# TRAINING PLAN MANUAL

**FOR ASSISTANCE TO SUPERVISED PRACTICE MEMBERS AND ELIGIBLE CANDIDATES**

MAY 2025

# TABLE OF CONTENTS

## Section 1

### Guidelines for Training Plans for Supervised Practice Members

Section 5.(1) 6. and Section 16.(1) 7. of Regulation 193/23 indicate as a non-exemptible registration requirement that the supervised psychology member must have completed all further professional training or experience that, in the opinion of a panel of the Registration Committee, is required to ensure competence for autonomous practice as a psychologist or psychological associate in the supervised member's intended area of practice.

Supervised members (or eligible candidates) who are missing required components in the area for which they have declared competence to practise, can expect their application to be referred to the Registration Committee for a review of their education and training in relation to their proposed area of practice.

In their review, the Registration Committee will identify any knowledge gaps where further education is required, by comparing the psychology coursework already completed with the knowledge requirements outlined in the College's Registration Guidelines: Supervised Practice. The Registration Committee will determine the extent to which the supervised member must augment their knowledge and skills and will require them to submit a proposal for a training plan.

In developing a proposal for a training plan, the supervised member must ensure that they undertake such study, training and supervision needed to yield the requisite knowledge and skills for the intended practice. Definitions of the various practice areas outlining the knowledge and skills required for practice can be found in the *Appendix* section of the *Registration Guidelines: Supervised Practice*.

The supervised member's proposal for the training plan is reviewed by the Registration Committee and approval is given, or revisions suggested.

The Registration Committee will require documentation to verify the satisfactory completion of the approved training plan before approval to attend an Oral Examination will be given.

**Components of a Training Plan**
A training plan entails coursework and supervised practice designed to provide the required knowledge and skills:

**Knowledge**
Graduate courses offered in CPA/APA accredited programs and Ontario universities are preferred. **Supervised members who are required to complete undergraduate/foundational knowledge training must propose to complete a university course**.

Supervised members who propose to complete a course must provide documentation of the course to be undertaken in order to demonstrate how it addresses the identified knowledge gap. Documentation should include: the course outline, the course reading list, the name and credentials of the course instructor, and the evaluation method.

Distance education courses in psychology may be acceptable to the College if offered by a university recognized by the Association of Universities and Colleges of Canada, or in the case of the United States, by an institution of higher education accredited by a nationally recognized regional accrediting body. Evaluation of the suitability of a distance education course will be on a case-by-case basis.

**It is expected, and preferable, that the supervised member enrol in a formal university course. In exceptional cases where this is not possible, the Registration Committee will consider the supervised member's proposal to complete a course equivalent of supervised readings.**

In such cases, the supervised members' proposal for a course equivalent of supervised readings must include a list of readings that makes clear how the readings address the identified knowledge gap.  In developing the proposal, the supervised member should consult with a program director or course instructor of a university graduate course in that subject. The proposed readings must: include a balance of current theory, empirical research, and practice; provide exposure to a range of perspectives and techniques; and incorporate contemporary, primary source material as well as textbooks and edited volumes. The proposed readings must also be supervised and evaluated by an autonomous practice member of the College (who may be the Primary or Alternate Supervisor) with expertise in the area. The supervisor must assist the supervised member in developing the proposal and must meet regularly with the supervised member for the purposes of discussion and guidance. Acceptable evaluation procedures include a review paper prepared by the supervised member, or an oral examination conducted by the supervisor and one other member. The supervisor(s) must submit a formal evaluation report to the Registration Committee following the supervised member's completion of the training plan.

**Skills**
It is expected that the supervisor(s) will provide guidance as the knowledge acquired through either coursework or supervised readings is being integrated into the supervised member's supervised practice.  There is a section in the *Supervisor's Work Appraisal Form* for supervisor(s) to record this progress.

**Length of Time to Complete Training Plan**
Supervised members who are undertaking a training plan frequently take longer than the minimum 12-month period. Fifteen hundred (1500) hours of authorized supervised practice is the minimum requirement for members already trained in the practice area. Completion of a training plan often requires longer and more intensive supervision than this. However, certificates authorizing supervised practice are not issued for a period of greater than two years. No exceptions can be granted for this, even when a training plan is required. For this reason, if the supervised member is notified by the Registration Committee that a training plan is required, it is important to have this training plan proposal submitted promptly so that it can receive Registration Committee approval early in the registration process.

## Section 2

**Preparing to Submit a Training Plan Proposal**

**STEP 1: REVIEW RESPONSE LETTER FROM THE REGISTRATION COMMITTEE**

Your specific training plan requirements will be listed in the response letter you receive from the Registration Committee (the Committee). **The Committee typically assigns 3 types of training plan requirements**: **1) an undergraduate course, 2) a graduate course, or 3) a partial graduate course**.

**Below are some examples of how training plan requirements are typically listed in the Committee's response letters:**

Undergraduate Course:
*An undergraduate course in the subject of social bases of behaviour.*

Graduate Course:
*A graduate course in the subject of psychopathology relevant for the practice of clinical psychology with adults;*

*or*

*A graduate course <u>combining</u> the subjects of psychological assessment and psychological intervention relevant for the practice of counselling psychology with families.*

Partial Graduate Course:
*A partial graduate course equivalent of supervised readings in the subject of psychopathology relevant for the practice of clinical psychology with adults.*

If you find that your training plan requirements do not correspond with any of the formats listed above, you may contact a College Registration staff member for assistance.

**STEP 2: DOWNLOAD THE TRAINING PLAN PROPOSAL FORM**

A blank *Training Plan Proposal Form* may be downloaded directly from the College's website. You must use this form when submitting your proposal to the Committee.

**STEP 3: PROPOSE A TRAINING METHOD**

If you are required to complete an undergraduate course, you <u>must</u> propose to complete a university course.

If you are required to complete a graduate course, you must propose to complete either 1) a university course <u>or</u> in cases where it is not possible to complete a university course 2) a course equivalent of supervised readings.

1) If you propose to complete a university course, *prior* to submitting your proposal, ensure that you are indeed eligible to enroll in the course and, if you hold a certificate authorizing Supervised Practice, that the course will be completed well in advance of your estimated Oral Examination date. **In all cases, you must include a copy of the official course description or course syllabus along with your proposal in order to assist the Committee in determining whether the course is appropriate.**

2) If you propose to complete a course equivalent of supervised readings, **you and your proposed supervisor must be prepared to put forth a significant effort in developing an appropriate list of readings and a rigorous supervision plan. The Committee will review your proposal in accordance with the standards described in this Manual. Should the Committee find that your proposal is not appropriate; it will not be approved and will be returned to you for revision and re-submission.**

   **Course equivalents must include the following minimum number of readings:**

   1) **Graduate course equivalent: 1-2 graduate text(s) and at least 20 recently published peer reviewed psychology journal articles;**
   2) **Partial graduate course equivalent: 1-2 graduate text(s) and at least 10 recently published peer reviewed psychology journal articles.**

## STEP 4: SELECT A SUPERVISOR(S)

**If** you propose to complete a course equivalent of supervised readings, you must also propose a supervisor who will assist you in selecting your readings, as well as supervise and evaluate your training plan. Your supervisor must commit to meeting regularly (on a weekly basis) with you for the duration of your plan to discuss your readings.

An appropriate supervisor will be an autonomous practice member of the College, who is authorized in the practice area(s) and client group(s) related to your training plan requirement and who has expertise in the area.

**For course equivalents, <u>supervision meetings</u> with the training plan supervisor(s) must total <u>at least</u>:**

- **12 hours (e.g. 1 hour per week for 12 weeks) for a graduate course equivalent;**
- **6 hours (e.g. 1 hour per week for 6 weeks) for a partial graduate course equivalent.**

Supervision meetings must be documented in the Supervisor's Training Plan Evaluation Form submitted by the supervisor(s) to the Committee following completion of the Training Plan.

## STEP 5: SELECT AN EVALUATION METHOD

**If** you propose to complete a course equivalent of supervised readings, you must also indicate how the knowledge you will acquire from the supervised readings will be evaluated. You may choose from two available options 1) a written review paper <u>or</u> 2) an oral examination.

If you chose an oral examination as your method of evaluation, you must also name a second supervisor who will assist your supervisor in conducting and evaluating your oral examination. This second supervisor is not required to supervise your readings, and they must be an autonomous practice

member of the College and be authorized in the practice area(s) and client group(s) related to your training plan requirements.

## STEP 6: SELECT TEXT(S) AND JOURNAL ARTICLES

**If** you propose to complete a course equivalent of supervised readings, you must develop your list of readings through discussion with and in active collaboration with your chosen supervisor.

To begin, choose a broad-based text that provides a summary of the area and equips you with foundational and historical knowledge appropriate to the subject of your training plan requirement.

A list of suggested texts in various subjects is available in the *Appendix* section of this Manual. Once you have selected a text(s), proceed to choose recently published (within the last 10 years) peer reviewed sources appropriate to the area(s) of your training plan requirement. Both the textbook and the articles should, as much as possible, be authored by or have as a central tenet the psychology of subject area.

Your readings should focus as much as possible on evidence-based practice; content for the reading list should be derived from sources such as treatment outcome and process research, testing, and assessment validation studies, and basic psychological research that can be applied to clinical practice. Consider also the hierarchy of evidence when choosing sources and specific articles. Findings that are replicated across studies and that have utilized methodologies that address threats to the validity of obtained results should be prioritized—thus systematic knowledge syntheses are at the top of the hierarchy, as these are based on the results of multiple investigations. Syntheses can include systematic reviews, meta-analyses, meta-syntheses, realist syntheses, narrative syntheses, and practice guidelines. Evidence lower on the hierarchy should be considered only to the extent that better research evidence does not exist. The reading list should prioritize works that have strong internal validity and external validity, are published in high impact journals and are widely cited. In addition, the articles should also include readings that have sufficient clinical guidance and details that would allow the reader to provide the care that is contemplated in the training plan.

If you require a training plan in more than one subject, do not list the same journal article more than once across subject areas (see STEP 3 for the minimum number of journal articles required).

**You and your supervisor should review and discuss the rationale for why you have selected these particular texts and journal articles:**

- **Do your readings match the subject that you are required to complete a training plan for?**
- **Do your readings cover a range of appropriate topics?**
- **Do the readings cover the topics of equity, diversity, inclusion, and cross-cultural differences?**
- **Have you included the correct number of readings?**

## STEP 7: COMPLETE THE PROPOSAL FORM

Complete the *Training Plan Proposal Form* by carefully reading all of the instructions on the form and by completing all required fields.

It's important that you read through all 'drop-down' fields that are available and that you select the appropriate one. Do not type in your own text unless you are absolutely certain that the training that you are required to complete is not listed among the options. For example, if you are completing a training plan in the subject of psychological intervention relevant for the practice of clinical psychology with couples, please do not type "*Couples Therapy*", in this instance, you would select "*Psychological Intervention*" and you will have an opportunity to specify the practice area and client group in Section B3 of the form.

**If** you propose to complete a course equivalent of supervised readings, **your supervisor must indicate on the proposal form that they have reviewed and approve of your proposed reading list**.

**You must list your readings in APA citation format; this includes listing the journal articles in alphabetical order. In all cases, the *Training Plan Proposal Form* must be typed; hand-written forms will not be accepted.**

## STEP 8: SUBMIT YOUR PROPOSAL FORM FOR APPROVAL

Once you have completed the form, you must submit it to the College so that the Committee can review and approve it. **Remember that submissions to the Committee must be received by the College at least 10 days in advance of a Committee meeting date in order to be considered.** Meeting dates are always posted on the College's website; you can also contact the College's registration staff directly to enquire about the next Committee meeting date if you are unsure.

You must submit your proposal by e-mail to: **cpbao@cpbao.ca**

Following the Committee's meeting, you can expect to receive a letter notifying you of the result of their review and advising you of next steps. It's recommended that you wait to begin your training plan until you have received the response letter from the Committee confirming that your proposal has been approved.

**Should the Committee find that your training plan proposal is not acceptable; their response letter will specify the reasons and will advise you about revising and re-submitting your proposal**.

If you have questions regarding the Committee's review of your training plan proposal, you may contact the College's registration staff for assistance.

## STEP 9: CONFIRM SUCCESSFUL COMPLETION OF YOUR TRAINING PLAN

Once you've successfully completed your Committee approved training plan you must submit proof of completion to the Committee for approval. This confirmation must be received at least 10 days prior to their meeting date. **For supervised practice members planning to attend an Oral Examination, the proof of completion must be submitted to the Committee meeting that takes place before the Oral Examinations (at the latest).** If you are unsure about the deadline to submit proof of completion of your training plan, you can contact the College's registration staff for assistance.

If you have completed a university course, you must arrange to have the university submit the academic transcript directly to the College; **OR**

If you have completed a course equivalent of supervised readings, you must arrange to have your supervisor(s) complete the **Supervisor's Training Plan Evaluation Form**. This form is available for download on the College's website.

| Section 3 |
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### EXAMPLES OF TOPICS

Below is a list of topics included in common training plan subjects:

Foundational Knowledge Subjects:

- **Biological Bases of Behaviour:** *Physiological Psychology, Comparative Psychology, Neuropsychology, Sensation & Perception, Psychopharmacology;*

- **Cognitive Affective Bases of Behaviour:** *Learning, Thinking, Motivation, Emotion, Cognition;*

- **Social Bases of Behaviour:** *Social Psychology, Group Processes, Organizations & Systems, Community Psychology, Environmental Psychology, Cultural Issues;*

- **Psychology of the Individual:** *Personality Theory, Human Development, Abnormal Psychology, Psychopathology, Individual Differences.*

Professional Practice Subjects:

- **Psychopathology**: *Etiology, Origins, Signs, Symptoms, Trajectories;*

- **Personality Theory/Individual Differences**: *Human Development Across the Lifespan, 5 Factor Model, Personality Theories, Personality Traits, Learning Differences, Gender Differences, Cultural Issues/Differences;*

- **Psychological Assessment**: *Psychological Tests (e.g. projective tests), Measurement, Interviewing, Cognitive Assessment, Social Assessment, Emotional Assessment, Neuropsychological Assessment, Psychoeducational Assessment, Risk Assessment;*

- **Psychodiagnostics**: *Diagnostic systems, Differential Diagnosis, Issues in Diagnosis, Case Formulation, Categorical vs. Dimensional Approaches;*

- **Psychological Intervention**: *Models of Psychotherapy, Evidence-Based Psychotherapy, Therapeutic Alliance, Counselling, Modalities of Therapy, Use of Self in Therapy;*

- **Professional Ethics and Standards in Psychology**: *Legislation, Standards for Professional Practice, Legal Issues.*

## Appendix

**SUGGESTED READINGS FOR TRAINING PLANS**
**(May 2025)**

This list of readings was originally compiled by Directors of graduate programs in professional psychology in Ontario to provide suggestions for texts that are potentially useful for training plans required by the College of Psychologists and Behaviour Analysts of Ontario.

**Since creation of this listing, more recent editions of some of these texts may have been published, and the list has not been designed to be exhaustive.** Individuals creating a training plan consisting of supervised readings must also supplement their reading of texts with recently published peer reviewed psychology journal articles and potentially with other texts that would be useful to augment their knowledge.

Inclusion of any given book on this list of suggested readings below does not constitute endorsement by the College of Psychologists and Behaviour Analysts of Ontario.

### PSYCHOPATHOLOGY

#### Adults

Antony, M. M., & Stein, M. B. (2009). *Oxford handbook of anxiety and related disorders*. New York: Oxford University Press.

Beidel, D. C., & Frueh, B.C. (Eds.). (2018). *Adult psychopathology and diagnosis* (8th ed.). Hoboken, NJ: Wiley.

Craighead, W. E., Craighead, L. W., & Miklowitz, D.J. (Eds.). (2017). *Psychopathology: History diagnosis, and empirical foundations* (3rd ed.). Hoboken, NJ: Wiley.

Gotlib, I. H., & Hammen, C. L. (2014). *Handbook of depression* (3rd ed.). New York: Guilford Press.

Heilman, K. M., & Valenstein, E. (2011). *Clinical neuropsychology* (5th ed.). New York: Oxford University Press.

Holtz, J. L. (2011). *Applied clinical neuropsychology, an introduction.* New York: Springer.

Krueger, R. F., & Blaney, P. H. (Eds.). (2023). *Oxford textbook of psychopathology* (4th ed.) New York: Oxford University Press.

Livesley, W. J., & Larstone, R. (Eds.). (2018). *Handbook of personality disorders: Theory, research, and treatment* (2nd ed.). New York: Guilford Press.

Maxmen, J. S., Ward, N. G., & Kilgus, M. (2015). *Essential psychopathology and its treatment* (4th ed.). New York: Norton.

#### Seniors

Zarit, S. H., & Zarit, J. M. (2006). *Mental disorders in older adults: Fundamentals of assessment and treatment* (2nd ed.). New York: Guilford Press.

**Children and Adolescents**

Anderson, V., Northam, E., Hendy, J., & Wrennall, J. (2018). *Developmental neuropsychology: A clinical approach* (2nd ed.)*.* Philadelphia, PA: Psychology Press.

Barkley, R. A. (2014). *Attention deficit hyperactivity disorder: A handbook for diagnosis and treatment* (4th ed.). New York: Guilford Press.

Beauchaine, T. P., & Hinshaw, S.P. (2017). *Child and adolescent psychopathology* (3rd ed.)*.* Hoboken, NJ: Wiley.

Cicchetti, D., & Cohen, D. J. (2015).  *Developmental psychopathology: Vol 1. theory and method* (2nd ed.)*.* Wiley.

Flanagan, D. P., & Alfonso, V. C. (2018).  *Essentials of specific learning disability identification* (2nd ed.)*.* Hoboken, NJ: Wiley.

Mash, E. J., & Barkley, R. A. (Eds.). (2020). *Assessment of childhood disorders* (5th ed.). New York: Guilford Press.

Schneider, B. H. (2014). *Child psychopathology: From infancy to adolescence*. Cambridge University Press.

Swanson, H. L., Harris, K. R., & Graham, S. (Eds.). (2013). *Handbook of learning disabilities* (2nd ed.)*.* New York: Guilford Press.

Venta, A., Sharp, C., Fletcher, J. M., & Fonagy, P. (Eds.). (2021). *Developmental psychopathology*. Hoboken, NJ: Wiley.

Fletcher, J. M., Reid Lyon, G., Fuchs, L. S., & Barnes, M. A. (2019). *Learning disabilities: From identification to intervention* (2nd ed.). New York: Guilford Press.

## PSYCHOLOGICAL ASSESSMENT

**Adults**

Antony, M. M., & Barlow, D. H. (2020). *Handbook of assessment and treatment planning for psychological disorders* (3rd ed.). New York: Guilford Press.

Boone, K. B. (Ed.). (2021). *Assessment of feigned cognitive impairment; a neuropsychological perspective* (2nd ed.). New York: Guilford Press.

Groth-Marnat, G., & Wright, A. J. (2016). *Handbook of psychological assessment* (6th ed.). Hoboken, NJ: Wiley.

Haynes, S. N., Smith, G., & Hunsley, J. (2018). *Scientific foundations of clinical assessment* (2nd ed.)*.* New York: Routledge.

Hersen, M., & Rosqvist, J. (Eds.). (2007). *Handbook of psychological assessment, case conceptualization and treatment: Adults* (Vol. 1)*.* Hoboken, NJ: Wiley.

Hunsley, J., & Mash, E. J. (Eds.). (2018). *A guide to assessments that work* (2nd ed.). New York: Oxford University Press.

Lezak, M. D., Howieson, D. B., & Loring, D. W. (2012). *Neuropsychological assessment* (5th ed.)*.* New York: Oxford University Press.

Rogers, R., & Bender, S. D. (Eds.). (2018). *Clinical assessment of malingering and deception* (4th ed.). New York: Guilford Press.

Strauss, E., Sherman, E. M. S., & Spreen, O. (2022). *A compendium of neuropsychological tests: Administration, norms, and commentary* (4th ed.). New York: Oxford University Press.

Weiner, I. B., & Greene, R. L. (Eds.). (2017). *Handbook of personality assessment* (2nd ed.). Hoboken, NJ: Wiley.

**Seniors**

Knight, B. G., & Pachana, N. (2015). *Psychological assessment & therapy with older adults*. New York: Oxford University Press.

Laidlaw, K., & Knight, B.G. (Eds.). (2008). *Handbook of emotional disorders in later life*. New York: Oxford University Press.

Segal, D., Honn Qualls, S., & Smyer, M. (2018). *Aging and mental health* (3rd ed.). Hoboken, NJ Wiley.

Tuokko, H. A., & Smart, C. M. (2018). *Neuropsychology of cognitive decline: A developmental approach to assessment and intervention.* New York: Guilford Press.

Zarit, S. H., & Zarit, J. M. (2006). *Mental disorders in older adults: Fundamentals of assessment and treatment* (2nd ed.). New York: Guilford Press.

**Children and Adolescents**

Baron, I. S. (2018). *Neuropsychological evaluation of the child* (2nd ed.). New York: Oxford University Press.

Geva, E., & Wiener, J. (2014). *Psychological assessment of culturally and linguistically diverse children and adolescents: A practitioner's guide.* New York: Springer.

Kamphaus, R. W., Barry, C. T., & Frick, P. J. (2020). *Clinical assessment of child and adolescent personality and behavior* (4th ed.). New York: Springer.

Mash, E. J., & Barkley, R. A. (Eds.). (2020). *Assessment of childhood disorders* (5th ed.). New York: Guilford Press.

Prinstein, M. J., Youngstrom, E. A., Mash, E. J., & Barkley, R. A. (Eds.). (2020). *Assessment of disorders in childhood and adolescence* (5th ed.). New York: Guilford Press.

Reitman, D. (Ed.) (2008). *Handbook of psychological assessment, case conceptualization and treatment: Children and adolescents* (Vol. 2). Hoboken, NJ: Wiley.

Sattler, J. M. (2022). *Foundations of behavioral, social, and clinical assessment of children* (7th ed.). La Mesa, CA: Author.

Sattler, J. M. (2018). *Assessment of children: Cognitive foundations* (6th ed.)*.* La Mesa, CA: Author.

Weiss, L. G., Saklofske, D. H., Holdnack, J., A., & Prifitera, A. (2015). *WISC-V assessment and interpretation*. San Diego, CA: Academic Press.

Whitcomb, S. A. (2017). *Behavioral, social, and emotional assessment of children and adolescents* (5th ed.). New York: Routledge.

**PSYCHODIAGNOSTICS** (also relevant to Psychological Assessment)

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.). Arlington, VA: American Psychiatric Publishing.

Beidel, D. C., Hersen, M., & Frueh, B. C. (Eds.). (2018). *Adult psychopathology and diagnosis* (8th ed.). Hoboken, NJ: Wiley.

Black, D. W., & Grant, J. E. (2014). *DSM-5 Guidebook the essential companion to the diagnostic and statistical manual of mental disorders* (5th ed.). Arlington, VA: American Psychiatric Publishing.

Carlat, D. J. (2016). *The psychiatric interview: A practical guide* (4th ed.). Philadelphia, PA: Lippincott, Williams, & Wilkins.

Cepeda, C., & Gotanco, L. (2017). *Psychiatric interview of children and adolescents*. Arlington, VA: American Psychiatric Press.

First, M. B. (2024). *DSM V TR handbook of differential diagnosis.* Washington, DC: American Psychiatric Publishing.

McLeod, B. D., Jensen-Dass, A., & Ollendick, T. H. (Eds). (2013). *Diagnostic and behavioral assessment of children and adolescents*. New York: Guilford Press.

Segal, D. I., & Hersen, M. (2019). *Diagnostic interviewing* (5th ed.). Colorado: Springer.

**PSYCHOLOGICAL INTERVENTION**

**Adults**

Beck, J. S. (2020). *Cognitive behavior therapy basics and beyond* (3rd ed.)*.* New York: Guilford Press.

Messer, S. B., & Kaslow, N. J. (Eds.). (2019). *Essential Psychotherapies: Theory and practice* (4th ed.). New York: Guilford Press.

Nathan, P. E., & Gorman, J. M. (Eds.). (2015). *A guide to treatments that work* (4th ed.). New York, NY: Oxford University Press.

Norcross, J. C. (Ed.). (2019). *Psychotherapy relationships that work: Evidence-based responsiveness* (3rd ed.). New York: Oxford University Press.

Wilson, B. A., Gracey, F., Evans, J. J., & Bateman, A. (2009). *Neuropsychological rehabilitation: Theory and outcome.* New York: Cambridge University Press.

**Seniors**

Hanley, I., & Gilhooly, M. (Eds.). (2018). *Psychological therapies for the elderly*. New York: Routledge.

Hyer, L., & Sohnle, S. (2014). *Trauma among older people: Issues and treatment.* New York: Routledge.

Knight, B. G., & Pachana, N. (2015). *Psychological assessment & therapy with older adults*. New York: Oxford University Press.

Laidlaw, K., & Knight, B. G. (Eds.). (2008). *Handbook of emotional disorders in later life*. New York: Oxford University Press.

Tuokko, H. A., & Smart, C. M. (2018). *Neuropsychology of cognitive decline: A developmental approach to assessment and intervention.* New York: Guilford Press.

Zarit, S. H., & Zarit, J. M. (2006). *Mental disorders in older adults: Fundamentals of assessment and treatment* (2nd ed.). New York: Guilford Press.

## Children and Adolescents

Cole, E., & Kokai, M. (2021). *Consultation and mental health interventions in school settings a scientist – practitioner's guide.* Hogrefe Publishing.

Fonagy, P., Cottrell, D., Phillipps, J., Bevington, D., Glaser, D., & Allison, E. (2014). *What works for whom? A critical review of treatments for children and adolescents* (2nd ed.). New York, NY. Guilford Press.

Harrison, P. L., & Thomas, A. (Eds.). (2014). *Best practices in school psychology*. (Vol. 1-4). National Association of School Psychologists. www.nasponline.org/

Hatzichristou, C., & Rosenfield, S. (Eds.). (2017). *The international handbook of consultation in educational settings (consultation, supervision, and professional learning in school psychology series*. New York: Routledge.

Hersen, M., & Rosqvist, J. (Eds.). (2008). *Handbook of psychological assessment, case conceptualization and treatment: Children and adolescents* (Vol. 2)*. Hoboken, NJ: Wiley.

Kendall, P. C. (Ed.). (2011). *Child and adolescent therapy: Cognitive-behavioral procedures* (4th ed.). New York: Guilford Press.

Prinstein, M. J., Youngstrom, E. A., Mash, E. J., & Barkley, R. A. (Eds.). (2019). *Treatment of disorders in childhood and adolescence* (4th ed.). New York: Guilford Press.

Osofsky, J. D., Stepka, P. T., & King, L. S. (2017). *Treating infants and young children impacted by trauma: Interventions that promote healthy development*. Washington, D.C.: American Psychological Association.

Shapiro, J. (2015). *Child and adolescent therapy: Science and art* (2nd ed.). Hoboken, NJ: Wiley.

Weisz, J. R., & Kazdin, A. E. (Eds.). (2017). *Evidence-based psychotherapies for children and adolescents* (3rd ed.). New York, NY: Guilford Press.

## Families and Couples

Foroughe, M. (2018). *Emotion focussed family therapy with children and caregivers.* New York: Routledge.

Gottman, J. M. (1999). *The marriage clinic: A scientifically based marital therapy*. New York: W.W. Norton.

Greenberg, L. S., & Johnson, S. M. (2010). *Emotionally focussed therapy for couples*. New York: Guilford Press.

Gurman, A. S., Lebow, J. L., & Snyder, D. K. (Eds.). (2022). *Clinical handbook of couple therapy* (6th ed.)*. New York: Guilford Press.

Johnson, S. M. (2019). *Attachment theory in practice: Emotionally focussed therapy with individuals, couples, and families*. New York: Guilford Press.

Walsh, F. (2016). *Strengthening family resilience* (3rd ed.). New York: Guilford.

## PERSONALITY THEORY/ INDIVIDUAL DIFFERENCES

John, O. P., & Robins, R. W. (Eds.). (2021). *Handbook of personality: Theory and research* (4th ed.). New York: Guilford Press.

McAdams, D. P., Shiner, R. L., & Tackett, J. K. (2019). *Handbook of personality development.* New York: Guilford Press.

## CHILD DEVELOPMENT/INDIVIDUAL DIFFERENCES

Lerner, R. M., & Lamb, M. E. (Eds.). (2015). *Handbook of child psychology and developmental* science, socioemotional processes (Vol. 3). (7th ed.). Hoboken, NJ: Wiley.

## PROFESSIONAL ETHICS AND STANDARDS IN PSYCHOLOGY

Evans, D. R., & Dobson, K. S. (2021). *Law, standards, and ethics in the practice of psychology* (4th ed.). Toronto, ON: Carswell.

Truscott, D., & Crook, K. H. (2021). *Ethics for the practice of psychology in Canada.* Edmonton (3rd ed.). AB: University of Alberta Press.

The Canadian Psychological Association. (2017). *Canadian code of ethics for psychologists* (4th ed.). Ottawa, ON: The Canadian Psychological Association.

   English: https://cpa.ca/docs/File/Ethics/CPA_Code_2017_4thEd.pdf

   French: https://cpa.ca/docs/File/Ethics/CPA_Code_2017_4thEdFR.pdf

The Canadian Psychological Association. (2017). *Companion manual to the Canadian code of ethics for psychologists*. Ottawa, ON: The Canadian Psychological Association.

   https://www.cpa.ca/thecpastore/purchasecpapublications/

The Canadian Psychological Association. (2017). *Practice guidelines for providers of psychological services*: Ottawa, ON: The Canadian Psychological Association.

   https://www.cpa.ca/thecpastore/purchasecpapublications/

## REHABILITATION PSYCHOLOGY

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