



Canadian Council of Professional Psychology Programs  
Conseil canadien des programmes de psychologie professionnelle

# CCPPP NEWSLETTER

*2011 CCPPP Pre-Convention Workshop*

*Wednesday June 1, 2011*

**PROFESSIONAL TRAINING ISSUES IN CANADA:  
DEBATE AND DIALOGUE BETWEEN  
GRADUATE PROGRAMMES AND INTERNSHIPS**

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## President's Message

**Dr. Ian R. Nicholson**

First, I need to apologize for the delay in this newsletter being released. The fault for that lies with a combination of Christmas lights, a ladder, a major snowfall, a driveway, and my knee. Putting these items together, you can likely figure out what happened to me at the beginning of December. While I returned to work in January and have just been discharged from physiotherapy, the part of my rehabilitation that has suffered the most has been my stamina. As a result, I have had to do less work. This newsletter has suffered in its timeliness as a result.

Nonetheless, CCPPP carries on in its work. The Match process has continued on and, as one might have expected, the results are positive yet also concerning. While the Match rate remains strong (75% in 2010 and 76% this year), the disparity between the increase in applicants (27 more this year) and the increase in internship positions (11 more this year) continues to grow. We will certainly talk about this more at our AGM.

We will also discuss more proposals for adoption at the meeting, some of which are included for review in the newsletter – including some new membership criteria and a suggestion for staggering interview dates.

While I have been lying in bed complaining about my physiotherapy, other members of the executive have been actively working. The new website is up and running. We also have a great lineup for the pre-convention workshop this year. If you haven't registered yet, please make certain you do so. I have heard that the rooms are going fast at the convention hotel, so book soon.

We will have another newsletter coming out just before the convention with even more information on what to expect at our AGM. Until then, all the best.



## 2011 CCPPP Pre-convention Workshop June 1, 2011 Toronto, Ontario

**Dr. Michael Teschuk**  
President-Elect

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### *PROFESSIONAL TRAINING ISSUES IN CANADA: DEBATE AND DIALOGUE BETWEEN GRADUATE PROGRAMMES AND INTERNSHIPS*

The Canadian Council of Professional Psychology Programs (CCPPP) is pleased to announce this pre-convention workshop at this year's CPA Annual Convention in Toronto. This workshop is sponsored jointly by the CCPPP and the Taylor Study Method, an online EPPP preparation program.

This workshop will be of interest to faculty members in professional psychology training programmes, training directors and supervisors from internship programmes, and graduate students interested in applying to internships in Canada. The goal of the workshop is to pose a series of questions and issues for discussion and debate within our training community. A panel of Internship Training Directors and Directors of Clinical Training from graduate programmes will lead the discussion and occasionally participate in "mini-debates".

Broadly speaking, we will address questions about internship applications (e.g. what are internship programmes looking for; how much do hours really count?); and graduate school curriculum (what should be considered "core curriculum", when should specialization occur, etc.?).

#### Schedule:

8:30-9:00 Registration & light breakfast  
9:00-12:00 Workshop/Debates  
12:00-1:00 Lunch (provided)  
1:00-2:45 Roundtable  
2:45-3:00 Break (refreshments included).

The CCPPP Annual General Meeting will be held 3:00 to 6:00, immediately following the workshop.

The workshop is open to anyone who is interested in professional training, such as training directors, supervisors, students, faculty, administrators, and legislators. **The CCPPP highly values the participation of students and would like to especially encourage them to attend.**

The workshop represents a professional development opportunity and participants will be awarded CPA Continuing Education credits. CPA will award 5.5 CE credits for this workshop.

The workshop will run from 9:00-2:45 and will include lunch and health breaks in the registration costs.

The CCPPP annual general meeting will follow from 3:00-6:00 and is open to everyone. Registration is required *only* for the workshop.

2011 CPA Convention registration, and more information on the national convention, can go to: <http://www.cpa.ca/convention/>



## **2011 Midwinter Executive Council Meeting**

**Dr. Ian R. Nicholson  
President**

The Executive Council met on February 12/13, 2011 in Toronto for our annual midwinter meeting.

Several issues discussed included the re-designed CCPPP website and its links, clarification of membership organization of the pre-conference workshop and CCPPP activities at the upcoming CPA conference, possible timelines for 2012 interviews, and initiatives for the membership to consider with respect to short-term and long-term planning.

More information will be provided at the upcoming AGM.



## **The Council of Chairs of Training Councils (CCTC) Liaison Report**

**Dr. Michael Teschuk  
President-Elect**

Dr. Teschuk attended the most recent CCTC meeting, held in Washington, D.C., on October 21, 2010. CCPPP gratefully acknowledges the financial support received from APA to assist CCPPP to send a member of the Executive to participate in bi-annual CCTC meetings.

The Council of Chairs of Training Councils provides a forum for communication among the doctoral, internship, and postdoctoral training associations in psychology across the U.S. and Canada.

Early during the most recent meeting, the Chair of CCTC, Dr. Cindy Juntunen, made reference to a well-known quote from Canada's very own Wayne Gretzky. In explaining his success as a hockey player, Gretzky remarked, "*I skate to where the puck is going to be, not where it has been*". The quote quickly became a focal point for the discussion that followed and the irony wasn't lost on me: a room full of Americans, talking about hockey, and the sole Canadian (a hockey player from age five no less) wasn't responsible for taking the conversation in that direction! The metaphor was apt insofar as the training community on both sides of the border is concerned with the question of how we can best ensure that our students will be prepared to meet the ever-changing societal demands for psychological services and to embrace the new opportunities that these changes will bring.

To that end, substantial time was spent during the meeting hashing out discussion points in preparation for what was an upcoming, December 2010, inaugural meeting of The Professional Psychology Education & Training (PPET) Workgroup. The PPET has as its end goal a meeting/conference, likely in 2012, to produce significant policy recommendations (likened to a "Boulder Model II") about the future direction of psychology training.

Broadly speaking, current paradigms of training will be critically examined. Questions about foundational curriculum, sequence of training, and specialization will be addressed (namely, what is taught and when should it be taught?). Workforce analysis initiatives from APA will be integral for the group to consider. In short, as a field we need to be cognizant of future

societal needs impacting our profession and how, as a training community, we can ensure that we are training our students adequately for the future (or “where the puck is going to be, rather than just where it has been”).

This theme of “training for the future” and examining current paradigms of training will also be front and center at the preconvention workshop sponsored by CCPPP at this year’s CPA Convention in Toronto (see article in this newsletter for details).

The internship supply-demand imbalance is a significant concern within the training community. CCTC is calling on its member organizations to take a leadership role in advocating for new and expanded internship programmes and positions. There are many resources available for individuals and organizations to further this goal.

The Psychology Internship Development Toolkit was established by a working group of CCTC for the purpose of providing guidance and resources for programmes interested in creating and expanding internship programmes. The document is full of useful information and can be accessed through the CCTC website at:

<http://www.psychtrainingcouncils.org/documents.html>

APPIC also maintains a resource list of individuals who are willing to assist new programmes in a consultative or mentorship role, as well as a multitude of other resources for Training Directors (both new and seasoned, alike)

[http://www.appic.org/training/7\\_1\\_training\\_subject\\_rev\\_1\\_08.htm](http://www.appic.org/training/7_1_training_subject_rev_1_08.htm).

The take-home message is that we all need to think creatively about ways that we can advocate for the development of new internship positions and educate funding decision-makers about the need (and value) that is derived from ensuring that we are training sufficient numbers of professional psychologists for the future.

On the flip side of the supply-demand balance sheet, The Council of University Directors of Clinical Psychology (CUDCP) has taken a strong position urging accrediting bodies to take a hard stance towards professional programmes whose students do not meet designated match rates. An argument is being made that if a programme’s match rate falls below an agreed-upon threshold, then the programme should be held accountable by accrediting bodies to either decrease enrolment or find a way to increase internship positions for their students. This issue is

certainly a highly charged one in the U.S. where the number of unmatched students has risen by 96% (see the APPIC website for detailed figures) over the past eight years.

In 2010, for example, 846 applicants from U.S. schools (23%) were not matched to an internship position. It should be noted that there were 74 vacant (accredited) positions and 204 unfilled (non-accredited) positions; however, this still left over 500 students without any hope of securing an internship spot (even when they were willing to travel outside of their initial geographic preference and/or select a non-accredited programme). An interesting recent article in *Training and Education in Professional Psychology* by Parent and Williamson (2010) sheds some important light on this issue. Their analysis of internship match data supplied by APPIC between 2000 and 2006 revealed that 15 programmes (less than 4% of the total programmes analyzed) contributed over 30% of the unmatched applicants during that seven year period.

One can argue that it is incumbent upon the psychology training community to make this type of information available to students as they consider their educational options. Like consumers in general, the message needs to be “buyer beware” when it comes to choosing a graduate programme in professional psychology. To this end, CUDCP has produced a very useful “*Graduate School Fact Sheet*” advising prospective graduate students in clinical psychology to consider such factors as student-faculty ratios, internship placement success rates, and EPPP pass rates, when they are considering potential graduate programmes. Copies of the “Fact Sheet” are available on the CUDCP website at:

[http://cudcp.us/files/Reports/CUDCP\\_2010\\_Psy\\_Grad\\_School\\_Fact\\_sheet.pdf](http://cudcp.us/files/Reports/CUDCP_2010_Psy_Grad_School_Fact_sheet.pdf)

Training Councils are being urged to monitor their constituents and demand accountability amongst their members. Member councils (including CCPPP) are being asked to report to CCTC on placement rates and accreditation rates, and steps being taken to address the internship match imbalance.

Arguably, the situation is not as grave in Canada insofar as we have historically witnessed a relative congruence between the number of internship applicants in any given year and the number of available positions. In 2010, however, we saw 134 students from Canadian programmes participate in the APPIC match, 34 of whom remained unmatched (a 75% match rate). We saw a similar match rate of only

77% in 2007, which improved to 84% and 86% in 2008 and 2009, respectively.

Match rates alone do not, however, tell the entire story. For example, the unmatched applicants last year submitted on average only 3.8 rankings, indicating much greater selectivity than those who successfully matched to an internship, the latter of whom submitted on average 6.4 rankings. There were also 11 vacant positions in Canada. Nonetheless, the ratio of applicants to available positions (134:121) in 2010 is not a trend that we would like to see continue, especially given the likely increase into the internship applicant pool in the coming years of students from a couple new and developing doctoral programmes.

CCPPP's message to our colleagues at CCTC continues to be that we share in the concern regarding the internship supply-demand imbalance and will work collaboratively to explore potential solutions, although there are some fundamental differences between Canada and the U.S. on this issue. Some of these appear to be inherently socio-political in nature.

Within the training community in Canada there tends to be a philosophical consensus that doctoral programmes are most accountable and successful when housed within publically funded university administrative structures, rather than "for-profit", or "stand-alone", institutions. Hence, the expansion of doctoral level training programmes in Canada has been much more modest than it has been in the U.S. where some programmes are producing very large cohorts of students in search of an internship every year. Efforts within Canada to find solutions to increasing internship training opportunities for students require initiatives and collaboration both nationally and provincially.

To this end, there is important work being done in Canada. The College of Psychologists of Ontario has a working group to look at the concerning situation in the Greater Toronto region and what can be done to address the very high ratio of doctoral students to internship positions in this particular geographic region.

At the national level, CPA, and in particular the CPA Practice Directorate, is also very much aware of the concerns in the training community and, as evident in Karen Cohen's article in the Spring 2010 issue of *Psynopsis*, very appropriately placing the internship match data into the broader context of CPA's Supply and Demand Task Force and concerns about Canada's health human resources more generally.



## New Website Launched



If you haven't already, please check out our new website at: <http://www.ccppp.ca/>

Many thanks to Dr. Sandra Clark, and everyone else involved, for their many efforts over many years to make this new, very user-friendly, website a reality.



## Proposed CCPPP Membership Criteria: Psychology Internship Programmes

Internships that are accredited by the Canadian Psychological Association are recognized as meeting CCPPP doctoral membership criteria. All others must meet all of the following criteria (i.e., 1 through 16 below) and are reviewed for adherence to the criteria every three years.

**EDUCATIONAL NOTE:** A programme's adherence to CCPPP membership criteria does not guarantee that the trainees in the programme will meet individual state, provincial, or territorial licensing requirements.

1. A psychology internship is an organized training programme which, in contrast to supervised experience or on-the-job training, is designed to provide the intern with a planned, programmed sequence of training experiences. The primary focus and purpose is assuring breadth and quality of training.

### *Clarification*

The organization of an internship programme is evident in a clear:

a. statement of the goals and objectives of the training activities,

- b. description of the plan, location, and sequence of direct service experiences,
- c. description of the training curriculum (i.e., the content, duration, and frequency of the training activities), and
- d. description of how the psychology training programme is integrated into the larger organization.

For programmes with multiple sites, the services rendered by interns, the supervision offered, and the training director's involvement is clearly described at each site.

**2.** The internship agency has a clearly designated doctoral-level staff psychologist who is responsible for the integrity and quality of the training programme. This person is actively licensed, certified, or registered by the provincial/territorial regulatory body in the jurisdiction where the programme exists, and is present at the training facility for a minimum of 20 hours a week.

*Clarification*

The internship is administered by a doctoral level licensed, certified, or registered (for independent practice) psychologist who:

- a. directs and organizes the training programme and its resources,
- b. is responsible for selection of interns,
- c. monitors and evaluates the training programme's goals and activities, and
- d. documents and maintains interns' training records.

**3.** The internship agency training staff consists of at least two full time equivalent doctoral level psychologists who serve as primary supervisors and who are actively licensed, certified, or registered by the provincial/territorial regulatory body in the jurisdiction where the programme exists.

*Clarification*

"Full time equivalent" typically refers to a minimum of 40 hours per week.

However, there may be a range of hours that qualify as "full time equivalent" depending on the norms of the programme. 35 hours per week is the minimum that will qualify for "full time equivalent" for CCPPP member programmes. "Full time" for interns could also be set at 35 hours/week if this meets regulatory requirements in the province/territory. CCPPP believes supervisor expectations should be similar to intern expectations.

It is expected that interns receive supervision during the year from at least two different supervisors. Interns' primary clinical supervision and role modeling must be provided by psychologists on the programme's staff who are licensed, certified, or registered (for independent practice) and who are:

- a. officially designated as psychology intern supervisors, and
- b. significantly involved in the operation of the training programme.

**4.** Intern supervision is provided by staff members of the internship agency or by qualified affiliates of that agency who carry clinical responsibility for the cases being supervised. Regularly scheduled individual supervision is provided by one or more doctoral level psychologists actively licensed, certified, or registered by the provincial/territorial regulatory body in the jurisdiction, at a ratio of no less than one hour of supervision for every 10 internship hours. Supervision is provided with the specific intent of dealing with psychological services rendered directly by the intern.

*Clarification*

Supervisors need to be clearly designated by the agency as clinically responsible for the cases (e.g., countersigning documentation). Depending on clinical needs, increased hours of supervision are expected. The required hours shall be through face-to-face individual supervision (rural sites may use visual telecommunication technology in unusual circumstances and when face-to-face supervision is impractical, but must demonstrate that such technology provides sufficient oversight). Programmes shall adhere to all requirements of their provincial/territorial regulatory body.

5. The internship provides training in a range of psychological assessment and intervention activities conducted directly with recipients of psychological services.

*Clarification*

Internship training in Psychology is primarily based on experiential learning which:

- a. provides psychological services directly to consumers in the form of psychological assessment, treatment, and consultation, and
- b. exposes interns to a variety of types of psychological services and consumers.

6. At least 25% of trainees' time is in face-to-face psychological services to patients/clients.

7. The internship must provide at least two hours per week in didactic activities such as case conferences, seminars, in-service training, or grand rounds.

*Clarification*

The Psychology training programme should have scheduled didactic experiences available to meet the training needs of its interns. "Didactic experiences" refers to actual training opportunities and should include training activities beyond Intern Case Presentations.

8. Internship training is at the post-practicum level and precedes the granting of the doctoral degree.

*Clarification*

Interns must have completed adequate and appropriate prerequisite training prior to the internship. This would include:

- a. completion of formal academic coursework at a degree-granting programme in professional psychology (clinical, counselling, school, or neuropsychology), and
- b. closely supervised experiential training in professional psychology skills conducted in non-classroom settings.

9. The internship agency has a minimum of two interns at the predoctoral level of training during any training year. These interns must be at least half-time (i.e., 20 hours per week). The minimum number of interns must be on site and in training at the time of the initial application for CCPPP membership.

*Clarification*

The intention of this criterion is to allow opportunities for personal (face-to-face) interaction with peers in formal settings in the training programme and on the training site during each training week. Part-time internships must ensure that intern schedules sufficiently overlap to allow substantial and meaningful peer contact.

10. The internship level psychology trainees have a title such as "intern," "resident," "fellow," or other designation of trainee status.

11. The internship agency has a written statement or brochure which provides a clear description of the nature of the training programme, including the goals and content of the internship and clear expectations for quantity and quality of the trainee's work. It is made available to prospective interns.

*Clarification*

Internship programmes must make available descriptions of their training programme which give their applicants and interns a clear understanding of the programme in terms of:

- a. the programme's training goals and objectives,
- b. the programme's training methods, content, and curriculum (e.g., required rotations, sample weekly schedules, or available training seminars),
- c. the programme's training resources (e.g., training/supervisory staff, physical facilities, training equipment), and
- d. the sites at which training and services are provided (for programmes with multiple sites, clear descriptions are given for each site of services rendered by interns, supervision offered, and involvement of the training director).

CCPPP must be notified in writing of substantive changes to the training programme (personnel, placements, etc.) that have the potential to impact quality of training or which substantially alters the advertised training experience. The training programme is likewise responsible for maintaining an up-to-date and accurate description of the programme in the CCCPP Directory.

**12.** Internship programmes have documented due process procedures that describe separately how programmes deal with:

- a. concerns about intern performance, and
- b. interns' concerns about training.

These procedures include the steps of notice, hearing, and appeal, and are given to the interns at the beginning of the training period.

*Clarification*

Due process procedures describe how an agency deals with intern deficiencies and how the interns' handle grievances with the training programme. The documentation would include:

- a. description of formal evaluation and complaint procedures,
- b. the programme's and intern's responsibilities and rights in the process,
- c. the appeal process, and
- d. description of procedures if interns have grievances about their training or supervision.

Programmes need two written policies:

- (i) Due Process, and
- (ii) Grievance Process.

The procedures must be specific to the programme; reliance on a more general organizational HR policy is insufficient. Both procedures must be provided to interns at the commencement of training.

Due Process is a written procedure that comes into use when an intern's behaviour is problematic. Due process must include three elements:

- a. Notice (i.e., the intern must be notified that problematic behaviour has been identified and that the internship is addressing the problem),
- b. Hearing (i.e., the programme must have a formal process by which the identified problematic intern has an opportunity to hear concerns and to respond to the concerns), and
- c. Appeal (i.e., the intern must have an opportunity to appeal the actions taken by the programme in regards to the identified problematic behaviour. The appeal should extend at least one step beyond the Training Director).

A Grievance Procedure is a process that is invoked when an intern has a complaint against the training programme. The procedure should include specific steps an intern takes in the complaint process and be broad enough to cover any and all complaints that may arise for interns (e.g., complaints about evaluations, supervision, stipends/salary).

**13.** The internship experience (minimum 1500 hours) must be completed in no less than 9 months and no more than 24 months.

*Clarification*

Internships may be conducted on a full or part-time basis.

**14.** CCCPP member programmes are required to issue a certificate of internship completion, which includes the word "Psychology," to all interns who have successfully completed the programme.

15. At least twice a year the internship programme conducts formal written evaluations of each trainee's performance.

*Clarification*

The written evaluation process provides comprehensive evaluative feedback to doctoral psychology interns as follows:

- a. The evaluation provides summary information of performance in all major competence areas that are a focus of internship training,
- b. Interns have the opportunity to review their evaluation with supervisors to ensure the fullest possible communication between supervisors and interns,
- c. Evaluation procedures provide feedback that validates trainees' achievements by noting areas of unusual strength and excellence and facilitate trainees' further growth by identifying areas that would benefit from additional training, and
- d. The programme provides the doctoral psychology intern's graduate training director with feedback concerning the intern's progress in the internship programme.

16. The programme has the necessary financial resources to achieve its training goals and objectives.

*Clarification*

CCPPP requires all internship positions to be equitably funded. Intern stipends shall be set at a level that is representative and fair in relationship to the geographic location and clinical setting of the training site. Stipends should be reasonable based on a comparison with other CCPPP member programmes in the area. The payment of a stipend is a concrete acknowledgment that a trainee in the agency is valued and emphasizes that the primary task of the year is educational in nature. Stipends are generally lower than a salary received by a regular employee and implies that there is a significant training component in addition to experiential learning. This distinction between trainee and regular employee emphasizes that an internship is "an organized training programme, in contrast to supervised experience or on-the-job training.



## **Proposed CCPPP Membership Criteria: Psychology Consortia Internship Programmes**

In addition to meeting the CCPPP membership criteria for Doctoral Psychology Internship Programmes consortia programmes must demonstrate evidence of the following:

1. A primary consortium director or co-directors must be present at one or more of the training facilities for at least 20 hours a week.

*Clarification*

The programme is administered by a doctoral-level staff psychologist who is responsible for the integrity and quality of the training programme. This person is actively licensed, certified, or registered by the provincial/territorial regulatory body in the jurisdiction where the programme exists, and is present at the training facility for a minimum of 20 hours a week.

- a. must be at one facility at least 20 hours a week and can be at additional facilities for additional hours beyond the 20 hours spent at the first facility,
- b. coordinates and organizes the consortium-wide training programme and its resources,
- c. coordinates the selection of interns,
- d. monitors and evaluates the training programme's goals and activities, and
- e. oversees the documentation and maintenance of interns' training records.

2. Each agency or site has a doctoral-level psychologist who is clearly designated, actively licensed, certified, or registered by the provincial/territorial regulatory body in the jurisdiction where the programme exists, and who is present at the agency or site for a minimum of 20 hours a week.

*Clarification*

At each site there is a doctoral level licensed, certified, or registered psychologist who:

- a. directs and organizes the training programme and its resources at that site,
- b. is involved in the selection of interns,
- c. monitors and evaluates the training programme's goals and activities at that site,
- d. is responsible for documenting and maintaining interns' training records at that site, and
- e. regularly participates in the consortium-wide training staff meetings.

**3.** Regularly scheduled consortium-wide activities, including formal, didactic face-to-face contact among trainees at least monthly; ongoing informal contact among trainees across sites; and structured faculty meetings at least quarterly.

*Clarification*

The Psychology training programme should have scheduled didactic experiences available to meet the training needs of its interns.

- a. Provide a schedule of face-to-face contacts when all the interns are together including dates, hours, topics covered, and presenters,
- b. Describe opportunities for ongoing informal contact among interns, and
- c. At least quarterly training staff meetings, where faculty discuss issues related to the overall programme, interns' performance and programme evaluation.

**4.** A formal plan outlining the didactic activities and procedures provided in the training programme.

*Clarification*

A description of the complete training programme for each site must be provided. Information should be provided for all training that is provided throughout the consortia, as well

as all training that is provided specific to each site.

**5.** Assurance of interns contact with more than one supervisor and will train at more than one consortium partner organization.

*Clarification*

Interns' primary clinical supervision and role modeling must be provided by two or more doctoral-level psychologists who are clearly designated, actively licensed, certified, or registered by the provincial/territorial regulatory body in the jurisdiction where the consortium exists who are:

- a. officially designated as psychology intern supervisors, and
- b. significantly involved in the operation of the training programme.

**6.** A written consortia contractual agreement delineating:

- a. the nature and characteristics of the participating entities,
- b. the rationale for the consortial partnership,
- c. each partner's commitment to the consortium programme, its philosophy, model, and goals,
- d. each partner's obligations regarding contributions and access to resources,
- e. each partner's adherence to central control and coordination of the training programme,
- f. each partner's commitment to uniform administration and implementation of the programme's training principles, policies, and procedures addressing trainee/student admission, financial support, training resource access, potential performance expectations, and evaluations, and
- g. due process procedures including notice, hearing, and appeal.

## Clarification

This document should be signed and dated by an individual with administrative authority (e.g., Director, Executive Director, Director of Finance) from each of the agencies within the consortia. It is advisable that the Director of Training of the consortia internship training programme also sign the agreement.

- a. The documentation should clarify the length and duration of the contract, as well as the renewal process,
- b. This document should be binding for at least the duration of the internship programme training year,
- c. This document should be reviewed annually by the training staff,
- d. Due process procedures describe how each agency within the consortia deals with problematic intern performance issues and how the interns' grievances with the training programme are handled. The documentation would include:
  - i) the formal evaluation and complaint procedures,
  - ii) the programme's and intern's responsibilities and rights in the process,
  - iii) the appeal process, and
  - iv) procedures if interns have grievances about their training or supervision.
- e. Consortia member sites should document that these due process procedures have been reviewed in their consortia-wide training staff meetings. The training staff should determine the compatibility of their procedures. Given the constraints of each site, where possible procedures should be made comparable.

7. There will be policies and procedures in which the consortium will contact CCPPP within one month that if there have been significant changes in any aspect of the programme as outlined above (e.g., leadership, site membership).



## Student Liaison Report

**Ms Theresa Dever Fitzgerald**  
**Student Representative**

February is Psychology Month. As such, the CPA Students in Psychology section posted a series of documents of interest to students in psychology on their website for the month of February. These documents included a summary of a workshop addressing the role of the psychologist in a number of fields. They can be accessed at [www.cpa.ca/students](http://www.cpa.ca/students).

The CCPPP is pleased to co-host with CPA a workshop and internship fair at the CPA Convention in Toronto (June 2011). Students applying to internship are encouraged to attend this helpful workshop to receive tips, helpful suggestions, and advice regarding the application process. This presentation gives students the opportunity to hear first-hand from Directors of Clinical Training from an internship and an academic site as well as a student who has been through the application process. Following the presentation, Directors of Training from a variety of internship programmes will be present to speak with students about their site and opportunities for internship training.

Finally, my term as student representative to the CCPPP will be concluding in June, 2011. I strongly encourage students to consider applying for this wonderful opportunity. Being a part of the CCPPP executive has allowed me to gain a unique perspective on the training issues faced by students, academic programmes, and predoctoral internships and to ensure that the needs of students are represented. In my role as student representative I also had the opportunity to work closely with training directors and to make connections with psychologists from across the country. Students who are interested in this two year position should be a senior PhD student (before their pre-doctoral internship) in psychology.

Interested applicants should forward a cover letter and CV to Dr. Ian R. Nicholson, CCPPP President, at [ian.nicholson@LHSC.ON.CA](mailto:ian.nicholson@LHSC.ON.CA)

Students with ideas and suggestions they would like to bring to the attention of the CCPPP Executive should contact me at [theresa.dever@uregina.ca](mailto:theresa.dever@uregina.ca)



## Response to Consultation from the College of Psychologists of Ontario

In February, the College of Psychologists of Ontario identified CCPPP as a stakeholder group for comments on proposed changes to its registration regulation. The proposed changes are intended to comply with the College's obligations under Agreement on Internal Trade (AIT) as well as to discontinue a class of registration. The proposed amendments are listed at:

<http://www.cpo.on.ca/about-the-college/index.aspx?id=2892>

The Executive Council discussed the questions posed by the College in their consultation and provided a response in early March. The following is the text of our response:

To whom it may concern:

The Canadian Council of Professional Psychology Programs (CCPPP) welcomes the opportunity to comment on the proposed registration regulation amendments to implement the College of Psychologists of Ontario's obligations under the new mobility provisions in the Regulated Health Professions Act, 1991, Procedural Code.

CCPPP represents the various university-based psychology programmes and psychology internship settings in Canada that train professional psychologists such as clinical psychologists, counselling psychologists, and clinical neuropsychologists, as well as other branches of professional psychology. The executive of CCPPP met in Toronto on February 12/13 and, as part of our agenda, discussed the proposed amendments.

While we recognize that the proposed registration regulation amendments are provincial, we also recognize that one of the reasons for the College's amendments is because of national issues affecting all provinces. Our responses will be considered from a national perspective.

*1) Is the language of the proposed amendments clear?*

We do not have any comment on the clarity of the proposed amendments.

*2) Should the College require that the doctoral degree in psychology be from a programme accredited by the Canadian Psychological Association or by the American Psychological Association? For applicants educated outside of Canada or the United States, there would need to be criteria and a process for evaluating the equivalence of their education and training to an accredited programme.*

In general, we support a requirement that the doctoral degree in psychology should be from an accredited programme.

We do, however, have one concern on such a proposal. The Canadian Psychological Association will not accredit a doctoral programme until that programme has graduated students. Thus, for any new programme, while the programme may be accredited shortly after the first cohort of students have graduated, this first cohort of students would not be eligible for registration in Ontario. We believe that such a requirement would be unduly harsh for these new students as well as for unaccredited new doctoral programmes who would be attempting to bring new students into the programme in their first few years of operation.

Therefore, we would suggest that, until such time as the Canadian Psychological Association revises its accreditation standards for doctoral programmes to allow for accreditation of programmes that have been in existence for a number of years but not yet graduated students, that an exemption be made for students who have graduated from new doctoral programmes that are not yet accredited but can provide evidence to the College of either equivalence to accredited or active participation in the national accreditation process.

*3) What are the implications of the proposed amendments, if any, for graduate psychology training programmes?*

CCPPP believes that such proposal would provide an impetus for many current programmes that provide only masters' level professional training, particularly in Ontario, to move toward a doctoral standard as their training model.

4) *What are the implications of the proposed amendments, if any, for psychology internships?*

Such a proposal may result in greater numbers of doctoral candidates from accredited doctoral programmes seeking accredited internships. At the present time in Canada, there exists an insufficient number of accredited internship positions compared to the number of applicants from Canadian programmes. For example, in the 2010 internship match, there were 134 students from Canadian programmes participating in the match but there were only 120 positions. In 2011, the situation worsened and there were 161 students but only 132 positions in Canada. While not as substantial a difference as there is in United States where there were 4038 positions for 3034 students, the difference does demonstrate a concerning trend. While Ontario has lost a number of internship programmes in recent years at “non-teaching” hospitals (e.g., Grand River Hospital, Windsor Regional Hospital) and has lost internships at teaching hospitals that have had cutbacks in Psychology staffing (e.g., St. Michael’s Hospital, Credit Valley Hospital), there are also graduate programmes increasing in size and new programmes in development that will have new students in the match in the near future (e.g., Ryerson University).

Therefore, CCPPP believes that such changes have the potential to increase the substantial increasing national disparity between students seeking internships and the internship positions available. As a result, we would strongly support the College of Psychologists of Ontario working with the Ministry of Health as well as the Ministry of Training, Colleges, and Universities to develop mechanisms to support the funding of internships to ensure that students in accredited doctoral training programmes are able to meet this requirement of their training.

5) *What are the implications of the proposed amendments, if any, for access to psychological services?*

As an organization representing training programmes, we do not believe we are able to comment on this question.

6) *Do you have any other comments on the substance or the wording of the proposed amendments?*

At the present time, we do not have any other comments on these amendments.

Finally, we once again want to thank the College of Psychologists of Ontario for the opportunity to comment on these questions in relation the proposed amendments. We would be open to any future consultation that might occur on these important issues.

Sincerely,

Michael Teschuk, Ph.D. C.Psych.  
President-Elect  
Canadian Council of Professional Psychology Programs



## **Association of Predoctoral and Internship Centers (APPIC) Liaison**

**Dr. Ian R. Nicholson  
President**

This year, the Association of Psychology Postdoctoral and Internship Centers (APPIC) began a new Phase II of the match. The purpose of this second Phase is to provide a more equitable, organized, and humane process of placing unmatched applicants into internship positions that were unfilled from Phase I.

Last year, APPIC had 3103 positions in the Match and 2823 were filled on Match day. This left 278 unfilled positions BUT 846 unmatched applicants. Approximatley 3.0 applicants for every one open position in the Clearinghouse.

This year, the disparity is even worse. APPIC had 3166 positions in Phase I of the Match and 2910 were filled on the first Match day. This left 256 unfilled positions BUT 937 unmatched applicants. Over 3.6 applicants for every one open position entering into the new Phase II. Fewer open positions and more unmatched applicants.

In Canada, the numbers were different for us this year than in any year previous. Last year, there were 134 applicants and 121 positions. There were 100 matched applicants and 34 left unmatched on Match Day. There were 110 filled positions and 11 unfilled positions on Match Day. Ten applicants went from Canadian doctoral programmes to the US and Canadian internship programmes were matched to 20 applicants from US programmes (both US citizens

and Canadians trained in the US). In 2010, there were 3.1 applicants for every unmatched position.

However, this year things changed substantially in the results of the first Phase of the Match. This year, there were 161 applicants and 132 positions. There were 123 matched applicants and 38 left unmatched on Match Day. There were 119 filled positions and 13 unfilled positions on Match Day. Fourteen applicants went from Canadian doctoral programmes to the US and Canadian internship programmes were matched to 10 applicants from US programmes. This year, there were 2.9 applicants for every unmatched position.

A quick glance shows some interesting trends in the data. There was a 20% increase in the number of internship applicants but only a 10% increase in the number of internship positions. While the end match rate is similar this year to last year, it is more the result of a change in the number of Canadians going to the US and the number of applicants matched from US programmes.

APPIC will be CCPPP with a breakdown of the Canadian doctoral programmes that had students entering into the Match this year so we can try and determine the reasons for the 20% increase this year. We hope to have this information ready for the annual meeting in Toronto.



## Notice of 2011 Annual General Meeting

The Annual General Meeting of the CCPPP will be held from 3:00 p.m. to 6:00 p.m. on June 1, 2011, at the Canadian Psychological Association Convention in Toronto, Ontario.

This meeting follows the CCPPP Preconvention Workshop entitled, *Professional Training Issues in Canada: Debate and Dialogue Between Graduate Programmes and Internships*.

Please submit agenda items to:  
[ian.nicholson@lhsc.on.ca](mailto:ian.nicholson@lhsc.on.ca)



## CALL FOR NOMINATIONS:

### CCPPP President-Elect

CCPPP invites nominations, including self-nominations, of members for the Executive Council position of President-Elect.

Please forward nominations to current president, Dr. Ian R. Nicholson, at [ian.nicholson@lhsc.on.ca](mailto:ian.nicholson@lhsc.on.ca). Nominations will be accepted up till the AGM.



## Proposal for Staggered Internship Interview Dates

### Dr. Ian R. Nicholson President

At the recent CCPPP executive midwinter meeting for the CCPPP executive, we discussed the problem of the large number of Canadian programme applicants flying back and forth across the country in January. To this end, we will be formally proposing for adoption at the June 2011 AGM the following voluntary guidelines for staggered interview dates for Canadian internship programmes.

- 1) Internship sites in Western Canada (Thunder Bay, Ontario and west) will try to schedule their interviews in the *first two weeks of January*.
- 2) Internship sites in the rest of Ontario will try to schedule their interviews in the *middle two weeks of January*.
- 3) Internship sites in Quebec and Atlantic Canada will try to schedule their interviews in the *last two weeks of January*.
- 4) The west to east pattern will reverse in alternate years.

As with the other guidelines, these would be nonbinding but we will work towards a national model to assist our applicants during this expensive process.