Program Description

The Counselling Psychology program at the University of Calgary’s Werklund School of Education follows a scientist practitioner model of training. The mission and goals of the Counselling Psychology doctoral program are to prepare graduates for future work in psychology as researchers, educators, and practitioners in multiple settings, such as education (schools, colleges, and universities), government, social services, health units and hospitals, community agencies, business and industry, and private practice.

The Counselling Psychology program is committed to social justice efforts in all areas of scholarship. Social justice can be understood as a professional commitment, an action-oriented process, and a desired goal. The process entails investigating and dismantling inequities related to age, race, ethnicity, gender, sexual/affective orientation, language, disability, religion, spirituality, indigenous ancestry, nationality, status in country, social class, accessibility, physicality, and their intersections. This action-oriented process requires critical, reflective, ongoing, community-driven multidisciplinary research, which addresses issues of inequity, power, privilege, and oppression, and includes traditional and indigenous ways of knowing, with the aim of challenging unjust policies and systems. The goal then is the full and equitable engagement of all groups within society.

The doctoral program in Counselling Psychology at the University of Calgary is accredited by the Canadian Psychological Association (CPA), with the next accreditation review scheduled for the 2025-2026 academic year.


Why Choose Our Doctoral Counselling Psychology Program?

Our program offers opportunities to learn with award-winning and profession-leading researchers, instructors, clinicians, and supervisors. Funding and collegial support is provided to doctoral students to enhance their development as competent researchers and instructors. Graduates of the program are prepared to conduct research and to practice as psychologists in schools, post-secondary institutions, community agencies, hospitals, and private practice settings.

Program Requirements

PhD students will receive funding for the first four years in a doctoral program: $18000 annually for domestic students and for international students $22000 (Year 1 & 2) and $18000 (Year 3 & 4) part of which consists of research and teaching assistantships. Beyond completing potentially required pre-requisite courses, students normally will complete three doctoral-level full-course equivalents, including two eight-month practica, two research courses (one a seminar), a clinical supervision course, and a course in program development and evaluation. Following course completion, students work with their research supervisor and supervisory committee to complete their candidacy examination within 28 months of starting the program. Successful completion of this examination attests to the student’s readiness to undertake their dissertation research, typically in the third year of the program. Students also complete a twelve-month, full time, CPA-accredited (or equivalent) internship in their fourth year of the program.

Students’ progression through the program is supported by space and equipment provided by the Werklund School of Education, including a psychological testing library, the Integrated Services in Education Clinic, computer labs, and student work-space.

Applicant and Student Information at a Glance

<table>
<thead>
<tr>
<th></th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
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<tbody>
<tr>
<td>Number of applicants</td>
<td>27</td>
<td>24</td>
<td>14</td>
<td>17</td>
<td>13</td>
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<tr>
<td>Offers as % of applicants</td>
<td>26%</td>
<td>42%</td>
<td>36%</td>
<td>41%</td>
<td>31%</td>
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<tr>
<td>Number admitted</td>
<td>4</td>
<td>7</td>
<td>5</td>
<td>6</td>
<td>3</td>
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<tr>
<td>Ave. GPA of admitted</td>
<td>3.98</td>
<td>3.89</td>
<td>3.85</td>
<td>3.91</td>
<td>3.97</td>
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<tr>
<td>Gender (all students)</td>
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<tr>
<td>We welcome individuals with diverse gender identities and expressions. A majority of our enrolled students identify as cisgender women.</td>
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<tr>
<td>Age range (all students)</td>
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<td>27-60</td>
<td>25-61</td>
<td>26-62</td>
<td>26-42</td>
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<tr>
<td>% licenced (graduates)</td>
<td>79%</td>
<td>81%</td>
<td>86%</td>
<td>87%</td>
<td>TBD</td>
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<tr>
<td>Tuition &amp; funding</td>
<td></td>
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<td><a href="https://grad.ucalgary.ca/current-students/thesis-based-students/fees-and-funding">Link</a></td>
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FACULTY MEMBERS
COUNSELLING PSYCHOLOGY

Domene, José, F. Professor, PhD (British Columbia), R. Psych.
Interests: career development & counselling, counsellor education.
Research Methods: quantitative, qualitative, and mixed methods.
Practice Orientation: Systemic/Solution-focused.

Fellner, Karlee. Associate Professor, PhD (British Columbia).
Interests: Indigenous psychology, decolonization, trauma,
Indigenous curriculum and pedagogy, Research Methods:
Indigenous research. Practice Orientation: Holistic and traditional
approaches to wellness, miyo pimâtisiwin (living a good life).

Lacerda-Vandenborn, Elisa. Assistant Professor, PhD (Simon
Fraser). Interests: selfhood, decolonizing mental health, intercultural
understanding, communal ethics. Research Methods: communally-
constituted participatory research. Practice Orientation: Critical
Hermeneutics.

Jin, Ling. Assistant Professor, PhD (University of North Texas).
Interests: racial trauma, PTSD, Emotion Regulation, Cross-Cultural
Adult Attachment. Research Methods: quantitative. Practice
Orientation: Interpersonal Processing, Cognitive Behavioral Therapy

Mudry, Tanya. Assistant Professor, PhD (Calgary), R. Psych.
Interests: addiction & recovery, relational recovery from critical
care, burnout among critical care clinicians, family therapy.
Research Methods: qualitative. Practice Orientation: Family
Therapy, Collaborative Systems/Solution-focused.

Russell-Mayhew, Shelly. Research Professor, PhD (Calgary),
R. Psych. Interests: weight-related issues, well-being in
educational contexts. Research Methods: qualitative, quantitative,
and mixed methods. Practice Orientation: Feminist/ Narrative.

Wada, Kaori. Associate Professor, PhD (McGill), R. Psych.
Interests: sociocultural perspectives in grief/bereavement,
social justice, critical psychology. Methods: qualitative &

Zhao, Xu. Associate Professor. EdD (Harvard). Interests: child
& youth mental health, social, moral & civic development.
Practice Orientation: Preventive Intervention.

Zamudio, Gabriel. Instructor, PhD (University of North Texas).
Interests: multicultural counseling, social justice, Latinx mental
health. Practice Orientation: Solution-Focused Therapy,
Systemic Therapy