



UNIVERSITY OF CALGARY
WERKLUND SCHOOL OF EDUCATION

EDUCATIONAL STUDIES IN SCHOOL & APPLIED CHILD PSYCHOLOGY

*Emphasizing the inherent strengths
of all learners and striving to
develop optimal outcomes for
children, youth, families, educators,
communities, and society.*

DOCTORAL PROGRAM

EDUCATIONAL STUDIES IN SCHOOL & APPLIED CHILD PSYCHOLOGY

Why School Psychology?

As advocates for children, school psychologists focus their commitment to children’s wellbeing by developing a robust child and family-centered service delivery model that responds directly to need in the most appropriate manner – a model that reaches out to children and families where they live, learn, and play through evidence-based prevention, direct and indirect intervention and remediation, and community promotion and development.

Our Mission

Our goal is to prepare school psychologists to be contributors to and effective collaborators in enhancing learning and mental health outcomes for all individuals within a wide variety of settings. Graduates of our program are positioned to serve as educational leaders in the effective application of educational and psychological principles to the learning environment at both the individual and systems levels.

Students are provided with opportunities for direct training and rich hands-on learning within the

classroom and clinical and school environments. Using a scientist practitioner model of training, we cultivate graduates who are theoretically and scientifically-informed critical thinkers and who understand and respect the diversity of human characteristics and conditions in order to demonstrate excellence as providers of high-quality, evidence-based prevention, assessment, intervention, and research services.



What is unique about our School & Applied Child Psychology program?

- Access to award-winning and profession-leading faculty with diverse research interests and strong research and practice connections with various community agencies and schools (e.g., CanLearn, Society for the Treatment of Autism, Renfrew Educational Services) and other research institutions at UCalgary (e.g., Alberta Children’s Hospital Research Institute, Hotchkiss Brain Institute, Mathison Centre for Mental Health Research & Education, The Owerko Centre).
- Opportunity to complete practicum hours in both our award-winning **Centre for Wellbeing in Education** clinic and in high-quality local school environments.
- Forward-thinking faculty and institution, offering the first online school psychology program in Canada.
- Comprehensive graduate training options that allow students to complete an integrated, sequential MSc-PhD route.

Why Choose our Doctoral School & Applied Child Psychology Program?

Our doctoral (PhD) program builds upon the skills developed in our MSc program and enhances the research and clinical acumen of our graduates. Specifically, graduates of the SACP PhD program will be provided with:

- Advanced training in consultation, school- and clinical-based interventions, neuropsychological assessment and intervention, program evaluation, and statistics.
- Competitive funding with students receiving \$22,000 in funding for four years and strong mentorship and support in applying for additional national, provincial, and local scholarships.
- Focus on training that equips graduates for work in diverse professional settings, including research, applied, or administrative settings.

Program Requirements

The PhD in School & Applied Child Psychology requires a minimum of four years, but most commonly five years, with the first three, or more commonly, four years of full-time residency on-campus. Students complete 11 doctoral-level courses, including school and clinical based interventions, advanced neuropsychological assessment and intervention, consultation, advanced research statistics, clinical supervision program development and evaluation, advanced seminar in school psychology, and four (200-hour) practica. Applicants to our PhD program who have not completed the MSc program in SACP

at the University of Calgary are required to have equivalent background knowledge and experience. Throughout the program, students work with their research supervisor and supervisory committee to complete their research. Candidacy examination is completed within 28 months of starting the program. Successful completion of this examination attests to the student’s readiness to undertake the dissertation and commence residency, which is usually completed over years 3 and 4 in the program. A twelve-month full-time internship is required, typically completed in year 5.

Our Students

Typically:

1 male to 10 females **Average GPA Masters (accepted): 3.75** **Average GPA Doctoral (accepted): 3.89**

APPLICATIONS, ACCEPTANCES, AND WITHDRAWALS					
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Applied to our program	8	12	12	12	12
We offered admission to	5	6	5	5	5
Accepted offer of admission	2	5	5	5	5 (1 deferral)
Withdrew from Program	0	0	1	0	2

For specific details about our program, available student services (financial, academic, counselling), and our training resources, please visit:

werklund.ucalgary.ca/graduate-programs/future-students/programs/doctoral/school-applied-child



Our Graduates

The majority of our graduates are employed in schools, but others are employed in community-based settings, mental health facilities, private practice, or academic positions. A number of our graduates continue to teach part-time and/or are actively involved in research. 100% of our graduates are registered or provisionally registered psychologists shortly after program completion.

FACULTY MEMBERS

SCHOOL & APPLIED CHILD PSYCHOLOGY

Emma Climie, PhD, RPsyc - Associate Professor
& Director of Training
[developmental](#), [biopsychosocial](#)

Adam McCrimmon, PhD, RPsyc - Associate Professor
& Director of Practicum
[developmental](#), [cognitive](#)

Erica Makarenko, PsyD, RPsyc - Senior Instructor & Director of
Residency
[cognitive-behavioural](#)

Michelle Drefs, PhD, RPsyc - Associate Professor
[developmental](#), [biopsychosocial](#)

Meadow Schroeder, PhD, RPsyc - Associate Professor
[developmental](#), [biopsychosocial](#)

Kelly Hicks PsyD, RPsyc - Assistant Professor (Teaching)
[developmental](#), [biopsychosocial](#)

Carly McMorris, PhD, RPsyc - Associate Professor
[developmental](#), [biopsychosocial](#), [cognitive-behavioural](#)

David Nordstokke, PhD - Associate Professor
[biopsychosocial](#), [behavioural](#), [ecological](#)

Kelly Schwartz, PhD, RPsyc - Associate Professor
[developmental](#), [ecological](#), [family systems](#)

Gabrielle Wilcox, PsyD, RPsyc - Associate Professor
& Program Chair
[cognitive-behavioural](#)