

Certificate in Applied Psychology (CiAP)

This certificate acknowledges a course concentration and a demonstrated interest in the application of research in psychology. Students applying for further study in clinical and counseling psychology, social work, medicine, occupational therapy, speech pathology, among other programs, may find this certificate valuable in documenting volunteer activities in organizations that apply principles of psychology (e.g., social service agencies, educational institutions).

Note: A certificate within a degree is a set of courses, concentrations, and specializations noted on a student's transcript. This notation is open to any student completing the requirements, not just students in the Major Subject. Students may request this certificate once all the requirements have been met by contacting the Department of Psychology.

- PSYC-1000/3, or PSYC-1000/6, Introductory Psychology
- PSYC-2101/3, Data Analysis (or equivalent) and PSYC-2102/3, Research Methods
- Any four of the following courses with a minimum of three at the 3000 or 4000 level
 - PSYC-2210/3, Introduction to Educational Psychology
 - PSYC-2420/3, The Psychology of Sex and Gender
 - PSYC-2620/3, Psycholinguistics
 - PSYC-2700/3, Introduction to Clinical Psychology
 - PSYC-2920/3, Drugs and Behaviour
 - PSYC-3050/3, Culture and Psychology
 - PSYC-3450/3, Organizational Leadership and Decision-Making
 - PSYC-3470/3, Forensic Psychology
 - PSYC-3700/3, Abnormal Behaviour in Adults
 - PSYC-3710/3, Abnormal Behaviour in Children and Adolescents
 - PSYC-3720/3, Behavior Modification
 - PSYC-3740/3, Introduction to Family Processes
 - PSYC-3910/3, Human Neuropsychology
 - PSYC-3930/3, Mind, Brain, and Body
 - PSYC-4700/3, Topics in Abnormal Behaviour
 - PSYC-4730/3, Biological Considerations in Clinical Psychology
 - PSYC-4750/3, Psychological Testing
 - PSYC-4820/3, Neuroscience of Addiction and Fear
- PSYC-3790/1, Applied Psychology (Concurrent registration or completion of this course is required before community research or mentoring activities have begun).
- Evidence of community research, mentoring, or other relevant volunteer activities from organizations approved by the Psychology Department. Consult the department for a current listing of approved organizations. Students must petition the Psychology Curriculum Committee to review a new organization/project for inclusion in the approved list before serving as a volunteer. The placement must provide opportunities for the application of psychology and for supervision of activities by qualified professionals.
- Minimum 3.00 in PSYC courses at the time of application for the certificate.

Certificate in Applied Psychology (CiAP) Organizational Partner Requirements

Purpose: This rubric describes requirements for eligible partner organizations.

Responsibility: The Psychology Curriculum Committee, on behalf of The Senate of the University, is responsible for the development, administration and review of these requirements.

Definitions: Mentors are defined as persons interacting with clients as part of the delivery of a program and not those evaluating, collecting, and analyzing data.

Requirements:

- A. The workplace must be in compliance with all applicable provincial and federal laws, such as THE WORKPLACE SAFETY AND HEALTH ACT OF MANITOBA (C.C.S.M.c.W210).
- B. Work may be completed at the University of Winnipeg on behalf of a community organization or group. The workplace in this instance is the University of Winnipeg.
- C. Students serving as mentors must be working under the supervision of a registered psychologist.
- D. Students should not work “in isolation” as defined by C.C.S.M.c.W210.
- E. The work must have educational value and involve the application of psychological principles.
- F. Organizations should aid students in completing any field work/trip participant forms, release and indemnification forms, and ethics forms as might be required by the University of Winnipeg Safety Office, the Experiential Learning Co-Coordinator, and University Ethics.
- G. Organizations should require criminal record checks and abuse registry checks of students, if applicable, depending on the nature of the work.
- H. Student activities (projects, mentoring) should not replace identical work that would normally be paid (i.e., budgeted positions).
- I. Approved organizations may be reviewed for eligibility at any time, and must maintain compliance with this rubric.

Founding Organizational Partners:

-Community Hub - Information Research Partnerships (CHIRP): Completion of a research project

-New Directions – For Children, Youth, Adults & Families: Acting as volunteer mentor

About CHIRP:

CHIRP is an initiative that aims to support Winnipeg's community-based organizations with their information, research, and evaluation needs by connecting them to passionate students, faculty and other helpful resources at universities. CHIRP projects provide learning and networking opportunities for students, allowing students to utilize their academic skills in an applied setting.

Potential projects may involve:

1. Conducting a literature review (i.e., academic literature, news, websites, etc.) on a particular topic/question
2. Gathering research data/information through surveys, consultations, interviews or focus groups, and conducting follow-up analysis and reporting
3. Assisting with a needs assessment or an environmental scan
4. Assisting with the design, administration, and/or analysis of an evaluation of a program, service or product.

For more information about CHIRP, please visit: <https://uchirpmb.wixsite.com/chirp>

About New Directions:

New Directions serves children, youth, adults and families as they chart their own course within the community. Their services are divided into three categories: Counselling, Assessment, Support and Prevention Programs; Training and Education Programs; and Residential and Support Programs. New Directions strives to offer everyone the same opportunities to achieve the life they've dreamed of – a life full of promise, potential, respect and self-worth. Most of their programs are offered at 717 Portage Ave, which is within easy walking distance of the University of Winnipeg. Main funders (about 55 million annually) are the Province of Manitoba and the Government of Canada.

Potential mentoring experiences may involve:

1. Developing training for staff or supported individuals on specific topics related to mental health, well-being, relationships, etc.
2. Development and implementation of group interventions for supported individuals with a co-leader in the field
3. Research on specific topics as needed to support individuals
4. Research on community resources available for individuals (e.g., funding, food resources, employment, etc.)
5. Mentoring youth under the supervision of a Certified Clinical Psychologist in a group setting (e.g., relationships, communication, community access skills, etc.)

For more information about New Directions, please visit <https://newdirections.mb.ca/>

EVIDENCE OF COMMUNITY RESEARCH, MENTORING, OR OTHER ACTIVITIES

Student Name: _____

Student Number: _____

Email Address: _____

Site/Organization: _____

Supervisor: _____

Title: _____

Email Address: _____

Phone Number: _____

- **Field Supervisor:** Briefly list the responsibilities of the student below.

1.
2.
3.
4.
5.
6.

On a separate page, please describe the project, population, and the student's role (see attached samples).

- **Student:**
 - Please include copies of any contracts, evaluations of volunteer activities, and deliverables. Normally, these activities should be the equivalent of 90 hours of work or more in total.
 - Please identify how your experience involved the application of psychological principles and reflect upon your experience (freeform, 1-2 pages).
 - Include grade calculation to verify 3.0 GPA in Psychology.
 - Return to the Psychology Main Office for processing by the Major's Committee.

Signatures indicate understanding and agreement with the above.

Student: _____

Supervisor: _____

Date: _____

Sample Research Project

Population: Opikihiwawin is a program of New Directions that responds to the needs of Indigenous adoptees and fostered people in all stages of their lives by providing cultural education, supports and advocacy to create a positive sense of identity and belonging and to facilitate relationships in the Indigenous community (<https://newdirections.mb.ca/>).

Project: Opikihiwawin is a program with limited number of staffing resources. The objective of this project was to conduct a survey of what the foster parents and program participants want in the program. This information was compiled and organized into a report and a visual representation that could be used by the program with funders or potential funders when advocating for resources.

Role: The student's role was to work in collaboration with the staff and another student, to collect data, improve methodology and develop tools such as surveys and interview guides. The student worked collaboratively on this project for about 10 hours per week for 12 weeks.

Sample Mentoring Experience

Population: The Step-by-Step program employs mentors working with parents affected by Fetal Alcohol Spectrum Disorder (FASD).

Project: Protective factors that the Step by Step program aims to provide include: reducing the risk of breakdown in families, strengthening life and parenting skills, and increasing success and independence within families. The work that mentors in the Step by Step program do with parents is from a strength based focus, working to support and improve the quality of life and help minimize the negative impact of life's barriers for these FASD affected parents. Data are collected and analyzed to determine whether this program is effective in helping clients reduce their needs and achieve their goals.

Role: Under the direction of a registered psychologist from New Directions (<https://newdirections.mb.ca/>), the student mentor helped parents identify and work towards meeting their child's needs and goals. Parents were supported in accessing supports such as housing, addiction treatment resources, financial supports and other parent supports to stabilize themselves and their families. The mentor also worked on a longer-term with the mother to model appropriate parenting and life skills. She committed a minimum of 6 months with about 4 hours per week.