

## **APPENDIX**

Clinical Psychology Program  
Department of Psychology  
University of Regina

September 2022 to August 2023 Program Review

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## Overview of Review

CPA encourages us to evaluate our program on a regular basis. The purpose of this report is to review the goals, objectives and outcomes of the Clinical Psychology Program. Please send comments and feedback to lynn.loutzenhisert@uregina.ca.

## Research

**Research Goals:** We strive to prepare students to have an understanding and respect for both basic and applied research. We subscribe to the views that the clinical scientist, who is competently trained in practice, makes the most significant contributions to clinical research; and the practitioner, who is familiar with the body of basic and applied research, and, who can critically evaluate research findings makes the soundest contributions to society and the profession.

**Research Objectives:** To meet the above goals, students: 1) take courses in research methods and statistics and gain experience in program evaluation; 2) take clinical courses that incorporate research literature; 3) complete an Master’s thesis and Ph.D. dissertation; and 4) participate in faculty research projects.

**Outcomes:** The following are some indicators that represent how we are doing in this area:

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Research Methods course average	88%	90%	91%	91%	90%	91%	90%	90%
Statistics course average	90%	92%	93%	90%	87%	93%	89%	90%
Students with at least one conference presentation	100%	86%	75%	80%	53%	57%	67%	70%
Students with at least one refereed publication	70%	66%	56%	62%	63%	80%	81%	84%
Students holding RA positions*	56%	53%	36%	31%	47%	54%	36%	66%
Students with major external funding*, **	37%	47%	42%	40%	50%	69%	61%	62%
Students with Faculty of Graduate Studies & Research(FGSR) funding*	97%	93%	75%	66%	73%	69%	50%	69%

\* excludes students who are on or have completed the predoctoral residency

\*\*includes both tri-council funding and other major external funding

## Clinical Practice

**Clinical Practice Goals:** Students will be trained to be competent in assessment, diagnosis, and intervention. In each area, students will gain competency in the development and maintenance of interpersonal relationships, including competency in working with diverse groups. It is recognized, however, that the field of clinical psychology is diverse and no single practitioner can master all areas. Students will be taught to recognize their skills and when appropriate refer to colleagues who have the requisite skills.

**Clinical Practice Objectives:** Students will meet the clinical goals by: 1) completing course work in psychopathology, assessment and interventions exposing students to more than one theoretical orientation and skills for working with both adults and children and diverse populations; 2) carrying out at least 2700 hours of clinical training under supervision; and 3) completing comprehensive exams that require an oral case presentation, a review paper on a clinical topic, and an ethics oral exam.

**Outcomes:** Some indicators of our success in this area are:

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Psychopathology	87%	86%	87%	88%	91%	90%	-	91%
Assessment I	87%	88%	90%	88%	-	86%	89%	90%
Assessment II	88%	-	-	89%	90%	-	90%	-
Interventions I	87%	84%	88%	88%	84%	86%	85%	86%
Interventions II	-	91%	91%	93%	-	96%	-	92%
Percentage Students Matched (includes those matched through Phase II)	100% (94% of Canadian students matched by APPIC)	100% (95% of Canadian students matched by APPIC)	100% (85% of Canadian students matched by APPIC)	100% (92% of Canadian students matched by APPIC)	100% (86% of Canadian students matched by APPIC)	100% (90% of Canadian students matched by APPIC)	75% (94% of Canadian students matched by APPIC)	80% (87% of Canadian students matched by APPIC)

Predoctoral Residency Sites	
2023-2024	<ul style="list-style-type: none"> <li><input type="checkbox"/> Horizon Health NB, Fredericton, NB</li> <li><input type="checkbox"/> Halifax Clinical Psychology Residency Program, Halifax, NS</li> <li><input type="checkbox"/> Northern Ontario Psychology Internship Consortium, Thunder Bay, ON</li> <li><input type="checkbox"/> Student Wellness and Counselling Centre, Memorial University of Newfoundland, St. John's, NL</li> </ul>
2022-2023	<ul style="list-style-type: none"> <li><input type="checkbox"/> SHA Regina Clinical Psychology, Regina SK</li> <li><input type="checkbox"/> University of British Columbia Counselling Services Vancouver, BC</li> <li><input type="checkbox"/> Rachel Sharp Healthcare San Diego, CA Psychology Internship</li> </ul>
2021-2022	<ul style="list-style-type: none"> <li><input type="checkbox"/> University of Ottawa, Centre for Psychological Service, Ottawa, ON</li> <li><input type="checkbox"/> Royal Ottawa Health Care Group, Ottawa, ON</li> <li><input type="checkbox"/> Memorial University of Newfoundland, Student Wellness and Counselling Centre, St. John's NL</li> </ul>
2020-2021	<ul style="list-style-type: none"> <li><input type="checkbox"/> Northern Ontario Psychology Internship Consortium, Thunder Bay, ON</li> <li><input type="checkbox"/> Vancouver Coastal Health Vancouver, BC</li> <li><input type="checkbox"/> Royal Ottawa Health Care Group, Ottawa, ON</li> <li><input type="checkbox"/> University of Manitoba Clinical Health, Winnipeg, MB</li> <li><input type="checkbox"/> London Clinical Psychology Consortium, London, ON</li> <li><input type="checkbox"/> Kingston Internship Consortium, Kingston ON</li> <li><input type="checkbox"/> SHA Regina Clinical Psychology, Regina SK</li> </ul>
2019-2020	<ul style="list-style-type: none"> <li><input type="checkbox"/> University of Manitoba Clinical Health</li> <li><input type="checkbox"/> London Clinical Psychology Consortium, London, ON</li> <li><input type="checkbox"/> The Ottawa Hospital, Ottawa, ON</li> <li><input type="checkbox"/> Waterloo Region Psychology Consortium</li> <li><input type="checkbox"/> Edmonton Consortium, Edmonton, AB</li> <li><input type="checkbox"/> Saskatoon Health Region, Saskatoon, SK</li> </ul>
2018-2019	<ul style="list-style-type: none"> <li><input type="checkbox"/> University of Manitoba Clinical Health</li> <li><input type="checkbox"/> Nova Scotia Health Authority - Annapolis Valley</li> <li><input type="checkbox"/> University of Ottawa, Centre for Psychological Service</li> <li><input type="checkbox"/> Royal Ottawa Health Care Group</li> <li><input type="checkbox"/> Saskatoon Health Region, Saskatoon, SK</li> </ul>

2017-2018	<input type="checkbox"/> University of Manitoba Clinical Health <input type="checkbox"/> Psychology Internship-ROMHC Site, Ottawa, ON <input type="checkbox"/> Nova Scotia Capital District Mental Health Internship <input type="checkbox"/> Regina Qu'Appelle Health Region (primary rotation: WRC Children's Program)
2016-2017	<input type="checkbox"/> Northern Ontario Psychology Internship Consortium, Thunder Bay, ON <input type="checkbox"/> Calgary Clinical Psychology Program, Calgary AB <input type="checkbox"/> Vancouver Coast, Vancouver, BC <input type="checkbox"/> London Clinical Psychology Consortium, London, ON
2015-2016	<input type="checkbox"/> University of Arizona College of Medicine <input type="checkbox"/> Calgary Clinical Psychology Program <input type="checkbox"/> London Clinical Psychology Consortium; Adult Mental Health Track <input type="checkbox"/> Hospital for Sick Children Psychology Internship-Toronto, ON <input type="checkbox"/> Annapolis Valley Health Psychology Internship, Kentville, NS <input type="checkbox"/> Regina Qu'Appelle Health Region

## Knowledge

**Knowledge Goals:** Students will gain a working understanding of biological, social, cognitive and affective bases of behaviour as well as individual differences, statistics and research methods. A more thorough knowledge of personality, psychopathology, assessment, diagnostics, intervention, ethics and professional behaviour will be obtained.

**Knowledge Objectives:** To meet the knowledge goals students: 1) complete course work at the graduate level in all of the above areas, 2) gain knowledge through clinical experiences, and 3) complete comprehensive exams.

**Outcomes:** Indicators of success are reflected in course work completion noted above but also in marks for the following courses:

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
803 (Psychometrics)	91%	-	91%	93%	95%	96%	96%	97%
845 or 847 (Neuropsychology)	-	89%	-	91%	-	93%	-	91%
881 (Information Processing)	89%	-	89%	-	91%	92%	91%	-
820 (Social)	89%	92%	-	91%	-	91%	-	88%

## Ethics and Professional Conduct

**Ethics and Professional Conduct Goals:** Students will be prepared to be ethical and professional in their research, clinical, and teaching activities, and sensitive to issues of racial and cultural diversity and individual differences.

**Ethics and Professional Conduct Objective:** To meet the ethical goals of our program, students: 1) take a course in professional ethics, 2) are exposed to diverse clients at clinical training sites (over 2700 hours of clinical training), 3) complete an oral ethics exam as part of the comprehensive examination process, and 4) apply for ethics approval for Master's 4 and Ph.D. research.

**Outcomes:** This is measured through the following:

## Leadership

**Leadership Goals:** Students will gain experiences that prepare them to take leadership roles and contribute to psychology as a profession.

**Leadership Objectives:** Students complete a seminar in professional issues at the PhD level and are encouraged to:

1) present and publish their work,

- 2) attend professional seminars and conferences when possible;
- 3) gain experience in supervision of junior students;
- 4) obtain experience as teaching assistants or sessional instructors;
- 5) be active in the department and the PGSA and the community, and
- 6) be members of the Canadian Psychological Association or other professional organizations.

**Outcomes:** Indicators of outcome in this area are seen through examination of students enrolled each year:

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Conference Presentations	89%	86%	75%	80%	53%	57%	67%	75%
Publications	63%	66%	56%	62%	62%	62%	50%	63%
TA/Sessional Positions	70%	75%	69%	54%	56%	69%	53%	59%
Professional Org Membership	93%	94%	81%	87%	90%	97%	92%	94%
Additional Workshops	67%	71%	69%	82%	53%	92%	47%	97%

\* excludes students who are on or have completed the predoctoral residency

### Sample Positions after Graduation

- Assistant Professor, University of Saskatchewan, Saskatoon, SK
- Canada Research Chair, Concordia University, Montreal
- Psychologist, Child and Youth Services, Regina, SK
- Assistant Professor, Department of Psychology, University of Regina, Regina, SK
- Psychologist, Acute Care, Waterford Hospital, St. John's, NL
- Psychologist, Functional Rehab Program, Regina, SK
- Assistant Professor, Department of Clinical Health Psychology, University of Manitoba, and Staff Psychologist, Community Mental Health Program, Steinbach, MB
- Postdoctoral Fellow, CANH, now Psychologist, Royal Ottawa Mental Health Centre, Ottawa, ON
- Psychologist, Adult Mental Health, Regina, SK
- Assistant Professor, St. Thomas More College, Saskatoon, SK
- Psychologist, Oshawa Psychological and Counselling Services
- Ranch Ehrlo's Clinical Assessment and Resource Services, Regina, SK
- Mental Health Practitioner, Edmonton North Primary Care Network, Edmonton, AB
- Psychologist, St. John Psychology Centre
- Psychologist, Ottawa Institute for CBT
- Wascana Rehabilitation Centre, Children's Program, Regina, SK
- Southport Psychology, Calgary, Alberta
- Brief Intervention Unit, Vancouver Coastal Health
- Psychologist, Odyssey Health Services, Ottawa, ON
- Psychologist, University Health Network Eating Disorder Program, Toronto, ON
- Assistant Professor, U of Saskatchewan, Saskatoon, SK
- Clinical Psychologist, Alberta Health Services
- Mental Health and Addiction Services, Saskatoon Health Region

## Financial Support

### Funding for Master's Students

	2015-2016 (n=11)	2016-2017 (n=12)	2017-2018 (n=11)	2018-2019 (n=14)	2019-2020 (n=13)	2020-2021 (n=10)	2021-2022 (n=17)	2022-2023 (n=16)
Average level of income:	\$25,358	\$18,359	\$17,508	\$23,073	\$25,717	\$23,153	\$22,452	\$24,876
# of students reporting income below \$10,000	0	2	1**	1	0	1	2**	1**
# of students reporting income between \$10,000-19,999	3	2	8	3	2	2	3	2
# of students reporting income between \$20,000-\$29,999	3	7	2	7	9	5	9	6
# of students reporting income above \$30,000	3	0	0	3	2	2	3	6
% with external funding	45%	42%	36%	40%	54%	60%	65%	67%
% with FGSR funding	100%	100%	55%	67%	39%	100%	77%	69%
% who obtained TA funding	73%	100%	73%	60%	69%	30%	65%	63%
% who obtained RA funding	73%	42%	9%	26%	62%	60%	47%	63%
% who held outside employment	36%	9%	0	13%	8%	10%	5.9%	12.5%

\*\*these students were not eligible for internal funding

### Ph.D. Funding

	2015-2016 (n=16)*	2016-2017 (n=23)	2017-2018 (n=20)*	2018-2019 (n=19)*	2019-2020 (n=17*)	2020-2021 (n=16*)	2021-2022 (n=14)*	2022-2023 (n=16)*
Average level of income:	\$29,190	\$29,956	\$31,502	\$27,939	\$29,947	\$29,496	\$31,763	\$30,978
# of students reporting income between \$0-19,999	2	2	5	6	2	1	3	3
# of students reporting income between \$20,000-\$29,999	7	11	11	6	6	8	3	3
# of students reporting income between \$30,000-\$39,999	3	4	3	3	5	3	3	4
# of students reporting income above \$40,000	4	6	1	4	4	4	5	4
% with major external funding	38%	39%	45%	47%	47%	69%	64%	56%
% with FGSR funding	25%	70%	75%	68%	59%	69%	67%	69%
% who obtained TA/sessional funding	63%	65%	60%	63%	47%	69%	73%	56%
% who obtained RA funding	50%	48%	45%	37%	35%	94%	33%	69%
% who held outside employment	19%	39%	30%	26%	29%	19%	33%	31%

\* excludes those who are on or have completed the pre-doctoral residency

### Program Statistics

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Number of Master's Students Admitted	6	7	7	7	6	5	8	6
Number of Ph.D. Students Admitted	5	4	7	4	5	6	2	4
Number of Ph.D. Graduates	5	7	3	7	7	2	9	1
PhD Time to Completion (months)	74	77	78	72	92	77	74	64

### Faculty Statistics

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Total number of core faculty	12	12	11	9	9	10	10	10
Total number of complementary faculty	10	10	8	10	9	11	12	12
Total number of adjunct faculty & professional associates	22	22	22	22	11*	11	11	11
Core faculty males tenured	25%	25%	27%	44%	44%	40%	40%	40%
Core faculty males non-tenured	17%	17%	9%	0%	0%	0%	0%	0%
Core faculty females tenured	50%	41%	45%	44%	56%	83%	83%	83%
Core faculty female non-tenured	8%	17%	18%	11%	0%	17%	17%	17%
Authors/co-authors of papers at professional or scientific meetings	100%	100%	100%	100%	100%	100%	100%	100%
Authors/co-authors of articles in refereed journals	100%	100%	100%	100%	100%	100%	80%	90%
Member of Journal editorial board	42%	58%	64%	56%	78%	60%	70%	70%
Thesis supervisor	67%	100%	100%	100%	100%	100%	90%	90%
Thesis supervisor (complementary faculty)	10%	25%	13%	10%	11%	0%	0	0
Recipients of grants or contracts	100%	92%	91%	100%	100%	100%	100%	80%
Members in professional associations	100%	100%	100%	100%	100%	100%	100%	100%
Engaged in professional practice	67%	92%	91%	91%	90%	90%	100%	100%
Engaged in professional practice (adjunct)	100%	86%	100%	100%	100%	100%	100%	100%
Registered in program jurisdiction	100%	100%	100%	100%	100%	100%	100%	100%
Registered in program jurisdiction (adjunct and professional associates)	86%	100%	100%	100%	72%	64%	64%	64%

\* This reflects administrative changes in the definitions of these positions, as well as renewals.

### Course Offerings

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Total number of core courses (neuro, cognitive, social, psychopathology, history)	4	3	3	5	3	3	2	4
Total number of foundational courses (ethics, research design, statistics, psychometrics, MA seminar)	5	4	4	3	5	5	4	3
Total number of professional courses (assessment I and II, interventions I and II, doctoral seminar)	3	3	4	3	3	3	3	5
# core faculty teaching core courses	8%	8%	9%	1	1	1	1	1
# core faculty teaching foundational courses	17%	17%	18%	2	2	2	2	2
# core faculty teaching professional courses	30%	33%	36%	4	3	3	3	4
# of complementary faculty teaching core courses	30%	20%	25%	4	1	1	1	3
# of complementary faculty teaching foundational courses	30%	10%	13%	1	3	3	2	1
# of complementary faculty teaching professional courses	0	0	0	0	0	0	0	1
# of adjunct teaching core courses	0	0	0	0	1	1	0	0
# of adjunct teaching foundational courses	0	0	0	0	0	0	0	0
# of adjunct faculty and professional associates teaching professional courses	0	0	0	0	0	0	0	0