



UNIVERSITY OF  
**CALGARY**

MSc and PhD Student  
Handbook:  
Educational Studies in  
Counselling Psychology  
2019 - 2020

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## 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 web-pages.

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 (<https://werklund.ucalgary.ca/graduate-programs/current-students/programs/masters/msc-counselling-psychology>) and the PhD program (<https://werklund.ucalgary.ca/graduate-programs/future-students/programs/doctoral/counselling>).
- The Werklund School of Education web-pages for all graduate programs. (<https://werklund.ucalgary.ca/graduate-programs>)
- The [D2L shells](#) for your courses, and for the practicum and internship in counselling psychology.
- The University of Calgary's Graduate Studies Calendar (<https://www.ucalgary.ca/pubs/calendar/grad/current/>)
- 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 the Counselling Psychology MSc and PhD degrees, Dr. Sharon Robertson, [sroberts@ucalgary.ca](mailto:sroberts@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, Graduate Programs in Education and the International Foundation Program. 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 at <https://werklund.ucalgary.ca/graduate-programs>.

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 all EDCP core faculty members (see "Program Faculty" section), as well as a master's student representative and a doctoral student representative. Core 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 and internship components of the degrees is led by the Director of Internships and Practica. 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 2019-2020 academic year,

The Director of Training is **Dr. Anusha Kassin (June – December, 2019)**  
and **Dr. Sharon Robertson (January – June, 2020)**

The Director of Internships and Practica is **Dr. Birdie Bezanson**

The EDSA Chair is **Dr. José Domene**

The MSc Student Representative is **Rabab Mukred**

The PhD Student Representative is **Melissa Glazer**

## **Mission, Values, and Principles**

### ***Mission***

The mission of the Counselling Psychology program is to prepare students for future careers in Counselling Psychology as researchers, educators, and practitioners across settings, including education (schools, colleges, and universities), government, social services, health units and hospitals, community agencies, business and industry, and private practice. This mission is in keeping with the mandate of the University of Calgary, which as a comprehensive research university in Alberta, offers degree programs at the master's and doctoral levels in education, engineering, fine arts, health sciences, humanities, law, management, physical and social sciences.

The Counselling Psychology program at the University of Calgary contributes to the development of scientific thought and practice in Counselling Psychology through faculty and student research, the education of professionals, and interdisciplinary collaboration with, and service through engagement with local, national, and international communities. Members of the Counselling Psychology program provide transformative high-quality leadership in our areas of expertise. Our mission in the Counselling Psychology program is in keeping with the mandate of the University of Calgary and the missions of the Werklund School of Education and the EDCP area within the School.

### ***Values***

The Counselling Psychology program is committed to the application and advancement of psychological principles in global contexts. We provide a balance between theory, research, and practice to create a scholarly focus for preparing students to thrive in their professional roles and practices. We value innovative knowledge creation and mobilization that serves our discipline and the public. We recognize and embrace the importance of diversity and inclusivity, and value an indigenous and international perspective in all our endeavours. We encourage excellence, integrity, collegiality, and well-being among faculty, staff, and students. We believe in the importance of developing full human potential and enhancing quality of life within the context of life-long learning. Our values in the Counselling Psychology program are in keeping with the values of integrity and respect promoted by the University of Calgary and the EDCP area.

The University of Calgary community is dedicated to appreciating, encouraging, and respecting diversity. Diversity is a broad concept as one can argue that all are diverse inasmuch as we each possess a unique set of qualities, skills, and personal characteristics. We value our students who reflect both visible and invisible minorities, and we endeavor to treat everyone equally, regardless of race, ethnicity, sexual orientation, gender, religion, or special needs. Consequently, we have both faculty and graduate students who reflect the pluralistic society in which we live.

In addition to the above stated values, the Counselling Psychology Program has jointly authored and endorsed a statement on Social Justice 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 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.*

*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.*

*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, etc.); (b) research approaches that prioritize the voices and experiences of underrepresented communities (e.g., feminist epistemologies, indigenous ways of knowing, etc.); (c) work and advocacy with specific groups who typically have reduced access to care and services (e.g., at-risk youth, newcomers, individuals from marginalized social classes, etc.); (d) scholarly work that contributes to social and systemic change (e.g., discriminatory practices, organizational policies, etc.); to name but a few examples.*

This definition was co-created by Arthur, Cairns, Fellner, Kassan, Mendaglio, Robertson, Russell-Mayhew, Strong, and Wada on September 15th, 2017; with the influence of the following sources: Fouad & Prince, 2011; Kassan, 2016; Kennedy & Arthur, 2014; Lewis, Ratts, Paladino, & Toporek, 2011; Sinacore & Ginsberg, 2015; Stewart, 2014.

### ***Principles***

The Counselling Psychology program bases its training on the definition of Counselling Psychology approved by the CPA Board of Directors in November, 2009. Consistent with this definition of counselling psychology, we emphasize:

- working within a developmental perspective across a wide range of psychological functioning;
- a focus on assets and strengths regardless of level of functioning;
- the importance of person-environment interactions;
- attention to issues of and respect for individual and cultural diversity;
- a sound ethical orientation; prevention and the promotion of health and wellness, including psycho-educational interventions;
- problem alleviation and remediation;
- the importance of education and career in the lives of individuals;
- a holistic and client –centered approach to assessment, diagnosis, and case

- conceptualization;
- systematic training in interpersonal and counselling skills;
- evaluation and improvement through critical thinking and a commitment to the scientific approach and reflective practice; and
- the integration of theory, research, and practice across the content areas of counselling psychology.

Counselling Psychology faculty members recognize and emphasize the importance of a multifaceted approach to the preparation of counselling psychologists, emphasizing personal awareness and growth, knowledge and skills about professional identity, counselling processes, and content in counselling interactions. The program is generalist in nature and is designed to provide broad preparation for further specialization at the post-doctoral level. Faculty members provide a variety of perspectives and students are encouraged to enhance their competence in a number of approaches (e.g., humanistic, cognitive-behavioural, process-experiential, feminist, solution-focused, narrative, systemic). Toward this end, we promote a strong conceptual base, an ethical orientation, respect for diversity, skill development and reflective practice, knowledge creation and translation that contributes to the discipline and responds to community needs.

Both the MSc and PhD programs follow a scientist-practitioner model of training, emphasizing the integration of science and practice; critical evaluation of theory, research, and practice within the profession; and the generation and dissemination of new knowledge. In keeping with our emphasis on sensitivity to cultural issues, we promote the use of research methods drawn from diverse epistemological perspectives.

The Counselling Psychology program at the University of Calgary emphasizes the integration of theory, research, and practice components. Students learn the knowledge, attitudes, and skills needed to achieve the goals of the programs through coursework, self-directed learning, role modelling, participation and collaboration in research projects, the research seminar, and thesis/dissertation. Instructional approaches include multiple formats including didactic instruction, discussion, experiential and inquiry based learning, case studies, modelling, role-playing and simulations, and skill practice. Students develop competence in the practitioner component through laboratory and practicum courses, practicum field experiences, and in the PhD program, a full-year internship. An emphasis is placed on evidence-based assessment and intervention practices.

These principles of the Counselling Psychology program are consistent with the university's [\*Energizing Eyes High \(2017 -2022\)\*](#) vision and strategy to become one of Canada's top five research universities grounded in innovative learning and teaching and fully integrated with the community of Calgary through programs made rich by research and hands-on experiences.



## **Counselling Psychology Program Faculty**

The members of the counselling psychology EDSA form the core program faculty for the MSc and PhD degrees in Counselling Psychology at the University of Calgary. Core faculty are responsible for the structure and quality of the counselling psychology program. 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). Toward 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 core faculty member in the Counselling Psychology EDSA. 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 core faculty member, 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, ethical and cultural issues in professional practice, 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.

Our goals for the MSc program are to prepare graduates who:

- have a sound understanding of the broad base of psychology as well as the historical, theoretical, and empirical knowledge base in counselling psychology;
- understand and demonstrate ethical and professional conduct in psychological research and practice;
- are competent in assessing clients and in the selection and use of appropriate assessment methods;
- are self-aware, knowledgeable, and skilled for incorporating diversity and social justice issues in all areas of counselling psychology research and practice;
- demonstrate critical understanding of and competence in planning, conducting, evaluating, disseminating, and advancing research in the field of counselling psychology;
- are competent in the use of a variety of psychological interventions within at least two treatment modalities; and
- are self-aware, knowledgeable about, and skilled in developing positive interpersonal relationships.

## 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. The number of applicants for the MSc program has ranged from 75 to 128 per year.

<b>Number of students applied to the MSc Program in Counselling Psychology, number offered admission and number accepted offer of admission in past six years</b>						
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Applied to program	75	75	81	78	86	128
Offered admission	15	20	20	16	11	12
Offers as % applications	20%	27%	25.2%	20.5%	12.8%	9.4%
Accepted offer of admission	12	14	13	10	10	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 (5.6%) of the 71 students who began the MSc program between 2014 and 2018 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. The age distribution of students ranges from 24 to 43 years. Information on the GPA average and range upon entry into the MSc program for the years 2014 to 2019 is shown in the table below.

<b>GPA average and range upon entry into the MSc Program in Counselling Psychology by admission year</b>						
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
<b>Average</b>	3.74	3.83	3.86	3.79	3.76	3.60
<b>Range</b>	3.30-4.00	3.30-4.00	3.53-4.00	3.67-3.99	3.15-4.00	2.50-3.99

## Admission Requirements

In addition to the Faculty of Graduate Studies admission requirements, minimum admissions requirements for the MSc program include:

- A four-year undergraduate degree with a minimum grade point average of 3.00 over the courses taken during the last two years of study.

- Normally, a minimum of 24 units (typically, 8 courses) in Educational Psychology and/or Psychology. This must include senior undergraduate (or graduate) coursework in each of:
  1. Two undergraduate courses (i.e., 6 units) in **Statistics**
  2. **Biological Bases of Behaviour** (3 units) (e.g. physiological psychology, comparative psychology, neuropsychology, psychopharmacology)
  3. **Learning / Cognition** (3 units) (e.g., learning, sensation, perception, cognition, thinking, motivation, emotion)
  4. **Social Psychology** (3 units) (e.g., social psychology; cultural, ethnic, & group processes; sex roles; organizational & systems theory)
  5. **Developmental Psychology** (3 units)
  6. **Personality Theory** (3 units)
  7. **Guidance & Counselling Communication Skills / Working Alliance Formation** (3 units)

Note: Applicants who are missing up to four courses (12 units) of prerequisites or who have not yet completed undergraduate studies at the time of application may be admitted on the condition that these requirements be completed prior to beginning the program.

- A curriculum vitae, including information about previous employment and volunteer experience
- A concise (500 word) rationale of why the applicant and this program would be a good fit, including a description of the applicant's research interests and potential thesis supervisors from within the counselling psychology program area, if applicable.
- Two academic references; one of which is from the undergraduate honours supervisor, if applicable. Optionally, a third reference from someone who has supervised the applicant in counselling-related employment or volunteer work.
- The MSc Supplementary Application Form. Applications submitted without the supplementary application form will be considered incomplete
- For applicants required to provide proof of proficiency in English, a minimum TOEFL score of 97 (Internet-based test) or a MELAB score of 83 or an IELTS score of 7.0 (Academic version). When requesting that official TOEFL test scores are forwarded to the University of Calgary, please indicate institution code 0813.

Successful applicants will be required to produce the results of a Police Record Check before they will be permitted to participate in practicum or internship experiences associated with the program.

Offers of admission are valid only for the term to which applications are made. Graduate Programs in Education will not grant deferrals of admission. Students unable to take up an offer will be required to submit a new application.

## **Application Process and Offers of Admission**

The MSc program admits one cohort of students per year. The application deadline is December 1, for admission the following September. In keeping with the CPA policy, students are allowed until April 15 of a given admission year to accept an offer of admission and/or financial support. Students are not permitted to defer admission to a subsequent year; they must begin the program in September of the year in which the offer of admission is made.

Students must use the online application found at <https://grad.ucalgary.ca/future-students/how-apply>, and must upload the MSc Counselling Psychology supplementary application form.

In selecting what program to apply for, please choose (a) Program: Educational Psychology – MSc (b) Specialization - Counselling Psychology

Supporting documents must be uploaded to the Student Centre through myUCalgary after the application has been submitted. Applicants will receive a confirmation email with instructions and information regarding this process upon completion and submission of the online application.

Official transcripts must be submitted to the following address:

Werklund School of Education  
Graduate Programs in Education  
Education Tower 114  
2500 University Dr NW  
Calgary, AB  
T2N 1N4

For more information, please contact Edith Mandeville by e-mail at [edith.mandeville@ucalgary.ca](mailto:edith.mandeville@ucalgary.ca) or by phone at 403-220-3585.

## **Advanced Credit**

Requests for advanced credit must be made in writing at the time of application for admission to the program. Such requests are considered as part of the admission process in order to aid program planning. Credit will not be given for course work taken as part of another completed degree/diploma or for courses taken to bring grade point average to a required level for admission. Only courses completed within the last five years qualify for consideration for advanced credit (<https://www.ucalgary.ca/pubs/calendar/grad/current/gs-a-6.html>).

The request should specify the course on our program for which they wish to receive advanced credit. It should be accompanied by a syllabus for the course they completed and wish to have reviewed, as well as a copy of their university transcript showing the grade they received in the course.

The determination of advanced credit is made by comparing our outline to that of the one provided by the student. Two reviews of the course outlines are completed, one by the DoT and one by another faculty member familiar with the subject matter.

## **Program Requirements and Plan of Study**

The MSc Counselling Psychology program at the University of Calgary is an on campus program with courses in the Fall, Winter, Spring and Summer semesters. Most courses are offered once per year, and some courses are offered every second year. It is generally possible to complete the program in two to three years of full-time study, depending on the length of time taken to complete the thesis requirement. The program must be completed within four years of admission.

The program requires completion of a master's thesis and 42 units of coursework (including practicum placements). All courses are three unit, one semester courses unless otherwise specified:

- EDPS 600 Theories, Conceptualizations, and Interventions in Counselling Psychology I
- EDPS 601 Theories, Conceptualizations, and Interventions in Counselling Psychology II
- EDPS 609 Research Design in Statistics II
- EDPS 614 Ethics in Professional Psychology
- EDPS 615 Theoretical and Clinical Foundations of Assessment
- EDPS 625 Cultural Influences on Professional Practice
- EDPS 631 Theories of Career Development
- EDPS 640A/B Practicum in Counselling Psychology II (6 units, 2 semesters)
- EDPS 647 Practicum: Counselling Psychology I
- **One of:** EDPS 611 Qualitative Research Methodologies **or** EDPS 618 Multivariate Design and Analysis
- **One of:** EDPS 620: Psychological Assessment of Children and Youth **or** EDPS 617 Psychological Assessment of Adults
- **One of:** EDPS 628 Theories and Applications of Child and Youth Therapy **or** EDPS 645 Indigenous Approaches to Therapy
- **One of:** EDPS 627: Group Processes in Applied Psychology **or** EDPS 637: Relationship Counselling

### ***Plan of Study***

The following four charts lay out the recommended plan of study for students, depending on year of entry and whether students want to focus on practicing in (a) child and youth settings or (b) community settings. Students who wish to take a combination of child/youth focused, and community focused course options are strongly encouraged to consult with their supervisors about their sequence of courses.

Students are encouraged to seek out EDPS 640 (Practicum II) experiences that match their desire to focus on practicing in child and youth settings or community settings. However, the

competitive nature of the practicum application process means that the program cannot guarantee placement in a practicum site that fits the student's interests.

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

<b>Recommended plan for students entering in odd numbered years (e.g., 2019) and intending to focus on practicing in child and youth settings</b>				
Year 1 Fall	EDPS 600	EDPS 6014	EDPS 615	EDPS 625
Year 1 Winter	EDPS 601	EDPS 609	EDPS 647	EDPS 620
Year 1 Spring	EDPS 611 (or take 618 in Yr 2 Fall)		EDPS 637 (or take 627 in Yr 2 Spring)	
Year 1 Summer				
Year 2 Fall	EDPS 640A		EDPS 618 (if 611 was not taken)	
Year 2 Winter	EDPS 640B	EDPS 628		
Year 2 Spring	EDPS 631		EDPS 627 (if 637 was not taken)	
Year 2 Summer				
Additional semesters	Additional semesters of thesis work as needed, until program completion			

<b>Recommended plan for students entering in even numbered years (e.g., 2020) and intending to focus on practicing in child and youth settings</b>				
Year 1 Fall	EDPS 600	EDPS 6014	EDPS 615	EDPS 625
Year 1 Winter	EDPS 601	EDPS 609	EDPS 647	EDPS 628
Year 1 Spring	EDPS 611 (or take 618 in Yr 2 Fall)		EDPS 627 (or take 637 in Yr 2 Spring)	
Year 1 Summer				
Year 2 Fall	EDPS 640A		EDPS 618 (if 611 was not taken)	
Year 2 Winter	EDPS 640B	EDPS 620		
Year 2 Spring	EDPS 631		EDPS 637 (if 627 was not taken)	
Year 2 Summer				
Additional semesters	Additional semesters of thesis work as needed, until program completion			

<b>Recommended plan for students entering in odd numbered years (e.g., 2019) and intending to focus on practicing in community settings</b>				
Year 1 Fall	EDPS 600	EDPS 6014	EDPS 615	EDPS 625
Year 1 Winter	EDPS 601	EDPS 609	EDPS 647	
Year 1 Spring	EDPS 611 (or take 618 in Yr 2 Fall)		EDPS 637 (or take 627 in Yr 2 Spring)	
Year 1 Summer	EDPS 645			
Year 2 Fall	EDPS 640A		EDPS 618 (if 611 was not taken)	
Year 2 Winter	EDPS 640B	EDPS 617		
Year 2 Spring	EDPS 631		EDPS 627 (if 637 was not taken)	
Year 2 Summer				
Additional semesters	Additional semesters of thesis work as needed, until program completion			

<b>Recommended plan for students entering in even numbered years (e.g., 2020) and intending to focus on practicing in community settings</b>				
Year 1 Fall	EDPS 600	EDPS 6014	EDPS 615	EDPS 625
Year 1 Winter	EDPS 601	EDPS 609	EDPS 647	EDPS 617
Year 1 Spring	EDPS 611 (or take 618 in Yr 2 Fall)		EDPS 627 (or take 637 in Yr 2 Spring)	
Year 1 Summer				
Year 2 Fall	EDPS 640A		EDPS 618 (if 611 was not taken)	
Year 2 Winter	EDPS 640B	EDPS 620		
Year 2 Spring	EDPS 631		EDPS 637 (if 627 was not taken)	
Year 2 Summer	EDPS 645			
Additional semesters	Additional semesters of thesis work as needed, until program completion			

## Practica

The MSc program requirements include EDPS 647, 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 increase their conceptual understanding of counselling psychology and to facilitate development of their counselling and consulting skills in an applied setting. It is a 100 hour (minimum) practicum across 13 weeks, and students spend one to two days a week at the practicum site to meet these requirements. Of the 100 hours, a minimum of 50 hours must be spent in direct client contact. Students typically begin with observation, then engage in co-advising/co-counselling with existing staff, before working independently with clients. In addition to the 50 clock hours actually spent in direct client contact, a minimum of 50 hours are 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 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 Practicum [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 <https://grad.ucalgary.ca/current-students/thesis-based-students/supervision/best-practices-and-guidelines>. All required forms pertaining to graduate student supervision are available from the Graduate Programs Administrator, Edith Mandeville in the Graduate Programs in Education office or e-mail her at [mandevil@ucalgary.ca](mailto:mandevil@ucalgary.ca).

## **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](#) website. The MSc program has been designed to assist students acquire relevant coursework and practicum experience needed for provisional registration on as psychologists in Alberta.

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. We endeavour to prepare counselling psychologists as researchers, educators, and practitioners for work in a variety of settings, including education (schools, colleges, and universities), government, social services, health units and hospitals, community agencies, business and industry, and private practice. 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.

Our goals for the PhD in Counselling Psychology are to prepare graduates who:

- have a sound understanding of the broad base of psychology as well as the historical, theoretical, and empirical knowledge base in counselling psychology;
- understand and demonstrate ethical and professional conduct in psychological research and practice;
- are competent in assessing clients and in the selection and use of appropriate assessment methods;
- are self-aware, knowledgeable, and skilled for incorporating diversity and social justice issues in all areas of counselling psychology research and practice;
- demonstrate critical understanding of and competence in planning, conducting, evaluating, disseminating, and advancing research in the field of counselling psychology;
- are competent in the use of a variety of psychological interventions within at least two treatment modalities;
- are self-aware, knowledgeable about, and skilled in developing positive interpersonal relationships;
- are knowledgeable and skilled for planning, conducting, and evaluating clinical supervision;
- are prepared for independent practice in counselling psychology;
- have completed a 1600-hour pre-doctoral internship, either accredited by the Canadian Psychological Association (CPA) or the American Psychological Association (APA) or an internship that meets equivalent standards and requirements as the final component of their clinical training.

## 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 6 students per year into the PhD program. The number of applicants for the PhD program has ranged from 8 to 22.

<b>Number of students who applied to the PhD Program in Counselling Psychology, number offered admission and number accepted offer of admission 2012 to 2019</b>							
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Applied to program	17	22	17	22	27	24	14
Offered admission	6	5	6	9	7	10	5
Offers as % applications	35%	23%	35%	41%	26%	42%	36%
Accepted offer/enrolled	6	5	5	6	4	7	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. Two (5%) of the 38 students who began the PhD degree program in Counselling Psychology between 2012 and 2018 have withdrawn.

## Student Characteristics

Although a majority of the program's students identify as female, the PhD program has admitted student who self-identify by other gender. Information on the percentage of male and female students enrolled in the program in 2018-2019 suggests that of the 30 students enrolled in the program, 25 (83%) identified as female, 2 (7%) as male, and 3(10%) as gender non-binary. The age distribution of students ranged 25 to 63. Information on the GPA average and range upon entry into the PhD program for the years 2012– 2019 is shown in the table below.

<b>GPA average and range upon entry students accepted into the PhD Program in Counselling Psychology, by admission year</b>							
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
<b>Average</b>	3.90	3.91	3.90	3.96	3.98	3.89	3.85
<b>Range</b>	3.77-3.98	NR*	3.81-3.98	3.90-4.00	3.95-4.00	3.74-3.96	3.70-4.00

\*NR = Not reported because of small numbers

## Graduate Information

Number of students who graduated from the PhD Program in Counselling Psychology, by academic year							
	2012-2013	2013-2014	2014-15	2015-16	2016-17	2017-2018	2018-2019
Number of graduates	5	2	5	5	3	4	4
Average Time to Completion (Yrs)	5.7	5.8	5.5	5.3	5.1	4.8	5.3

Of the 28 students who graduated from the PhD program in Counselling Psychology between 2012-2013 and 2018-2019, 68% (19/28) are registered psychologists, 18% (5/28) are provisionally registered psychologists, and 14% (4/28) are not registered.

The 28 graduates have been/are employed in a variety of settings: University Counselling Centre (4), Community Mental Health Centre (6), Academic Teaching Position (6), Private Practice (10), Rehabilitation Centre (1), Community /2 yr. College Counselling (1), School District/System (2), Medical Centre (4), Post-Doc (2).

## Admission Requirements

The PhD is accredited by the Canadian Psychological Association (CPA). Graduation from a CPA accredited doctoral program in professional psychology requires that coursework in the biological bases of behaviour, cognitive-affective bases of behaviour, social bases of behaviour, individual behaviour as well as the historical and scientific foundations of general psychology be completed at either the undergraduate or graduate level. These are reflected in our admission and program requirements.

In addition to the Faculty of Graduate Studies admission requirements, entry requirements for the PhD in Counselling Psychology include:

- A master's degree in Counselling Psychology (or equivalent) from an approved university, with a minimum grade point average of 3.50 in the master's program.
- A master's thesis (or equivalent research project). Although not a requirement, it is beneficial to also have completed an undergraduate psychology degree with an honor's thesis.

- Prerequisite coursework:

Applicants required to have completed a 3-unit senior undergraduate/graduate course in:

### 1. Historical and Scientific Foundations of General Psychology

Applicants are also required to have completed two 3-unit senior undergraduate courses (or one 3-unit graduate course) in each of the following four areas:

1. **Biological Bases of Behaviour** (e.g. physiological psychology, comparative psychology, neuropsychology, psychopharmacology)

2. **Cognitive-Affective Bases of Behaviour** (e.g., learning, sensation, perception, cognition, thinking, motivation, emotion)
3. **Social Bases of Behaviour** (e.g., social psychology; cultural, ethnic, & group processes; sex roles; organizational & systems theory)
4. **Individual Bases of Behaviour** (e.g., personality theory, human development, individual differences, abnormal psychology)

Applicants are also required to have completed graduate coursework equivalent to the courses that comprise the University of Calgary's MSc program in Counselling Psychology (see the MSc Program Information section of this Handbook for more information).

- Applicants need to have completed 500 hours of practicum during their master's degree, with a minimum of 400 hours (200 direct client contact hours) completed under the supervision of a registered psychologist.
- A curriculum vitae, including information about previous employment and volunteer experience
- A concise (500 word) rationale of why the applicant and this program would be a good fit, including a description of the applicant's research interests and potential thesis supervisors from within the counselling psychology program area, if applicable.
- Three references, two of which are academic references (e.g., a professor) and one of which is from someone who has provided clinical supervision for the applicant (e.g., a practicum supervisor). It is recommended that one of the academic references be the applicant's master's thesis supervisor or a professor who is familiar with the applicant's thesis research.
- The PhD in Counselling Psychology Supplementary Application Form. Applications submitted without the supplementary application form will be considered incomplete
- Official transcripts from all post-secondary institutions you have attended. Original documents or certified true copies of each of your official transcripts and degree certificates, in the original sealed envelope, sent directly from the issuing University.

If the original transcript documents are not in English, applicants must submit original documents or certified true copies of each of your official transcripts and degree certificates in the original language, in the original sealed envelope, sent directly from the issuing University, and an English translation from the issuing University or a notarized word-for-word English translation of a duplicate copy of that original.

For applicants required to provide proof of proficiency in English, a minimum TOEFL score of 97 (Internet-based test) or a MELAB score of 83 or an IELTS score of 7.0 (Academic version). When requesting that official TOEFL test scores are forwarded to the University of Calgary, please indicate institution code **0813**

Applicants may be interviewed prior to admission to evaluate their understanding of, and motivation for entry into the PhD program.

Successful applicants will need to produce the results of a Criminal Record Check before they will be permitted to participate in practicum or internship experiences associated with the program.

Offers of admission are valid only for the term to which applications are made. Graduate Programs in Education will not grant deferrals of admission. Students unable to take up an offer will be required to submit a new application.

### **Application Process and Offers of Admission**

The PhD program in Counselling Psychology admits one cohort of students per year. The application deadline is December 1, for admission the following September. In keeping with the CPA policy, students are allowed until April 15 to accept an offer of admission and/or financial support. Students are not permitted to defer admission to a subsequent year; they must begin the program in September of the year in which the offer of admission is made.

Students must use the online application found at <https://grad.ucalgary.ca/future-students/how-apply> and must upload the PhD in Counselling Psychology Supplementary Application Form.

In selecting what program to apply for, please choose (a) Program: Educational Psychology – PhD (b) Specialization - Counselling Psychology

All supporting documents must be uploaded to the Student Centre through [myUCalgary](#) after the application has been submitted. Applicants will receive a confirmation email with instructions and information regarding this process upon completion and submission of the online application.

Official transcripts must be submitted to the following address:

*Werklund School of Education  
Graduate Programs in Education  
Education Tower 114  
2500 University Dr NW  
Calgary, AB  
T2N 1N4*

For more information please contact Edith Mandeville, Graduate Programs Administrator, in the Graduate Programs in Education office by email at [mandevil@ucalgary.ca](mailto:mandevil@ucalgary.ca) or at 403.220.3585

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 at <https://grad.ucalgary.ca/current-students/thesis-based-students/supervision/best-practices-and-guidelines>. All required forms pertaining to graduate student supervision are available from the Graduate Programs Administrator, Edith Mandeville in the Graduate Programs in Education office at [mandevil@ucalgary.ca](mailto:mandevil@ucalgary.ca).

## **Program Requirements**

The PhD Counselling Psychology program at the University of Calgary is an on campus program with a minimum requirement of two years of full-time residency on-campus. 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, it is generally possible to complete the program in four 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) 30 units of coursework (including practicum and internship placements). Coursework in PhD program includes courses completed over two semesters and courses completed over one semester:

- EDPS 704 – Research Seminar (3 units)
- EDPS 711 – Program Development and Evaluation (3 units)
- EDPS 731 – Advanced Clinical Supervision in Applied Psychology (3 units)  
Note: EDPS 731 is normally taken in the same year as EDPS 742
- EDPS 742 – Advanced Practicum in Counselling Psychology (6 units)
- EDPS 743 – Advanced Practicum in Psychological Assessment (6 units)
- EDPS 788 – Pre-doctoral Internship in Counselling Psychology (6 units)
- One additional graduate-level course in research methods (3 units)

This coursework includes a two semester practicum in psychological assessment (400 total hours including 50 client contact hours) a two semester practicum in counselling psychology practice (400 total hours including 200 client contact hours), and a 12-month internship (minimum of



1600 hours). The practica/internship must be supervised by a registered psychologist. The EDPS 788 internship may require students to relocate away from Calgary to obtain a placement.

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.

## Plan of Study

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 Master's 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 intend to follow a different sequence (e.g., complete EDPS 742 in the first year and EDPS 743 in the second year) should discuss their intention with their supervisor.

<b>Recommended sequence for students entering the program with no additional required courses</b> (See MSc Program for Year 1 and Year 2 courses)				
Year 3 Fall	EDPS 704A	EDPS 711A	EDPS 743A	
Year 3 Winter	EDPS 704B	EDPS 711B	EDPS 743B	
Year 3 Spring	Candidacy preparation (and/or the additional required research course)			
Year 3 Summer	Candidacy preparation (and/or the additional required research course)			
Year 4 Fall	EDPS 742A	EDPS 731	Candidacy preparation	
Year 4 Winter	EDPS 742B	Candidacy prep. (and/or additional research course)		
Year 4 Spring	Candidacy preparation (and/or the additional required research course)			
Year 4 Summer	Candidacy preparation (and/or the additional required research course)			
Year 5 Fall	Candidacy examination, followed by dissertation research			
Year 5 Winter	Dissertation research			
Year 5 Spring	Dissertation research			
Year 5 Summer	Dissertation research			
Year 6 (all year)	EDPS 788 (Internship)		Dissertation research (if needed)	
Additional semesters	Additional semesters of dissertation work as needed, until program completion			

The dissertation and oral defense are designed to precede the 1600-hour internship (EDPS 788), although the order may also be reversed (i.e., the pre-doctoral internship may precede the dissertation and oral defense). Students are strongly advised to complete as much of their dissertation as possible prior to starting their internship. Minimally, the doctoral research should be well underway, preferably with the data collection and analysis completed by the start of the internship.

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 Still 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 applicant's demonstrated equivalency in meeting these requirements. Students who do not meet all of 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 and/or background in general psychology). 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.

## **Residency Requirements**

At the U of C, the MSc and PhD programs in Educational Psychology (Counselling Psychology is a specialization) have a minimum 2-year residency required for the MSc degree and a minimum 2-year requirement for the PhD degree. CPA also has a 3-year residency for their accreditation of PhD programs. Most students in our PhD program complete two years in the MSc program and subsequently two years in the PhD (for a residency of 4 years), so they meet the 3-year CPA minimum residency requirement for program accreditation, while also meeting the U of C's minimum residency requirements for such programs individually. Students who complete their Masters degrees elsewhere need to complete three years of residency on their PhD program in order to meet the 2-year U of C requirement and the 3-year CPA requirement. Ultimately, all students must meet the program residency requirements.

## **Advanced Credit**

Requests for advanced credit must be made in writing at the time of application for admission to the program. Such requests are considered as part of the admission process in order to aid program planning. The U of C policies and procedures regarding advanced credit may be found at (<https://www.ucalgary.ca/pubs/calendar/grad/current/gs-a-6.html>).

The request should specify the course(s) on our program for which they wish to receive advanced credit. It should be accompanied by a syllabus for the course(s) they completed and wish to have reviewed, as well as a copy of their university transcript showing the grade(s) they received in the course(s).

The determination of advanced credit is made by comparing our outline to that of the one provided by the student. Two reviews of the course outlines are completed, one by the DoT and one by another faculty member familiar with the subject matter.

## **PhD Candidacy Exams**

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 regulations](#) published in the Graduate Calendar 2019-2020 and in the [Handbook for Supervision and Examination: Part III Doctor of Philosophy/Doctor of Education](#).

All coursework, except EDPS 788 – Pre-doctoral Internship in Counselling Psychology, 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.

Details on the expectations for the PhD Counselling Psychology candidacy examination can be found at <https://werklund.ucalgary.ca/graduate-programs/current-students/student-resources/candidacy-dissertation>,

## **Dissertation**

Students in the PhD program in Counselling Psychology are required to complete a dissertation and defend it prior to completion of their program. Student are strongly encouraged to complete their dissertation prior to beginning EDPS 788 – Pre-doctoral Internship in Counselling Psychology.

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 in the 2019-2020 UCalgary Graduate Calendar available at <http://www.ucalgary.ca/pubs/calendar/grad/current/> as well as on the Werklund School of Education website at <https://werklund.ucalgary.ca/graduate-programs/current-students/student-resources/candidacy-dissertation>.

Additional information can be obtained by going to <https://werklund.ucalgary.ca/graduate-programs/current-students/student-resources/candidacy-dissertation> and clicking on Candidacy and Dissertation.

## **Program Plan**

All students admitted to the PhD program in Counselling Psychology must submit a completed program plan form at least by the end of the first semester of their program. The form must be approved by the Supervisor, the Director of Training for Counselling Psychology, and the EDPS Graduate Program Director. A copy of the completed form is kept in the student's file in the WSE Office of Graduate Programs in Education. If changes are made in the student's program, a revised plan must be submitted with dated signatures.

## **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 Internships and 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 and Internships for the PhD program in Counselling Psychology, Dr. Birdie Bezanson ([birdie.bezanson@ucalgary.ca](mailto:birdie.bezanson@ucalgary.ca)),

### **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 (EDPS 788), 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 (see <http://www.appic.org>).

Students are advised that due to the limited number of CPA-accredited and 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 are required to request an exemption via the Director of Training: Dr. Sharon Robertson ([sroberts@ucalgary.ca](mailto:sroberts@ucalgary.ca)) by September 1 of the intended application year. For more information about EPPIC, please contact Ashleigh Locke ([gpe.practica.intern@ucalgary.ca](mailto: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 Practica and Internships: Dr. Birdie Bezanson ([birdie.bezanson@ucalgary.ca](mailto:birdie.bezanson@ucalgary.ca)).

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>

<b>Number of students applied and received internships 2012 to 2019</b>							
	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
<b>Applied</b>	1	8	4*	4	4	7*	6
<b>Received Funded</b>	0	7	4	4	4	7	5
<b>Received Unfunded</b>	1	0	0	1	0	0	0
<b>Received Accredited</b>	0	1	0	2	1	4	4
<b>Average Stipend</b>	0	\$15,857	\$30,125	\$38,189	\$32,125	\$33,500	\$34,385

\* One student withdrew the application for personal reasons.

### **Annual Progress Review**

Each May, students must complete an annual progress report online. 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. As part of this review process, the student must also complete and submit to his/her Supervisor, a supplementary report form required by the Counselling Psychology program. 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. Students need to ensure they complete and submit these reports in a timely fashion as the review and evaluation process may take some time. The supervisor may return the report to the student a number of times for revision. Once the Supervisor completes his/her 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. The Student's completed supplementary report is then forwarded to the student's supervisor who then passes it on to the Director of Training for review when each student's progress is reviewed at a special 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.

### **Policies and Procedures to Manage Difficulties Encountered by Students**

Student progress is reviewed in May of each year, according to the procedures outlined above under the section on Annual Progress Reports. Should difficulties persist despite intervention, a meeting is held with the student, the supervisor, the Director of Training, and the Graduate Programs Director to resolve the matter. In the case of a C+ or lower grade in a course or a GPA of less than 3.0 within the last 12 months at the May reviewing period, a written remediation plan is developed with the student, the Supervisor, and the Director of Training and signed by all parties. If difficulties arise during a student's practicum, the matter should first be discussed between the student and the student's on-site supervisor with the intent to resolve the difficulties. An informal plan of action should be developed with specific objectives and strategies (e.g., through providing the student with additional

supervision, support, resources) for achieving desired outcomes within a specific timeframe. At the end of the specified time, the student's progress is reviewed with the student by the supervisor. When difficulties persist despite efforts to resolve them, the on-site supervisor or the student, should bring the matter to the attention of the course instructor. The course instructor will identify the specific nature and issues of concern, as well as the seriousness and extent of the concern. The instructor will meet with the supervisor and the student to review the situation and to develop a remediation plan that includes (a) goals, objectives, and expected outcomes of the plan, (b) the processes that will be used to achieve the stated goals, objectives, and outcomes, and (c) the timelines involved in achieving the desired outcomes. The plan is to be documented in writing and signed by the student, the supervisor, and the course instructor. The student's progress is reviewed at the end of the specified time period.

If difficulties persist and the student's performance does not demonstrate adequate improvement, the instructor will review the situation with the Director of Training for Counselling Psychology. The Director may consult with other faculty including the EDCP Chair and the Director of Graduate Programs regarding remedial action that might be taken. The Director will arrange a meeting with the student, the site supervisor and the instructor to discuss the problems, efforts at remediation, progress made to date, and develop a formal remediation plan that specifies expectations for improvement, remedial action, outcomes, and timelines. The copy is signed by the student, the supervisor, the course instructor, and the Director of Training and placed in the student's file. A mid-point progress report and a final report, which addresses the extent to which the stated outcomes have been achieved, are documented in writing, signed by everyone involved, and placed in the student's file. In the event that a student has made sufficient progress by the formal end point evaluation but has not achieved sufficient practicum hours to meet the course requirements, with the agreement of the practicum site and the site supervisor, the student may be granted an extension to complete the course. If the outcomes of the remediation plan are not achieved, the Director of Training will consult with the Chair of EDCP, the Director of Graduate Programs, the Associate Dean of Graduate Programs (Werklund School of Education), or the Associate Dean of Graduate Studies (Faculty of Graduate Studies) about options. These may include alternate remediation plans, or in extreme cases, the student may be assigned a failing grade and asked to leave the program.

If difficulties arise during a student's pre-doctoral internship, the policies and procedures outlined in the internship contract are followed. Interns are to be kept informed of their progress in the internship on a continual basis. Formal evaluation of intern progress to facilitate change and growth is to be offered at least twice per year: at midpoint and upon completion. The results of such formal evaluation are to be presented to the intern in written form and a copy provided to the Director of Training of the PhD program in Counselling Psychology. Interns who, in the opinion of the internship supervisor, are functioning below expectations are to receive written specification of the discrepancy between their functioning and the supervisor's expectations. Interns are to receive a reasonable time period and reasonable professional support to remedy this discrepancy before they can be terminated from the internship.

If a student's difficulties persist despite counsel and remediation, a graduate program may recommend to the Faculty of Graduate Studies that a student be required to withdraw for lack of satisfactory progress in either course work or research. The Faculty of Graduate Studies, after consultation with the graduate program and/or supervisory committee concerned, may initiate the withdrawal of a student (U of C Graduate Calendar 2019-2020, <https://grad.ualgary.ca/current/managing-my-program/withdrawal>).

Information on policies and procedures in place to counsel and help remediate students who experience difficulty can be found at <https://www.ucalgary.ca/pubs/calendar/grad/current/gs-o.html>).

### **Appeal Policies and Procedures**

The program follows the appeal policies and procedures approved by the General Faculties Council of the University of Calgary and outlined by the Faculty of Graduate Studies in the University of Calgary 2020-2021 Graduate Calendar available at <https://www.ucalgary.ca/pubs/calendar/grad/current/gs-o.html>. Appeal procedures can be found at <https://grad.ucalgary.ca/current-students/registration/appeals>. Students may pursue appeals for reappraisal of graded term work, reappraisal of final grades, and other academic appeals through the Faculty, where these decisions originated. The Faculty of Graduate Studies Appeals Committee hears appeals against rulings by the Dean or Graduate Studies or designate. The program also adheres to the University of Calgary principles of conduct and follows policies and procedures pertaining to non-academic misconduct and related appeal procedures outlined in the University of Calgary 2020- 2021 Graduate Calendar and may be found online at <http://www.ucalgary.ca/conduct/misconduct>.

### **The Diversity of Our Students' Backgrounds**

The University of Calgary community is dedicated to appreciating, encouraging, and respecting diversity. Diversity is a broad concept as one can argue that all are diverse inasmuch as we each possess a unique set of qualities, skills, and personal characteristics. We value our students who reflect both visible and invisible minorities, and we endeavour to treat everyone equally, regardless of race, ethnicity, sexual orientation, gender, religion, or special needs. Consequently, we have both faculty and graduate students who reflect the pluralistic society in which we live. Students who are accepted into our program and feel that they are not being treated fairly and equally may seek support from the Office of Diversity, Equity and Protected Disclosure, (<https://www.ucalgary.ca/odepd>) Ph. 220-4086, Administration Building AD 116. There is also an external service established for this purpose: *ConfidenceLine* (<http://confidenceline.net/>) or Phone: 1-800-661-9675. (<http://confidenceline.net/>)

## **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) (<http://lcr.ucalgary.ca/>), 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 3<sup>rd</sup> 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 3<sup>rd</sup> 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 4<sup>th</sup> 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 (<http://www.ucalgary.ca/access/>). 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

A complete listing of *Student and Academic Services* can be found at <http://www.ucalgary.ca/currentstudents/current-students/student-services>

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 (<http://www.werklund.ucalgary.ca/gpe/doctoral-funding>). Information on graduate teaching assistantships (GAT) including an application form may be found at [https://werklund.ucalgary.ca/gpe/gat\\_submission\\_form](https://werklund.ucalgary.ca/gpe/gat_submission_form). Similar opportunities are not currently available for students in the master’s programs. However, there are other possibilities for funding for both MSc and PhD students (<https://werklund.ucalgary.ca/graduate-programs/awards>).

All PhD students are currently (September 2019) 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 (<https://werklund.ucalgary.ca/graduate-programs/awards>) 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 at <http://www.grad.ucalgary.ca/awards>.

The Faculty of Graduate Studies provides 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.

Students are advised that in keeping with CPA accreditation standards, they should not be employed for more than 20 hours per week outside their program.

## Professional Organizations

### Canadian Psychological Association

The PhD program in Counselling Psychology has been accredited by the Canadian Psychological Association (CPA) since 2010 -2011. The program's current term of accreditation goes until 2019-2020. 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](mailto: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

Web address: <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
<b>Bezanson, Birdie</b>	PhD	Counselling Psychology	Educational & Counselling Psychology and Special Education, University of British Columbia	Instructor	R.Psych (Nova Scotia)	Director of Internships and Practica	Mental Health and Well-being
<b>Domene, José</b>	PhD	Measurement, Evaluation and Research methodology	Educational & Counselling Psychology and Special Education, University of British Columbia	Full Professor	R.Psych (Alberta)	ECPY Area Chair	Vocational Psychology, Professional Issues in Canadian Counselling Psychology, Mixed Methods Research
<b>Fellner, Karlee</b>	PhD	Counselling Psychology	Educational & Counselling Psychology and Special Education, University of British Columbia	Associate Professor	Provisional Registered Psychologist (Alberta)		Indigenous Counselling and Education, Qualitative Research Methods
<b>Mendaglio, Salvatore</b>	PhD	Counselling Psychology	Educational and Counselling Psychology, McGill University	Full Professor	R. Psych (Alberta)	On leave	Intelligence/ Cognition/ Personality/ Identity/Leadership

<b>Mudry, Tanya</b>	PhD	Counselling Psychology	Educational Studies in Counselling Psychology, University of Calgary	Assistant Professor	R. Psych (Alberta)		Addiction & Recovery, Family Therapy, Qualitative Research Methods
<b>Robertson, Sharon</b>	PhD	Counselling Psychology	Educational Psychology, University of Alberta	Full Professor	R. Psych (Alberta)		Psychosocial Transitions, Stress & Coping, Social Support, Grief & Loss, Counsellor Education
<b>Russell-Mayhew Shelly</b>	PhD	Counselling Psychology	Div. of Applied Psychology, University of Calgary	Full Professor	R. Psych (Alberta)	Werklund Research Professor	Body Image and Eating Disorder Concerns, Mixed Methods Research
<b>Strong, Tom</b>	PhD	Counselling Psychology	Educational Psychology, University of Alberta	Full Professor	R. Psych (Alberta)	On leave	Critical Psychology, Qualitative Research Methods
<b>Wada, Kaori</b>	PhD	Counselling Psychology	Educational and Counselling Psychology, McGill University	Assistant Professor	Provisional Registered Psychologist (Alberta)		Cultural differences in bereavement, Social Justice, Qualitative Research Methods
Additional information, including contact information can be found on the <a href="#">Counselling Psychology Faculty Member page</a>							

<b><i>Complementary Faculty Members for the MSc and PhD degrees in Counselling Psychology</i></b>		
Faculty Name, Highest Degree and Registration	Academic Rank	Description of Interests
<b>Andrews, John W. (Jac)</b> PhD, RPsych	Full Professor	School psychology, psycho-educational assessment, childhood disorders, special education, approaches to teaching and learning.
<b>Climie, Emma</b> PhD	Assistant Professor	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.
<b>Drefs, Michelle A.</b> PhD	Associate Professor	Early mathematics development, collaborative and expanding role of school psychologists, eLearning program development and evaluation.

<b>Duffy, Hanna</b> PhD, RPsych	Instructor	ADHD; School attendance
<b>McCrimmon, Adam W.</b> PhD, RPsych	Associate Professor	Developmental psychopathology, Autism, Asperger's Disorder, cognition, executive functioning, clinical assessment.
<b>Nordstokke, David W.</b> PhD	Associate Professor	Statistical modelling, test construction and validation, use of simulation in teaching, and foundational issues in measurement and statistics.
<b>Schroeder, Meadow</b> PhD, RPsych	Associate Professor	Child development, science education, teaching and learning methods, AD/HD across the lifespan.
<b>Schwartz, Kelly D.</b> 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.
<b>Wilcox, Gabrielle</b> PsyD, RPsych	Associate Professor	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.
<b>Zhao, Xu</b> PhD	Associate Professor	Child and adult development, research methodologies, learning processes  <a href="mailto:xu.zhao@ucalgary.ca">xu.zhao@ucalgary.ca</a>
Additional information, including contact information, can be found on the School and Applied Psychology <a href="#">Faculty Member page</a>		

<b><i>Adjunct Faculty Members for the MSc and PhD degrees in Counselling Psychology</i></b>	
<b>Name, Highest Degree, and Registration</b>	<b>Areas of Specialization, Description of Interest, and Contact Information</b>
<b>Amundsen, Jon</b> PhD. R. Psych.	Clinical Psychology; Supervision, treatment and assessment, forensics, professional regulation  <a href="mailto:aapsych@telus.net">aapsych@telus.net</a>

<b>Barlow, Constance</b> PhD, R. Psych.	Counselling Psychology; Grief, trauma, loss, suicide prevention, qualitative research, women with addictions and mental health issues  cabarlow@ucalgary.ca
<b>Chang, Jeff</b> PhD, R. Psych.	Counselling Psychology; Marriage and family therapy, children and youth mental health, clinical supervision; counsellor and therapist development; narrative and solution-focused approaches to therapy.  jeffc@athabascau.ca
<b>Chew, Judy</b> PhD, RPsych	Counselling Psychology; Training and supervision, childhood sexual abuse, counselling men, feminist counselling, women's depression  chew@ucalgary.ca
<b>Dada, Gloria</b> PhD	Clinical Psychology, Constructivist understandings of practice, eating disorders, intercultural practice  <a href="mailto:gloriadada@gmail.com">gloriadada@gmail.com</a>
<b>Enman, Michael</b> PhD, RPsych.	Counselling Psychology; Evidence-based couple therapy; DBT/mindfulness within couple and individual therapy; emotional dysregulation in individuals and couples.  Michael.enman@albertahealthservices.ca
<b>Flessati, Sonya</b> PhD, RPsych	Counselling Psychology; Post-secondary counselling  SFlessati@mtroyal.ca
<b>Griffiths, Stephanie</b> PhD	Paediatric neuropsychology, neuropsychology of aging and dementia, neuropsychology of major mental illness  sagriffi@ucalgary.ca
<b>Kassan, Anusha</b> PhD	Multicultural/Social Justice/ Queer Issues, Cultural Transitions  anusha.kassan@ucalgary.ca
<b>Jose, Terisita</b> PhD RPsych	Child Development; Child and adolescent mental health  Teresita.Jose@albertahealthservices.ca
<b>Laverty, Susanne</b> PhD, RPsych	Counselling Psychology; grief, loss, transition, eating disorders, relationship issues, student leadership, qualitative research, group counselling  slaverty@ucalgary.ca
<b>MacDonald, Brent</b> PhD, RPsych	Counselling and School Psychology; Learning disabilities, special education, children, adolescents, young adults, and their families  brent@complexlearners.com
<b>McElhern, William</b> PhD, RPsych.	Clinical Psychology; Clinical psychology, individual and couple counselling, personality and cognitive assessment, health psychology  BillMcElheran@shaw.ca



<b>Miller, Janet</b> PhD, RPsych	Counselling Psychology; personal growth and development, grief and loss, relationships, recovery through trauma or crisis, depression, resiliency, anxiety and the pursuit of happiness and satisfaction.  <a href="mailto:jbmillier@mtroyal.ca">jbmillier@mtroyal.ca</a>
<b>Offet-Gartner, Kathy</b> PhD, RPsych	Counselling Psychology; addictions, anger, all forms of abuse—past and/or present, assisting with conflict resolution, personal growth, positive parenting, and effective communication, cross-cultural and aboriginal counselling.  <a href="mailto:koffetgartner@mtroyal.ca">koffetgartner@mtroyal.ca</a>
<b>Parry, Alan</b> PhD, RPsych	Individual, Marriage, and Family Therapy  <a href="mailto:parry@ucalgary.ca">parry@ucalgary.ca</a>
<b>Price Anne</b> PhD RPsych	Special Education; Assessment and program planning for students with learning disabilities and ADHD; transition planning; and self advocacy  <a href="mailto:anne.price@calgarylearningcentre.com">anne.price@calgarylearningcentre.com</a>
<b>Saklofske, Don</b> PhD RPsych	Clinical Community, and School Psychology; Intelligence and cognition, personality, emotional intelligence, individual differences, psychological assessment  <a href="mailto:don.saklofske@ucalgary.ca">don.saklofske@ucalgary.ca</a>
<b>Sesma-Vazquez, Monica</b> PhD	Couple and family therapy, qualitative research, social constructionist practice.  <a href="mailto:mseasmava@ucalgary.ca">mseasmava@ucalgary.ca</a>
<b>St. George, Sally</b> PhD	Marriage and Family Therapy; collaborative practice, qualitative research methods  <a href="mailto:sstgeor@ucalgary.ca">sstgeor@ucalgary.ca</a>
<b>Tsai, Chee-Ping</b> PhD RPsych	Counselling Psychology; marriage and family therapy, play therapy, psychosocial oncology  <a href="mailto:chee-ping.tsai@albertahealthservices.ca">chee-ping.tsai@albertahealthservices.ca</a>
<b>Wulff, Dan</b> PhD, RSW	Family Therapy; supervision, qualitative research methodology  <a href="mailto:dwulff@ucalgary.ca">dwulff@ucalgary.ca</a>
<b>Zwiers, Michael</b> PhD RPsych	Mental Health Disorder: ADHD, learning disabilities, Autism, anxiety and mood disorders.  <a href="mailto:mzwiers@ucalgary.ca">mzwiers@ucalgary.ca</a>