

## **APPENDIX**

Clinical Psychology Program  
Department of Psychology  
University of Regina

September 2019 to August 2020 Program Review

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Director of Clinical Training

## 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 M.A. 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:

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Research Methods course average	91%	94%	90%	88%	88%	90%	91%	91%	90%
Statistics course average	88%	90%	89%	88%	90%	92%	93%	90%	87%
Students with at least one conference presentation	92%	100%	100%	100%	100%	86%	75%	80%	53%
Students with at least one refereed publication	69%	82%	89%	64%	70%	66%	56%	62%	63%
Students holding RA positions*	73%	59%	57%	64%	56%	53%	36%	31%	47%
Students with major external funding*, **	63%	56%	64%	39%	37%	47%	42%	40%	50%
Students with Faculty of Graduate Studies & Research(FGSR) funding*	69%	74%	64%	69%	97%	93%	75%	66%	73%

\* 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:

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Psychopathology	87%	87%	91%	87%	87%	86%	87%	88%	91%
Assessment I	87%	89%	87%	86%	87%	88%	90%	88%	-
Assessment II	88%	-	90%	-	88%	-	-	89%	90%
Interventions I	86%	87%	85%	84%	87%	84%	88%	88%	84%
Interventions II		87%	-	89%	-	91%	91%	93%	-
Percentage Students Matched (includes those matched through Phase II)	80% (73% of Canadian Students matched by APPIC)	100% (84% of Canadian students matched by APPIC)	100% (86% of Canadian students matched by APPIC)	100% (84% of Canadian students matched by APPIC)	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)

Predoctoral Residency Sites	
2020-2021	<input type="checkbox"/> Northern Ontario Psychology Internship Consortium Thunder Bay, ON <input type="checkbox"/> Vancouver Coastal Health Vancouver, BC <input type="checkbox"/> Royal Ottawa Health Care Group Ottawa, ON <input type="checkbox"/> University of Manitoba-Clinical Health Winnipeg, MB <input type="checkbox"/> London Clinical Psychology Consortium London, ON <input type="checkbox"/> Kingston Internship Consortium, Kingston ON <input type="checkbox"/> SHA Regina Clinical Psych Regina SK
2019-2020	<input type="checkbox"/> U of Manitoba Clinical Health <input type="checkbox"/> London Clinical Psychology Consortium <input type="checkbox"/> The Ottawa Hospital, Ottawa, ON <input type="checkbox"/> Waterloo Region Psychology Consortium <input type="checkbox"/> Edmonton Consortium, Edmonton, AB <input type="checkbox"/> Saskatoon Health Region
2018-2019	<input type="checkbox"/> University of Manitoba Clinical Health <input type="checkbox"/> Nova Scotia Health Authority - Annapolis Valley <input type="checkbox"/> University of Ottawa, Centre for Psychological Service <input type="checkbox"/> Royal Ottawa Health Care Group <input type="checkbox"/> Saskatoon Health Region
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 Dist 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
2014-2015	<input type="checkbox"/> Vancouver Coastal Health <input type="checkbox"/> Royal Ottawa Health Care Group <input type="checkbox"/> University of Washington <input type="checkbox"/> Saskatoon Health Region <input type="checkbox"/> Centre for Addiction & Mental Health - Clarke Division – Toronto, ON <input type="checkbox"/> Regina Qu'Appelle Health Region
2013-2014	<input type="checkbox"/> Vancouver Coastal Health <input type="checkbox"/> Royal Ottawa Health Care Group <input type="checkbox"/> Ottawa Hospital Health and Rehabilitation Psychology <input type="checkbox"/> Regina Qu'Appelle Health Region (2)
2012-2013	<input type="checkbox"/> Calgary Health Region <input type="checkbox"/> Royal Ottawa Health Care Group <input type="checkbox"/> Regina Qu'Appelle Health Region (primary rotation: Functional Rehab Program) <input type="checkbox"/> Regina Qu'Appelle Health Region (primary rotation: WRC Children's Program)
2011-2012	<input type="checkbox"/> University of Manitoba, Department of Clinical Health Psychology, Winnipeg, MB <input type="checkbox"/> UBC Counselling Services <input type="checkbox"/> BC Mental Health and Addiction Services, Clinical Child and Adolescent Track, BC Children's Hospital

## 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:

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
803 (Psychometrics)	91%	-	91%	-	91%	-	91%	93%	95%
845 or 847 (Neuropsychology)	90%	82%	-	89%	-	89%	-	91%	-
881 (Information Processing)	88%	-	90%	-	89%	-	89%		91%
820 (Social)	-	88%		91%	89%	92%	-	91%	-

## 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 M.A. 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:

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Conference Presentations	92%	100%	100%	86%	89%	86%	75%	80%	53%
Publications	69%	82%	89%	64%	63%	66%	56%	62%	62%
TA/Sessional Positions	50%	56%	75%	64%	70%	75%	69%	54%	56%
Professional Org Membership	92%	97%	100%	94%	93%	94%	81%	87%	90%
Additional Workshops	90%	79%	93%	89%	67%	71%	69%	82%	53%

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

### Sample Positions after Graduation

- Assistant Professor, University of Saskatchewan, Saskatoon
- Canada Research Chair, Concordia University, Montreal
- Psychologist, Child and Youth Services, Regina, SK
- Assistant Professor, Department of Psychology, University of Regina
- 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
- Mental Health Practitioner, Edmonton North Primary Care Network
- Psychologist, St. John Psychology Centre
- Psychologist, Ottawa Institute for CBT
- Wascana Rehabilitation Centre, Children's Program
- Southport Psychology, Calgary Alberta
- Brief Intervention Unit, Vancouver Coastal Health
- Psychologist, Odyssey Health Services, Ottawa

- Psychologist, University Health Network Eating Disorder Program, Toronto
- Assistant Professor, U of Saskatchewan
- Clinical Psychologist, Alberta Health Services
- Mental Health and Addiction Services, Saskatoon Health Region

## Graduate Survey

Past graduates of our PhD program completed a survey about our program. Below is a summary of feedback from this survey.

	2011-2012	2012- 2013	2013-2014	2014-2016	2016-2017	2017-2018	2018-2019
To what extent did the program achieve its goal to train you as a scientist practitioner?	Completely - 60% Mostly - 40%	Completely - 70% Mostly - 30%	Completely - 50% Mostly - 50%	Completely - 50% Mostly - 50%	Completely - 33% Mostly - 67%	Completely - 25% Mostly - 75%	Mostly - 100%
How would you rate the overall quality of the training you received?	Excellent - 40% Good - 60%	Excellent - 40% Good - 60%	Excellent - 60% Good - 40%	Good - 100%	Excellent - 67% Good - 33%	Excellent - 25% Good - 75%	Excellent - 50% Good - 50%
How prepared did you feel for:							
Conducting clinical assessments	Great - 60% Good - 40%	Great - 60% Good - 40%	Great - 40% Good - 50% Fair - 10%	Great - 50% Good - 50%	Great - 67% Good - 33%	Great - 50% Good - 50%	Great - 50% Good - 50%
Conducting clinical interventions	Great - 40% Good - 60%	Great - 40% Good - 60%	Great - 40% Good - 50% Fair - 10%	Good - 100%	Great - 67% Good - 33%	Great - 25% Good - 75%	Great - 50% Poor - 50%
Consulting with other professionals	Great - 50% Good - 40% Fair - 10%	Great - 50% Good - 40% Fair - 10%	Great - 50% Good - 40% Fair - 10%	Good - 50% Fair - 50%	Great - 67% Good - 33%	Great - 50% Good - 50%	Good - 50% Poor - 50%
Conducting research	Great - 40% Good - 50% Fair - 10%	Great - 40% Good - 50% Fair - 10%	Great - 60% Good - 40%	Great - 100%	Great - 100%	Great - 100%	Great - 50% Good - 50%
Consuming research	Great - 90% Good - 10%	Great - 80% Good - 20%	Great - 70% Good - 30%	Great - 100%	Great - 100%	Great - 100%	Great - 100%
Teaching	Great - 40% Good - 20% Fair - 30% Poor - 10%	Great - 40% Good - 20% Fair - 40%	Good - 40% Fair - 60%	Good - 50% Fair - 50%	Great - 67% Good - 33%	Good - 75% Poor - 25%	Good - 100%
Supervising clinical work	Great - 20% Good - 40% Fair - 20% Poor - 20%	Great - 20% Good - 50% Fair - 20% Poor - 10%	Great - 10% Good - 70% Fair - 20%	Good - 50% Fair - 50%	Great - 33% Good - 33% Poor - 33%	Good - 50% Poor - 50%	Poor - 100%
Dealing with ethical issues	Great - 40% Good - 60%	Great - 40% Good - 60%	Great - 20% Good - 80%	Good - 100%	Great - 33% Good - 67%	Good - 100%	Great - 50% Good - 50%
Working with diverse clients	Great - 50% Good - 50%	Great - 40% Good - 60%	Great - 30% Good - 60% Fair - 10%	Good - 100%	Great - 33% Good - 67%	Good - 100%	Good - 100%
In an overall sense, how satisfied are you with the training you received?	very satisfied - 30% mostly satisfied - 70%	very satisfied - 30% Mostly Satisfied - 70%	very satisfied - 50% Mostly Satisfied - 50%	Mostly Satisfied - 50% Neutral - 50%	very satisfied - 67% Mostly Satisfied - 33%	very satisfied - 50% Mostly Satisfied - 50%	Mostly Satisfied - 100%
If a friend of yours was interested in attending graduate school, would you recommend our program?	Yes, definitely - 80% Yes, I think so - 20%	Yes, definitely - 80% Yes, I think so - 20%	Yes, definitely - 70% Yes, I think so - 30%	Yes, I think so - 100%	Yes, definitely - 67% Yes, I think so - 33%	Yes, I think so - 100%	Yes, I think so - 100%

## Notable Strengths and suggestions for improvements – reported by students 2010-2019

### STRENGTHS:

- Research
  - Research education & training (12)
  - Productive research lab (1)
  - Opportunities to attend conferences (1)
- Faculty and Supervisors
  - Supportive supervisor/faculty (7)
  - Supportive clinical supervisors (2)
  - Supportive DCT invested in program and student success (2)
  - Expertise and experience of the faculty (2)
  - Personable program given small nature of program (4)
  - Collaborative program – incorporate input from students ; students shaped program (2)
- Clinical Training
  - Diversity of clinical training experiences (adult, child, neuropsychological, clinic based, hospital based) (5)
  - Felt prepared for internship & career (1)
  - Felt competitive with other students from other programs (1)
  - Opportunity to supervise other students in clinical settings (1)
  - Comps are helpful (2)
- Courses/Workshops
  - The ethics course prepared me for exams and professional practice (3)
  - Quality of courses (2)
  - Exposed to supervision/consultation/interprofessional collaboration (1)
  - Lots of additional training experiences available (e.g., symposium) (1)
- General Program
  - Good balance of research & clinical training (4)
  - Accreditation (1)
  - Small and cohesive (1)
  - Opportunities to teach undergraduate courses (1)

### SUGGESTIONS FOR IMPROVEMENT

#### Courses

- Include actual clients in the intervention II class (2)
- Increase the difficulty of the neuropsychology course (e.g., measures, clinical presentations) (1)
- More information on consultative psychology throughout training (1)
- More emphasis on some other therapy approaches in the intervention ii class (e.g., DBT, motivational interviewing, schema therapy). (2)
- There is a very limited focus on children and families and a solid foundation for family therapy would be beneficial (1)
- Separate adult and child classes (1)
- More additional workshops (1)
- Examine case studies (1)
- Greater emphasis and provision of information about employment as psychologists; (1)
- Limited focus on marginalized populations – first nations; people with disabilities (1)
- Providing students with the criteria used to decide course grades would help to give students a better sense of their strengths and weaknesses. Students would ultimately (maybe not immediately) benefit from a culture in which everyone hears about strengths and weaknesses (in practica and coursework and informally) from an early stage but, to build confidence, this is best done in a collegial atmosphere with an emphasis on positive changes observed.(1)
- The pressure on the Clinical Psychology students can be too high because of the multiple and there is not sufficient support to students' mental health (1)

### Clinical Training

- Ensure students get experience with diversity with real clients (1)
- Increased support for out of province practicum opportunities (1)
- Review of the process of how practicums are assigned to students (1)
- Master's intervention course could be more practical (2)
- More practica and clients during placement (3)
- Exposure to more complex and challenging cases in the later stages of the training would have aided in the transition to my current areas of practice (1)
- Providing more opportunities to carry long-term clients throughout training would have also been helpful. (1)
- adapting the training program to changing landscape of healthcare and the role of psychology in healthcare settings (1)
- Difficult to get enough client contact hours for APPIC (1)
- Better preparation for applying for residency (e.g., when speaking with graduates from other programs, they indicated that they have seminars dedicated towards informing students on how to apply, how to interview, how to write a good cover letter) (2)
- More clinical courses (1)

### Research

- Implement strict deadlines for thesis (1)
- Closer tracking of progress on thesis/dissertation and more encouragement on supervisors to maintain schedule (students have limited influence). (2)

### Administrative

- More independence from FGSR. Their annual progress reports were repetitive from those completed for our department and I never felt they understood the unique nature of our program to other Ph.D. programs. (1)
- Other programs reduce fees once student has completed their comprehensive exams, this would be a nice way to reduce the cost of the program. (2)
- Work towards guaranteed funding for incoming students (1)
- Process for providing anonymous feedback (1)

## Financial Support

### M.A. Funding

	2013-2014 (n=10)	2014-2015 (n=11)	2015-2016 (n=11)	2016-2017 (n=12)	2017-2018 (n=11)	2018-2019 (n=14)	2019-2020 (n=13)
Average level of income:	\$24,531	\$31,629	\$25,358	\$18,359	\$17,508	\$23,073	\$25,717
# of students reporting income below \$10,000	0	0	0	2	1**	1	0
# of students reporting income between \$10,000-19,999	3	0	3	2	8	3	2
# of students reporting income between \$20,000-\$29,999	4	6	3	7	2	7	9
# of students reporting income above \$30,000	3	5	3	0	0	3	2
% with external funding	50%	73%	45%	42%	36%	40%	54%



Graduate Studies in Psychology at the University of Regina

% with FGSR funding	100%	91%	100%	100%	55%	67%	39%
% who obtained TA funding	100%	100%	73%	100%	73%	60%	69%
% who obtained RA funding	70%	73%	73%	42%	9%	26%	62%
% who held outside employment	0	18%	36%	9%	0	13%	8%

\*this student was not eligible for internal funding

**Ph.D. Funding**

	2013-2014 (n=16)	2014-2015 (n=17)*	2015-2016 (n=16)*	2016-2017 (n=23)	2017-2018 (n=20)*	2018-2019 (n=19)*	2019-2020 (n=17*)
Average level of income:	\$41,789	\$32,175	\$29,190	\$29,956	\$31,502	\$27,939	\$29, 947
# of students reporting income between \$0-19,999	0	1	2	2	5	6	2
# of students reporting income between \$20,000-\$29,999	4	7	7	11	11	6	6
# of students reporting income between \$30,000-\$39,999	3	5	3	4	3	3	5
# of students reporting income above \$40,000	9	4	4	6	1	4	4
% with major external funding	75%	47%	38%	39%	45%	47%	47%
% with FGSR funding	56%	71%	25%	70%	75%	68%	59%
% who obtained TA/sessional funding	56%	41%	63%	65%	60%	63%	47%
% who obtained RA funding	50%	65%	50%	48%	45%	37%	35%
% who held outside employment	25%	41%	19%	39%	30%	26%	29%

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

**Program Statistics**

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Number of M.A. Students Admitted	6	5	5	6	6	7	7	7	6
MA Time to Completion (months)	23	23	24	24	27	25	23	N/A	24
Number of Ph.D. Students Admitted	8	4	6	5	5	4	7	4	5
Number of Ph.D. Graduates	3	4	6	7	5	7	3	7	7
PhD Time to Completion (months)	67	100	96.5	90	74	77	78	72	92

### Faculty Statistics

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018=2019	2019=2020
Total number of core faculty	10	9	9	9	12	12	11	9	9
Total number of complementary faculty	10	10	10	10	10	10	8	10	9
Total number of adjunct faculty & professional associates	22	26	21	21	22	22	22	22	11*
Core faculty males tenured	40%	33%	44%	44%	25%	25%	27%	44%	44%
Core faculty males non-tenured	10%	11%	0%	0%	17%	17%	9%	0%	0%
Core faculty females tenured	40%	44%	44%	44%	50%	41%	45%	44%	56%
Core faculty female non-tenured	10%	11%	11%	11%	8%	17%	18%	11%	0%
Authors/co-authors of papers at professional or scientific meetings	100%	100%	100%	100%	100%	100%	100%	100%	100%
Authors/co-authors of articles in refereed journals	100%	100%	100%	100%	100%	100%	100%	100%	100%
Member of Journal editorial board	30%	33%	44%	30%	42%	58%	64%	56%	78%
Thesis supervisor	80%	100%	100%	100%	67%	100%	100%	100%	100%
Thesis supervisor (complementary faculty)	20%	10%	20%	20%	10%	25%	13%	10%	11%
Recipients of grants or contracts	90%	89%	100%	100%	100%	92%	91%	100%	100%
Members in professional associations	100%	100%	100%	100%	100%	100%	100%	100%	100%
Engaged in professional practice	100%	100%	100%	100%	67%	92%	91%	91%	90%
Engaged in professional practice (adjunct)	100%	100%	100%	100%	100%	86%	100%	100%	100%
Registered in program jurisdiction	100%	100%	100%	100%	100%	100%	100%	100%	100%
Registered in program jurisdiction (adjunct and professional associates)	100%	92%	86%	86%	86%	100%	100%	100%	72%

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

### Course Offerings

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Total number of core courses (neuro, cognitive, social, psychopathology, history)	3	5	2	4	4	3	3	5	3
Total number of foundational courses (ethics, research design, statistics, psychometrics, MA seminar)	5	4	5	4	5	4	4	3	5
Total number of professional courses (assessment I and II, interventions I and II, doctoral seminar)	3	4	3	3	3	3	4	3	3
# core faculty teaching core courses	20%	20%	11%	10%	8%	8%	9%	1	1
# core faculty teaching foundational courses	20%	50%	33%	20%	17%	17%	18%	2	2
# core faculty teaching professional courses	50%	75%	33%	30%	30%	33%	36%	4	3
# of complementary faculty teaching core courses	40%	80%	10%	30%	30%	20%	25%	4	1
# of complementary faculty teaching foundational courses	20%	50%	20%	10%	30%	10%	13%	1	3
# of complementary faculty teaching professional courses	0	0	0	0	0	0	0	0	0
# of adjunct teaching core courses	0	0	0	0	0	0	0	0	1
# of adjunct teaching foundational courses	0	0	0	0	0	0	0	0	0
# of adjunct faculty and professional associates teaching professional courses	0	25%	0	0	0	0	0	0	0

### Feedback Wanted

What are our strengths?

What are our weaknesses?

What could we improve?

### Please Send Feedback to:

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