



UNIVERSITY OF CALGARY
WERKLUND SCHOOL OF EDUCATION

School and Applied Child Psychology Program
Graduate Students' Handbook 2024-25
MSc and PhD

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Contents

SCHOOL AND APPLIED CHILD PSYCHOLOGY PROGRAM	1
MSC AND PHD	1
SCHOOL AND APPLIED CHILD PSYCHOLOGY PROGRAM	1
MASTER OF SCIENCE AND DOCTORAL PROGRAMS	1
SCHOOL AND APPLIED CHILD PSYCHOLOGY PROGRAM	1
MASTER OF SCIENCE AND DOCTORAL PROGRAMS	1
WELCOME.....	5
I. INTRODUCTION	6
II. D2L SITE.....	7
III. QUICK LINKS.....	8
IV. SACP CORE PROGRAM STAFF AND FACULTY.....	9
A. GRADUATE PROGRAM STAFF	9
B. GRADUATE PROGRAM DIRECTOR (GPD).....	9
C. SACP FACULTY	9
D. SACP LEADERSHIP TEAM	11
E. SACP ADJUNCT FACULTY.....	12
F. SACP CLINICAL SUPERVISORS	13
G. SACP PRACTICUM AND RESIDENCY PARTNERS	13
V. STUDENT REPRESENTATIVES	14
A. GRADUATE PROGRAMS IN EDUCATION STUDENT ASSOCIATION (GPESA) STUDENT REPRESENTATIVES FOR SACP	14
B. SACP PROGRAM REPRESENTATIVES – MASTER (1) AND PHD (1)	15
C. NASP REPRESENTATIVES	15
D. OTHER LEADERSHIP OPPORTUNITIES	16
VI. SACP TRAINING MODEL.....	17
A. VISION STATEMENT.....	17
B. MISSION STATEMENT	17
C. PRINCIPLES.....	17
D. TRAINING MODEL.....	19
E. PROGRAM GOALS AND OBJECTIVES.....	20
VII. GENERAL PROGRAM INFORMATION	23
A. SUPERVISORS.....	23
B. PROGRAM DURATION	23
MASTER OF SCIENCE (MSC) IN SCHOOL AND APPLIED CHILD PSYCHOLOGY	23
DOCTOR OF PHILOSOPHY (PHD) IN SCHOOL AND APPLIED CHILD PSYCHOLOGY	23
C. COURSE SCHEDULES.....	24

SPECIFIC DESCRIPTIONS OF COURSES CAN BE FOUND IN THE UNIVERSITY GRADUATE CALENDAR.	24
D. REGISTRATION	24
E. VACATIONS	24
F. POLICE INFORMATION CHECKS	24
G. EMAILS.....	25
H. OFFICE SPACE	25
I. CLINICAL CASE CONFERENCES & RESEARCH ROUNDS.....	25
J. RESEARCH SEMINARS	26
K. TOWN HALL MEETINGS AND COHORT MEETINGS	26
L. STUDENT RECORDS	26
M. RELATION TO ACCREDITING BODIES.....	26
VIII. FUNDING, SCHOLARSHIP, AND EMPLOYMENT	27
A. FUNDING	27
B. SCHOLARSHIPS	27
1. <i>Faculty Awards (December)</i>	27
2. <i>Travel Awards</i>	27
C. EMPLOYMENT OPPORTUNITIES	28
1. <i>Graduate Assistant Teaching (GAT)</i>	28
2. <i>Teaching (Sessional) Positions</i>	29
3. <i>Graduate Assistant Non-Teaching (GANT)</i>	29
IX. STUDENT EXPECTATIONS AND CRITERIA FOR SATISFACTORY PROGRESS	30
A. UNIVERSITY REGULATIONS	30
B. PROFESSIONAL PROGRAM EXPECTATIONS.....	30
1. <i>Academics</i>	30
2. <i>Practice</i>	31
3. <i>Professional Work Characteristics</i>	31
4. <i>Problem Resolution</i>	32
X. PROGRESS MONITORING AND REMEDIAL PROCEDURES	33
A. PROGRESS MONITORING	33
1. <i>FGS Annual Progress Report</i>	33
2. <i>SACP Annual Progress Report</i>	33
3. <i>Annual Student Review Meeting</i>	33
B. REMEDIAL PROCEDURES	34
XI. THESIS AND DISSERTATIONS	34
XII. FIELD EXPERIENCES.....	35
A. PROFESSIONAL BEHAVIOR	36
B. POLICE INFORMATION CHECK WITH VULNERABLE SECTOR SEARCH	36
C. INSURANCE	36
1. <i>Professional Liability Insurance</i>	36
2. <i>Worker's Compensation Board Coverage</i>	37
D. VACATIONS	37
E. DEFERRAL OF TERM WORK.....	37
F. TRANSPORTATION.....	37
G. TEST LIBRARY.....	37
H. INFORMED CONSENT.....	38
I. PERMISSION TO DE-IDENTIFY REPORTS	38
J. PRACTICUM EXPERIENCES	38
1. <i>Practicum Expectations</i>	38
2. <i>Practicum Settings</i>	39
3. <i>Practicum Supervisors: Expectations and Responsibilities</i>	40

4.	<i>Course Instructor: Expectations and Responsibilities</i>	42
5.	<i>Learning Plan</i>	42
6.	<i>Tracking Practicum Hours</i>	43
7.	<i>Student Practicum Evaluation</i>	44
K.	PROGRAM SANCTIONED HOURS	44
XIII.	RESIDENCIES (PHD STUDENTS ONLY)	45
A.	GENERAL TIMELINES FOR APPLICATION TO RESIDENCY	46
B.	RESIDENCY OPTIONS	46
1.	<i>Accredited Residency Sites</i>	46
2.	<i>Educational Psychology Pre-Doctoral Residency Consortium</i>	46
3.	<i>Other Residency Options</i>	47
C.	RESIDENCY APPROVAL	47
XIV.	OPTIMIZING THE NATURE OF GRADUATE STUDIES	48
A.	ACCESSING UNIVERSITY RESOURCES/SUPPORTS	48
1.	<i>My Grad Skills</i>	48
2.	<i>Student Success Centre</i>	48
3.	<i>Student Union Wellness Center</i>	48
B.	OPTIMIZING YOUR GRADUATE EXPERIENCE	48
C.	SELF-CARE	49
D.	TASK AND TIME MANAGEMENT	49
E.	CRITICAL THINKING AND ANALYSIS	50
F.	WRITING SKILLS	52
	WRITING RESOURCES:	53
XV.	PROGRAM EVALUATION AND RESEARCH	53
XVI.	APPENDICES	54
A.	GETTING STARTED	54
B.	MSc COURSE SCHEDULE FOR 2024 ADMITS	55
C.	PHD COURSE SCHEDULE FOR 2024 ADMITS	56
D.	PROFESSIONAL COMPETENCY DOMAINS.....	57
1.	<i>Honesty and Integrity</i>	57
2.	<i>Confidentiality</i>	57
3.	<i>Respect for Others</i>	57
4.	<i>Responsibility and Accountability</i>	57

Welcome

Welcome to the School and Applied Child Psychology (SACP) program, Werklund School of Education, University of Calgary! We are pleased that you have selected to complete your graduate studies with us and look forward to working alongside you over the course of your studies.

The SACP program you are entering has a longstanding and rich history dating back over 40 years. We are a nationally and internationally recognized program designed to promote and develop school and applied child psychology research and practice. In December, 2022, our PhD program received a five-year accreditation (to 2026-27) by the Canadian Psychological Association (CPA). In its letter to our U of C President, the CPA Accreditation Panel for Doctoral Programs and Residencies in Professional Psychology identified several areas of strength for our SACP program, including the sequence and objectives of our didactic and practical training opportunities, the research productivity of our SACP faculty, our commitment to diversity and social justice, and the breadth and depth of our practicum and training opportunities. We are very proud of this CPA accreditation achievement, as it recognizes excellence and high standard by which we provide training for students to acquire the skills, knowledge base, and experience necessary to undertake both professional and scholarly practice.

We are confident that you will find graduate study in the SACP program to be an exciting and challenging undertaking, involving the pursuit of excellence in research, scholarship, and practice. To assist you in navigating through your program, SACP has developed several important resources, including this *SACP Graduate Students' Handbook* (henceforth referred to as the *Handbook*) as a key source of information pertinent to our program. Please ensure that you are familiar with the program requirements and procedures in this *Handbook*, which are updated annually. In addition to this *Handbook*, key sources of contact are your program thesis/research Supervisor, the Graduate Program Director (GPD) in the Graduate Programs in Education (GPE) Office within Werklund School of Education, and our SACP leadership team.

On behalf of the School and Applied Child Psychology Program faculty, we wish you a stimulating and rewarding experience as a graduate student in the SACP program.

I. Introduction

The *Handbook* is designed as a key resource to support you throughout your MSc and/or PhD programs. The *Handbook* provides useful information about the people, organization, and activities for completing your MSc and PhD degrees in our School and Applied Child Psychology (SACP) program. Students are advised to read through the contents of the *Handbook* carefully and to keep updated on all information made available during their program.

Keep in mind that the contents of this *Handbook* are not exhaustive and are only one of several documents or sources of which students should be aware. The University Calendar provides the official regulations and policies applicable to all programs of study at the University. Additional documents at the program, faculty, and university-level that you need to be familiar with are outlined in this *Handbook*. To get you started, some additional resources with which you should be familiar are:

The Faculty of Graduate Studies (FGS) Handbook and Calendar: This resource provides information on deadlines (e.g., for tuition fees), regulations, policies, and procedures pertaining to your graduate program. As it is your responsibility to be aware of this information, it is important that you review and are familiar with the FGS website and documents.

Werklund School of Education's website: Our SACP program is housed in the Werklund School of Education (WSE), and most of the SACP program procedures and resources of relevance to you will be located here. Of note, WSE is a non-departmentalized faculty. This means that there are no "departments" in our faculty. Instead, WSE incorporates Educational Studies Areas (EDSAs) that group together individuals of similar research and teaching interests. SACP is one of these program EDSAs.

Do familiarize yourself with the contents of the WSE website. Of relevance are the following pages:

- **Werklund School of Education—Graduate Programs:** A key source for general graduate program specific information for Werklund students.
- **Student-Supervisor Relationships:** Resources every student need in their toolkit.

It is the responsibility of students to be aware of all policies, procedures, and requirements. SACP program faculty and staff will assist students to the greatest extent possible; however, each student must assume primary responsibility for adhering to University, WSE faculty, and SACP program policies, procedures, and standards.

The SACP program has the responsibility and reserves the right to make changes to the information contained in the *Handbook*, in either its printed or electronic form, and will provide as much notice to students as administratively possible in effecting such change.

This *Handbook* is accurate at the time of production; in the event of a discrepancy between the *Handbook* and the University of Calgary online calendar, the University of Calgary online calendar is deemed to be correct. We do our best to keep information and active links in this document current, however, as the website material is always changing, please inform the Director of Training (DOT) if any of these links are no longer functioning or if you notice any errors in the presented material.

II. D2L Site

Our SACP program uses a D2L site called **SACP Home** as our primary method to provide you with important program information and updates.

For students new to the SACP program, you will be automatically enrolled in this site once you have a UofC email address and prior to the beginning of term. Once enrolled, we suggest that you:

- ☐ Take some time to learn a bit more about [D2L](#).
- ☐ Add www.D2L.ucalgary.ca to your “Favourites” for quick access to D2L.
- ☐ Update your D2L profile:
 - Click on the drop-down menu by your name in the top left-hand corner and select “Profile.”
 - Add your picture and any other information you may want to share with your instructors and peers.
- ☐ Update your Navigation option to ensure important D2L posts are sent to your email:
 - Click on the drop-down menu by your name in the top left-hand corner and select “Navigation.”
 - We suggest that you click on “News” items to be sent to your email.

As you read through this *Handbook*, you will often be directed to our SACP D2L site for further (and more recent) information.

III. Quick Links

The following are resources that will be useful during your graduate studies at the University of Calgary.

Campus Maps: <http://www.ucalgary.ca/map/>

Faculty of Graduate Studies: <https://grad.ucalgary.ca/current-students>

Unicard: <https://www.ucalgary.ca/ancillary/unicard>

Bookstore: <https://calgarybookstore.ca/>

Residence Services: <https://www.ucalgary.ca/residence/>

Child Care: <https://www.ucalgary.ca/uccc/>

Information Technologies: <http://www.ucalgary.ca/it/services/office-365>

Parking & Transportation: <http://www.ucalgary.ca/parking/>

Campus Recreation: <http://www.ucalgary.ca/activeliving/>

Campus Security: <http://www.ucalgary.ca/security/>

Graduate Student's Association (GSA): <http://gsa.ucalgary.ca/>

GSA is a student association for all University of Calgary Graduate Students. They have a wealth of resources, information, and supports available for graduate students. We encourage you to connect with the GSA, as this connects you to a broader community of graduate students in other programs!

GradPost*: <http://www.grad.ucalgary.ca/current/newsletter>

GradPost is a graduate student newsletter that is emailed to all graduate students, from the Faculty of Graduate Studies, on a weekly basis. Please pay close attention to the GradPost as there is important information such as Events happening around campus, Important Deadlines (i.e., fee payment deadlines, scholarship information/deadlines) and other information that may be important to you.

*not currently available

IV. SACP Core Program Staff and Faculty

A. Graduate Program Staff

Your first and often most frequent contact will be with our Graduate Program Administrators (GPA) whose priority is student support. The GPA acts as information relay between you and the broader faculty and university. The GPA responds to information requests that include, but are not limited to, admissions, registration, scholarships, and general program information and requirements.

Cheryl Ohly (MSc Students)
T: (403) 220-2050 | F: 403-282-3005
Email: caohly@ucalgary.ca

Meghan Freeman (PhD Students)
T: (403) 220-5623 | F: 403-282-3005
Email: freemanm@ucalgary.ca

You may also have contact with our Practicum and Residency Coordinator (PIC), whose priority is supporting student practicum and residencies. The PIC primarily communicates with the practicum and residency directors and instructors to ensure that all paperwork is completed. As well, you will connect with the PIC to show evidence of your Police Information Check on a yearly basis.

Ashleigh Locke
T: (403) 210-3892
Email: gpe.practica.intern@ucalgary.ca

B. Graduate Program Director (GPD)

The GPD ensures that the rules and regulations of the Faculty of Graduate Studies and the University are followed within our program. As part of this role, the GPD is a primary support to students, serving as the first resource in cases of unresolved disputes between student and supervisor/instructor. Should you feel that you have any issues that cannot be resolved at our Area level, you are encouraged to talk with the GPD.

Dr. Meadow Schroeder
T: (403) 220-6173
Email: mead.schroeder@ucalgary.ca

C. SACP Faculty

The [academic staff](#) who teach in the SACP program comprise core faculty members, teaching faculty, adjunct faculty, and instructional associates. Instructional associates are often engaged in applied practice in areas of specialization targeted by the program and offer their teaching expertise on a part-time basis. There are 11 core faculty members that support our SACP program.

Faculty Name and Degrees	Academic Rank & Leadership role	Description of Interests
CLIMIE, Emma A. B.A (hons.), M.Sc., Ph.D. R.Psych.	Associate Professor Director of Training (DoT)	Cognitive developmental psychology; developmental psychopathology; ADHD and disruptive disorders of childhood, developmental wellness and resiliency; psycho-educational assessment; school-based prevention programs; treatment of childhood disorders. Email: eaclimie@ucalgary.ca
DREFS, Michelle A. B.A./B.Ed., M.Sc., Ph.D., R.Psych.	Associate Professor Associate Dean, Student Experience (Faculty of Graduate Studies)	Early childhood; early mathematics development, assessment, and intervention; spatial cognition; psychological assessment and diagnosis; teaching and learning methods; intergenerational programming. Email: madrefs@ucalgary.ca
HICKS, Kelly PsyD. R.Psych.	Assistant Professor (Teaching) Academic Director, Centre for Wellbeing in Education	Email: kelly.hicks@ucalgary.ca
MAKARENKO, Erica BSc, MA, EdS, PsyD. R.Psych.	Associate Professor (Teaching) Academic Coordinator, MEd, SACP Program Director of Residency (DoR)	Developmental psychopathology; educating exceptional children; neuropsychological assessment; cognitive development; child and youth mental health; expanding role of school psychologists. Email: embacken@ucalgary.ca
McCRIMMON, Adam W. B.A., M.A., Ph.D. R.Psych.	Associate Professor Director of Practicum (DoP)	Developmental psychopathology; autism spectrum disorder, cognition, executive functioning, social skills; clinical assessment. Email: awmccrim@ucalgary.ca
McMORRIS, Carly A. B.A. (hons), M.A., Ph.D.	Associate Professor (On RSL)	Developmental psychopathology; child risk and protective factors, child and youth mental health; cognitive development,

R.Psych.		neurodevelopmental disorders, autism spectrum disorder, intellectual disabilities, fetal alcohol spectrum disorder, cerebral palsy, and eating disorders; assessment and diagnosis, intervention. Email: camcmorr@ucalgary.ca
NORDSTOKKE, David W. B.A., MSc., Ph.D.	Associate Professor (On RSL)	Statistical modelling, test construction and validation; use of simulation in teaching, and foundational issues in measurement and statistics. Email: dnordsto@ucalgary.ca
SCHROEDER, Meadow B.A., M.Sc., Ph.D. R.Psych.	Associate Professor Graduate Program Director (GPD)	Post-secondary teaching and learning. Email: schroedm@ucalgary.ca
SCHWARTZ, Kelly D. B.A., M.Sc., Ph.D. R.Psych.	Associate Professor (On RSL)	Adolescent development, particularly parent-child relationships, friendships, and media; school-based mental health; positive youth development; family systems and family development; trauma-informed intervention. Email: kdschwar@ucalgary.ca
WILCOX, Gabrielle BSE, MS, PsyD. R.Psych., NCSP	Associate Professor SACP Program Chair	School-based mental health, transition to adulthood; neuropsychological assessment to inform intervention; educational neuroscience; intellectual disabilities; clinical reasoning; ADHD and disruptive disorders of childhood; collaborative and expanding role of school psychologists. Email: gwilcox@ucalgary.ca

D. SACP Leadership Team

Our SACP Leadership Team provide support in several areas key to your successful graduate experience. Take some time to review these various positions so you know which faculty members are best to approach should you need further support in some area of your program.

Chair

Dr. Gabrielle Wilcox

- Provides leadership in all matters of academic program specific to SACP and of curriculum components of the

	Graduate Degree Program developed and/or taught by members in their areas.
Director of Training Dr. Emma Climie	<ul style="list-style-type: none"> Promotes the general welfare of the SACP program. Facilitates and monitors adherence to the accreditation standards of the Canadian Psychological Association. Promotes communication and good relationships among graduate students, supervisors, and the SACP program.
Director of Residency and Director of EPPIC Dr. Erica Makarenko	<ul style="list-style-type: none"> Advocates for and promotes pre-doctoral residency training initiatives. Directs and coordinates students' application to and placement in residency sites. Serve as a liaison between the residency site and the residents' graduate program. Gives directions and support to EPPRC partners. Ensure that all residency placement activities meet or exceed CPA accreditation standards.
Director of Practicum Dr. Adam McCrimmon	<ul style="list-style-type: none"> Contributes to the overall success of the school and clinic-based practicums. Supports students, faculty, clinic staff, and school-based personnel in setting up and monitoring practicum experiences.
Director of Centre for Well-being in Education Vacant	<ul style="list-style-type: none"> Oversees and supports all administrative matters for the CWE clinic, which provides on-site setting for the clinical training of students in the SACP program.
Program Coordinator, Master of Education (SACP) Dr. Erica Makarenko	<ul style="list-style-type: none"> Coordinates all aspects of MEd program. Management of course delivery and design, and develops materials related to the program. Works with students to design and execute individualized program plans. Conducts ongoing evaluation of the program.

E. SACP Adjunct Faculty

	Adjunct Appointee	Rank	Email
Ms.	Bablitz, Stacey	Adjunct Clinical Instructor	sbablitz@shaw.ca
Dr.	Baker, Heather	Adjunct Clinical Associate Professor	bakerhv@gmail.com
Dr.	Barabash, Kenneth	Adjunct Clinical Associate Professor	KJBarabash@BeyondWordsCounselling.ca
Dr.	Beran, Tanya	Adjunct Professor	tnaberan@ucalgary.ca

Dr.	Buzanko, Caroline	Adjunct Assistant Professor	buzankopsyc@live.ca
Dr.	Colp, Mitchell	Adjunct Assistant Professor	mitchell.colp@hotmail.com
Dr.	Griffiths, Stephanie	Adjunct Assistant Professor	sgriffi@ucalgary.ca , sgriffiths@okanagan.bc.ca
Dr.	Hindes, Yvonne	Adjunct Assistant Professor	Yvonne.Hindes@ucalgary.ca
Dr.	MacDonald, Brent	Adjunct Assistant Professor	brent@complexlearners.com
Dr.	Matchullis, Ryan	Adjunct Assistant Professor	rlmatchu@ucalgary.ca
Ms.	McConnell, Kristy	Adjunct Clinical Instructor	kmccconnell@rockyview.ab.ca
Mr.	Pawluk, Chris	Adjunct Clinical Instructor	chrispawluk@gmail.com
Ms.	Reader, Melanie	Adjunct Clinical Instructor	mreader@foothillsacademy.org
Dr.	Saklofske, Don	Adjunct Professor	don.saklofske@ucalgary.ca
Dr.	Smith-Demers, Amanda	Adjunct Clinical Instructor	smiad@ucalgary.ca
Dr.	Thorne, Keoma	Adjunct Instructor	keoma.thorne@gmail.com
Ms.	Wiebe, Chantal	Adjunct Clinical Instructor	chantalw@mfnerc.com
Ms.	Wilson, Nicki	Adjunct Clinical Instructor	nickiwilson@renfreweducation.org
Dr.	Zwiers, Michael	Adjunct Assistant Professor	mzwiers@ucalgary.ca

F. SACP Clinical Supervisors

Name(s)	Institute/Organization/Department
Stacey Bablitz, MA, RPsych Kenneth Barabash, PhD, RPsych Ian Larke, MSc, RPsych	Calgary Board of Education
Amelie Doucet, MSc, RPsych	Rocky View Schools
Nicki Wilson, MSc, RPsych Susan Hendrickson, MSc, RPsych	Renfrew Educational Services
Melanie Reader, MSc, RPsych	Foothills Academy Society
Ryan Matchullis, PhD, RPsych	Hexagon Psychology

G. SACP Practicum and Residency Partners

Name(s)	Institute/Organization/Department
David Williamson, PhD, RPsych	Calgary Catholic School District
Caitlin Watters, MSc, RPsych	Calgary Board of Education

Sonia Fines, MSc, RPsych	
Melanie Reader, MSc, RPsych	Foothills Academy Society
Deb Nunziata, MEd, RPsych	Golden Hills School Division
Ryan Matchullis, PhD, RPsych	Hexagon Psychology
Nicki Wilson, MSc, RPsych	Renfrew Educational Services
Amelie Doucet, MSc, RPsych	Rocky View Schools

V. Student Representatives

Student leadership is important, with student voices integral to ensuring our program is best meeting your needs. As such, there are a variety of positions for students to get involved in and contribute to our academic community. For information on students currently holding these positions, please refer to our SACP D2L site.

A. Graduate Programs in Education Student Association (GPESA) Student Representatives for SACP

The Graduate Programs in Education Student Association (GPESA) is WSE's student association. Our GPESA Area Representative attends monthly meetings and engages SACP students in WSE events. The SACP Student Representative position for GPESA is elected annually in May and is held for one year.

All GPESA EDSA representatives have a responsibility to:

- represent their respective GPE specialization and act as a liaison between the Membership and the Association.
- assist and participate in the planning, coordination, and execution of GPESA events, advocacy, and initiatives.
- organize social, academic, or other events within the EDSA or with other EDSAs.
- organize and/or facilitate research colloquium sessions with the Research Office.
- build and maintain networking/communication through email lists, Facebook groups, or other social media.
- meet/communicate regularly with the EDSA chair to remain updated with EDSA events and news, and report to GPESA.
- share students' accomplishments (e.g., awards, publications, presentations) with the Werklund School of Education (e.g., through EDSA Chair's report to FEC).
- advocate for EDSA perspectives at GPESA meetings and on School of Education or University committees.

More information regarding GPESA positions and events can be found at <http://werklund.ucalgary.ca/gpesa/>

B. SACP Program Representatives – Master (1) and PhD (1)

The SACP Program Representatives represent our students at SACP faculty meetings and aim to bridge students with program-wide issues or concerns. For concerns, suggestions, or feedback regarding any area of your educational experience, the SACP Representatives are open to connecting with you and bringing up relevant concerns to the appropriate administration. They may also approach students to receive feedback and input about program-related issues. SACP Representatives are great sources of information and are open to questions about resources or procedures within the SACP program. If they don't know the answer, they can guide you to someone who can help!

The SACP Representatives are usually elected at the beginning of the spring term in May for the upcoming academic year by students in the respective master and doctoral SACP program. Initially, student candidates are nominated either by themselves or a peer, followed by an online election in which SACP students are invited to participate to elect their program representative. One Master student and one PhD student represent the student body at EDPS meetings, as well as organize social events and professional development activities based on suggestions and feedback from the student body. The current year's representatives initiate the calls for nominations. Current representatives and contact information are posted on the SACP D2L site.

C. NASP Representatives

The National Association of School of School Psychologists (NASP) is a professional association of school psychologists based in the United States of America. NASP advances, promotes, and guides the school psychology profession in service of their vision that all children and youth thrive at home, school, and in throughout life. NASP provides professional guidance across a broad range of activities school psychologists engage in, leadership for school psychology to forward their mission, promotes school psychology as a profession, and advocates for children, families, and youth. As the world's largest organization of school psychologists, it includes representation from school psychologists from many other countries, including Canada. Regarding resources, NASP holds one of the largest conferences for school psychologists and creates several helpful publications for school psychologists, including a monthly newspaper, books, and other helpful resources.

NASP coordinates with student leaders (i.e., NASP Representatives) of school psychology program such as ours to have trainees connect with NASP student-focused resources and trainings. The responsibilities of NASP Representatives include:

- Communicating important news from NASP to SACP students
- Planning, coordinating, and promoting events related to NASP
- Promoting school psychology as a profession

- Encouraging and supporting the developing professional activities of SACP students

If a student is interested in getting involved with NASP student leadership, annual elections are held every June. Typically, two positions are available, one at the second-year Master level and another at the Ph.D. level.

To apply, candidates must send in verification of NASP membership as well as a 150-word personal statement to introduce themselves and provide details as to why they would like to be a NASP Representative and an outline what they will bring to the role. This statement will be posted in an anonymous survey which will be sent out to other SACP students. The student who sent in the statement that receives the most votes will become the NASP Representative. Applicants must be current members of NASP. If you are interested in learning more about this role or applying, please contact one of the current NASP student or faculty representatives.

D. Other Leadership Opportunities

There are a number of additional organizations through which students can gain leadership experiences to enhance their graduate school experience. Some of the organizations that are relevant to SACP and/or SACP students have previously been involved with are listed below:

- **Graduate Pan-Psychology Partnership (GPPP)**
 - The GPPP is a ratified graduate student organization with the mission of creating a partnership among all students in graduate psychology programs at the University of Calgary. The GPPP organizes academic, social, and professional development opportunities for graduate psychology students in the Werklund School of Education and the Department of Psychology. Their vision is to create opportunity through community as well as provide mentorship opportunities to early trainees to enhance their professional development in their respective roles as emerging researchers and practitioners.
- **Graduate Students Association (GSA)**
 - The University of Calgary Graduate Students' Association represents the collective interests, but not individual opinions, of graduate students to governing bodies of the university, all levels of government, and the surrounding community of Calgary.

VI. SACP Training Model

The following section provides you with information on our program's vision, mission, and principles, and details how these relate to our training model and program goals and objectives.

A. Vision Statement

Through research, academic, and clinical activities, the School and Applied Child Psychology Program emphasizes the inherent strengths of all learners and strives to develop optimal outcomes for children, youth, families, educators, communities, and society.

B. Mission Statement

The mission of the School and Applied Child Psychology (SACP) program is to prepare school psychologists to be contributors to and effective collaborators in enhancing learning and mental health outcomes for all individuals within a wide variety of settings. Graduates of our program are positioned to serve as educational leaders in the effective application of educational and psychological principles to the learning environment at both the individual and systems levels. To achieve these goals, our program cultivates students who are theoretically- and scientifically-informed critical thinkers and who understand and respect the diversity of human characteristics and conditions in order to demonstrate excellence as providers of high-quality, evidence-based prevention, assessment, intervention, and research services. Our graduates are scientist-practitioners who benefit from learning experiences enriched by empirical investigation and supervised training experiences within both the clinical and school environments.

C. Principles

Several overarching guiding principles are ever-present in all aspects of our SACP program and have been developed in alignment with the Professional Practice Guidelines for School Psychologists, Canadian Psychological Association, and the National Association of School Psychologists.

1. **Psychoeducational interventions are needed to prevent, remediate, and alleviate child learning and behaviour problems.**

We believe that schools have powerful influences on child health and well-being and can provide them with opportunities to improve their satisfaction with life and their ability to enjoy a healthy lifestyle. Schools today face growing challenges in addressing the complex needs manifested by children exposed to socioeconomic, cultural, linguistic, and societal adversities. The critical question for the 21st century is not "What do children need to succeed?," but rather, "Who bears responsibility for creating those facilitative conditions?" As advocates for children, school psychology program graduates must focus their commitment to children's well-being by developing a robust child- and family-centered service-delivery model that responds directly to need in the most appropriate manner – a model that reaches out to children and families where they live, learn, and play through evidence-based prevention, direct and indirect intervention and remediation, and community promotion and development.

2. Focus on assets and strengths.

All children have self-righting potentials and strengths for resilient outcomes. For children to thrive, they need supportive, caring, and economically stable families, positive educational experiences, healthy and safe communities and environments, and enduring positive peer relationships. When children successfully overcome challenges, this provides a foundation of competence and resilience that will maximize potential and foster successful outcomes.

3. Appreciation of the interdependence of individual and systems-level aspects of development.

Learners live in rich physical and social contexts that affect all aspects of individual development. Our SACP students develop a solid understanding of typical and atypical development; appreciate the diverse individual learning, social, emotional, and behavioral needs of children and adolescents; and understand that these needs and behaviors must be situated within the larger context of the family, school, social, and cultural environments in which they live. Overall child development, well-being, and thriving are highly dependent on the interconnections and reciprocal influences of these multiple influences.

4. Sound ethical orientation.

Although the same ethical principles that apply to psychology in general also apply to the practice of psychology in schools, the relationships between psychologists, teachers, parents, and children may be less easily defined or understood by those receiving service. Moreover, unique ethical issues and dilemmas occur in a school-based setting, as well as specific ethical issues regarding the provision of services to children in schools. School Psychologists must have sound ethical and legal knowledge and the ability to successfully integrate ethical standards and best practices into their work with diverse student populations in schools and other settings.

5. The integration of theory, research, and practice across the content areas of School and Applied Child Psychology.

The SACP program strongly endorses the scientist-practitioner model. We emphasize that theories and research on typical and atypical child development provide the foundation for sound, effective psychological and educational practices with children. We acknowledge that it is essential to harness theory and research on child development and psychological and pedagogical practices to shape policies that support children's needs and well-being. Graduates are competent researchers but also practitioners who adhere to scientific methods, procedures, and research in their day-to-day practice with children and youth. Graduates use scientific methodology in their practice-decisions; they develop and test hypotheses using scientifically valid methods, tools, and techniques and inform their clients of scientifically-based findings and approaches to foster optimal outcomes for all children.

The SACP program embraces the production of innovative empirical research and theory as a desirable goal in professional psychology within the graduate training framework. We seek to nurture and shape positive attitudes toward and investment in research among graduates. This process will ensure that our graduates' practices will be based on scientific findings and evidence-based theories and to facilitate research that is clinically meaningful. We are strategic about the research experiences offered and where, when, and how research training experiences are situated to maximize learning experiences for graduate students. A focus on evidence-based strategies that enhance student research attitudes and practices includes encouraging academic staff to: a) model appropriate scientific behaviour and attitudes; b) formally and informally reinforce scientific activity; c) involve students early in their training in research; d) and adopt and value various approaches to research methods and procedures.

6. Evaluation and improvement through critical thinking and a commitment to the scientific approach and reflective practice.

In embracing the scientist-practitioner model, graduate psychology programs face a major challenge – that of preparing stewards of the discipline (i.e., graduates committed to generating new knowledge and defending knowledge claims, conserving the most important ideas and findings that are a legacy of past and current work; transforming knowledge that has been generated and conserved by teaching others, and assuming a role that has an ethical and moral dimension) and stewards of the profession (i.e., graduates who possess the knowledge, skills, and moral imperative to intervene and solve problems of practice, employ evidence-based inquiry to inform their decisions, are agents of individual and system-level change, and possess an ethical obligation to engage in critical examination). Our commitment to full realization of the scientist-practitioner model is embraced through incorporating elements of both these disciplinary and professional frameworks.

Our focus on the practitioner element is enhanced through creating a participatory and collaborative climate; using inductive pedagogical approaches that take a critical, creative, and reflective stance to solve authentic problems; and practica and residencies that provide structured experiences of authentic practice which serve as sources of inquiry and professional learning. We seek to enhance the disciplinary and research components through the development of a community-wide commitment to support students' development into the best scholars possible; to foster an intellectual community that stimulates new ideas and development; and to embrace multiple perspectives in the development of new knowledge by encouraging scholarly debate and intellectual risk-taking.

D. Training Model

To achieve our mission and vision, as well as to shape our actions to reflect our values, we support preparation that is grounded in the **scientist-practitioner model** of training. We seek to produce graduates and trainees who are prepared to pursue academic or clinical careers. Our

graduates create new scientific knowledge and engage in evidence-based practices that enhance the lives of children, families, school, and allied personnel.

Scientist: Scientific knowledge and research serve as a foundation for all aspects of our program. Students acquire in-depth knowledge of theory and research related to diverse areas of psychology in general and school and applied child psychology in particular. They are introduced to the scientific and theoretical literature in the biological, cognitive, academic, social-emotional, behavioral, and environmental bases of individual behavior through psychological assessment, intervention, learning and instruction, and systems-level methods. Our research-stream students (M.Sc.) are prepared to be competent scholars who have knowledge and skills in the critical evaluation of empirical literature, research design, research methodologies, and dissemination of findings in oral and written form. This knowledge base permits them to be critical consumers of research and use their acquired knowledge and skills to undertake research to inform school psychology practice.

Practitioner: We prepare practitioners who are wedded to the notion that science must inform practice. Our students develop and test hypotheses at the individual, group, and systems-levels to foster outcomes for all learners. Students acquire a strong research and theoretical conceptual foundation in core content areas that they apply systematically through problem-solving to ensure empirically-based school psychology practice. We are also committed to preparing students who engage actively in the ethical decision-making process, have the competencies to navigate diverse interpersonal relationships and maintain a positive working alliance with their clients, and collaborate effectively with others in planning and decision-making processes that lead to positive outcomes.

E. Program Goals and Objectives

The Table below describes the goals and corresponding objectives of the SACP program. Because training is systematic and increases in complexity across the program and across degrees (Master to PhD), the level of training and expected proficiency in any of these areas is year and degree dependent.

The objectives are broken down into the following training areas:

- Knowledge acquisition(K)
- Self-Awareness (A)
- Specific Skillset (S)

Goals	Objectives
1. To prepare graduates to have a sound understanding of the broad base of psychology, as well as the historical,	<ul style="list-style-type: none"> • Students will demonstrate a broad knowledge of psychology literature, in areas of biological bases of behavior, cognitive-affective bases of behavior, social bases of behaviours, and individual behavior (K); in addition to historical and scientific foundations (Doctoral level, K)

theoretical, and empirical knowledge base in school psychology	<ul style="list-style-type: none"> Students will demonstrate mastery of foundational school psychology literature (K)
2. To prepare graduates who understand and demonstrate ethical and professional conduct in psychological research and practice	<ul style="list-style-type: none"> Student will gain knowledge of standards of practice and jurisprudence (K) Students will apply their knowledge of ethics to their practice including the use of a decision-making model (S) Students will demonstrate professional conduct in all aspects of their program including interpersonal relationships (S)
3. To prepare graduates to be competent in assessing clients and in the selection and use of appropriate assessment methods	<ul style="list-style-type: none"> Students will demonstrate knowledge about the psychometric properties of the assessments they use including strengths and limitations (i.e., test construction; K) Students will demonstrate proficiency in administering a wide range of evidence-based assessments including norm-referenced and curriculum-based measures (S) Students will develop and test multiple hypotheses about the causative factors of individual child problems (S) Students will examine and evaluate multiple data sources within a developmental context for case conceptualization and intervention recommendations (S) Students will demonstrate proficiency in communicating assessment results in a comprehensible and integrated manner, both orally and in written formats (S)
4. To prepare graduates to attend to, address, and advocate for the complete range of human diversity in all areas of psychology research and practice	<ul style="list-style-type: none"> Students will be self-aware when working with others from diverse backgrounds (A) Students will apply their knowledge about issues of diversity as they pertain to coursework, publications, research, presentations, and clinical practice (S)
5. To prepare graduates to be competent in planning, conducting, evaluating, disseminating, and	<ul style="list-style-type: none"> Students will plan, implement, and evaluate a real-world program evaluation (Doctoral level, S) Students will demonstrate understanding of a range of research designs and methods (K) Students will develop, implement, and evaluate quantitative or qualitative research (S)

advancing research and practice.	<ul style="list-style-type: none"> Students will demonstrate proficiency in disseminating research literature and results both in oral and written form (S)
6. To prepare graduates to be competent in the use of a variety of individual and group approaches to implement psychological and educational interventions	<ul style="list-style-type: none"> Students will demonstrate knowledge of a broad range of evidence-based interventions including academic, psychological, and behavior (K) Students will demonstrate basic skills in problem-solving and consultation with children, families, school personnel and agencies (S) Students will demonstrate knowledge of implementing a tiered approach of increasingly differentiated instruction and intervention to optimize academic, behavioral, and socio-emotional functioning for all learners (K) Students demonstrate knowledge of the importance of systems-level prevention to promote mental health and resilience (A) Students will understand and utilize different modalities to promote, address, or treat mental health issues based on individual client needs (Doctoral level; K + S)
7. To prepare graduates to be self-aware, knowledgeable about, and skilled in developing positive interpersonal relationships	<ul style="list-style-type: none"> Self-knowledge of the impact of professional/clinician characteristics on professional relationships (A) Maintain and develop interpersonal relationships in professional activities (S)
8. To prepare graduates to be knowledgeable and skilled in planning, conducting, and evaluating clinical supervision (Doctoral level)	<ul style="list-style-type: none"> Understand the duties, obligations, and responsibilities of a supervisor and the ethical issues pertaining to supervision (Doctoral level; K) Design supervision relative to the strengths and weaknesses of a given supervisee (Doctoral level; S) Apply ethical decision-making processes in the practice of supervision (Doctoral level; S) Apply at least two current models of supervision and be able to develop one's own model of supervision (Doctoral level; S)
9. To prepare graduates for independent practice in school psychology	<ul style="list-style-type: none"> Students will espouse and incorporate a personal orientation to the practice of school psychology that is empirically-based (A+S+K)

	<ul style="list-style-type: none"> • Student will complete 400 practicum hours, with 25% direct client hours (Master level) • Students will complete a 1600-hour pre-doctoral residency at sites accredited by APA or CPA or at an residency that meets equivalent standards and requirements as the final component of their clinical training (Doctoral level; A+S+K)
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VII. General Program Information

The Master of Science (MSc) and Doctoral (PhD) programs are housed within the School and Applied Child Psychology (SACP) program area in the Werklund School of Education at the University of Calgary. The MSc and PhD SACP programs are aligned with the Canadian Psychological Association (CPA) accreditation standards.

A. Supervisors

At the date of acceptance into the Faculty of Graduate Studies, each student is assigned an supervisor. The supervisor will provide direction at the beginning of the program concerning course selection and other program information. Once you have confirmed your primary supervisor, students are expected to complete and sign an Appointment of Supervisor and/or Supervisory Committee form, Checklist for Expectations for Graduate Students and Supervisors form, and the FGS Intellectual Property Awareness form early in their first term.

B. Program Duration

Master of Science (MSc) in School and Applied Child Psychology

The MSc in SACP is comprised of a) 42 units (7.0 full-course equivalents) comprised of 12 half-courses and 2 practicum (200 hours each) courses and b) a thesis.

The program requires a minimum of two years of full-time study to complete. Maximum completion time is four years. Typically, students take between two to three years to complete the MSc program. As such, for students wishing to complete the MSc program within a two-year timeframe, it is important that they work closely with their supervisor early in their program to map out a reasonable plan for thesis completion.

Doctor of Philosophy (PhD) in School and Applied Child Psychology

The PhD in SACP is a 33-unit (5.5 full-course equivalents) program, comprised of 7 half-courses and 4 practicum (200 hours each) courses. In addition, the PhD program consists of a) candidacy requirements, b) a 1600-hour residency; and c) dissertation.

The 33 units are to be completed in the first two years of study, with the 3rd and 4th years dedicated to dissertation research and the 5th year to the residency. PhD students need to also

be mindful that the candidacy exam must be completed within 28 months from the program start date and the doctoral thesis proposal must be approved and data collection started prior to beginning the residency year.

The PhD degree is designed to be completed in five years. Maximum completion time allowed for the PhD degree is six years.

C. Course Schedules

The course schedules for students admitted in the current academic year are outlined in the Appendices B and C and follows a prescribed scope and sequence. Students wishing to make changes or additions to their schedule are advised to first consult with their supervisor and/or the Director of Training. As certain PhD courses rotate (i.e., offered only every second year), it is important that you refer to the course schedule specific to your admission year.

Specific descriptions of courses can be found in the University Graduate Calendar.

D. Registration

Registration services are accessed through the Student Center from the [MyUofC portal](#). Registration for Spring/Summer term is typically available in early February, and for Fall/Winter term in early June. Students are requested to register in courses within one month from the date registration opens.

E. Vacations

As per FGS regulations, graduate students are entitled to three weeks (15 working days) of annual vacation. The three weeks of vacation do not include statutory holidays or days designated by the University as closed. Mid-term breaks (e.g., Reading Week) only apply to campus activities, such as classes, not to practicum/residency settings.

F. Police Information Checks

Students are required to submit a current Police Information Check, which includes a Criminal Record Check and a Vulnerable Sector Search, to the Graduate Program Office in the Werklund School of Education at the beginning of each academic year (September 1) and to the organization hosting the student on or before the first day of the practicum course. To be considered current, the check is not to be completed prior to June 30th. Failure to present a Police Information Check may result in the student being unable to complete their practicum or residency and/or being unable to access the CWE clinic for some course requirements (e.g., observations). Successful completion of all practicums and residency (PhD) are required for graduation.

Please note that SACP can accept electronic Police Information Checks for program admission; however, individual practicum sites may still require hard copies of your Police Information Check. It is the students' responsibility to ensure that they obtain the appropriate documentation for their practicum sites.

Further details about this requirement can be found in the [FGS Calendar](#).

G. Emails

It is the Werklund School of Education's policy that students use a professional ucalgary.ca email account for ALL program correspondence, including field experiences. If you have not already done so, sign up for your email account at: [Getting Started](#).

H. Office Space

A designated workspace is provided for all SACP students during their **required program residency period** – which is the first two years of the MSc program and the first four years of the PhD program, with touch down spaces available in subsequent years. Workstations include a desk, chair, bookshelf, some lockable filing cabinets, and wireless connectivity to the University network. Students in residency may receive one of the following two options:

- Dedicated workspace, which includes lockable filing cabinets.
- Shared workspace with dedicated locked storage near the workstation.

Workspaces for new students will be made available mid to late August (date to be confirmed via email), with an email sent to provide you with further details. Current student who are still eligible for workspace may transfer to their new workstation after July 31st and are asked to contact gpe.gradspace@ucalgary.ca to receive assigned workstation and keys. Any workstations unclaimed as of mid-September will be reassigned to other students.

Students who are no longer in a required residency are eligible for shared workstations also known as touchdown spaces. These spaces will be available as of mid-August. Specific workstations are not assigned as past experience would indicate that few students require workstations full time. If you would like to use a shared workstation, please contact gpe.gradspace@ucalgary.ca.

Post-residency requirement students may apply for unclaimed dedicated workstations by contacting gpe.gradspace@ucalgary.ca. Your request should include any circumstances that would place your application in a priority grouping. Requests will be considered prior to mid-September and assignments will be made according to the following guidelines:

- Students who are pre-candidacy, then
- Students who have an agreement with WSE to teach as a sessional instructor, GAT or GANT, then
- Students who are completing their research on or near the U of C main campus
- Students who have requested to be placed on the waiting list for re-assignment of unclaimed workstations

I. Case Conferences & Research Meetings

Students are required to attend weekly case conferences or research meetings that run throughout the Fall and Winter terms (for 2024-25 year, Tuesdays for fall, Mondays for winter). Further information about and specific dates for case conference are posted in the D2L site.

Case conferences and research rounds are held regularly during the Fall and Winter terms. Case conferences provide an important opportunity for you to hear about client cases seen by upper year students on practicum. It also provides an opportunity to interact with all SACP students and extend your course learning in these collaborative meetings. Research rounds provide an opportunity for students to hear about SACP faculty research as well as research from other departments/faculties (e.g., Social Work, Psychology, Medicine) and universities. Research rounds may also involve guest speakers on topics of interest (e.g., working with children who have experience trauma, refugees, special populations such as cultural or religious groups).

J. Research Seminars

WSE hosts a number of research seminars throughout the year. Given that students are learning to be scientist-practitioners, the expectation is that SACP students will attend relevant WSE research seminar sessions. A schedule of upcoming research seminars is distributed by the Research Office.

K. Town Hall Meetings and Cohort Meetings

Town hall meetings are typically held twice a year to provide students with updated information and receive student feedback. As needed, we will also hold special cohort meetings.

L. Student Records

Student records are kept by the Graduate Programs in Education Office, with both hard and electronic copies retained. Additionally, the Director of Training retains certain student files, in hard or electronic form, that assists with supporting student programming. Retention rules pertaining to student records can be found at: <https://asc.ucalgary.ca/marrs/>

M. Relation to Credentialing Bodies

As registration/licensing of psychologists is at the provincial level in Canada (e.g., College of Alberta Psychologists; CAP), you will want to ensure that you are familiar with the requisite College requirements in the province in which you plan to practice as a psychologist. The requirements of a particular College and those of this program of study will have overlaps but are not the same. As such, it is important to review and map the requirements of this program of study (e.g., required courses and field experience) to the expectations required of you for professional registration in the province in which you intend to practice.

VIII. Funding, Scholarship, and Employment

A. Funding

Effective Fall 2023 admission, the minimum funding opportunities for Master of Science (MSc) students, will not be less than \$10,000 annually for each of the first two years of their program. See <https://werklund.ucalgary.ca/graduate-programs/msc-funding> for details of this MSc funding.

MSc students will receive funding based on the following conditions:

- must be registered as a full-time student;
- must apply for SSHRC funding (October) and the University scholarships competition (December). Failure to apply will result in a decrease or cancellation of departmental funding; and
- must maintain satisfactory academic standing in the program.

Guaranteed funding is also provided at the PhD level, with PhD students provided funding for their first four years of their program. See this link for more details: <https://werklund.ucalgary.ca/graduate-programs/phd-funding>.

B. Scholarships

These are many opportunities to apply for awards/scholarships, all of which can be found in the University of Calgary Graduate Awards Database. Scholarship information, application forms, and instructions are found on the graduate award website and through the searchable awards databases. Both the University and the WSE offer scholarship workshops. Please ensure that you pay attention to when these are being held and plan to attend.

- Awards database: <https://iac01.ucalgary.ca/FGSA/Public/PublicHome.aspx>
- University awards: <https://grad.ucalgary.ca/awards>
- General awards through WSE: <https://werklund.ucalgary.ca/graduate-programs/awards>

1. Faculty Awards (December)

A number of awards are designated specific to School/Educational Psychology students. Applications for these awards are sent at the same time as the AGES scholarship are due.

- *Anita K. F. Li Graduate Scholarship*
- *Denise H. S. Owen Scholarship*
- *Helen McWilliam Memorial Scholarship*
- *Joe Woodsworth Memorial Scholarship*
- *W. R. Unruh Scholarship*

2. Travel Awards

Students are encouraged to apply for Travel Awards to help support their travel expenses to conferences. There are three main sources of travel funding:

1) Werklund School of Education Travel Award (up to \$1500)

Due: October 1, February 1

Limited to one award per academic year (Sept-Aug)

<https://werklund.ucalgary.ca/graduate-programs/awards/conference-travel-awards>

2) GSA Professional Development Grant (\$500)

Due dates are subject to change each academic years (please consult the GSA website)

Limited to one award per academic year (Sept-Aug)

<https://gsa.ucalgary.ca/financial-support/grants/>

C. Employment Opportunities

The SACP master and doctoral programs are considered full-time programs. Full-time students should expect to normally devote an average of 40 hours per week to program-related activities. Program-related activities include course work, systematic reading, clinical case conferences, research seminars, laboratory or other research work related to the production of thesis proposals and/or defence of thesis and thesis proposals, field work, and study for candidacy examinations. Within the SACP program, typical program components are scheduled from Monday to Friday and between 9 and 4, although lab courses and field experiences may be scheduled during evening hours.

Students who pursue employment opportunities are strongly encouraged to discuss such options with their supervisors. Supervisors can best provide students with guidance given their knowledge of the program requirements and an individual student's planned time to completion and research progress.

Devoting time early in the program to achieving high grades and establishing your research record (e.g., publications, presentations) better positions you for success in your scholarship applications and success in the program. As such, we encourage you to:

- Focus solely on your graduate work for the fall term in your first year in-program. This will provide you with an opportunity to best judge the workload of graduate school—which is considerable higher and more demanding than undergraduate work.
- When seeking employment opportunities, consider Graduate Assistant Teaching (GAT), Graduate Assistant Non-teaching (GANT), and sessional positions. These help to build your curriculum vitae and bolster your scholarship applications.

1. Graduate Assistant Teaching (GAT)

Graduate Teaching Assistantships are available on a term-by-term basis to SACP doctoral (PhD) students within WSE. On occasion, GATs are available for Master students. Students looking for GATs must register using ELEVATE: <https://elevate.ucalgary.ca/home.htm>.

Some of the common GATs that SACP students apply for are:

Course No.	Course Title	Term	Eligible Students	
			MSc	PhD
EDPS 665	Cognitive Assessment & Intervention	Fall		X
EDPS 662	Practicum I	Fall		X
EDPS 609	Research Design and Statistics II	Winter		X
EDPS 659	Academic Assessment & Intervention	Spring		X
EDPS 669	Social-Emotional Assessment & Intervention	Winter		X

2. Teaching (Sessional) Positions

PhD students may also be eligible to apply for sessional positions within the WSE. Students must be post-candidacy exams to apply for sessional positions. Postings are available on WSE's website under [Careers](#). You can also do a search of the University of Calgary's career site: <http://careers.ucalgary.ca/>

3. Graduate Assistant Non-Teaching (GANT)

Graduate Assistants Non-Teaching (GANT) are generally supported by faculty members' grants. Duties and responsibilities may be directly related to the student's degree requirements or to the requirements of the research project led by the faculty member. Responsibilities vary depending on the nature of work required by the parameters of the grant. Most commonly, duties involve literature reviews, recruiting for, conducting, and/or transcribing interviews, and data collection and analysis all mentored by the faculty member or senior graduate students. Other duties may also involve co-coordination of research-related activities with community stakeholders and developing the project ethics applications. Participating in a research project sometimes leads to co-authored publications and conference presentations.

Student compensation (in form of a stipend or salary) is established in alignment with the parameters of the granting agency and with the University of Calgary/GSA agreements. Appointments are for a specified period satisfactory to the grantee. The length of appointment depends predominantly on the life span of the grant and on the complexity and volume of work that is negotiated between the researcher and the student.

There are two main routes for finding out about available GANTs. One is to talk with faculty members about GANT opportunities they either have or are upcoming. Start with your supervisor, but feel free to approach other SACP and WSE faculty members, particularly if they are doing research in an area of interest to you. Another route is to ensure you read the WSE's Office of Research monthly newsletter as available GANT opportunities are often outlined in this publication. Postings for GANTs could also found in the general University Careers website at <https://careers.ucalgary.ca/>.

IX. Student Expectations and Criteria for Satisfactory Progress

A. University Regulations

The University of Calgary's [Academic Regulations](#) is the main source in which academic and non-academic expectations for students are outlined. It is important that you familiarize yourself with the sections of the Regulations pertaining to [Academic Standing](#), [Statement of Principles of Conduct \(SPC\)](#), and [Student Appeals](#). The SPC provides specific details of what constitutes Academic and Non-Academic Misconduct and the policies and procedures pertaining to failure to meet these outlined expectations.

In addition to these resources, the University of Calgary has a Student Appeals Office and a [website](#) to assist you should you need support in the appeals process. Students may also obtain information and support with understanding the appeals process and submitting an appeal from the Student Ombuds Office.

B. Professional Program Expectations

As the SACP program is preparing students to work as psychologists who support vulnerable populations of children and families, our program is also focused on ensuring each student's success in developing and demonstrating **professional competence**. These broadly consisting of: (1) *Academics*: Acquiring necessary knowledge and skills, (2) *Practice*: Demonstrating sufficient skills and abilities, and (3) *Professional Work Characteristics (PWCs)*: Acting with honesty and integrity, respecting others, and demonstrating responsibility and accountability. This section details with professional program expectations (refer to above section for any violations of University Regulations).

1. Academics

In addition to the Academic standing requirements of FGS (e.g., maintaining grades above "B", minimum annual GPA of 3.00), students are expected to:

- Maintain the highest standards of excellence in their scholarly activities, courses, and residencies (i.e., minimum grade of B and higher, regular and punctual attendance, active participation).
- Attend clinical case conference, town hall meetings, research seminars, and colloquia (e.g., visiting professors) sponsored by the School and Applied Child Psychology program and other programs within the department
- Actively apply each year in which they are eligible for external funding, scholarships, and fellowships
- Actively participate in grant writing with faculty members
- Contribute to conference presentations and publication of scholarly work. This may relate to students' master or doctoral research, as well as to involvement in additional research activities while in program.
- Timely completion of any Pre-Admissions Requirements detailed in their Letter of Admission.
- Prepare for and participate in the [Three Minute Thesis Competition](#) (3MT).

2. Practice

The following pertains to all practice components of the program (clinical practica, field placements, and residency placements):

- Achieve a minimum rating of “Standard” in all areas of practice at the final evaluation in field experiences (practicum, residency)
- Adhere to all standards as outlined in Section X: Field Experience in the *Handbook* and course outlines; as well as professional standards for the practice of psychology and educational, i.e., ethical standards published by the [Canadian Psychological Association](#) (CPA), the [American Educational Research Association](#) (AERA), and the [Council for Exceptional Children](#) (CEC).
- Appropriately maintain and use school property and resources (e.g., test measures).
- Respect the confidentiality of information about clients received in confidence or in the course of professional duties.
- Limit discussion of clients to appropriate persons and in appropriate settings.
- Reflect upon knowledge of the content and potential impact of one’s own beliefs and values on clients, peers, allied professionals, the public, and individuals from diverse backgrounds or histories.
- Accept responsibility for learning by meeting deadlines, seeking opportunities for professional development and managing time effectively.
- Respect the time of supervisors by arriving on site prepared by understanding course requirements and by following through on assigned tasks.

3. Professional Work Characteristics

As psychologists-in-training students have a higher standard of performance and behavior as required by the psychology profession than what is required for the general University population. Such conduct pertains to behaviours toward other students, faculty members, and staff; as well as those exhibited towards clients and other professionals with which the student is working. A listing of general expectations is outlined below. These standards generally align with the University’s Principles of Conduct, but also include more specific professional behaviours and standards. In addition, students need to ensure the demonstration of professional work characteristics with respect to membership in professional organizations, use of social media, and effective problem resolution.

a) Professional Competency Domains

Students are expected to demonstrate the highest standards of academic honesty and professionally ethical behaviour (i.e., honesty and integrity), confidentiality, respect for others, and responsibility and accountability. A general listing of these expectations is provided in Appendix D.

b) Student Membership in Professional Organizations

An important part of your professional development comes through involvement in related professional organizations. We encourage all students to be members and involved in several of the key organizations listed below. Student membership comes with great rates and access to important resources. Possible organizations include:

- Canadian Psychological Association (CPA)
- Psychologists Association of Alberta (PAA)
- International School Psychology Association (ISPA)
- National Association of School Psychologists (NASP)
- American Psychological Association (APA)
- American Educational Research Association (AERA)
- Council for Exceptional Children (CEC)
- National Association for Gifted Children (NAGC)
- Society for Research in Child Development (SRCD)
- Other appropriate association(s)

c) Social Media Use¹

There are benefits and risks to the use of social media. In terms of risks, even with the use of privacy setting—things can go public. To safeguard yourself, ensure that you maintain professional conduct on social media. Other tips in this area include:

- Avoid multiple relationships (e.g., “friending” clients or parents)
- Respect a family’s right to privacy (e.g., don’t post information about students/clients you work with)
- Maintain professional conduct (e.g., don’t post images or text about intoxication, complaints about faculty or other students).

4. Problem Resolution

If any concerns are identified by the student and another party (i.e., peer, instructor, faculty supervisor, practicum supervisor), it is important to work toward resolving conflicts and concerns in a positive and professional manner.

The first course of action is for the individual who has a concern to address it with the appropriate party. For example, if the student thinks there is a problem with an instructor, the student should first talk to the instructor about this problem and try to solve it together. If various attempts at finding a solution prove unsuccessful, students are encouraged to next problem-solve with their supervisor and/or the next level of appropriate faculty member. For example, a student in practicum may disagree with their practicum supervisor around an important practice issue. The student needs to first discuss and try to find resolution with the practicum supervisor. If unsuccessful, the student would next discuss the issue with the practicum instructor and then, if necessary, with the Director of Practicum.

Students are also welcome to consult with their Graduate Program Director at any time in the process to assist them with problem resolution.

¹ Source: Trainers of School Psychologists (n.d.). *Social media policies for school psychology training programs: Issues and considerations*. Available at: http://www.trainersofschoolpsychologists.org/TSP/Links_files/Social%20Media%20TSP%20Statement%20Final.pdf

X. Progress Monitoring and Remedial Procedures

A. Progress Monitoring

To best help support your success in the program, instructors, and supervisors work to monitor your progress in the program. There are three formal methods by which your progress is monitored, and feedback is provided. These entail:

1. FGS Annual Progress Report

Each thesis-based graduate student must file an annual progress report with their graduate program, typically during the month of May every year. The annual progress report is accessed from the Student Centre at my.ucalgary.ca.

The purpose of the Annual Progress Report is to provide a mechanism to record the student's, the Supervisor's, and the Graduate Program Director's perspectives regarding the achievements of the past year, and to outline the milestones or objectives for the coming year. It is also to provide the Supervisor and the Graduate Program Director with an opportunity to indicate whether progress during the past year was satisfactory, whether certain expectations or targets have been met, or to address problems that have arisen. This information will become part of the student and supervisory records.

2. SACP Annual Progress Report

The SACP Annual Progress Report is similar to the FGS Annual Report but provides a more detailed listing of all annual activities that are required for students to be successful in the program with a focus on Professional Competencies (academics, practice, and professional work characteristics) as outlined in Section X. B. above. Data from the SACP Annual is reviewed at the Annual Student Review Meeting (see below). The information becomes part of the student record and is compiled for CPA and program reporting requirements (aggregate data only).

The report is to be completed in May along with the APR, with an electronic link sent to students.

3. Annual Student Review Meeting

The SACP faculty meet once a year to monitor student progress and development of professional competencies **across course/program requirements**. The purpose is to note meritorious, satisfactory, and less than satisfactory performance.

As the yearly review is intended as a supportive, problem-solving approach, the committee may discuss student problems that are early in the Remediation Process (Step 2) or more advanced (Step 4). At minimum, any student issues discussed at the Yearly Review meetings have already been discussed with the student and attempts made to resolve the problem informally. Individual feedback following the review is given to individuals whose performance is identified as meritorious or in need of remediation.

B. Remedial Procedures

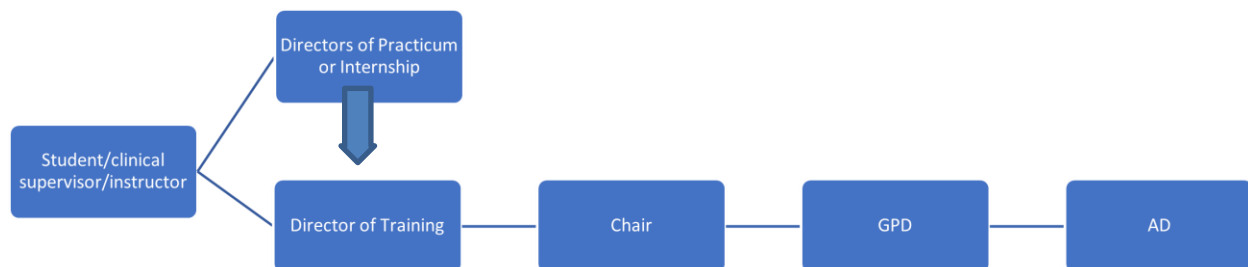
Student problems requiring formal remediation are rare but do occur. The University of Calgary's [Academic Regulations](#) outlines academic and non-academic expectations for students and the specific procedures and policies for dealing with misconduct. Additionally, as psychologists-in-training you are also beholden to a high standard of professional competence.

The SACP program has dispute-resolution mechanisms mandated by CPA. If problems arise, students, clinical supervisors and/or instructors contact the relevant director first. If problems persist the Director of Training (DOT) should be consulted. If a student wishes to appeal a decision of the DOT, the EDSA chair serves as a source of advice or direction.

If a student is not comfortable talking with those noted above or a dispute is not resolved through talking with those noted above, the student should contact the GPD.

Should a problem with a student continue, the Director of Training should contact the GPD. With the student's permission, the GPD may consult with another GPD, the AD of GPE and/or the AD of FGS.

Unless otherwise noted, the general process for dispute resolution is as follows:



Thesis and Dissertations

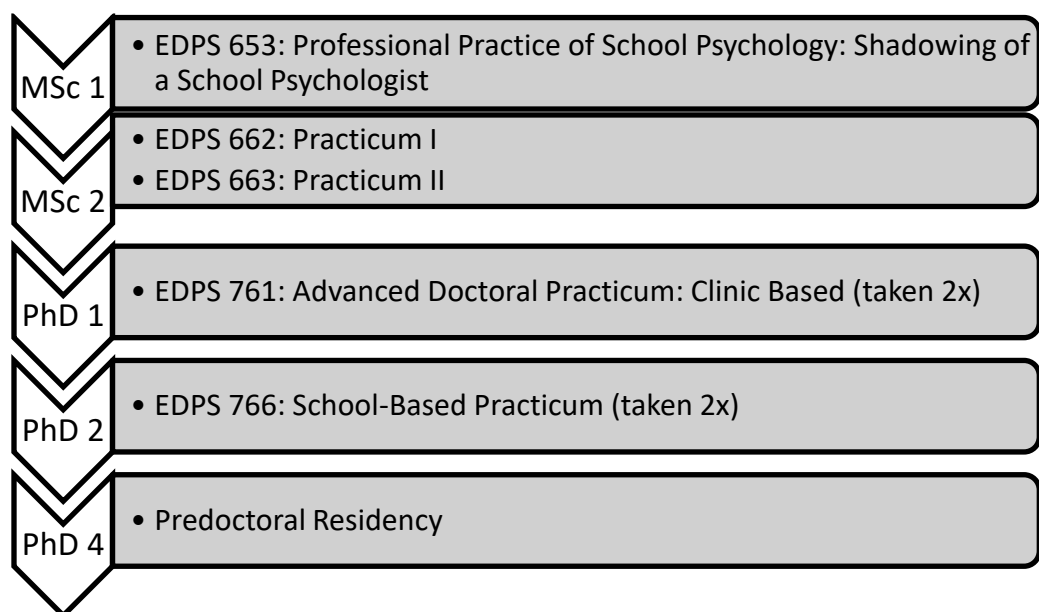
Detailed information on thesis (master) and candidacy/dissertation (doctoral) can be found in the FGS Calendar and on the WSE website under [Candidacy and Dissertation procedures](#).

XI. Field Experiences

Within the SACP program, there are several field experiences. These include experiences in both the clinical setting affiliated with our program—the [Centre for Wellbeing in Education \(CWE\)](#) clinic—as well as other settings, most notably school settings.

SACP practica (MSc and PhD) and residences (PhD only) are designed to build upon the knowledge and skills that students acquire throughout the program. Consequently, the level of independent practice and sophistication of clinical skills required increases with each practicum/residency experience. There are six practica across the programs: two within the MSc program (MSc Year 2: EDPS 662 and EDPS 663) and four within the PhD Program (combination of EDPS 761 and EDPS 766). Normally, PhD students complete a 1600-hour residency during their fifth year in-program.

In addition to the formal practicum and residency experiences, there are additional field activities throughout the program. For example, MSc 1 students are afforded the opportunity to shadow a school psychologist for three days. In the PhD program, opportunities may be provided for students work with teachers-in-training to develop their consultation skills and in the field to complete program evaluations. In addition, students can apply to have other relevant training or work experiences applied toward their total program hours (see Program Sanctioned Hours section).



This section of the Handbook pertains to the expectations and guidelines pertaining to the full range of field experiences in the SACP program. Please note that all forms and documentation required for field experiences are located in the SACP D2L site under “Practicum.”

A. Professional Behavior

While in the field, you are working in the role of a psychology professional. As such, your behaviour needs to be consistent with the expectations of the professional role. This includes how you present yourself as well as your commitment to meeting all expectations of the field activities.

Within the field, students are required to adhere to the conduct expectations as stipulated in Section X of the *Handbook* (e.g., University of Calgary calendar, program competency guidelines, professional ethics, and the College of Alberta Psychologists regulations). Within field experiences (e.g., practicum and residency placements), students are additionally required to attend to School Board policies and, should the placement be outside of Alberta, the Standards of Practice of the jurisdiction.

B. Police Information Check with Vulnerable Sector Search

Students are required to submit a current Police Information Check, which includes a Criminal Record Check with a Vulnerable Sector Search, to the Graduate Program Office in the WSE at the beginning of each academic year (September 1) and to the organization hosting the student on or before the first day of the practicum or residency course. To be considered current, the check is not to be completed prior to June 30th. Depending on the site/practicum student may be asked to complete an *Intervention Record Check*. Failure to present a Police Information Check or Intervention Record Check may result in the student being unable to complete their practicums or residency (PhD). Successful completion of both practicum and residency are required for graduation. Further details about this requirement can be found in the [FGS Calendar](#) and in the Home D2L site.

C. Insurance**1. Professional Liability Insurance**

Typically, the practicum setting assigns practicum students the status of Practicum Student or Trainee and provides full protection and coverage for liability and indemnity afforded all students or volunteers in the setting.

Further, students are covered by Professional Liability Insurance through the University of Calgary while enrolled in a course. Students are covered from the beginning to the end of a term in which they are registered in a course. Lawsuits involving student school/clinical cases are rare; however, in that event, the University of Calgary's liability insurance covers students up to 2 million dollars.

It is sometimes the case that: a) students are completing field activities that extend beyond a term period or b) practicum/residency sites request a copy of your Certificate of Insurance. In such cases, students need to work with the instructor of record for the specific practicum/residency course to apply for either an extension of or copy of coverage. Further information can be found at: <https://www.ucalgary.ca/riskmgmt/insurance/certificates-insurance>.

A Certificate of Insurance should be exchanged between a site and the University of Calgary when a Practicum or Residency Agreement is established but can also be requested by personnel from the Dean's Office via email, educops@ucalgary.ca.

2. Worker's Compensation Board Coverage

In case of an injury sustained while in a required field setting, students are covered through the University's workers' compensation insurance. WCB coverage is automatic for on campus students who are registered in a course.

D. Vacations

Thesis-based graduate students are entitled to three weeks (15 days) of annual vacation/time off from their studies. This includes all research, scholarly, and creative activities. The three weeks of time off do not include statutory holidays or days designated by the University as closed. See <https://www.ucalgary.ca/pubs/calendar/grad/current/gs-academic-regulations-vacation.html>. As outlined in Section VII E, mid-term breaks (i.e., Reading Week) do not apply to practicum/residency settings.

E. Deferral of Term Work

Students who have not completed their full course requirements within 5-days from completion of term lectures (inclusive of practicum hours or course assignments) must complete and submit a [Deferral of Term Work form](#) to their course instructor. Course Instructors will submit the Deferral of Term form to the GPE office should these items still be outstanding by the deadline for grade submission. For more details, see <https://www.ucalgary.ca/pubs/calendar/current/g-2-3.html>.

F. Transportation

For field and practicum sites are off-campus, students are responsible for securing transportation to these sites (e.g., city transit, ride share, etc.). While students are not required to have a vehicle, students without access to a vehicle are limited to practicum placements within the Calgary area and may have lengthy commutes to assigned schools within the Calgary region.

G. Test Library

The test library is housed in the Centre for Wellbeing in Education (CWE). As materials in the CWE resource library are in great demand and limited supply, priority is given to the use of test materials for assessment courses and clinic-based practica. Students are also permitted to sign out additional assessment instruments to increase their familiarity with a wide range of instruments. CWE resource materials **cannot** be signed out for personal (e.g., outside employment activities) purposes. Use for research requires explicit permission from the CWE Director. It is important to note that students are responsible for the test kits they sign out; any damages or loss of material may require a student to replace these items.

It is expected that school-based practicum/residency sites will provide students with test materials that they will be using on a regular basis. However, pending availability, CWE resource materials may be signed out, but are limited to students who have formal instruction on the

measure and supervised administration. The CWE clinic has a list of these. Any borrowing of additional tests requires completion of the "Accessing CWE Facilities, Resources, and Client Data for EDPS Courses: Request Form" in the Home D2L site under the CWE library materials. The request must come from the course instructor. Please note that CWE **will not** supply test protocols to community practicum/residency sites. Students accessing CWE assessment instruments for use outside of the CWE clinic will be responsible for any damage to, or loss of, the test materials. Please read the information in D2L on the procedure for borrowing test materials.

H. Informed Consent

All students on-site at a practicum placement (CWE or Community) should identify themselves as a practicum student to those with whom they interact (clients, educators, other professionals).

As part of the informed consent process, students are expected to have their clients sign a form that outlines they are a graduate student in-training. CWE has their own consent form, and some sites might as well. If your site does not have a form, there is a sample form on the SACP D2L site.

I. Permission to De-Identify Reports

Any report generated from practicum/residency activities must be redacted if it is to be shared or used for non-learning purposes (i.e., students may want to share redacted reports when applying for jobs or future practicum/residency placements). Before redacting and sharing any reports, students must obtain permission from the supervisor and/or site. The required forms are provided on the SACP D2L site.

J. Practicum Experiences

Students are expected to begin taking on the roles and responsibilities of a school psychologist/psychologist in a supervised setting. Students are expected to apply skills learned through their courses and to take initiative in seeking out additional knowledge and support as they apply skills in new situations. In collaboration with the practicum course instructor and the site supervisor, students are expected to complete all course assignments for the practicum courses and to engage in other opportunities provided by their site supervisor to develop clinical skills in school psychology.

1. Practicum Expectations

Students are required to obtain a *minimum* of 200 hours for each practicum with an average of 15.5 hours per week throughout the 13-week course. This is equivalent to approximately two full days per week at the practicum site. Students should expect to put in more time in the field work and outside-of-class activities than are associated with typical didactic courses.

- Of the 200 hours required for each practicum course, 50-75 hours (~25%) should be face-to-face (direct) with clients/consultees.
- An average of 2 hours per week (26 hours) of supervision. One out of every four hours can be group supervision (max 6.5 hours).

- Students will use the EDSA practicum log (see D2L) to track hours.
- Time in class and case conference does not count towards practicum hours.
- Students in community practicum should be aware of days lost to statutory holidays, school PD, spring break, teachers' convention, etc. and adjust their time at site accordingly.

2. Practicum Settings

The practica experiences in the MSc and PhD programs include both clinic-based (CWE) and school-based settings to provide a variety of experiences in applying clinical skills.

a) Centre for Wellbeing in Education

An important part of your training experience will involve work in the state-of-the-art training facility affiliated with our program, Centre for Wellbeing in Education (CWE), which is housed on the 4th floor of the Education Tower. All procedures pertaining to CWE are detailed on the D2L site. Students are required to familiarize themselves with all posted materials in advance of commencing work in the CWE clinic.

b) Community-based Practicum Experiences

Community-based practica are primarily completed with our partnering school districts but may also be completed within other sites with registered psychologists (e.g., Alberta Health Services, private schools, community-based school psychology practices). The majority of placements are within the Calgary area, although we also have some rural school divisions that partner with us to provide practicum placements.

Students may be placed with any site within Calgary and have the option to complete their practicum experience with School Divisions outside of Calgary (i.e., Golden Hills, Foothills, Rocky View school divisions). See D2L for a list of our current community partners.

The SACP Director of Practicum (DOP) is responsible for placing students within their community-based practicum settings. Consultation with students and faculty typically take place to accommodate to students needs and preferences. In addition, a questionnaire is given to students regarding their placement preference and access to a car for travel. There is no guarantee that students will be placed at their preferred site.

Please refer to Section XIII F for specifics on transportation requirements for community-based practicum experiences.

c) Student-supervisor conflict within a practicum site

Although it is rare, problems can emerge that are difficult to resolve. If any concerns are identified by the student, supervisor, or site during the practicum placement, it is important to identify and work through the concerns as quickly as possible.

The first course of action is for the individual who has a concern to address it with the appropriate party. For example, if the supervisor thinks there is a problem with the student, the supervisor should first talk to the student about this problem and try to solve it together.

Concerns identified by another member of the organization should be brought to the supervisor's attention who can then decide whether to include this individual in a discussion of the problem with the student or talk with the student alone. If various attempts at finding a solution prove unsuccessful, either the student or the supervisor should approach the Course Instructor for assistance.

If there is still dissatisfaction with the practicum on the part of the student, the supervisor, or instructor, the Director of Practicum, and perhaps the Chair of the SACP program should be consulted and will recommend one of the following options:

- a) A solution is found, and the student continues with the present placement with a remediation plan in place; or,
- b) A solution is found whereby the student is placed in another practicum site; or,
- c) The student withdraws from the practicum.

3. Practicum Supervisors: Expectations and Responsibilities

At all times during the practicum, the Supervisor maintains full responsibility for the casework undertaken by the student. Supervision is provided with the specific intent of dealing with the psychological services rendered directly by the practicum student Supervisors will:

- Facilitate the student's progress through the stages of observation, co-facilitation (where appropriate) and independent intervention. Supervisors are encouraged to consider the stage of professional development at which the supervisee is performing. Some students have little experience at the beginning of a practicum placement and may benefit from co-activities or working with less difficult client issues until their comfort level increases;
- Approve the Student's Hourly Logs;
- Provide 2 hours of supervision per week;
- Monitor student progress and provide ongoing feedback on skill development;
- Complete a mid-term and final evaluation in conjunction with the Student and Instructor;
- Make notes that summarize each supervision session. The notes should include the types of client issues the student has experienced, the student's progress and questions;
- Contact the Instructor if concerns arise about the student or if it is evident the student is having difficulty;
- Review students' specific professional development goals at the beginning of the practicum and regularly thereafter. These goals provide a focus for supervision and evolve as students meet with clients and receive supervision feedback;
- Be conscious of providing a positive professional role model. Students often model their practice after that of their supervisor;
- Regularly ask the student about how the process of supervision is going. This check in allows both the student and supervisor to raise any concerns that can be solved before they become problems, as well as celebrate successes; and
- Summarize the work and feedback students have received during supervision sessions during the mid-term and final evaluations; thus, ensure that students are fully aware of their progress. It is important that students are not surprised by any feedback from the supervisor

during the mid-term and final evaluations. This practice contributes to the continuation of an open and trusting supervisory relationship.

General guidelines for supervisors:

- Determine the appropriateness of the student's background and training for placement at the field site;
- Work with the student to create the Learning Plan;
- Discuss mutual expectations for the practicum placement. The student can provide information regarding the course requirements. The supervisor can ensure that the student receives an adequate orientation to the organization, office procedures and expectations prior to the commencement of seeing clients; and
- Spend time initially to discuss how and when supervision will occur. This also allows the supervisor and student to begin to develop the working alliance upon which effective supervision is based.

Supervisor requirements:

Practicum supervisors must possess the following:

- Expertise in the area of school psychology, including conceptual knowledge and practical experience in the field of school psychology;
- A graduate degree related to the area of school psychology (or equivalent), approved by the Director of Practicum;
- Designation as a Registered/Licensed Psychologist in Alberta (or other provincial equivalent), such as College of Alberta Psychologists; and
- Normally a minimum of four years, post-master's successful practice in the school psychology field prior to taking a supervisory role.

Topics of discussion in the initial meetings should include:

1. Frequency and timing of supervisor sessions
2. Content of supervisory sessions
3. Discussion of working styles
4. Negotiation of student's on-site duties and responsibilities
5. Discussion of learning goals and learning opportunities

Communication with the Program:

Supervisors will receive the following at the beginning of the practicum:

1. A welcome and confirmation of the terms of the supervision agreement between supervisor and student
2. Contact information for the Director of Practicum and Course Instructor to discuss any questions, clarify expectations, and provide information on how to contact the Director of Practicum and Course Instructor.
3. Encouragement to contact the course instructor throughout the practicum placement regarding any questions or concerns. The course instructor will contact the supervisors at the middle and end of the course to discuss the students' progress.

4. Course Instructor: Expectations and Responsibilities

The student, supervisor, and Instructor will normally be in contact at least three times during the practicum: initial contact at the start of term, at the mid-point of the practicum for formative evaluation, and again toward the end of the practicum for summative evaluation. These meetings may occur by telephone, e-mail correspondence, virtually, and/or face-face interaction. The instructor is available to both the student and the supervisor for consultation at any time during the practicum.

The Instructor is responsible for monitoring the practicum process as well as:

- Helping the student understand the connections between theory and practice in school psychology (this responsibility is shared with the Supervisor)
- Teaching the seminar and other course components
- Consulting with the supervisor and student when required
- Collecting hour logs
- Maintaining a file of the contact with supervisor and student, including a copy of all documents related to the practicum
- Serving as liaison between the University and the Practicum Site
- Assigning the final grade
- Ensuring copies of practicum logs and evaluations are stored in the student's file at the end of the term.

The Instructor decides if students receive credit for a practicum. Practica courses are a Credit/Non-Credit grading system (similar to pass/fail). In conjunction with the supervisor's evaluation and practicum logs, the instructor also takes into account student professionalism, adherence to ethics, interpersonal skills, and participation in class when determining if a student receives credit.

Appeals: If a student wishes to appeal the instructor's decision, procedures for appeal should be followed. The student should inform the Instructor of the decision to appeal. In the case of disagreement over a grade from the Instructor, University procedures for "appeals of academic standing" should be followed.

5. Learning Plan

Students are required to complete a Learning Plan for each Doctoral-level practicum experience, as well as Practicum II at the Masters level, that serves as an individualized learning plan. The intent is that the plan will identify learning needs and experiences of the student and the unique learning opportunities available in the agency setting that will meet the student's learning needs. A copy of the Learning Plan is available on the D2L site, but each practicum instructor will provide specific instructions on how and when the Learning Plan is to be completed. The learning plan is signed by the Student, Supervisor, and Course Instructor.

Students are not permitted to count practicum hours after Week 1 of a course until an instructor approved learning plan is in place. Students are expected to discuss strengths and

weaknesses that were identified during their previous practicum and create goals with the current supervisor based on the feedback from their previous supervisor.

It is possible that during the practicum, the learning plan may change due to unforeseen circumstances at the practicum site (e.g., intervention hours are fewer than anticipated). In this case, it is the student's responsibility to discuss the changes with the instructor in advance and obtain approval of an adjusted plan.

6. Tracking Practicum Hours

Students are required to complete the **Standard Practicum Log** located on the D2L site. Students are to complete a log daily and to have it reviewed and approved (digital initials are accepted) by their supervisor on a weekly basis. A copy of the completed log is to be sent to the course instructor (cc'd to the field supervisor). See the course outline for frequency of log submissions. At the end of the term, students are responsible to submit to the course instructor a complete Practicum Log (with all worksheets completed). In addition, a hardcopy of the "Summary of Practicum Hours" worksheet (front of the log) must be signed by the student and field supervisor and submitted to the course instructor.

The following guidelines must be followed in completing the Practicum Log.

a) Direct versus Indirect Hours

Direct client contact is any activity in which the client and the student are directly and formally engaged in the assessment, intervention, or consultation process. Normally, this process occurs face-to-face, but other forms of direct contact (e.g., email, telephone) are relevant. The client may be an individual, family, or group.

Included as direct client contact are:

- Face-to-face interviewing
- Administering tests
- Consultation/feedback with clients
- Facilitating group or individual intervention sessions
- Observations in a classroom or other setting
- Co-therapy, provided the student's role is to interact with the client(s), and not simply observe.

The following are not considered direct client contact:

- File reviews
- Case preparation/intervention planning
- Observing others conduct assessments
- Record-keeping
- Administrative activities, including report-writing
- Psychological test interpretation
- Receiving supervision
- Consulting with others about a client

- Learning test measures
- Researching about a client problem

b) Counting Hours

1. Hour: A practicum hour is a clock hour, not a semester / quarter hour. A 45-50-minute client / patient hour may be counted as one practicum hour. Log hours in 15-minute segments, e.g., .25, .5, .75, 1, etc.
2. Counting Activities: Hours should not be counted in more than one category. All activities are mutually exclusive.
3. Travel: log time between schools or sites only; commuting time not accepted.
4. Hours counted in an “other” category should be accompanied by an explanatory note.
5. The majority of logged hours should occur during the work week – Monday to Friday.
6. Hours spent on studying for a praxis exam and class meetings are not to be included.

7. Student Practicum Evaluation

A common “**Student Practicum Evaluation Form**” is used across all practicum courses. It is expected that students are evaluated commensurate with their stage in program and previous practicum experiences. As such, the expected rating of “Standard” in all areas at the final evaluation is relative to your level of training. Midterm and Final evaluations are completed for all students and are signed by the student, supervisor, and course instructor. Students provide supervisors with the fillable form located in D2L. See the course outline for specific practicum expectations.

K. Program Sanctioned Hours

In addition to practica hours, for which students receive formal academic training and credit, students may seek approval of additional “program sanctioned hours/extracurricular clinical experience” that can be completed through relevant training or work experiences (includes additional hours completed in CWE outside of official practicum courses).

Approved hours can be applied toward students’ PhD residency applications under the category “hours of supervised experience.” It is important to note, however, that the ‘fit’ of a student’s experiences with the training setting is assigned more value in the residency application process than the sheer quantity of hours accumulated. As such, should students elect to strengthen a residency application with additional program sanctioned hours, it is advised that they attend to the breadth and depth of additional experiences obtained. The Program Sanctioned Form, located in SACP D2L Forms section, outlines the specific criteria for program sanctioned hours.

XII. Residencies (PhD Students Only)

The residency is the final but essential step in the PhD program in preparation for professional practice. The primary goal of the residency is to train students to function as independent, ethical, and professional psychologists in a variety of settings that encourage the development of professional identity and foster competence in the delivery of psychological services. More specifically, the purpose is to provide interns with the opportunity to develop and refine general skills fundamental to the practice of school and applied child in a wide variety of settings through the integration of theoretical knowledge and practical experience to provide growth and development of the intern.

Objectives are twofold: 1) to improve proficiency in providing clinical activities with children and adolescents, their parents and teachers, and adults, and 2) to enhance the personal and professional qualities necessary to participate cooperatively in the various domains while being responsive to the needs and abilities of all individuals. Interns are expected to refine competencies in psychological assessment, intervention, and consultation. While interns are apprentices, they should emerge from the residencies with significantly greater understanding of their competencies and skills as a psychologist.

The residency is a full-time commitment over the course of one calendar year (maximum) or half-time over the course of two consecutive years. Both routes provide, at minimum, 1600 hours of supervised experience. If a student elects to complete a half-time experience over two years, both years must take place at the same residency program. The residency is normally completed in the fifth year of program, with the expectation that students are nearing completion of their dissertation. While on residency, students are required to attend monthly intern meetings for sharing of clinical experiences, professional development, and program updates.

The following outlines general details regarding the residency application process, which begins in the spring term for third-year PhD students. Any concerns regarding the residency should be directed to the Director of Residencies. Specific dates for the EPPIC Consortium will be posted in D2L in June.

Approval to Apply for Residency

- Prior to applying for residency, students are required to first meet with the Director of Training (DoT) and their research supervisor to review the pre-requisites (see Pre-Doctoral Residency Readiness to Apply Form on the CNPY & SACP Residencies D2L Shell > Common Templates). This meeting should occur in September/beginning of October of the year that the student is applying. It is the responsibility of the student to initiate and schedule this meeting.
- A completed Pre-Doctoral Residency Readiness to Apply Form needs to be submitted by the student to the Placement & Student Funding

Coordinator, gpe.practica.intern@ucalgary.ca and copied to Director of Residency (DoR), by October 15th.

- Form must be completed by all students applying for any type of residency (APPIC, EPPIC or Constructed).

A. General Timelines for Application to Residency

Year 3 (Spring – Summer)

- By July 1, students must declare their intent to apply for residency via e-mail to DOR, DOT, and GP Practicum/Residency Coordinator.
- General orientation to the residency application process (Spring, 3rd year PhD students).
- Students begin to compile their residency application.

Year 4 (Fall)

- Residency programs post application materials.
- EPPIC presentation to students (see below; October).
- Students to submit completed EPPIC/APPIC application to the Director of Training (October).
- Application deadlines (November/December, depending on site).

Year 4 (Winter/Spring)

- Interviews (January)
- Match Notifications (February)
- Completion of Required Paperwork (June)

B. Residency Options

1. Accredited Residency Sites

As our SACP program is now accredited by the Canadian Psychological Association (CPA), **all students are expected to apply for placement through the Association of Psychology Postdoctoral and Internship Centers (APPIC) through the formal match processes.** There will only be **exceptional** circumstances in which a student will be released from the requirement to apply through APPIC; approval from DoT is required in this situation. Please note that students are **not** required to interview or rank sites but must complete the application process. Please refer to the [APPIC website](#) for further information.

2. Educational Psychology Pre-Doctoral Residency Consortium

Since 2007, the Educational Psychology Pre-Doctoral Residency Consortium (EPPRC) has provided non-accredited residencies for many SACP interns. Partners have included: Alberta Health Services, Hull Child and Family Services, Wood's Homes, Rocky View Schools, the Ability Hub, CanLearn Society, Renfrew Educational Services, and the Centre for Wellbeing in Education (CWE) clinic. These partners accept interns pending ability to fund and supervisory availability. Currently, the EPPRC Partners include Alberta Health Services (Child & Adolescent Addiction, Mental Health & Psychiatry Programs; CAAMHPP), Renfrew Educational Services, and Rocky View School Division. EPPRC is a non-CPA/APA accredited residency program, but our program has assessed it as equivalent to a CPA accredited residency and hopes to formally apply for accreditation over the next few years.

Complete details on how to apply for an EPPRC residency are available on the SACP D2L site.

3. Other Residency Options

For those not participating in the EPPRC Match, students must have written approval from the Director of Residencies indicating that the alternative residency site can meet the training needs of the student. Details on site requirements are located on the D2L site. Also see Residency Approval information below.

C. Residency Approval

The Director of Residencies (DoR) serves to assist the student in securing a potential residency placement (non-APPIC or -EPPRC) only when it is determined that a) the student was not ranked highly or matched through the APPIC or EPPRC matches or b) there are other reasonable circumstances preventing placement at an APPIC or EPPRC site (i.e., previous employer, doctoral practicum site, etc.). The DOR and student communicate with potential sites and supervisors, ensuring that the placement meets minimum CPA and program requirements. Final approval for the residency must be received from the SACP DOR. To gain approval, the following information must be submitted:

- Completed Requirements for **Constructed Residency** are located in D2L. Includes details of the qualification of the site and the experiences to be provided by the residency agency.
- A copy of the anticipated contractual agreement between the student and the agency detailing specific information on salary/benefits, holidays, etc.
- The name, mailing address, and phone number of the primary and secondary supervisor and completed **Approval of Site and Supervisor Form** (located on D2L site).
- A tentative Pre-doctoral Residency Training Plan: The plan should be developed in conjunction with the residency site coordinator or supervisor. The plan should also address how the minimum 1600 hours and the residency standards outlined above will be met. Site description should include geographic location, a description of population served, ages, minorities, numbers, and types of services provided (e.g., assessment, intervention).

Upon approval, the Director of Residencies will provide a signed letter of agreement and confirmation of the site as being a CPA equivalent residency.

XIII. Optimizing the Nature of Graduate Studies

The intent of this section is to provide you with an overview of what is expected of you as a student, of the academic environment, and of the faculty, instructors, and program staff who will work with you to facilitate your success.

A. Accessing University Resources/Supports

To succeed in graduate school, it is important to know what additional resources/supports are available to you—and to access them as needed. The following provides a list of three that we feel are most important for you to be aware of.

1. My Grad Skills

The Faculty of Graduate Studies has partnered with multiple organizations on and off campus to provide you with information about a wide range of valuable resources, workshops, courses, and activities in a single location. All information is conveniently housed in [My GradSkills](#). Ensure that you review and bookmark this important resource.

Tip: The University offers many learning supports for students some of which can be accessed at My Grad Skills and Careers Services.

2. Student Success Centre

The [Student Success Centre](#) provides student supports in the areas of advising, learning supports, and writing supports (e.g., writing communities, writing tutors). Check out the Student Success Centre's website to find out what they currently have going on.

3. Student Union Wellness Center

The [SU Wellness Centre](#) plays an important role in creating a healthy campus community, which is about working collaboratively to create a campus environment where students, faculty and staff feel empowered to support each other and participate actively in maintaining their own health and wellbeing. With a student-centered approach, we the Centre offers comprehensive, holistic and accessible programs and services to foster all dimensions of wellness.

B. Optimizing Your Graduate Experience

The key to success in this program will be learning to relate to one another and to your instructors in new ways. You will soon discover the richness the distributed learning environment can offer. Some suggestions for optimizing your learning experience:

- a. **Independent learning:** Learning in a graduate program requires a significant degree of self-discipline and the ability to learn independently.
- b. **Connect with your classmates:** Consider your classmates as key resources as you adapt together to this new way of learning.
- c. **Connect with your instructor:** Our faculty are here to help support you throughout your program. Ensure that you connect with your course instructors by appointment, phone, or email, to answer questions particular to your assignments and course progress.

- d. **Connect with the Graduate Programs in Education Departmental Student Association (GPESA):** If you have any ideas, concerns, or suggestions regarding any aspect of your educational experience, you can contact members of the GPESA executive directly. They are available to listen to your concerns and when appropriate present such views at faculty meetings.
- e. **Connect with the Director of Training:** As one of the primary goals of the DoT is to promote the general welfare of the SACP program, feel free to stop by the DoT's office to provide feedback on the program (both what's working well for you and areas for possible change).
- f. **Suggested readings:**

Kuther, T. L. (2008). *Surviving graduate school in psychology*. American Psychological Association.

C. Self-Care

Graduate training is an exciting time for students. That said, it is also important to acknowledge that graduate training, particularly in professional psychology programs as the SACP could be demanding for students given the multiple responsibilities and obligations that they juggle, including coursework, clinical practicums, research activities, and other professional and service commitments. Managing the onerous workload of graduate training could lead to high levels of stress for many students, and the high stress could have an adverse effect on students' physical health, psychological well-being, and academic success².

Self-care has been found to be an evidence-based method to reduce or alleviate stress associated with graduate training². Plus, it is now widely recognized that self-care is an ethical requirement of our professional practice. Self-care is the process of initiating and engaging in methods to promote one's well-being; examples of self-care include but are not limited to exercise, mindfulness practice, participation in hobbies or leisurely activities, and use of adaptive coping strategies. NASP has published resources to encourage individual strategies of self-care for school psychologists, and they could be accessed at <https://www.nasponline.org/resources-and-publications/resources/mental-health/self-care-for-school-psychologists>.

Students are also reminded that counselling services are also available on campus for students at U of C Wellness Centre (<https://www.ucalgary.ca/wellnesscentre/>).

²Colman, D. E., Echon, R., Lemay, M. S., McDonald, J., Smith, K. R., Spencer, J., & Swift, J. K. (2016). The efficacy of self-care for graduate students in professional psychology: A meta analysis. *Training and Education in Professional Psychology* 10(4), 188-197. doi:10.1037/tep0000130

D. Task and Time Management

We understand that sometimes your workload may seem overwhelming. Time management and clear priorities will assist you balancing professional, personal, and academic commitments. We make every attempt to be flexible, fair, and open, but this requires that you keep us informed. We are here to help you but that you are responsible to manage your learning

experience. If you have a specific question related to academic material, feel free to contact your course instructor.

As per the CPA Accreditation Standards Personnel Standards III. F., **students are not to work more than an average of 20 hours per week in employment outside of the program.** These hours do not include teaching and research assistantships or other program-sanctioned work or clinical experiences.

Students are encouraged to take advantage of conference attendance, especially when they are authors/co-authors on accepted conference presentations. **Attendance at conferences, however, should not result in excessive absence from classes or other program activities (i.e., research) that negatively impacts their capacity to fulfill necessary requirements.**

E. Critical Thinking and Analysis

To succeed at the graduate level, you will need to think critically and creatively. This will involve several things: fully understanding what you have read or heard; critically analyzing information and inputs from others; and using clear and informative communication and presentation skills (oral and written).

Another cornerstone of scholarly communication involves offering original critical reflection; thoughtful, creative, and compelling reasoning; and new twists on current thinking that take your classmates and instructors beyond a normal reading of the course or resource materials.

The faculty and students in this program will be engaged together in a continuous learning process. To optimize your contributions to scholarly activities, here are some suggestions:

- ***Explore the world around you.*** Each of you is surrounded by a wealth of information about human nature, social interactions, change and growth. Take a look around. Pay attention to diversity in experience and perspectives. Talk to friends and colleagues. Listen to what your clients have to tell you.
- ***Research and investigate.*** Get into the literature and find out how others have conceptualized particular issues or concepts. Seek current research as well as seminal (i.e., earlier, significant research on your topic), non-mainstream, and related resources that address your topic comprehensively and critically. Be sure to pay attention to diversity in research paradigms and procedures.
- ***Reflect on your own values and beliefs.*** How do your own values, assumptions, beliefs, or attitudes fit with what you are reading and observing? Pay attention to those things that "ring true" to you. Pay attention also to the areas or issues that you might tend to disengage from.
- ***Synthesize the material you have gathered.*** Identify key themes and critical points from your exploration and research. What main issues arise for you? Draw together these diverse points in an organized conceptual framework, showing how you see them offering patterns, relations, or models that address your subject.
- ***Analyze the material.*** Identify and question the assumptions of any knowledge claim, acquaint yourself with the critiques made about the claim, and question the evidence or

means by which it was obtained, as well as any assertions made from the evidence (e.g., for unwarranted "leaps of logic"). Bottom line: Show your analyses of other research or knowledge claims in the contributions you make.

- ***Adopt a point of view.*** Establish personal positions on the issues you are exploring. This doesn't need to be a permanent self-statement; in fact, we hope you continue to evolve your views over a lifetime. Nonetheless, you are expected to clearly articulate your position in the here-and-now. Show how your exploration of various forms of evidence and thinking supports your point of view in defensible ways. Not taking a critical position on your subject *is* a position you will be expected to support.
- ***Express your perspective with clarity.*** Be clear and concise. Take the time to translate jargon and simplify difficult material. Above all, thoughtfully edit all contributions prior to submitting them.

A fundamental objective of critical thinking is to consider how, or whether, you might make personal use of information. Information must hold up under critical scrutiny and offer useful understandings to some aspect of your life. Probing beyond the surface of any assertion requires discipline, and answering some of these questions as you read can be particularly helpful:

1. What are the primary assertions being made by the author(s)?
2. How clear, concise, consistent, comprehensive and coherent are these assertions? Could you make these assertions understandable to someone unfamiliar with psychology?
3. How are these assertions supported? Do you agree with the evidence offered, and the way it was obtained (i.e., the appropriateness, and proper use, of the research methods used)? Are the claims made from the evidence offered sound?
4. What do other authors or researchers in the field think of these assertions and the evidence used to support them?
5. What assumptions are implicit in these assertions? Do these have any cultural, gender, or other blind spots? Do you agree with the relevance of the assumptions to the subject?
6. How well do these assertions fit with your own values, beliefs, and worldview? Do they push you to consider personal cognitive, attitudinal, or behavioural change?
7. What are the relative strengths and weaknesses in the assertions being made?
8. What alternative metaphors, conclusions and analogies for these assertions can you come up with? How can you develop these into other, more plausible, lines of thinking?
9. Where, when, and with whom would these assertions not hold up? Why? Who else would take exceptions with these assertions - why?
10. Do these assertions make a genuine contribution to better understanding the subject, even if they are different from those understandings that better fit for you?
11. How do these assertions look - in practice? Would they be recognizable and usable?

In communicating within your classes and your instructors, you are asked to go beyond what you read i.e., to show how you have critically made (or not made) that information your own or showing why you consider the information useful or not useful to you and others. If such an

expectation is new for you, welcome to these challenges and the excitement of academic thought and discussion.

Reading Suggestions:

- Bierman, A. K. (1996). *The critical thinking handbook*. Prentice Hall.
- Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., & Fitzgerald, W. T. (2016). *The craft of research* (4th ed.). Chicago Guides
- Bowell, T., & Gary, K. (2005). *Critical thinking: a concise guide*. Routledge.
- Browne, M. N. & Keeley, S. M. (1994). *Asking the right questions: A guide to critical thinking* (4th ed.). Prentice Hall.
- Cooper, S. & Patton, R. (1997). *Writing logically, thinking critically* (2nd ed.). Longman.
- Diestler, S. (2000). *Becoming a critical thinker: A user-friendly manual* (3rd ed.). Prentice Hall.
- Ennis, R. H. (1996). *Critical thinking*. Prentice Hall.
- Hughes, W. (2000). *Critical thinking: An introduction to the basic skills* (3rd ed.). Broadview Press.
- Moore, B. N. (1995). *Making your case: Critical thinking and the argumentative essay*. Mayfield.
- Moore, B. N. (2012). *Critical thinking* (10th ed.). McGraw-Hill.
- Teays, W. (1996). *Second thoughts: Critical thinking from a multicultural perspective*. Mayfield.
- Winterowd, W. R. & Winterowd, G. R. (1997). *The critical reader, thinker, and writer* (2nd ed.). Mayfield.

F. Writing Skills

Written communication is one of the primary means of interaction in this program and good skills in this area are essential for completing your thesis/dissertation. Your success in the program will in part depend on how well you can present your point of view. You are expected to be able to write in a clear, succinct, and scholarly manner. The standard format for all written materials in this program will be the American Psychological Association (APA) format--a standardized and very commonly used format for scholarly communication. The *Publication Manual of the American Psychological Association: 7th Edition* (American Psychological Association, 2020) is a resource you will turn to frequently to help you communicate in ways consistent with other researchers and practitioners within the discipline of psychology.

In the APA you will find comprehensive information and rules for addressing a variety of communication issues in standardized ways:

- Content and organization of written materials;
- Effective writing and respect for diversity;
- Citing and quoting from various kinds of references;
- Presenting data in charts, tables, and figures;
- Use of punctuation, capitalization, abbreviations, headings, italics; and
- Preparation of manuscripts for publication.

You will need to purchase a copy of the APA manual and become familiar with the writing style and format expectations it outlines. Your writing should reflect this format from your earliest discussions onward. APA format will be required in all assignments, unless otherwise indicated. Here are some specific resources for students that you can share. These are digital, printable, and shareable resources in .pdf format provided directly from APA:

- Quick style guide (with examples) - <https://apastyle.apa.org/instructional-aids/reference-guide.pdf>
- APA-Style headings for student papers (with examples) - <https://apastyle.apa.org/instructional-aids/heading-template-student-paper.pdf>
- Abstract and keyword guidance for student work (with example) - <https://apastyle.apa.org/instructional-aids/abstract-keywords-guide.pdf>

If you are feeling unsure of yourself, here is a list of Web sites that may be useful in helping you improve your writing skills.

Writing Resources:

- Athabasca Writing Resources: Grammar and Style Notes [A large alphabetically organized guide that provides many rules for correct usage and appropriate style.]
- Online Resources for Writers [List of online writing resources, dictionaries, thesauruses, foreign-language dictionaries citation formats.]
Paradigm Online Writing Assistant [Covers a wide range of topics in writing including discovering what to write, organizing, revising, and editing your writing, documenting sources, writing styles for different outcomes.]
- The Elements of Style [This timeless classic in the field of writing is now in the public domain and available online.]
- Phrase Finder [The Phrase Finder does for phrases what a thesaurus does for words. Give it a single word and it will give you a list of phrases and sayings that are related to the word in some way.]
- The OWL at Purdue [Free Writing Help]

Program Evaluation and Research

As part of our commitment to excellence in program delivery and to development of the field of psychology, program faculty will be involved in ongoing research and evaluation of a number of components of the program. As students in the program, you play a valuable role in these research and program evaluation activities. We encourage you to participate actively in opportunities to provide feedback and suggest ways that the program can be improved. We may also ask your permission to use specific course components for research and evaluation purposes. For example, we may invite you to submit a particular assignment as part of a program evaluation package. You will be asked for explicit consent each time and are, once again, free to decline to participate.

XIV. Appendices

A. Getting Started

The following is a list of the top twelve things that new graduate students need to do.



Before you come on-campus:

- ☐ Place your new Graduate Program Administrator (GPA)—Meagan—in your contacts (edith.mandeville@ucalgary.ca / T: (403-220-3585). If you have either general or specific questions and/or concerns relating to the program, this is the place to start!
- ☐ Get an “ucalgary.ca” email account from [Information Technologies](#) and update your personal information with the GPA.
- ☐ Order your official campus identification, the Unicard online! You can also do this once you come to campus – but why wait in line!
- ☐ Obtain a **Police Information Check (PIC)**—see Section XII.F for more details.
- ☐ Review this **SACP Graduate Program Handbook** carefully and follow up with the GPA, Director of Training, or your interim or permanent supervisor should you have any questions.
- ☐ Registration for fall term courses opens typically around early June. Once it opens, register for your fall term courses -- which are outlined in Appendix A for MSc students and Appendix B for PhD students (see Section VIII D).

On-campus:

- ☐ Attend the scheduled Werklund School of Education and Faculty of Graduate Studies orientations. You will get emails with specific dates, but typically tend to be held the two days before classes start.
- ☐ Take a **tour of the campus** (MacEwan Student Centre, Libraries, Bookstore, Registrar) and **meet with your interim advisor/supervisor**.
- ☐ Obtain **office assignment and keys** from the main Werklund Main Office (EDT 1340).
- ☐ Find the **GSA office** (MacEwan Student Centre 350) and pick up your **GSA membership and Grad Information Handbook**. Check out the Last Defense Lounge while you're there.
- ☐ **Make friends with a second-year graduate student**. They've been where you are and may have some valuable advice (or they can at least buy you a coffee). Please know that GPESA also has a peer-mentorship program for incoming graduate students. Typically, GPESA executives contact incoming graduate students to see if they are interested to sign up to be assigned a peer mentor (an experienced graduate student from WSE) to help them transition into their respective graduate studies.
- ☐ **Take a deep breath and relax**. Everyone's in the same boat and remember that if it ever feels like it's sinking, there's always a life preserver around somewhere! Talk to your interim advisor/ supervisor, Program Chair, GPESA representative, student mentors, and friends, and you will soon make it through the transition to graduate studies.

B. MSc Course Schedule for 2024 Admits²

2024 Cohort MSc School & Applied Child Psychology Program Plan Educational Studies in Psychology³				
	Fall	Winter	Spring	Summer
Year 1	EDPS 653 (H3-0) Professional Practice of School Psychology EDPS 665 (H3-3) Cognitive Assessment & Intervention EDPS 614 (H3-0) Professional Ethics in Educational Psychology EDPS 609 (H3-2) Research Design & Statistics II	EDPS 654 (H3-0) Neuro & Development Bases of Learning EDPS 669 (H3-3) Social-Emotional Assessment & Intervention EDPS 685 (H3-0) Child & Adolescent Counselling EDPS 651 (H3-0) Disorders Learning & Behaviour	EDPS 659 (H3-3) Academic Assessment & Intervention Thesis	
Year 2	EDPS 618 (H3-2) Multivariate Analysis EDPS 683 (H3-0) Consultation in School Psychology EDPS 662 (H2-15) Practicum I in School Psychology (Clinic Based) Thesis	EDPS 663 (H2-15) Psychology Practicum II (School Based) EDPS 650 (H3-0) Family & Social Bases of Behaviour		

² Terms and dates/times listed are 'typical' and are subject to change based on course numbers and scheduling considerations. Check timetabling for most updated dates/times.

³ The Master of Science requires, at minimum, two years of full-time study to complete. Maximum completion time is four years.

C. PhD Course Schedule for 2024 Admits

2024⁴ PhD School & Applied Child Psychology Program Plan ODD YEAR (2023, 2025, 2027) Admits – ROTATION A				
	Fall	Winter	Spring	Summer
Year 1	EDPS 731 (H3-0) Advanced Clinical Supervision EDPS 762 (H3-0) Advanced Neuropsychological Assessment and Intervention	EDPS 761.11 (H2-15) Advanced Doctoral Practicum: Clinic based Practicum II EDPS 764 (H3-2) Advanced Research Statistics EDPS 732 (H3-0) Advanced Seminar in School and Applied Child Psychology	EDPS 761.12 (H2-15) Advanced Doctoral Practicum: Clinic based Practicum II	
Year 2	EDPS 711A (Q1.5-0) Program Evaluation EDPS 763 (H3-2) School and Clinical-Based Interventions	EDPS 766.11 (H2-15) School Based practicum EDPS 711B (Q1.5-0) Program Evaluation EDPS 760 Evidence-Based Consultation for Intervention	EDPS 766.12 (H2-15) School Based practicum	
Year 3	Dissertation Candidacy (normally before 28 th month in the degree)	Dissertation	Dissertation	Dissertation
Year 4	Residency	Residency	Residency	Residency

⁴ Timetable subject to change.

D. Professional Competency Domains**1. Honesty and Integrity**

- Maintain the highest standards of academic honesty.
- Conduct research in an unbiased manner, report results truthfully, and credit ideas development and work done by others.
- Communicate truthfully and compassionately with clients, learners, faculty members and staff both verbally and in writing.
- Report professional misconduct and unskilled practice to the appropriate authorities, respecting the need to avoid unjustly discrediting the reputation of others.
- Admit to, and assume, responsibility for mistakes in a mature and honest manner and develop productive strategies for correcting them.

2. Confidentiality

- Respect the confidentiality of information about peers, school personnel, or faculty received in confidence.

3. Respect for Others

- Act in a manner that respects the dignity and rights of all persons without prejudice as to (but not restricted to) age, race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sex, sexual orientation, or unrelated criminal convictions.
- Ensure that interactions with faculty, clients' and their families, and peers, both academic and non-academic, are always respectful and considerate.
- Ensure complaints and requests regarding faculty are made in a measured, constructive, non-confrontational, manner; are directed at the appropriate person or body; are considerate of other perspectives; and seek compromise.

4. Responsibility and Accountability

- Recognize limitations and seek help when the level of expertise is inadequate to handle a situation.
- Encourage and model language, appearance, and demeanor appropriate to the professional setting.
- Recognize the importance to attending to personal well-being and seeking appropriate help when personal concerns are affecting performance or seek assistance, resources, or aid for self or others in a timely manner when health, safety, or wellness is at risk.
- Resolve issues or problems interfering with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans).
- Seek and accept feedback and constructive instruction from instructors, peers, and faculty to further develop educational experience, knowledge, and clinical skills.
- Inform the appropriate people when unable to fulfill responsibilities.