.

Thesis and Course Requirements: Students in the Clinical Science and Psychopathology Program are required to complete all Clinical Program, Psychology Department, and School of Graduate Studies thesis and course requirements for the M.Sc. and Ph.D. degrees.

[Department of Psychology Program Information](#)

[Thesis Guide: School of Graduate and Postdoctoral Studies](#)

Each student is required to develop, with their thesis advisor, a program of graduate study. The program of study must include courses covering:

- Clinical Psychology Theory and Psychopathology
- Professional Foundations and Ethics
- Assessment, Diagnosis, and Intervention
- Evaluation and Research Methodology

Each student's program of study must be approved at least annually by the student's thesis advisor, the Clinical Practica Coordinator, and the Program Director.

Comprehensives: The Ph.D. comprehensive examination is a required milestone. While not a graded course, its completion is indicated on the student's transcript. The goal of the comprehensive examination is to gauge breadth and depth of knowledge. Students complete an in-depth exam that is outside their specific thesis topic but in their subfield of psychology. Like all scholarly work, the exam should be a novel contribution that, in particular, does not unduly overlap with previous scholarly outputs made by the student. The comprehensive examination should be completed no later than the end of the PhD2 year.

[More information about Comprehensive Examinations](#)

Spring and Fall Retreats: As part of the curriculum, students attend these two annual events. These retreats also serve to thank the Adjunct Clinical Faculty for their valued contributions to students' practical training. The Fall Retreat is held in December whereas the Spring Retreat, which features a distinguished guest speaker, is held in May.

RATE OF PROGRESS EXPECTATIONS

M.Sc. Degree

All M.Sc. thesis and course requirements should be completed, at the maximum, within 6 full-time terms from entry into the program (i.e., within 2 years total). It is expected that, upon arrival in the program, master's students will immediately begin work on their thesis project. Furthermore, we expect students to make substantial progress on their master's thesis research during the summer term following their M.Sc. year 1.

Clinical students are strongly encouraged to complete the master's oral thesis examination by no later than the middle of the 6th term of study (i.e., during June or early July of the 2nd year of the Masters). This timeline should be followed because it is difficult to get oral examination committees together during the latter part of July and all of August (i.e., when many faculty take summer vacation).

Ph.D. Degree

All Ph.D. thesis and course requirements should be completed within a maximum of 4 years from entry into the Ph.D. program. Year 5 of the Ph.D. program is then used to complete the year-long residency.

With respect to dissertation research progress, it is expected that clinical students will meet the following timetable:

Ph.D. Year 1

- Complete thesis literature review and problem formulation.
- Complete initial formulation of research design.
- Select and consult with Ph.D. advisory committee.

Ph.D. Year 2

- Complete thesis proposal meeting.
- Begin experimentation/data collection.

Ph.D. Year 3

- Complete experimentation/data collection.
- Begin write-up of dissertation.

Ph.D. Year 4

- Complete write-up of dissertation.
- Complete program and FGS oral.

Ph.D. Year 5

- Complete 1 year predoctoral residency.

Periodic Evaluation of Thesis Progress: The clinical faculty evaluate students' thesis progress at least two times per year (January and May). The January evaluation does not result in written feedback to students unless there are concerns (e.g., failure to meet deadlines, quality of the work). The May evaluation is a formal evaluation, with written feedback to students.

CLINICAL PLACEMENTS

As per CPA 2023 Accreditation Criteria ([Page 17](#)), while in their programs, student should accrue at least 300 direct (face-to-face) client contact hours, supervised by a registered doctoral-level psychologist. The direct hour/supervision ratio should not exceed 4:1.

Similarly, to be eligible to be registered as a Psychologist with the College of Psychologists of Ontario ([Point 12](#)), one must have obtained a doctoral degree from a CPA-accredited doctoral program (or its equivalent) and that program must require practicum training of “at least 600 hours, of which at least **300** are devoted to direct, face-to-face client contact and at least **150** hours consists of supervision. Furthermore, this supervision must be provided by practitioners who are registered to practice psychology in the jurisdiction in which the services are being provided.

As implied by the above, clinical training conducted under the guidance of a regulated-health professional who IS NOT a doctoral-level psychologist would not count towards these minimums. However, if approved in advance, it can count towards the tally of program-sanctioned hours that the DCT will sign off on for APPIC (i.e., as part of the residency application process).

In addition, students must complete a full-year (full-time (1600 hours, minimum) residency at a CPA and/or APA accredited residency training facility.

Note: Students in practica are required to keep an accurate record of their clinical hours.

To be competitive for clinical residencies, data from our recent residency applicants (see Table 1 and Figure 1, next page) and from residency programs in Canada suggests that students may want to acquire more than the 600-hour (300 direct) CPA minimum by November 1st of the year preceding their anticipated residencies. Some residency programs might require more of applicants. Students should keep these variations in mind when planning practica sequences and selecting residency programs to which to apply.

While most of these hours will be accrued through practicum milestones, the program might also allow students to count clinical training not acquired through practica (i.e., Program Sanctioned Hours).

Table 1. Clinical Training Hours accrued in the program (as per student's APPI forms*)

Note: These are the APPI hours approved by the Clinical Director in November before the start of residencies, which typically begins in September of the year in question.

Year residency begins	# Students	# Intervention Hours Mean (SD) Range	# Assessment Hours Mean (SD) Range	# Supervision Hours Mean (SD) Range
2012	3	400 (± 79) 352-492	127 (± 26) 110-157	235 (± 39) 201-277
2013	3	488 (± 19) 476-510	143 (± 41) 116-190	359 (± 56) 289-408
2014	6	436 (± 118) 334-618	210 (± 98) 84-367	285 (± 93) 153-423
2015	10	529 (± 191) 324-899	210 (± 61) 101-296	299 (± 53) 228-381
2016	2	503 (± 13) 490-517	250 (± 93) 152-336	348 (± 95) 282-472
2017	3	611 (± 129) 488-745	216 (± 11) 205-227	377 (± 88) 250-419
2018	0	na	na	na
2019	4	503 (± 135) 342-636	237 (± 115) 97-379	366 (± 92) 245-468
2020	3	566 (± 111) 493-693	224 (± 35) 200-264	322 (± 58) 257-367

2021	2	828 (± 232) 664-992	224 (± 6) 219-228	408 (± 19) 394-421
2022	8	570 (± 300) 343-1258	195 (± 141) 102-523	279 (± 83) 164-396
2023	2	421 (± 69) 373-470	195 (± 128) 104-285.5	317 (± 4) 314-320

* From 2014 onwards, “program sanctioned clinical hours” are included in the tallies. By that, we mean hours NOT accrued during a practicum but approved as APPI-eligible by the program.

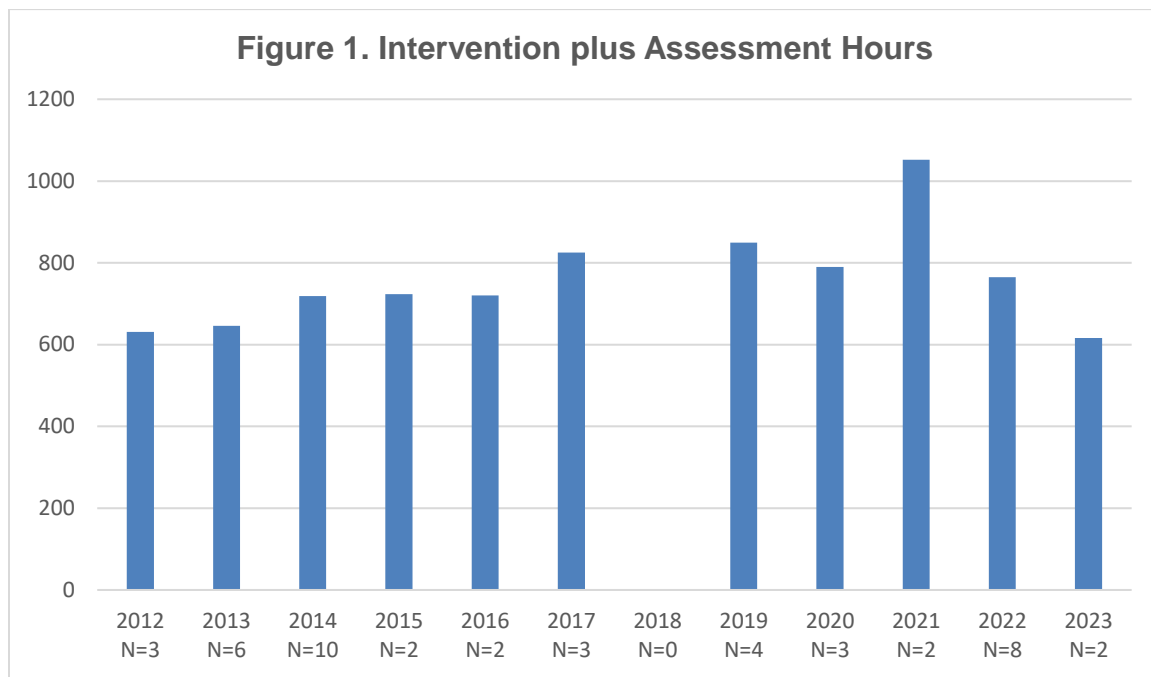
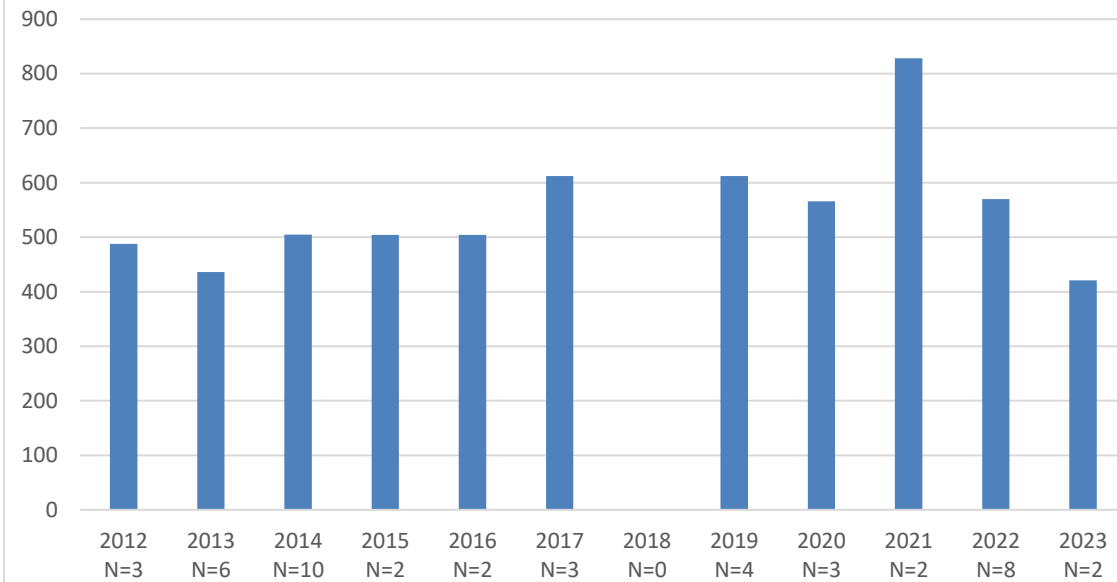
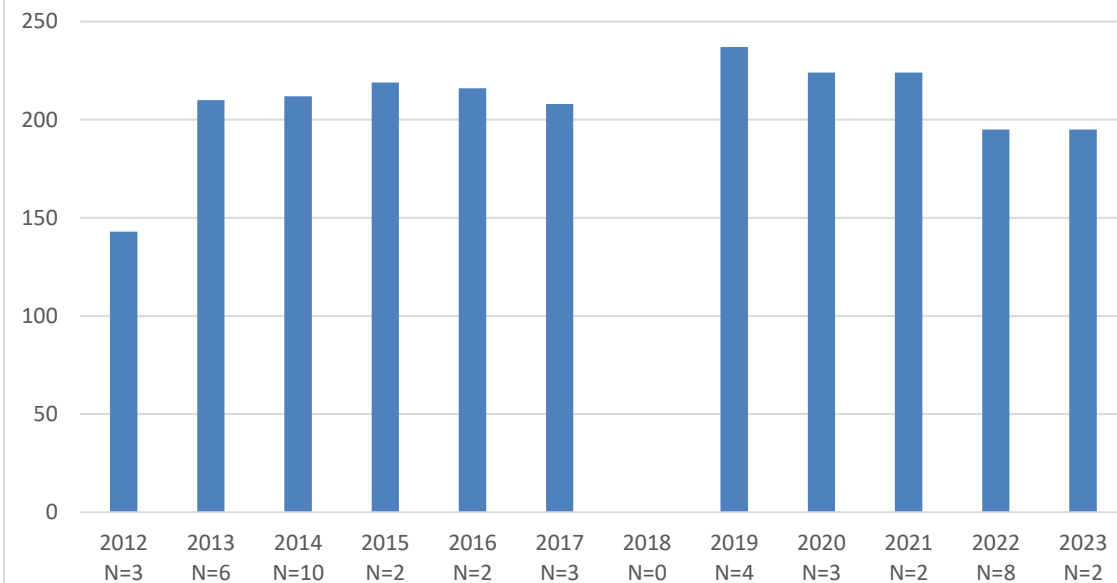
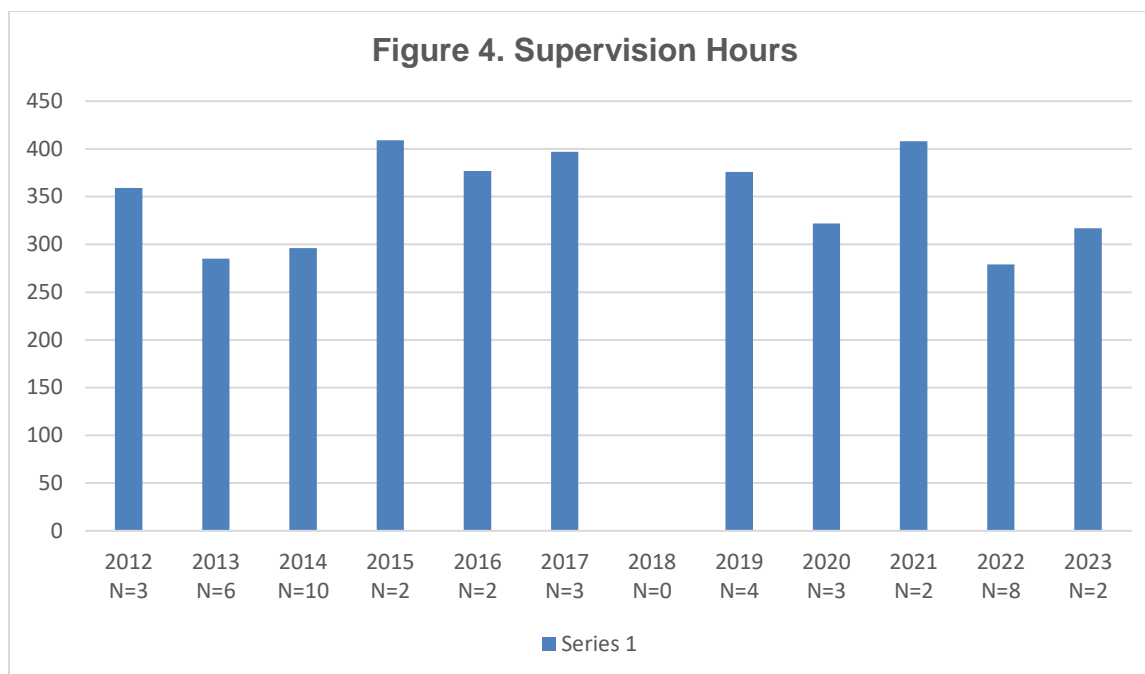


Figure 2. Intervention Hours**Figure 3. Assessment Hours**



Program Sanctioned Hours

While most of students' clinical training hours will be accrued through practicum milestones, the program might also allow students to count clinical training not acquired through practica (i.e., Program Sanctioned Hours).

[More Information about Program Sanctioned Hours](#)

Additional information about Practica and Program Sanctioned Hours are available at:
[Procedures for Clinical Psychology Practica and Program Sanctioned Hours](#)

Required forms for Clinical Psychology Practica and Program Sanctioned Hours can be found at: [Forms for Clinical Psychology Practica and Program Sanctioned Hours](#)

Criminal Record Check and Other Screening Procedures. For almost all placements, students are required to undergo a Vulnerable Sector Police Check. For some, an N95 mask fitting, online orientation, violence prevention training, and flu/immunizations are required. Students are responsible for all associated fees. Training facilities may refuse to accept students on the basis of information contained in the record check, which could lead to a failure of the course. As a result, the student may not be eligible for progression or graduation. See [Clinical Training Settings and Adjunct Clinical Faculty Practicum Supervisors](#) for more information regarding placements.

[Further information regarding clinical practica](#)

RESOURCES

Tuition and Funding: Graduate students in Psychology at Western have guaranteed funding for 2 years of Master's and 4 years of Doctoral study. We provide a guaranteed minimum funding of approximately \$26,000/year for Master's and approximately \$27,000 for Doctoral during these years. Funding from the department is provided via internal scholarships (WGRS) and Graduate Teaching Assistantships (GTAs). Tuition and student fees (which, from 2014-2023, have ranged from \$8,047-\$9,845) come out of this funding.

Many of our students have been successful in obtaining additional funding through external scholarship competitions, including the Master's- and Doctoral-level scholarships from SSHRC, NSERC and CIHR, or the Ontario Graduate Scholarship (OGS) competition.

For information on available scholarships, please contact [Lisa Drysdale](#), Graduate Program Advisor (519.661.2111 x82064). An information session is held during the first two weeks in September.

Grad Student Travel/Professional Development Fund: The fund provides \$250.00 in total funding, annually, to fundable and active Master's and Doctoral students enrolled in the Department of Psychology Graduate Program. The fund is to defray the costs of expenses related to students' scholarly/intellectual development (e.g., travel to workshops, residency interviews, data analytic software). Activities must be approved for reimbursement by Graduate Program Chair.

Please read through the [Graduate Student Travel Fund Policy](#) (login required) carefully and consult with the Graduate Chair if you have questions regarding the eligibility of a specific expense.

Committees and Membership: Students are expected to serve as student representatives on [departmental committees](#) (e.g., the Clinical Adjunct Advisory Committee, the Clinical Student Advisory Committee, the Accreditation and Professional Issues Committee, and the Clinical Program Test Library Committee). Student contributions to our committees are greatly appreciated and student input is sought whenever possible. Serving on committees is a valuable learning experience for students and ensures that student perspectives are available.

Test Library: The Clinical Psychology Program maintains a well-stocked test library and accompanying materials, including a number of scoring programs. These items are housed in Room 306 at Westminster Hall and can be requested through [Librarika](#) (for Librarika access, please contact the Program Assistant). We welcome suggestions from students and faculty regarding items to add to this collection. Please use the [Clinical Psychology Test Library Purchase Request form](#).

Clinical Workshops: Clinical workshops, largely organized by the Clinical Student Advisory Committee, are held throughout the year. These workshops are intended to have an applied

focus and provide a clinical training opportunity to complement material taught in courses. The program organizes the clinical workshop associated with the annual Spring retreat.

Recent workshops include: Re-igniting a sense of meaning and purpose: Using ACT and the ACT Matrix to address professional burnout with evidence-based skills (*Dr. Dayna Lee-Baggley*); CBT for Chronic Pain Management Throughout the Adult Lifespan (*Dr. Thomas Hadjistavropoulos, University of Regina*); Psychedelic-Assisted Psychotherapy (*Dr. Terence Ching, Yale University*); Transforming Psychological Training into Leadership roles (*Dr. Andrea Piotrowski, University of Manitoba*); A Contemporary Cognitive-Behavioural Therapy for OCD: Beyond Exposure and Response Prevention (*Dr. Adam Radomsky*); Process Made Simpler: A Behavioral Guide to the Therapeutic Alliance/Sexual Orientation Issue in Psychotherapy (*Dr. Randy Paterson, Changeways Clinic*); Treatment of Insomnia (*Dr. Colleen Carney, Ryerson*); Complex Trauma and Attachment (*Dr. Richard Zayed, Adjunct Faculty*); Evidence-based Treatment of Post-Traumatic Stress Disorder (*Dr. Candice Monson, Ryerson*); The Business of Private Practice (*Ms. Joanna McBride, Archways CBT*); Assessment and Treatment Considerations for Patients with Psychosis (*Dr. Maya Gupta, Adjunct Faculty*); CBT for Social Anxiety (*Dr. Karen Rowa, SJHC Hamilton*); Child Abuse and the Role of Clinical Psychology (*Dr. David Wolfe, Centre for Addiction and Mental Health*); Interprofessional Relations (*Dr. Stephanie Dubois, Adjunct Faculty*); Neuropsychological Assessment in Epilepsy (*Drs. Susan & Brent Hayman-Abello, Adjunct Faculty*); CBT for Schizophrenia (*Dr. Noah Lazar, CBT Associates*); Grief and Bereavement (*Dr. Danielle Cataudella, Adjunct Faculty*); Motivational Interviewing (*Dr. Henny Westra, York University*); Starting a Private Practice (*Dr. Lindsay Forbes, Adjunct Faculty*), to name a few.

Research Brown Bags: As part of the Clinical Psychology Proseminar milestone series (formerly Psychology 9380) students are expected to attend both the clinical workshops/brown bags and the research brown bags. The research brown bags are typically scheduled twice a month throughout the year and provide students and faculty with an opportunity to present research and obtain feedback in a nonthreatening, supportive environment.

Program Support: The Program Director, Dr. David Dozois, meets with students to discuss any program issues, provide information requested by the students, and communicate important program decisions to students. The Clinical Practica Coordinator, Dr. Leora Swartzman, is available by appointment to meet with students to discuss any issues and to solve any problems related to the students' applied experiences. The Program Assistant, Amanda Burdick, is available to assist with test library requests and other administrative tasks.

Reduced-Fee Psychotherapy Services for Clinical Psychology Graduate

Students: Psychotherapy is available to you at Western University's Western Health and Wellness at no charge. Moreover, there is a list of private practitioners in the London area who are willing to see students in our program at a reduced fee. The Clinical Student Advisory Committee (CSAC), which assembles the list, updates it annually and sends clinical students a link to the updated document at the onset of each academic year.

Western Ombudsperson: Preparing students to prevent, manage, and resolve difficult situations. [Click here](#).

IMPORTANT POLICIES

Space: The Department has a policy pertaining to access to space by students and faculty. The Department provides office space for all graduate students.

Equality: The Clinical Psychology Program actively opposes sexual harassment and discrimination based on race, gender, ethnic origin, sexual orientation, or age.

Graduate Student Academic Appeals: Students may appeal an academic decision or ruling in accordance with the appeal procedures. Students have a right to appeal to their graduate programs and, if unsuccessful, to the Vice-Provost (Graduate and Postdoctoral Studies). Some decisions may be appealed further to the Senate Review Board Academic. The Vice-Provost's rulings in academic matters are final unless overturned or modified on appeal to the Senate Review Board Academic (SRBA).

A decision or ruling remains in effect unless overturned or modified by the individual or body hearing an appeal of that decision or ruling. [Appeals Procedure](#).

Ethics and Professional Behaviour: Western has a formal [Code of Student Conduct](#) that defines the standards of behavior which graduate students are expected to uphold, as well as student behavior that is prohibited (e.g., misconduct involving persons or property). This code outlines the complaint and appeals process, and the potential sanctions students may face if it is determined that they have in fact violated the code. The School of Graduate and Professional Studies (SGPS) has a distinct policy for addressing graduate student scholastic offenses, such as plagiarism and submitting fraudulent research. This [policy](#) outlines the processes for addressing such offenses and the appeals process.

In both cases (i.e., Code violations or scholastic offenses), the Associate Chair of Graduate Studies (Psychology) will generally be the first formal administrative contact, although minor concerns may first be discussed with the faculty member who notices the potential issue.

Above and beyond these broader policies to which all Western graduate students are subject, clinical graduate students are also expected to adhere to the [Canadian Code of Ethics for Psychologists](#) as described by the Canadian Psychological Association. In any cases in which a

violation of the ethics code is suspected, concerns would be brought to the attention of both the Director of Clinical Training (DCT) and the Associate Chair of Graduate Students. If violation of this code is confirmed, the consequences will vary depending on the severity of the issue (e.g., discussion with the DCT, remediation efforts, expulsion from the program).

Students may appeal an academic decision or ruling in accordance with the appeal procedures. Students have a right to appeal to their graduate programs and, if unsuccessful, to the Vice-Provost (Graduate and Postdoctoral Studies). Some decisions may be appealed further to the Senate Review Board Academic. The Vice-Provost's rulings in academic matters are final unless overturned or modified on appeal to the Senate Review Board Academic (SRBA).

A decision or ruling remains in effect unless overturned or modified by the individual or body hearing an appeal of that decision or ruling.

Information & Privacy: The [Information and Privacy Office](#) is responsible for the day-to-day administration of freedom of information and privacy legislation at Western University. The office also acts as a resource for members of the University community who encounter privacy issues in the course of their work or study at Western.

This office provides direction on how to request access to records held by Western, how to request corrections to personal information, and who to contact with privacy concerns. They also provide guidance for faculty and staff who collect, use or disclose personal information in the course of their work at Western.

Self-Care & Time Off: The Clinical Psychology Program recognizes the importance of self-care for completing all degree requirements. We actively use self-care practices in our training program and encourage students and faculty mentors to regularly discuss self-care strategies to avoid burnout when completing research and clinical training milestones. Please see Western University's Senate Academic Policy regarding time away from studies and vacation time below:

Full-time graduate students in research-based programs are expected to be active in their program for all three terms of the university year, as specified in Section 2. While engaging in their program, we recognize that personal time (i.e. time away from studies) is beneficial for student health, well-being and academic achievement. It is acceptable and expected that Supervisors, Supervisory Committee Members and Graduate Chairs will discuss expectations around students' study and research schedules; they will mentor students and support their need for time off and their pursuit of work/life balance. Time away from studies must take into account the impact on timely progression and the impact on research and other responsibilities.

It is expected that students devote a reasonable number of hours each weekday to study and to research. It is acceptable for students to take days off. In making these time management decisions, it is expected that students will learn to discern when time away from studies supports academic productivity, and when it undermines timely progression.

Graduate Chairs are encouraged to ensure that both student and supervisor needs and expectations are met. See [SGPS Regulation — Supervision](#) regarding supervisor expectations.

In addition to the above, students are entitled to be away from their studies and research responsibilities during:

- *the closing of the University from late December until early January*
- *statutory holidays when the University is closed*
- *religious holidays in accordance with University policy: –*
https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_religious.pdf

Graduate students are also entitled to at least two weeks of vacation time from their studies per year.

PROGRAM ADMINISTRATION

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COURSE DETAILS

Specific course offerings vary annually. Clinical courses are typically offered every other year. See [all Psychology courses offered this year](#).

Psychology 9300 Professional Foundations of Clinical Psychology. Typically offered every other year (Fall). This course serves as an orientation to professional issues relevant to all areas of clinical psychology. Ethics, standards of practice, legislation, and other professional issues will be considered. Enrolment is restricted to clinical psychology students. Half course (0.5); one term.

Psychology 9301 Clinical Skills Pre-practicum. Typically offered every other year (Winter). This course is designed to provide clinical psychology students with an initial orientation to fundamental issues and skills that underlie assessment, intervention, and evaluation. Substantial practice in basic interviewing techniques using a programmed micro-skills approach will be one of the major components of this course. Students may also receive some preliminary practice using several standard cognitive-behavioral techniques. Examples of other topics that may be covered include therapist issues, the therapeutic relationship, client issues, assessment, and goal-setting procedures. The course will focus on helping each student develop a framework for understanding practical concerns and issues relating to clinical work. Pre-requisites: Successful completion of Psychology 9300. Enrolment is restricted to clinical psychology students. Half course (0.5); one term.

Psychology 9320 Psychotherapy Approaches. Typically offered every other year. This course will introduce students to important concepts, issues, and theories in contemporary psychotherapy. The course will examine the theoretical rationales, goals, therapeutic techniques, and efficacy of several different therapeutic approaches, broadly subsumed under psychodynamic, cognitive, behavioral, humanistic, and experiential modalities. This course will also address various issues in psychotherapy such as investigating effectiveness and assessing psychotherapy outcome. Through lectures, class presentations, readings, videos, class discussions, and experiential class exercises, students will critically evaluate the theories and techniques of major approaches to psychotherapy. Enrolment is restricted to clinical psychology students. This course is intended to serve as an overview course for more junior clinical students. Half course (0.5); one term.

Psychology 9321 Cognitive-Behavioral Therapy. Typically offered every other year. Cognitive-behavioural therapies figure prominently among the empirically supported treatments currently recognized in psychotherapy. These approaches have demonstrated significant growth and have been applied successfully to an array of clinical disorders. The main objectives of this course are to (1) provide students with an overview of the history, theory, research, and practice of various cognitive-behavioural therapies; (2) foster motivation in students to be informed by the empirical literature; and (3) promote the development of clinicians who critically evaluate and utilize research to guide their approaches to treatment. Through discussion, lectures, and presentations, students will become familiar with the theoretical rationale underlying different cognitive therapeutic approaches, the empirical data supporting various techniques, and the psychotherapy outcome literature regarding the efficacy of cognitive therapy for different

disorders. With hands-on demonstrations, exercises, role-playing activities, and videos, students will learn session-by-session techniques and strategies for treating various disorders and difficulties. The treatment of major depressive disorder, panic disorder, social phobia, obsessive-compulsive disorder, generalized anxiety disorder, specific phobia, post-traumatic stress disorder, couple distress, and borderline personality disorder will be emphasized. Toward the end of the term, we will also focus on special issues in cognitive-behavioural therapy such as dealing with unmotivated clients, managing suicidal clients, preparing for treatment termination, and preventing relapse. Enrolment is restricted to clinical psychology students. This course is most beneficial for students who have at least some therapy experience. Thus, because enrolment is limited to eight (8), preference will be given to senior clinical students. Half course (0.5); one term.

Psychology 9322 Intervention with Children. This course offers an overview of interventions for psychosocial problems in children. The focus will be on individual therapeutic interventions with children with a systems perspective. Exposure to parent and family interventions will be provided along with an understanding of environmental systems that impact on interventions with children (e.g., schools, physicians, mental health system). Major types of interventions, and treatments for most common disorders of children will be covered. Knowledge of developmental factors in intervention and empirical support for interventions will be highlighted throughout. Prerequisite or Co-requisite: Psychology 621a/9310: Child Psychopathology. Also, course enrolment is strictly limited to no more than 10 students and preference will be given to senior clinical students. If the pre-registration figure exceeds 10, the instructor will make the final decision about the students in the class. The instructor will notify students by late June about who will be allowed to enroll. Half course (0.5); one term

Psychology 9551 Experimental Design, Data Analysis, and Sample Size Calculation. This course covers advanced experimental design, analysis of variance, and the general linear model. We begin with principles of descriptive and inferential statistics including sample size calculations for precision of estimates and statistical power using simulation procedures and software applications. The course includes methods of data inspection, visualization, and methods for handling missing data and non-normal outcomes such as robust statistics and bootstrapping. The course work consists entirely of lab assignments that provide hands-on training in generating hypotheses and designs, conducting power analyses and analyzing data, interpreting and reporting results. Demonstrations are provided using various software (e.g., R, Jamovi, SPSS). Half course (0.5); one term.

Psychology 9552 Regression and Factor Analysis Methods. Intended to be taken in sequence with Psych 9551. This course covers various regression-based procedures that fall within the general linear model as well as an introduction to generalized linear model methods such as logistic, multinomial, ordinal and poisson regression. The course includes demonstrations of the parallels between regression methods and both ANOVA and ANCOVA, and also introduces multilevel modeling. Also covered are factor analytic methods including exploratory and confirmatory approaches in the context of test construction and validation. The course work consists entirely of lab assignments that provide hands-on training in generating hypotheses and designs, conducting power analyses and analyzing data, interpreting and reporting results. Half course (0.5); one term.

Psychology 9557 Personality Psychology: Theory, Research and Measurement. The focus of this course is on an examination of the theoretical foundations, methods of research, and measurement of personality. Theoretical models that describe the foundations and structure as well as the causes and correlates of personality will be reviewed from a historical and contemporary perspective. The course also examines the research used to advance hypotheses and theories that in turn underlie the measurement and assessment of personality. The course will consist of lectures, discussions, student presentations drawing from a reading list of selected journal articles and book chapters. Students will be graded on their weekly participation and a critical review paper.

Psychology 9900 Psychological Assessment. Offered every other year (Fall and Winter); two semester course. This course is designed to provide clinical students with basic skills in the administration, scoring, interpretation, and integration of several major psychological assessment instruments currently used in clinical practice with adults and children. Supervised practical experience assessing adults and children in clinical settings is included. Emphasis is also placed on the integration of assessment data, case conceptualization, and report writing. There will also be discussions of current issues in clinical assessment, ranging from basic issues of psychometrics to contemporary quantitative developments in assessment technology. Prerequisites: Limited to clinical students who have already taken Psychology 9300, 9301. A course in psychopathology, either Psychology 9310/9902 or 9311/9903 are required as either prerequisites or corequisites. Full course (1.0); two terms.

Psychology 9901 Psychological Assessment Practicum. Offered every other year. The goal of this practicum is to familiarize students with the major approaches to and instruments used in clinical assessment. It is designed to be taken in conjunction with the parallel course, and will have a more applied and clinical focus than Psych 9900, which has a conceptual and empirical orientation. There will not be enough time to provide you with expertise in any particular assessment approach or instrument. However, you should leave this practicum with the fundamental skills necessary to prepare you for more advanced training. Full course (1.0); two terms.

Psychology 9902 Lifespan Psychopathology I: Concepts & Internalizing Disorders. Offered every other year (Fall). In this course, students examine current concepts and research related to psychopathology across the lifespan. The course begins with an overview of conceptual issues, research methods, and other relevant background, with the goal of facilitating understanding of the empirical literature covered. The course focuses on the pathogenesis and maintenance of internalizing psychopathology, covering relevant aspects of diagnosis and classification, epidemiology, longitudinal course, and etiologically relevant genetic, neurobiological, cognitive-behavioral, and contextual/environmental factors. Half course (0.5); one term.

Psychology 9903 Lifespan Psychopathology II: Externalizing and Other Disorders. Intended to be taken in sequence with Psych 9902. Offered every other year (Winter). This course focuses on similar issues in externalizing and personality psychopathology. Both 9902 and 9903 include coverage of other forms of psychopathology and maladaptive behavior that do not clearly fall within either the internalizing or externalizing spectra. Neither course will discuss treatment in depth, as this is the focus of other graduate courses. Half course (0.5); one term.

Clinical Psychology Proseminar Milestone (formerly Psychology 9380). Offered annually (Fall and Winter); two semester course. This proseminar course consists of a series of workshops, brownbags and two clinical program meetings (one in the fall and one in the spring). Typically, there are two clinical workshops and six brownbags per year. Presentations focus on various clinically relevant topics, and are made by adjunct clinical faculty, core faculty, or other guest speakers. Workshops are a half-day or day-long, with each providing in-depth coverage of a specific topic of interest to clinical students. There is also a series of research brown bags scheduled throughout the year (typically twice a month). The proseminar series is a requirement of the clinical program, with all students (except those completed or on internship) expected to attend all of the events that are part of the proseminar series. Enrolment is restricted to clinical psychology students. Zero weighted course; three terms.

Clinical Practicum Milestone – Full. This (full) clinical practicum involves placement of clinical students in a clinical setting (adult or child). Prerequisites: For clinical students who have completed Psychology 9300, 9301, 9800, and 9310/9902 or 9311/9903. 180+ hours total*; one or more terms.

*Of the 180 hours, at least 65 must be direct client contact hours, if all the contact is intervention-related. If all the contact is assessment-related, then the minimum is half that amount (32.5 hours). Ideally, most placements will involve some intervention and some assessment. Under these circumstances, one hour of direct assessment counts as two hours of direct contact.

Clinical Practicum Milestone – Half. This (half) clinical practicum involves placement of clinical students with a clinical supervisor in a clinical setting (adult or child). Prerequisites: For clinical students who have completed Psychology 9300, 9301, 9800, and 9310/9901 or 9311/9902. 90+ hours total*; one or more terms.

*Of the 90 hours, at least 32.5 must be direct client contact hours, if all the contact is intervention-related. If all the contact is assessment-related, then the minimum is half that amount (16.25 hours). Ideally, most placements will involve some intervention and some assessment. Under these circumstances, one hour of direct assessment counts as two hours of direct contact.

Applied Research Clinical Practicum Milestone. This applied research practicum involves placement of clinical students in any one of a range of local service delivery settings (including physical and mental health delivery settings, community agencies, etc.) where they undertake and/or serve as consultants for on-site research projects. "Research" in this context is broadly defined. Students work under the supervision of the course instructor and, when appropriate, may also be co-supervised by an on-site psychologist or other researcher. Those interested in taking this course are encouraged to speak with the course instructor as soon as possible, so that their particular interests, abilities and time constraints can be matched with the research needs of the service setting. NOTE: Enrolment in this course is limited to Ph.D. clinical students. Prerequisites: Permission of instructor, and, preferably, successful completion of a graduate level applied research course or its equivalent. 90 or 180 hours); two or more terms.

Clinical Supervision Practicum Milestone. 90 or 180 hours; two or more terms.

Clinical Internship Milestone. (Fall and Winter). This course is a full-year (2000-hour) internship for clinical students who have completed all course and practicum requirements, and have made substantial progress on their dissertation. Typically, students are expected to submit a first draft of their dissertation prior to leaving on internship. The internship must be carried out at an approved setting, and written permission is required from both the supervisor and the Director of the Clinical Psychology Program.