



UNIVERSITY OF
CALGARY

MSc and PhD Student
Handbook:
Educational Studies in
Counselling Psychology
2023 - 2024

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Last modified: September 2022

Preface

Welcome to the Counselling Psychology program at the University of Calgary! Our program offers MSc and PhD degrees in counselling psychology, housed within the Werklund School of Education. The PhD is accredited by the Canadian Psychological Association. The MSc can be completed as a terminal master's degree, and also comprises the first two years of the PhD (although there is no automatic admission from the MSc into the PhD).

This handbook describes our program and provides policies and information that has been designed to assist students in completing their MSc and PhD degrees. It is continually updated, so please ensure you have the most recent version, which is the version currently posted on the program webpage and D2L shell.

This handbook is only one of a number of resources for students. You will find additional important information online at:

- The Werklund School of Education web-pages for the [MSc Program](#) and the [PhD Program](#).
- The Werklund School of Education webpages for all [graduate programs in education](#).
- The D2L shells for your courses, and for the practicum and internship in counselling psychology.
- The University of Calgary's [Graduate Studies Calendar](#).
- The Faculty of Graduate Studies [website](#), which contains information about best practices to manage your time as a graduate student, information about [tuition and fees](#), and potential sources of [awards and scholarships](#).

In addition to the handbook and the above sources of information, you are encouraged to maintain ongoing communication with your assigned supervisor, who also functions as your academic advisor.

If you have additional questions or concerns that are not resolved by your supervisor, you are invited to contact the Director of Training for clinically related matters (Dr. Kaori Wada, kaori.wada@ucalgary.ca) or the Chair of the Counselling Psychology programs for other inquiries (Dr. Tanya Mudry, mudryt@ucalgary.ca).

Overall Program Information

Governance

The MSc and PhD in Counselling Psychology degrees at the University of Calgary are offered through the Faculty of Graduate Studies and are located in the Werklund School of Education. The Werklund School of Education is a non-departmentalized faculty, offering programs located in the Undergraduate Studies in Education and Graduate Programs in Education. The MSc and PhD degrees in Counselling Psychology are located within the office of the Graduate Programs in Education. Academic oversight for these two degrees is provided by the Educational Studies in Counselling Psychology (EDCP) program and the core faculty associated with the counselling psychology educational specialization area (EDSA). The EDCP also provides other courses, certificates, and degrees related to counselling. Information about those other offerings can be found on the website for the [graduate programs in education](#).

The body that is primarily responsible for administration of the MSc and PhD degrees is the counselling psychology educational specialization area (EDSA). The counselling psychology EDSA is made up of: EDCP core and complementary faculty members (see Program Faculty section), as well as a master's student representative and a doctoral student representative. EDCP faculty members and the two student representatives have voting privileges. The counselling psychology EDSA is the decision-making body of the program and is responsible for developing and ratifying all policies and curriculum related to the counselling psychology degrees and courses offered by the Werklund school of education (including but not limited to the MSc and PhD degrees in Counselling Psychology).

Within the EDSA, administration of the counselling psychology MSc and PhD degrees is led by the Director of Training. In addition, administration of the practicum components of the degrees is led by the Director of Practica, whereas administration of the internship components of the PhD program is overseen by the Director of Internship. In addition, the Chair for the counselling psychology EDSA administers broader aspects of the counselling psychology specialization area, including counselling related certificates, courses, and degrees outside of the MSc and PhD degrees.

The Director of Training, Director of Internships and Practica, and EDSA Chair are all appointed by the Dean of the Werklund School of Education and directly report to the Graduate Program Director for the Educational Psychology Programs within the Werklund School of Education.

For the 2023-2024 academic year:

- The Director of Training is Dr. Kaori Wada
- The EDSA Chair is Dr. Tanya Mudry
- The Director of Practica is Dr. Karlee Fellner (until Nov. 30)
- The Director of Internships is Dr. Carly McMorris
- The MSc Student Representative is Samira Zabian
- The PhD Student Representative is Moonkyung Min
- The Representative to The Graduate Programs in Education Students' Association (GPESA) is Emily Coombs

Mission Statement

The mission of the Counselling Psychology program the University of Calgary (hereafter the Program) is to prepare the next generation of Counselling Psychologists to be reflexive, critical, and culturally responsive researchers, educators, and practitioners. Taking on a generalist approach, the Program provides students with broad preparation for careers in a wide range of settings, including education (schools, colleges, and universities), government, social services, health units and hospitals, community agencies, business and industry, and private practice. Both the MSc and PhD programs are grounded on a scientist-practitioner model, emphasizing: the integration of science and practice; critical evaluation of theory, research, and practice within the profession; and the generation and dissemination of cutting-edge knowledge. Furthermore, the Program upholds an active commitment to social justice, highlighting the importance of infusing advocacy in both the science and practice of psychology. As such, we aim to use the power and privilege obtained as Counselling Psychologists to aid in the understanding, healing, and advocating for the wellbeing and justice within and outside of our communities.

Values & Principles

The Program values center on social justice, with a shared understanding that people's suffering and psychological distress often arise out of interlocking systems of oppression, social injustices, coloniality, and human rights violation. As such, the Program has jointly authored and endorsed a statement on Social Justice¹ which informs the work we undertake:

Social justice can be understood as a professional commitment, an action-oriented process, and a desired goal. The process entails investigating and dismantling ideologies and structures of inequities related to age, race, ethnicity, gender, sexual / affectional orientation, language, (dis)ability, religion, spirituality, Indigenous ancestry, nationality, status in country, social class, accessibility, physicality, and their intersections. We move beyond fixed and binary understandings of identities and experiences. Rather, an intersectional approach we take allows us to consider meanings and consequences of multiple categories, which are fluid and contextually situated. We embrace diversity within the faculty and student body that reflects the pluralistic society in which we live, and that of among those we work with; this requires active self-reflection and critical engagement, and our interactions are to be guided by the principles of respect, reciprocity, reverence, and responsibility.

Furthermore, we understand that decolonialization and anti-colonialism is inseparable from, and integral to, the realization of social justice and is in fact ethical responsibility in our work as Counselling Psychologists. Responding to the Truth and Reconciliation Commission: Calls to Action (Truth and Reconciliation Commission of Canada. 2015), Psychology's Response to the Truth and Reconciliation Commission of Canada's Report (Canadian Psychological Association

¹ This definition of social justice was co-created by faculty members (Domene, Fellner, Jin, Lacerda-Vandenborn, Maroney, Russell-Mayhew, Wada, Zamudio, and Zhao) and students during the 2021-2022 academic year. The current version builds on earlier statement developed by Arthur, Cairns, Fellner, Kassan, Mendaglio, Robertson, Russell-Mayhew, Strong, and Wada (2016).

& Psychology Foundation of Canada, 2018), and ii' taa'poh'to'p, University of Calgary's Indigenous Strategy, the members of the Program enact their ethical responsibility to respectfully walk alongside Indigenous Peoples and dismantle colonial logic, policies, and systems that obstruct Indigenous self-determination and governance. Through the Indigenous and Indigenist ways of knowing, the goal then is the full and equitable engagement of all groups within society to decolonize ourselves and the disciplinary knowledge and practices in meaningful ways to set the necessary foundation for reconciliation.

Social justice is action-oriented process that requires critical, reflective, ongoing, community-driven multidisciplinary research and practice, which addresses issues of equity, human rights, power and privilege, and oppression. Social justice efforts can be demonstrated in several ways, including a focus on (a) specific topics of study that have not traditionally been prioritized in counselling psychology (e.g., ableism, ageism, heterosexism, racism, sexism, weightism, environmental justice, etc.); (b) research approaches that prioritize the voices and experiences of underrepresented communities (e.g., feminist epistemologies, queer and transgender theories, Indigenous research paradigms, critical disability studies, etc.); (c) community work and advocacy with specific groups who are systemically oppressed (e.g., those living in conditions of poverty and precarity); (d) scholarly work that contributes to social and systemic change (e.g., discriminatory practices, organizational policies, etc.); to name but a few examples.

To enact on the above social justice value statement, we are committed to critical exploration, application, and advancement of psychological knowledge and practice in local, national, and global contexts. We promote integration of theory, research, practice, and advocacy to prepare students to thrive in their professional roles and practices. We value critical, innovative, and community-engaged knowledge creation and mobilization that serves our discipline and the public. We embrace diversity and inclusivity, and value Indigenous and intercultural perspectives in all our endeavors.

Additionally, we believe in the importance of supporting full human potential and enhancing quality of life within the context of life-long learning. We hold accountable to each other in creating an equitable learning and working space where students, staff, and faculty members in different identities and social locations feel safe, accepted, and respected. As such, we seek excellence that builds upon—not at the expense of—collegiality, wellbeing, and mutual growth that we collectively foster among us.

Goals and Objectives

To realize the above values and principles, and to uphold the standards of psychology training, we are committed to the following five goals and corresponding objectives. Although they are the same for both MSc and PhD, we expect differential outcomes depending on the degree level. Whereas MSc program provides an entry-level and foundational preparation for psychology registration and careers in counselling psychology in jurisdictions that permit master's-level licensure (e.g., Alberta), PhD students will develop leadership capacity for contributing to the advancement of knowledge, practice, teaching and training, and community engagement in counselling psychology and in a broader field. Additionally, faculty members are committed to living the program's social justice value both personally and professionally. They strive to

exemplify excellence and leadership in their respective roles and areas of expertise, through which they serve as role models for the next generation of counselling psychologists.

1. To achieve excellence in social justice-oriented scholarship and community engagement
 - a. To integrate social justice values and commitment to Indigenous reconciliation across courses
 - b. To create a culture of role modeling and mentorship in social justice engagement
 - c. To promote ongoing examination of biases, privileges, and power.
 - d. To demonstrate commitment to equity, diversity, and inclusion

2. To foster reflective and ethical practice
 - a. To embed professional ethics, standards, practice guidelines, and relevant laws and policies governing the practice of psychology in all aspects of the training
 - b. To foster ethical decision-making in research, practice, and community engagement
 - c. To provide ongoing feedback on interpersonal skills, professional behaviors, and collegial communication and interactions.
 - d. To engage in restorative communication and accountable behaviors whenever harm is involved

3. To critically examine and engage in research and evidence-based practice
 - a. To develop knowledge and skills in research designs, methods, statistics, and critical inquiries
 - b. To foster an appreciation for epistemological and methodological pluralism
 - c. To critically examine epistemic injustice and social justice issues in knowledge production and dissemination
 - d. To develop skills in conducting independent research

4. To develop practice competencies grounded in the scientist-practitioner model and counselling psychology values.
 - a. To facilitate integration of science in assessment, conceptualization, intervention, and program development and evaluation.
 - b. To emphasize strength-based, developmental, relational, and holistic approaches to clinical, supervisory, and consultative encounters.
 - c. To provide a developmentally appropriate practicum sequence and supervision that prepares students for independent practice.
 - d. To infuse counselling psychology values in all aspects of clinical training, including person-environment interactions; the importance of education, career, and decent work for all people; prevention and health promotion; and considerations for social justice and human right issues in human suffering and resiliency.

5. To develop a well-rounded knowledge in core content areas of general psychology, counselling psychology specialization and a broader interdisciplinary context.

- a. To ensure that students have demonstrable competency in biological, cognitive-affective, social-cultural, individual bases of behavior
- b. To build graduate training on historical and scientific foundations of psychology, with an integrated emphasis on concepts of such as diversity, equity, social justice, access, oppression and marginalization, non-western areas of study, women and gender studies, and Indigenous interculturalism and history.
- c. To develop a deep understanding of historical, theoretical, and empirical knowledge base in counselling psychology
- d. To foster an appreciation for interdisciplinary knowledge and collaboration

Congruence of the Program's Mission with the Host Institution

The Program's mission above is consistent with the university's vision set by Energizing Eyes High (2017-2022) and Framework for Growth (2022-2027), which highlights the university's commitment to research excellence, deeper community partnership, transdisciplinary scholarship, and student experience. This vision is undergirded by the university's strategic plans, including *ii'taa'poh'to'p* (A place to rejuvenate and re-energize during a journey), the global engagement plan, the sustainability strategy, the mental health strategy, and the academic and research plans. The Program's mission is also consistent with the Werklund School of Education's Strategic plan, which directs us to the School's vision: "to better humanity through education and psychology. The School's strategic plans rests on the four priorities: (a) commitment to decolonization, Indigenization, and equity-deserving people, (b) enhance student experience, (c) elevate Werklund School's research, (d) engage with communities, and (e) cultivate trust and wellbeing.

Counselling Psychology Program Faculty

The core and complementary faculty members of the counselling psychology EDSA are responsible for the structure and quality of the MSc and PhD degrees in Counselling Psychology at the University of Calgary. As per the CPA Accreditation Standards, core faculty are defined as those who “have completed their own doctoral degrees in clinical psychology, counselling psychology, school psychology, or clinical neuropsychology that met the standards in place at the time of their training—standards which ideally included completion of a residency.” (CPA, 2023, p. 12). The MSc and PhD programs in Counselling Psychology are augmented by contributions of complementary members, whose “primary affiliations are within another area of psychology” (CPA, 2021, p. 12). Some of the complementary faculty members are fulltime members of the counselling psychology EDSA, whereas other complementary faculty are members of the School and Applied Psychology EDSA, other university departments, or faculties or adjunct faculty.

Faculty members provide a variety of perspectives and students are encouraged to obtain competencies in a number of approaches (e.g., humanistic, cognitive-behavioural, process-experiential, feminist, solution-focused, narrative, systemic). To this end, we emphasize a strong conceptual base, an ethical orientation, sensitivity to ethnic-cultural differences, skill development, knowledge creation, and dissemination that contributes to the discipline, as well as a focus on personal awareness and growth.

Research supervision and academic advising for students in the MSc and PhD degrees is provided by their assigned Supervisor, who is typically a faculty member in the Counselling Psychology EDSA, or on occasions, complementary faculty members in the School and Applied Psychology EDSA. Other complementary faculty members and adjunct faculty may supervise student thesis research in exceptional circumstances. In such instances, the student must have a co-supervisor who is a faculty member in Counselling Psychology EDSA, and the co-supervisor would assume responsibility for providing the student with academic advising.

Information about the individuals who are core faculty members, complementary faculty members, and adjunct faculty members can be found in Appendix A.

MSc Program Information

The MSc in Counselling Psychology at the University of Calgary is an on-campus, thesis-based degree designed to assist students to develop the philosophical, theoretical, research, and practical expertise required of those who wish to offer effective educational and counselling psychology services. Opportunities are available to study such diverse topics as psychological intervention and assessment, ethics in professional practice, cultural, social justice, and human right issues in psychology, Indigenous approaches to therapy, group and relationship processes, career exploration and development, quantitative and qualitative research design, and a variety of other topics of relevance to counselling psychologists. A majority of graduates of the MSc program register with the College of Alberta Psychologists, and are employed in schools, post-secondary institutions, community agencies, hospitals, and private practice settings, or pursue doctoral studies.

Applicant Pool, Acceptance, and Attrition Rates

Admittance into the MSc in Counselling Psychology at the University of Calgary is highly competitive. In recent years, we have accepted 10 to 14 students per year into the MSc program.

Number of students applied to the MSc Program in Counselling Psychology, number offered admission, and number accepted offer of admission in past five years					
<i>Admission Year</i>	2019	2020	2021	2022	2023
<i># of Applicants</i>	86	128	119	141	175
<i># of Offer</i>	11	12	11	16	16
<i>Admission Rate</i>	12.8%	9.4%	10.9%	11.3%	9.1%
<i>Accepted offer of admission</i>	10	12	11	12	12

Few students who begin the MSc program in Counselling Psychology at the University of Calgary leave before completing their program. Personal situations do arise for some individuals, and this may preclude their ability to graduate. Four (4.9%) of the 82 students who began the MSc program between 2014 and 2020 have withdrawn.

Student Characteristics

Although a majority of the program's students identify as female, the MSc program has admitted students who self-identify by other gender identities. Information on the GPA average and range upon entry into the MSc program for the recent years is shown in the table below.

The mean GPA and range upon entry into the MSc Program in Counselling Psychology by admission year					
Admission year	2019	2020	2021	2022	2023
Mean	3.76	3.60	3.78	3.80	3.81
Range	3.15-4.00	2.50-3.99	3.13-4.00	3.10-4.00	3.50-4.00

Course Sequence

The following charts lay out the recommended sequence of courses for students, depending on year of entry and the different options that students may select (choices are colour-coded).

Students are expected to work on thesis in every semester from Year 1 Spring/Summer onwards, spending more time on thesis in those semesters where there is less (or no) coursework.

Course Sequence Chart				
Year 1 Fall	EDPS 600	EDPS 609	EDPS 614	EDPS 625
Year 1 Winter	EDPS 601	EDPS 615	EDPS 647	EDPS 611 (or take 618 in Yr 2 Fall)
Year 1 Spring	Thesis	EDPS 617		
Year 1 Summer	Thesis	EDPS 637* or 645*, whichever offered that year		
Year 2 Fall	Thesis	EDPS 640A	EDPS 618 (if 611 was not taken in Yr 1)	
Year 2 Winter	Thesis	EDPS 640B		
Year 2 Spring	Thesis	EDPS 631		
Year 2 Summer	Thesis	EDPS 637* or 645*, whichever offered that year		
Additional semesters	Additional semesters of thesis work as needed, until program completion**			

**EDPS 637 and 645 are offered in alternate years*

*** Since the implementation of this course sequence (starting with the 2019 cohort), 35% of students defended their thesis within 24 months, and 77% graduated within 36 months. Some students take additional semesters for a variety of reasons including health and family circumstances.*

Practica

The MSc program requirements include EDPS 674, which is normally completed in the first year, and EDPS 640, which is normally in the second year.

EDPS 647. This practicum is designed to help students gain their conceptual understanding of counselling psychology and to facilitate development of their basic counselling and consulting skills prior to enrolment in practicum course EDPS 640. Students spend one to two days a week at the clinic spaces within the Integrated Services in Education over the course of 13 weeks. With the use of live observation, video-recording, and/or reflective team, students' service provision is closely monitored by the training team, which is comprised of the ISE clinical supervisor, graduate student assistants, and doctoral students enrolled in EDPS 742 who are being trained to provide supervision to junior trainees. Students begin with a caseload of one client, which will gradually be increased to three to four clients. Students typically accumulate 30-40 hours in direct client contact to sufficiently demonstrate their readiness for EDPS 640 practicum. In addition to direct contact hours, they engage in associated support activities, including indirect client activities (e.g., observation, record keeping, intervention planning); supportive and consultative activities (e.g., collecting and reviewing information, making referrals to other professionals); and supervision (e.g., individual, small group with case conferences including videotapes of sessions).

EDPS 640. This practicum is designed to prepare students for practice as a provisional psychologist, by facilitating ongoing development of their psychotherapy and consulting skills in an applied setting and providing them with supervised experience in providing psychological services to clients. It is a 400-hour (minimum) practicum taking place from September to April, with students spending two to three days a week at the practicum site to meet these requirements. Of the 400 hours, a minimum of 200 hours must be spent in direct client contact. Ideally, the student will be able to engage in at least two modalities of therapy (e.g., individual, group), one of which must be individual therapy. The remainder of the time is typically spent in associated activities, including indirect client activities (e.g., observation, record keeping, intervention planning); supportive and consultative activities (e.g., collecting and reviewing information, making referrals to other professionals); and related development activities (e.g., presentations, program development, research); as well as in supervision (e.g., individual, small group with case conferences including videotapes of sessions).

Students will need to have a practicum and supervisor in place well in advance of the beginning of these courses. The program offers an information session for students applying for practica in the Fall semester for EDPS 647 and in the Winter semester for EDPS 640. The program also provides information on possible practicum sites and their requirements, on the Counselling Psychology PhD & MSc [D2L Shell](#).

Supervisory Relationship and Thesis Research

MSc students are required to complete a thesis and defend in an oral exam as part of the requirements for completion of their program. Upon admission, students are assigned a thesis supervisor, who also functions as an academic advisor. This supervisor will provide direction concerning course selection and other program information at the beginning of the program.

Although most students retain their initially assigned supervisor until they complete their program requirements, some students may choose to change supervisors to someone whose research interests align more fully with theirs. A list of faculty members who could potentially supervise MSc Counselling Psychology students, and their research interests, can be found in Appendix A. Students must have their permanent supervisor approved by the Graduate Programs in Education office by no later than the second annual registration (i.e., within 12 months) and preferably sooner.

Information about the thesis, oral exam, the role of the supervisor, and the student-supervisor relationship can be found in the University of Calgary's [Graduate Studies Calendar](#) and also in the Werklund School of Education's Graduate Programs in Education web-pages website pages pertaining to [Student-Supervisor Relationships](#). All required forms pertaining to graduate student supervision are available from the Graduate Programs Administrator, [Edith Mandeville \(mandevil@ucalgary.ca\)](#), in the Graduate Programs in Education office.

Registration as a Psychologist in Alberta

Registration for psychologists in Alberta does not require a PhD but does require steps beyond

the MSc degree. Students intending to practice as registered psychologists in Alberta should read up on those required steps at the [College of Alberta Psychologists \(CAP\)](#) website. In 2022, the program was approved by the CAP's University Program Approval Committee for Pathway 4, allowing graduates of the MSc program to be exempted from the course-by-course evaluation of academic credentials. To be eligible, the program will need to deem the student to have (a) completed all prerequisite undergraduate courses, both in numbers and the level, which is evaluated at the time of admission, and (b) have completed all the graduate degree requirements, which is evaluated at the time of graduation. The program will then forward the names of eligible graduates to CAP. Please note that students who entered MSc prior to Fall 2022 are not eligible for the Pathway 4 and will need to apply for the regular pathway (Pathway 1) for course-by-course evaluation by CAP. Under irregular circumstance (e.g., advanced credits, international applicants), the program may not be able to confirm that a student has met all the requirements, even if they enter the program in or after Fall 2022; in such cases, the student will need to apply through the regular pathway (Pathway 1).

It is important to be aware that requirements for psychologist registration differ between jurisdictions. Graduates of the MSc program who intend to practice outside the province of Alberta should familiarize themselves with the requirements in the jurisdiction where they intend to practice, including consideration of options for licensure or certification in related professions, for jurisdictions where doctoral-level education is the standard of practice. The Canadian Psychological Association maintains a list of [psychology regulatory bodies](#) across Canada.

PhD Program Information

The Doctor of Philosophy (PhD) in Counselling Psychology at the University of Calgary is designed to prepare individuals to develop the philosophical, theoretical, and research expertise in counselling psychology required of those who wish to offer effective psychological education and counselling and to work as counselling psychologists in a variety of public and private practice settings. Opportunities are available to obtain supervised practice experience with psychological intervention and assessment, and to study such topics as program evaluation and consultation, providing clinical supervision and research issues and methods that are of relevance to counselling psychologists.

1 Applicant Pool, Acceptance, and Attrition Rates

Admission into the PhD in Counselling Psychology at the University of Calgary is competitive. In recent years, we have accepted 2 to 7 students per year into the PhD program.

Number of students applied to the MSc Program in Counselling Psychology, number offered admission, and number accepted offer of admission in past five years					
<i>Admission/Start Year</i>	2019	2020	2021	2022	2023
<i>Applied to Program</i>	17	18	13	17	19
<i>Offered Admission</i>	7	7	4	4	5
<i>Admission Rate</i>	41.2%	30.738.9%	30.7%	23.5%	26.3%
<i>Accepted offer</i>	6	7	3	4	5

Few students who begin a graduate program in Counselling Psychology at the University of Calgary leave before completing their program. Personal situations do arise for some individuals, and this may preclude their ability to graduate. Nonetheless, none of the 38 students who began the PhD degree program in Counselling Psychology between 2014 and 2021 have withdrawn.

Student Characteristics

Although a majority of the program's students identify as cisgender women, the PhD program has admitted students who self-identify by other gender identities. The age distribution of students ranges from 26 to 43. Information on the GPA average and range upon entry into the PhD program for the seven years is shown in the table below.

The mean GPA and range upon entry into the PHD Program in Counselling Psychology by admission year					
Admission year	2019	2020	2021	2022	2023
Mean	3.96	3.95	3.94	3.97	3.97
Range	3.76-4.00	3.76-4.00	3.90-4.00	3.94-4.00	3.84-4.00

Graduate Information

	Number of students who graduated from the PhD Program in Counselling Psychology, by academic year				
	2018-19	2019-20	2020-21	2021-22	2022-23
Number of graduates	4	7	5	3	5
Mean months to degree completion*	-	67	63	55	70

*The date of completion of predoctoral internship or the defence, whichever comes last excluding the duration of absence of leave.

Of the 32 students who graduated from the PhD program in Counselling Psychology between 2016-17 and 2022-2023, 94% (30/32) are registered or provisionally registered psychologists.

Establishing and Maintaining a Supervisory Relationship

Upon admission to the PhD program, students are assigned a supervisor. Students should plan their programs and the sequence in which courses should be taken with their supervisor. While the student and supervisor may choose to continue to work together, this may change depending on a number of factors, including research interests and supervisory capacity. It is strongly recommended that during the first year of registration students begin to discuss the matter of research supervision with appropriate faculty. A list of faculty members with the potential to supervise in the Counselling Psychology program can be found in Appendix A.

The supervisor may become the permanent supervisor if this is mutually agreeable. Students must have an approved, permanent supervisor at least by the second annual registration (i.e., within 12 months of admission) and preferably sooner. Once a mutual agreement regarding supervision is reached, the relationship is formalized by completing the required supervision forms.

All students in the PhD program are required to have an approved Supervisory Committee composed of the student's supervisor and two other members within three months of appointment of the permanent supervisor. The supervisor in consultation with the student will recommend the supervisory committee members to EDCP. Information about the role of the supervisor, the student-supervisor relationship, and the PhD supervisory committee can be found in the University of Calgary's [Graduate Studies Calendar](#) and also in the Werklund School of Education's Graduate Programs in Education web-pages website pages pertaining to [Student-Supervisor Relationships](#). All required forms pertaining to graduate student supervision are available from the Graduate Programs Administrator, [Edith Mandeville \(mandevil@ucalgary.ca\)](mailto:mandevil@ucalgary.ca), in the Graduate Programs in Education office.

Program Requirements

The PhD Counselling Psychology program at the University of Calgary is an on-campus program with a minimum requirement of three years of full-time residency on-campus. One year from the

MSc program at the University of Calgary can count towards this three-year residency. Course content addresses theory, research, and practice in the domains identified by the Canadian Psychological Association for doctoral level programs in professional psychology.

For students who meet all of the admission requirements, students are expected to complete the program in four to five years, depending on the length of time taken to complete the thesis requirement. The program must be completed within six years of admission.

For students who meet all of the admission requirements, the program requires completion of (a) a doctoral dissertation, (b) a candidacy examination, and (c) 27 units of coursework (including practicum and internship placements), and (d) a year-long predoctoral internship.

Coursework in PhD program includes courses completed over two semesters and courses completed over one semester. Courses are offered once per year, with the exception of some courses that may be offered less frequently. Students should consult with their supervisor to determine whether the recommended sequence below fits their circumstances and conditions of admittance, and to adapt the sequence to their specific needs.

:

- EDPS 704: Advanced Research Seminar in Counselling Psychology (3 units)
- EDPS 711: Program Development and Evaluation (3 units)
- EDPS 731: Advanced Clinical Supervision in Applied Psychology (6 units)
- EDPS 742: Advanced Practicum in Counselling (6 units)
- EDPS 743: Advanced Practicum in Psychological Assessment (6 units)
- EDPS XXX: One additional graduate-level research methods course (3 units)

This coursework includes a two-semester practicum in psychological assessment (400 total hours including 50 client contact hours) and a two-semester practicum in counselling psychology practice (400 total hours including 200 client contact hours). The practica must be supervised by a registered psychologist.

Applicants offered admission as a qualifying student due to missing pre-requisite coursework or practicum hours will be required to take additional courses or to complete additional practicum hours within the doctoral program to ensure equivalent training. A qualifying student may take up to 12 units to meet equivalency requirements during the qualifying year. Qualifying status will be granted for a period not exceeding one year.

Recommended Sequence of Courses:

Years One and Two of the PhD program are completed in the MSc program in Counselling Psychology at the University of Calgary, or in an equivalent Masters degree. For students who meet all the admission requirements into the PhD, a sample plan of study by year and semester, including required courses, candidacy exams, internship, and dissertation, is as follows.

Students who are admitted into the program with extra course requirements must consult with their supervisor about how the typical sequence of courses must be modified to accommodate completion of these extra requirements. For example, students who have the condition of

completing an additional graduate-level assessments course will not be able to take EDPS 743A/B until they have done so, which will require substantial re-sequencing of courses.

The PhD program requires students to take one additional graduate-level research course of their choice beyond the courses listed below. This additional research course may be taken at any time prior to completion of candidacy, when such courses are offered.

Fall Year 1:

EDPS 704A: Advanced Research Seminar in Counselling Psychology OR EDPS 711A: Program Development and Evaluation (whichever is offered in the year you enter the program)

EDPS 743A: Advanced Practicum in Psychological Assessment

Winter Year 1:

EDPS 704B: Advanced Research Seminar in Counselling Psychology OR EDPS 711B: Program Development and Evaluation (continued from Fall)

EDPS 743B: Advanced Practicum in Psychological Assessment (continued)

Spring Year 1

Candidacy Preparation (and/or the additional research course required by the program)

Summer Year 1

Candidacy Preparation (and/or the additional research course required by the program)

Fall Year 2:

EDPS 704A: Advanced Research Seminar in Counselling Psychology OR EDPS 711A: Program Development and Evaluation (whichever was not taken in Year 1)

EDPS 731: Advanced Clinical Supervision in Applied Psychology (must be taken in the same year as EDPS 742)

EDPS 742A: Advanced Practicum in Counselling

Candidacy Preparation (and/or the additional research course required by the program)

Winter Year 2:

EDPS 704B: Advanced Research Seminar in Counselling Psychology OR EDPS 711B: Program Development and Evaluation (continued from Fall)

EDPS 742B: Advanced Practicum in Counselling (continued)

Candidacy Preparation (and/or the additional research course required by the program)

Spring Year 2:

Candidacy Preparation

Summer Year 2:

Candidacy Preparation

Fall Year 3:

Candidacy Exam * *Examination date by December to address 28-month deadline*

Predoctoral Internship Application: To go on an internship in Year 4, students must (a) *pass*

their proposal oral exam by Oct 15th and (b) apply for predoctoral internship in Year 3. The deadlines for most APPIC sites are late October and early November. See the section Pre-Doctoral Internship in Professional Psychology below. Year 3 students who do not meet the Oct 15th deadline will defer internship application to Year 4, to go on internship in Year 5.

Winter Year 3:

Doctoral dissertation research

Spring Year 3:

Doctoral dissertation research

Summer Year 3:

Doctoral dissertation research

Note: We strongly encourage defense of the dissertation prior to start of internship

All of Year 4:

EDPS 788: Internship

The dissertation and oral defense are designed to precede the 1600-hour internship, although the order may also be reversed (i.e., the pre-doctoral internship may precede the dissertation and oral defense). As per the CPA Accreditation Standards (Standard VIII.B.2.iii), however, students must have completed and approved their candidacy and proposal oral exam prior to application for internship. They are strongly advised to complete as much of their dissertation as possible prior to starting their internship, so that they can devote their full attention to their professional training experience.

In addition, students should anticipate spending a substantial amount of time in the Fall semester preceding their internship year applying for pre-doctoral internships.

Admission with Program-Required Courses Needing Completion

The first two years of the PhD program are based on the course and practicum requirements of the MSc program, or on an applicants' demonstrated equivalency in meeting these requirements. Students who do not meet all the requirements for admission to the PhD program may be admitted so long as they are missing no more than 12 units of required coursework from Years 1 and 2 (i.e., their master's degree). Such students may be offered admittance with the requirement to complete additional courses and/or practicum hours in Years 3 and 4 of the PhD program to obtain the missing requirements. These additional required courses may extend the program beyond the normal timeline. Sequencing of the PhD and additional coursework should be discussed with the student's supervisor to develop an efficient plan of study. The required courses, as well as normal Year 3 and 4 PhD program requirements, must all be completed before the PhD Candidacy exam.

Practica

Students in the PhD program are required to complete two practica, each supervised by a registered psychologist, as part of their doctoral program of study: EDPS 742 – Advanced Practicum in Counselling (400 hours, 200 of which must be direct client contact hours), and EDPS 743 – Advanced Practicum in Psychological Assessment (400 hours, 50 of which must be direct client contact hours). Normally, students will complete the EDPS 743 practicum in their first year of doctoral study and complete the EDPS 742 practicum in their second year of doctoral study.

Students will need to have a practicum and supervisor in place well in advance of the beginning of these courses. The program offers an information session for students applying for practica in January each year and provides information on possible practicum sites and their requirements, on the Counselling Psychology Practicum D2L Shell.

Students offered admission to our PhD program should contact our Director of Practica as soon as you take up our offer of admission, and possibly earlier. This is because some sites begin reviewing practicum applications in February and make placement decisions well before the admissions acceptance deadlines, so students are advised to apply as early as possible in order to secure a placement. Students must have their practicum arrangements finalized by the end of June in order to begin a practicum in September. Applicants accepted into the program and wish to set up placements should contact the Director of Practica.

PhD Candidacy Exams

All coursework must be completed prior to the candidacy examination. Following completion of a supervisory committee-approved Field of Study Synthesis paper, the Candidacy examination is based on the students' doctoral research proposal where students are expected to demonstrate their preparedness to conduct research of high quality in their particular field of study.

Students in the PhD program are required to complete oral candidacy exams within 28 months of admission to the program, in accordance with [Faculty of Graduate Studies academic regulations](#) published in the Graduate Calendar and in the [Handbook for Supervision and Examination: Part III Doctoral of Philosophy/Doctor of Education](#). However, students applying for APPIC predoctoral internships in Fall Year 3 must have a defensible doctoral thesis proposal approved by the supervisory committee by the end of Summer Year 2. This is so because a minimum of 6-week notice is needed for the supervisor to schedule the Candidacy examination with GPE.

Details on the expectations for the PhD Counselling Psychology candidacy examination can be found on the [Werklund School of Education website](#).

Dissertation

Students in the PhD program in Counselling Psychology are required to complete a dissertation and defend it prior to completion of their program. Students are strongly encouraged to complete their dissertation prior to beginning their predoctoral internship.

In consultation with their supervisor, students may choose to compose their thesis using the traditional-thesis style or the manuscript-based thesis style. More information about dissertation options and this exam are contained in the [UCalgary Graduate Calendar](#) as well as on the [Werklund School of Education website](#).

Additional information can be obtained by going to the Werklund School of Education Doctor of Philosophy (Ph.D.) in Counselling Psychology website and clicking on Candidacy and Dissertation.

Pre-Doctoral Internship in Professional Psychology

All students in the PhD program in Counselling Psychology must complete a 1600-hour pre-doctoral internship in professional psychology, which can be completed full-time over one year or half-time over two years. The internship must meet the standards for pre-doctoral internships in professional psychology set by the [Canadian Psychological Association](#). Students must develop and submit an application through the [Association of Psychology and Professional Internship Centers \(APPIC\)](#) system.

Students have the option to go on a predoctoral internship in Year 4 or Year 5. To go on an internship in Year 4, students must (a) pass their proposal oral exam by Oct 15th and (b) apply for predoctoral internships in Fall Year 3. The deadlines for most APPIC sites are late October and early November. For the GPE to schedule a defence by Oct 15th, students must have a defensible doctoral thesis proposal approved by the supervisory committee by the end of Summer Year 2. This is so because a minimum of 6-week notice is needed for the supervisor to schedule the Candidacy examination with GPE.

Year 3 students who do not meet the Oct 15th deadline and elect to defer internship application to the fall of Year 4, to go on an internship in Year 5, will still need to pass the candidacy within 28 months of first registration (i.e., December of Year 3) as per the FGS candidacy requirement.

Students are advised that due to the limited number of APPIC internship sites available in Calgary, they will likely need to complete their internship elsewhere. Students who are not in a position to apply for APPIC placements due to special circumstances (e.g., child-care responsibilities) are required to develop and submit an application through the Educational Psychology Pre-Internship Consortium (EPPIC) system. Further, such students should be in discussion with the Director of Training as early as possible and are required to request an exemption by September 1 of the intended application year. For more information about EPPIC, please contact Ashleigh Locke (gpe.practica.intern@ucalgary.ca).

If students are unsuccessful in securing an APPIC (priority) or EPPIC (exemption), they will need to complete a pre-doctoral internship in professional psychology that is equivalent to the standards set by CPA. It is the responsibility of the student to obtain the necessary information from the setting to establish its equivalency to an accredited program. In the event that a student wishes to arrange a non-accredited residency experience, they should consult with the Director of Internships.

For assistance with the internship process, students are encouraged to consult the following resources:

The Canadian Council of Professional Psychology Programs: <https://www.ccppp.ca>

Association of Psychology and Professional Internship Centers: <http://www.appic.org>

Number of students applied and received internships 2012 to 2019					
Internship Year	2018-19	2019-20	2020-21	2021-22	2022-23
Applied	4	4	3*	7	8
Received Funded	4	2	2	6	8
Received Unfunded	0	0	0	0	0
Received Accredited	2	2	2	2	4

* One student withdrew the application for personal reasons.

Progress Monitoring and Remedial Procedure

FGS Annual Progress Review

In May, each thesis-based graduate student must complete an annual progress report (APR) online at my.ucalgary.ca. Upon submission, the report is automatically forwarded to the Supervisor for review and evaluation. At this point, the Supervisor may choose to have the form returned electronically to the student for revision. Once the Supervisor completes their evaluation of the student's progress based on all of the information provided by the student, it is submitted as part of the student's online report and automatically forwarded to the EDPS Graduate Program Director for evaluation of the student's progress. Upon completion of the report by the EDPS Graduate Program Director, the report is automatically forwarded to the Faculty of Graduate Studies and the student.

CPA Supplementary Report

Around the same time as above APR, doctoral students in counselling psychology program must also complete and submit, a supplementary report form required for the purpose of filing reports to the Canadian Psychological Association. In these annual progress report forms, students document completion of pre-requisites, required courses, candidacy examinations, practicum and internship requirements, and thesis requirements as well as other performance indicators such as conference presentations, publications, teaching, membership in professional associations, etc. The Student's completed supplementary report is then forwarded to the Director of Training. The information will be reviewed for the annual student review meeting of the Counselling Psychology Program faculty held in June. In the event that a student is not making sufficient progress, the matter is reviewed with the student by the supervisor and the Director of Training and a remedial plan is created and then signed by the Director of Training, the advisor/supervisor, and the student. Additional information regarding policies and procedures to manage difficulties encountered by students follows.

Dispute-Resolution Process

The University of Calgary's Academic Regulations outlines academic and non-academic expectations for students and the specific procedures and policies for dealing with misconduct. Additionally, as psychologists-in-training students are also beholden to a high standard of practice and professional behaviors.

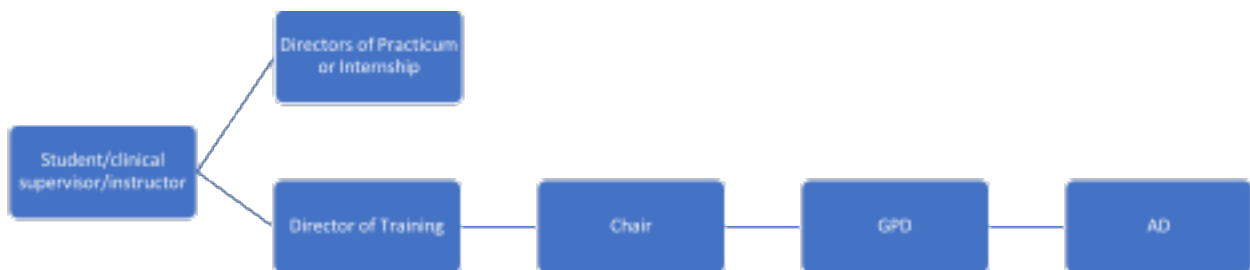
The Counselling Psychology program has dispute-resolution mechanisms, as mandated by CPA. If problems arise, the relevant parties discuss the issue and attempt to resolve the problem informally. If unresolved, students, clinical supervisors and/or instructors contact the relevant director first. If problems are serious or persistent, the Director of Training (DoT) should be consulted. The DoT will inform the student of the problems, both orally and in writing. The director of training will also inform the student's supervisor about the need for remediation.

Depending on the nature and severity of the problem, it may be necessary to proceed directly to the step of involving the DoT without attempting informal problem resolution. In exceptional

circumstances, a practicum may be immediately suspended or terminated by the student or the clinical supervisor. In either case, there must be written documentation outlining the specific circumstances that led to the termination and this documentation must be made available to and signed by the student, the clinical supervisor, and the Director of Training. If a student wishes to appeal a decision of the DoT, the EDSA chair serves as a source of advice or direction.

Depending on the nature and severity of the problem or if the problem persists, the DoT may consult the GPD. The GPD and may also consult the AD of GPE and/or the AD (students) of FGS or the University Student Conduct Office.

The general process for dispute resolution is as follows:



Remediation Procedure

Student problems requiring formal remediation are rare but do occur. In such a case, the student, instructor/clinical supervisor and Director of Training will create a written remediation plan with specific observable outcomes, activities designed to achieve these goals, and timeline for achieving the goals. The student and the instructor/clinical supervisor will sign the remediation plan. The director of training submits the remediation plan to the graduate student administrator for placement in the student's file.

At the end of the timeline put forth in the remediation plan, the outcomes are evaluated by the director of training in consultation with the student and instructor/clinical supervisor, to decide whether the student achieved the outcomes effectively, partially, or not at all. If the student completes the remediation plan and all issues have been resolved successfully, the plan is terminated. If issues have not been resolved, a new and revised remediation plan may be developed to address any remaining concerns, or if the student fails to make significant progress, the director of training refers the student to the CNPY program training committee for further action. There are several possible options including, but not limited to, recommendation for dismissing the student from the program, developing a new remediation plan, placing the student on probationary status, changing the student's clinical supervisor, and/or continuing in the program with no additional remediation.

Resources at the University of Calgary

Teaching Facilities

The program has access to a number of classrooms in the University's Education Block building. For laboratory work, observation, and role-play, the program has nine rooms with audio-visual recording capabilities in the Education Tower. All have one-way mirrors for live observations. The Werklund School of Education also operates a clinic, Integrated Services in Education (ISE), out of the same space. The mission of ISE is to provide psychological and counselling services to individuals in the community.

Library Facilities

Students at the University of Calgary have access to resources through [Libraries and Cultural Resources \(LCR\)](#), which operates eight university libraries on campus and across the city of Calgary. Included in LCR are two art galleries as well as Archives and Special Collections, the University of Calgary Copyright Office, Research Data Centre, and the University of Calgary Press. LCR develops, preserves, and provides access to archival materials as well as large collections of print, digital, and three-dimensional objects. This unique organizational structure provides a key strategic advantage to researchers and makes information, regardless of format, readily available. More than 7.8 million items including books, microform units, and other resources make up the University's collection of research material, ranked as one of the largest in Canada. These materials are housed at the High Density Storage Facility and eight university libraries: the Taylor Family Digital Library, Doucette Library, Bennett Jones Law Library, Business Library, Gallagher Library, Health Sciences Library, Downtown Campus Library, and the Library and Archives at The Military Museums. In addition, students have extensive access to library resources on-line and can access the holdings of other national and international libraries through inter-library loans. A resource librarian is available for faculty and graduate students in Education. Specialized resources include an extensive collection of psychology, counselling psychology, and assessment-related books and journals as well as a video collection of counselling-related adjunctive instructional material.

In addition to the general university library system, the Werklund School of Education also operates a test library located in the ISE Clinic. It is intended primarily for use on the premises during scheduled hours. The library has a collection of digital assessment instruments and hardcopy tests that are available for loan, with a recall provision so that materials will be available in a timely manner for educational and clinical training purposes. Graduate students doing research may use the test library catalogues to order their research instruments.

Work Space for Students

The Educational Studies in Counselling Psychology Area has space, which is shared between graduate students. Priority for office space is given to students in the first two years of the PhD program and thesis-based master's students. Following renovations to upgrade our building, students are now housed in workspaces that have large, secure study carrels within dedicated student rooms. Given the number of graduate students in our programs, students are clustered on various floors in the Education Tower. Students are guaranteed workspace during residency years

and may request space beyond that period of time. Touch –down spaces and lockers will be available for students who are past their residency years in their respective programs.

Research Space for Faculty and Students

Faculty do not have labs as such. Since most of faculty research programs are field based, this has not been an issue. The instructional video suite in the ISE Clinic described earlier is available for faculty or graduate students (who apply and can demonstrate CFREB or CHREB ethical approval) to potentially schedule for research purposes. A separate application form is required to gain access.

Assessment Materials and Supplies including Scoring Facilities

The ISE clinic contains a large and varied collection of testing materials and accompanying expendable materials (test forms and rating scales) used in assessments. The library also has archival storage in the basement of our building for those who may need access to earlier versions of tests for research purposes. The ISE Clinic has an annual budget to purchase testing materials and expendable supplies for use in practicum courses. Materials used in applied assessment courses must be approved in advance by the Associate Dean of Graduate Programs in Education. Graduate students have access to these measures for coursework that involves instruction in administration of assessment measures as well as for clinical practicum work. Students do not have to pay to access these materials, although fees are charged for lost materials. Additionally, the ISE houses three computers that may be used by graduate students to score clinical assessment measures or work on assessment reports. The clinic also provides other relevant materials such as portable video camera recorders and stopwatches.

Practicum and Internship Facilities

All practicum courses are currently field-based, and as such do not require on-campus facilities. Practicum students are placed in post-secondary counselling centres, schools, community agencies, hospitals, and community health clinics. Seminars attached to practicum courses are held in our classroom facilities. Internships are normally completed in external community agencies; school districts, post-secondary counselling centers, rehabilitation or health centers locally, nationally, or internationally and so there is no dedicated internship facility.

Computer Facilities

Students can access university computers through the main library, the Werklund School of Education of Education’s Doucette Library computers, or the Computer Lab located on the 3rd floor of the classroom block. All students are also given free access to the University’s server through their home computer, including email accounts and free access to data analysis and word processing packages.

Resources to Support Data Analysis

The University and Werklund School of Education provides workshops, either free of charge or at minimal cost, to faculty and graduate students, in the use of reference management programs

such as EndNote, Mendeley, and Refworks; data analysis software such as SPSS, BMDP, SAS; and common computer applications such as Microsoft Office. The School of Education supports Counselling Psychology faculty and students through access to the computer lab on the 3rd floor of the Education Classroom Block. At this time, commonly used data programs such as SPSS, LISREL, NVIVO etc. have been installed on those computers for use by faculty and students. The newly renovated seminar space on the 4th floor can be used for clinical case presentations and research meetings.

Recording Equipment

The instructional suite described earlier contains nine rooms equipped with closed-circuit video recording capability. Additional audio and video recording equipment is available for sign out through the ISE Clinic, or the Doucette Library housed in the Werklund School of Education of Education building. Extensive audio and video dubbing facilities are available to all students through the Com Media Department or the Learning Commons.

Facilities and Technical Support for Building Research Equipment

This is available in an “as needs require” basis, through the office of Information Technology and also through the computer support network available to all faculty. In addition, equipment pertaining to communications media (video cameras, video records, etc. are available through the Communications Media Department (COM Media) through an agreement paid for by the Werklund School of Education. Requirements beyond the above are paid for through faculty research grants.

Facilities to Enable Access for Students with Disabilities

The University is an access friendly facility for students with special needs. The University has an “Academic Accommodation Policy” for students requiring special accommodations during exams or other term assignments, operated through [Student Accessibility Services](#). All renovated floors in our building are being equipped with wheelchair-accessible facilities, including auto-entry electronic doors, larger stalls, and motion- sensor sinks and soap dispensers in washrooms.

Availability and Nature of Financial, Academic, Counselling, and Other Support Systems

The University offers many services for its students. Some of these include:

- The Counselling Centre
- The Student Success Centre
- Academic Services
- University Health Clinic
- Computer Technical Support
- International Centre
- Teaching and Learning Centre
- Graduate Students’ Association
- Recreational activities

The [University of Calgary Student and Academic Services](#) website gives a complete overview of all listings.

The University offers comprehensive, holistic, and accessible programs and services to foster student wellness through the SU Wellness Centre, which includes Health Services, the Counselling Centre, and the Faith and Spirituality Centre. There are also services and clubs on campus that pertain to the needs of diverse groups. At the University of Calgary, for example, there is a *Student Success Centre*, an *International Student Centre*, a *Native Centre*, a *Women's Resource Centre*, and a club for sexually- and gender-diverse individuals (called *Q*).

The University offers accommodations for students with disabilities through several specialized support services including Student Accessibility Services and the Nat Christie Adaptive Technology Centre. Furthermore, all course outlines in the Werklund School of Education contain a statement regarding disability support:

Various sources of funding are available to PhD students in the Counselling Psychology program. Graduate Programs in Education offers PhD students [funding opportunities](#). Information on graduate teaching assistantships (GAT) including an application form can be accessed through the [Werklund School of Education](#) website. Similar opportunities are not currently available for students in the Masters programs. However, there are other possibilities for funding for both MSc and PhD students through the [Werklund School of Education Graduate Programs in Education](#) website.

All PhD students are currently funded at \$18000 per annum for four years (Canadian dollars) while International PhD students are funded for two years of their studies at \$22,000 Canadian. PhD students also are expected to apply for external funding where possible, while Masters student are strongly encouraged to apply for scholarships both external (e.g., Canada Graduate Scholarship, Social Science and Humanities Research Council, Canadian Institutes of Health Research, and National Science and Engineering Research Council Awards) and [internal](#) awards. Guidance and support are available to students in applying for these competitive scholarships. The monetary values of these awards can fluctuate. Students also apply for and have been successful in receiving various other awards. Information on scholarships, bursaries, and other awards may be found through the [Faculty of Graduate Studies](#) website.

The Faculty of Graduate Studies provides a number of Graduate Student Support (GSS) funds that are awarded to students enrolled in thesis-based programs and has been able to offer PhD students funding during their residency years (i.e., first and second year). Additionally, depending on funds available, Graduate Programs in Education has been able to offer small engagement awards to our graduate students. Recommendations about scholarships and awards are made by the Graduate Programs in Education Scholarship Committee. Students may also receive funding as research assistants on faculty research projects, or as teaching assistants for various classes. Students may also apply for graduate student travel grants through the Werklund School of Education Research Office and through the Graduate Student Association.

Professional Organizations

Canadian Psychological Association

The PhD program in Counselling Psychology has been accredited by the Canadian Psychological Association (CPA) since the 2010-2011 academic year. The program's current term of accreditation goes until 2025-26. The complete contact information for the CPA Office of Accreditation is as follows:

Office of Accreditation,
Canadian Psychological Association Société canadienne de psychologie 141 Laurier Ave. West,
Suite 702
Ottawa, Ontario K1P 5J3 Tel: (613) 237-2144
Fax: (613) 237-1674
Toll free/ Numéro sans frais 1-888-472-0657 Email: accreditation@cpa.ca
Web Site: <http://www.cpa.ca/accreditation/>

College of Alberta Psychologists

Information on the requirements and procedures for registration as a psychologist in Alberta may be obtained by contacting the College of Alberta Psychologists (CAP):

College of Alberta Psychologists 2100 Sun Life Place,
10123 – 99 Street NW,
Edmonton, AB T5J 3H1

Ph: (780) 424-5070
1-800-659-0857

<http://www.cap.ab.ca>

Appendix A: Core, Complementary, and Adjunct Faculty

Note that (a) faculty members with the academic rank of "Instructor" do not normally supervise theses or dissertations, and (b) students supervised by faculty members who are not Counselling Psychology Core Faculty Members may be assigned a Core Faculty Member as a co-supervisor.

<i>Counselling Psychology Core Faculty Members</i>							
Name	Highest Degree	Area of Highest Degree	Granting Institution	Academic Rank	Professional Registration	Concurrent Positions	Research Interests
Fellner, Karlee	PhD	Counselling Psychology	Educational & Counselling Psychology and Special Education, University of British Columbia	Associate Professor	R. Psych (Alberta)		Indigenous Counselling and Education, Qualitative Research Methods
Jin, Ling	PhD	Counselling Psychology	University of North Texas	Assistant Professor	R. Psych (Alberta)		Racial trauma, PTSD, Emotion Regulation, Cross-Cultural Adult Attachment, Quantitative Research Method
Mudry, Tanya	PhD	Counselling Psychology	Educational Studies in Counselling Psychology, University of Calgary	Associate Professor	R. Psych (Alberta)		Addiction & Recovery, Family Therapy, Qualitative Research Methods
Russell-Mayhew Shelly	PhD	Counselling Psychology	Div. of Applied Psychology, University of Calgary	Full Professor	R. Psych (Alberta)	Chair, Werklund Research Professor	Body Image and Eating Disorder Concerns, Mixed Methods Research
Wada, Kaori	PhD	Counselling Psychology	Educational and Counselling Psychology, McGill University	Associate Professor	R. Psych (Alberta)	Director of Training	Grief, Bereavement Social Justice, Qualitative and Quantitative Research Methods
Zamudio, Gabriel	PhD	Counselling Psychology	University of North Texas	Instructor	R. Psych (Alberta)		

<i>Complementary Faculty Members within Counselling Psychology EDSA</i>							
Name	Highest Degree	Area of Highest Degree	Granting Institution	Academic Rank	Professional Registration	Concurrent Positions	Research Interests

Domene, José	PhD	Measurement, Evaluation and Research methodology	Educational & Counselling Psychology and Special Education, University of British Columbia	Full Professor	R.Psych (Alberta)		Vocational Psychology, Professional Issues in Canadian Counselling Psychology, Mixed Methods Research
Lacerda-Vandenborren, Elisa.	PhD	Human Development & Psychology	Simon Fraser University	Assistant Professor			Indigenous relations in Canada, decolonizing mental health, and intercultural and communal understanding of selfhood and ethics
Mendaglio, Sal	PhD	Counselling	Educational and Counselling Psychology, McGill University	Faculty Professor	R. Psych		Intelligence
Robertson, Sharon	PhD	Counselling Psychology	Educational Psychology, University of Alberta	Faculty Professor	R. Psych (Alberta)		Counselling and School Psychology, Interpersonal Communications
Zhao, Xu	PhD	Educational Psychology	Harvard University	Associate Professor		Director of Research in Chinese Youth Mental Health and Well Being	Child and youth mental health; cultural psychology; and youth social, moral, and civic development

Complementary Faculty Members outside of Counselling Psychology EDSA		
Faculty Name, Highest Degree and Registration	Academic Rank	Description of Interests
Climie, Emma PhD	Associate Professor, Director of Internship	Bilingual/second language education; Cognitive developmental psychology; Cognitive science; Developmental psychopathology; AD/HD and disruptive disorders of childhood developmental wellness and resiliency; Intelligence, cognition, and personality; Psycho-educational assessment; School- based prevention programs; Treatment of childhood disorders.
Drefs, Michelle A. PhD	Associate Professor, Associate Dean, Student Experience (Faculty of Graduate Studies)	Early mathematics development, collaborative and expanding role of school psychologists, eLearning program development and evaluation.

Makarenko, Erica PsyD.	Senior Instructor ISE Clinic Director	Developmental psychopathology Educating exceptional children Neuropsychological assessment Educational psychology Psycho-educational assessment Cognitive Developmental psychology Executive functioning Child and youth mental health Collaborative and expanding role of school psychologists
McCrimmon, Adam W. PhD, RPsych	Associate Professor	Developmental psychopathology, Autism, Asperger's Disorder, cognition, executive functioning, clinical assessment.
McMorris, Carly PhD, PRsyc	Associate Professor	Autism Spectrum Disorders, child and youth mental health, child development, risk and protective factors, developmental psychopathology, intellectual disabilities, psychological assessment and diagnosis, eating disorders, neurodevelopmental disorders
Nordstokken, David W. PhD	Associate Professor	Statistical modelling, test construction and validation, use of simulation in teaching, and foundational issues in measurement and statistics.
Schroeder, Meadow PhD, RPsych	Associate Professor, Graduate Program Director	Child development, science education, teaching and learning methods, AD/HD across the lifespan.
Schwartz, Kelly D. PhD, RPsych	Associate Professor	Adolescent development, particularly parent-child relationships, friendships, and media; positive youth development, particularly the developmental assets framework; faith and spiritual development across the lifespan; family systems and family development, particularly family strengths.
Wilcox, Gabrielle PsyD, RPsych	Associate Professor, Director of Clinical Training – EPPIC Consortium	Intellectual disabilities; stress and stress control; developmental wellness and resiliency; reading and writing assessment and intervention; psycho=educational assessment; program development and evaluation; developmental psychopathology: AD/HD and disruptive disorders of childhood; collaborative and expanding role of school psychologists.
Additional information, including contact information, can be found on the School and Applied Psychology Faculty Member page		

Adjunct Faculty Members for the MSc and PhD degrees in Counselling Psychology	
Name, Highest Degree, and Registration	Areas of Specialization, Description of Interest, and Contact Information
Arthur, Nancy PhD, R.Psych.	Professional education, Multicultural counselling, Social justice, Career development, Career counselling, International students, Counsellor education, Cross-cultural transitions narthur@ucalgary.ca
Chang, Jeff PhD, R. Psych.	Counselling Psychology; Marriage and family therapy, children and youth mental health, clinical supervision; counsellor and therapist development; narrative and solution-focussed approaches to therapy.

	jeffc@athabascau.ca
Ciccocioppo, Anna-Lisa PhD, R.Psych.	Counselling Psychology; counselling of post-secondary students; career counselling; social anxiety; counsellor training and clinical supervision; integrative approach drawing from CBT, solution focused, narrative therapy alciccoc@ucalgary.ca
Doyle, Emily PhD, R.Psych.	Counselling Psychology; Family Therapy; Addictions Counselling; Narrative and Social Constructionist approaches to therapy and research, Institutional Ethnography edoyle@ucalgary.ca
Flessati, Sonya PhD, R.Psych.	Counselling Psychology; positive psychology; the health and well-being of the emerging adult population, loneliness, sleep; college mental health; counsellor development sflessati@mtroyal.ca
Gaete, Joaquin PhD, R.Psych.	Counselling Psychology; Marriage and family therapy, children and youth mental health, problematic disruptive behavior, therapeutic change processes, clinical supervision. joaquin.gaete1@ucalgary.ca
Josephson, Trevor PhD, R.Psych.	Developmental and humanistic psychology; clinical/counselling (individuals, couples, families, groups). Clinical supervision, violence risk, program evaluation, mental health treatment in forensic and community settings; CBT/solution-focused/narrative/energy methods (EFT) trevor.josephson@mosaicpcn.ca
Kassan, Anusha PhD, R. Psych	Multicultural competence, social justice, cultural transitions anusha.kassan@ubc.ca
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