



UNIVERSITY OF
ALBERTA

Faculty of Education

Counselling Psychology Student Handbook

2026-2027

Counselling Psychology Student Handbook 2026-2027

Welcome to the Counselling Psychology graduate program at the University of Alberta. This Handbook describes each of our master's programs and our doctoral program, and also explains the procedures for successful completion. Our doctoral program has been accredited by the Canadian Psychological Association (CPA) since 2001: Office of Accreditation, CPA, 141 Laurier Ave. West, Suite 702, Ottawa, ON, K1P 5J3. The program's present term of accreditation runs from 2024 to 2029.

The *Counselling Psychology Student Handbook* is a key resource for both students and faculty and serves as a major source of information for our graduate programs. It is essential that you consult the most recent copy of the Handbook from the year in which you entered the program. The person ultimately responsible for making sure that you know all the requirements for completion of your degree is you. The purpose of this Handbook is to provide current information concerning the steps you must take to fulfil those requirements.

While this Handbook attempts to alert graduate students to the requirements for successful completion of their studies, the regulations of the Faculty of Graduate and Postdoctoral Studies (FGPS) are imposed by, interpreted by, and enforced by that Faculty. Therefore, our Handbook is only a supplementary guide and does not override the requirements set out by FGPS.

This Handbook is only one of a number of documents with which students and faculty should be familiar. We advise you to review the contents of the following websites and documents as well:

From the Faculty of Education:

- Education Student Services, Graduate Students
<https://www.ualberta.ca/education/student-services/graduate-students/index.html>
- Faculty of Education, Graduate Student Handbook
<https://sites.google.com/ualberta.ca/edgrad/home>

From the Faculty of Graduate and Postdoctoral Studies:

- Faculty of Graduate and Postdoctoral Studies, Graduate Program Manual
<https://www.ualberta.ca/graduate-studies/about/graduate-program-manual>
- Fees and Funding
<https://www.ualberta.ca/en/graduate-studies/fees-funding/index.html>
- Scholarship and Awards
<https://www.ualberta.ca/en/graduate-studies/fees-funding/scholarships-awards/index.html>

From the Graduate Students' Association:

<https://www.ualberta.ca/graduate-students-association/>

From the Registrar's Office:

- University of Alberta
Calendar
<https://calendar.ualberta.ca/>
- University of Alberta Registration Guide
<https://www.ualberta.ca/registrar/registration-and-courses/index.html>

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1. COUNSELLING PSYCHOLOGY PROGRAM MANDATE

The program in Counselling Psychology at the University of Alberta is dedicated to the training of leaders of the profession through the pursuit of disciplined inquiry, the understanding of and respect for human diversity, a commitment to social justice, and the development, use, and evaluation of effective counselling practices. Counselling Psychology is a helping profession devoted to the prevention, remediation and amelioration of emotional, cognitive, behavioural, and interpersonal difficulties, and the enhancement of human potential and quality of life. These aims are sought by integrating science and practice, and with the awareness and skills to work with diverse populations from individual, social, and organizational perspectives.

2. PROGRAM DESCRIPTION

The Counselling Psychology program is designed to develop competent psychologists who have solid academic and research orientations, and who are able to adapt to changing and diversifying roles of psychologists. The program operates from an integrative theoretical orientation. Students are therefore exposed to a wide variety of counselling approaches. The scientist/practitioner model for counselling training provides the basis for the program. Scientist-practitioners balance and integrate research and practice and monitor their own counselling effectiveness over time. The core courses are designed to provide students with the skills and knowledge to enable them to function as counselling psychologists or consultants, in private practice, institutional settings, and academic settings. Students will need to select specialized experience or training to prepare them to meet the needs of more specialized populations and settings. Students must complete a Master's thesis (or equivalent) prior to admission to the Ph.D. program. The goals of the program are to prepare students to: generate and apply psychological knowledge to both in-person and virtual professional practice, learn and apply the ethical standards and principles of the profession, and develop an understanding of and respect for human diversity. To accomplish these objectives, the plan of study includes a series of courses and practica supervised by professional psychologists in university and community agencies.

3. REQUIRED COURSES AND PRACTICA LISTED BY YEAR

3.1 Course Load

Due to the intense demands of practica, students may not register for more than three courses per term, when one of them is a practicum course. The following course requirements are the **minimum** number of courses needed to meet program requirements. Additional courses may be required to fulfil research or career objectives, or to address program deficiencies.

M.Ed. Program Thesis Route

3.2 Year 1

(P) indicates a practicum course, * indicates number of credits per course

Fall

EDPY 501 Introduction to Methods of Educational Research *3

EDPY 533 Foundations of Counselling Psychology:
Theory and Clinical Practice I *3 (P)

EDPY 536 Ethical and Professional Issues in Psychological Practice *3

Winter

EDPY 507 Measurement Theory I * 3

EDPY 534 Foundations of Counselling Psychology:
Theory and Clinical Practice II *3 (P)

Required *3 (e.g., EDPY 503, Qualitative Methods of Education Research
Research or EDPY 500, Introduction to Data Analysis *3) – *please consult with*
Option *your Research Supervisor*

Year 2

Fall

EDPY 521 Foundations of Assessment *3

EDPY 538 Theory and Practice in Group Counselling *3

EDPY 530 Psychopathology and Diagnosis *3

Winter

EDPY 539 Assessment Practicum in Counselling Psychology *3 (P)

THES 906 Thesis *6

OR

THES 903 Thesis *3

AND

Option * 3 (e.g., EDPY 542, Cross-Cultural Counselling; EDPY 597,
Indigenous Approaches to Mental Health and Wellness; EDPY 597,
Intersectionality and Systems of Oppression in Healthcare for
Transgender and Gender Diverse Communities)

By the end of their program, students must complete the Faculty of Graduate and Postdoctoral Studies (FGPS) Ethics and Citizenship Requirement, which is an on-line training module available on the FGPS website at the University of Alberta. Students must submit the printout of successful completion of this requirement (provided upon reaching the end of the online module and test) to the program Graduate Records Administrator for their student files.

Total (*minimum*) Credits for Degree: 36

M.Ed. Program Course-based Route

3.3 Year 1

(P) indicates a practicum course, * indicates number of credits per course

Fall

EDPY 501 Introduction to Methods of Educational Research *3

EDPY 533 Foundations of Counselling Psychology:
Theory and Clinical Practice I *3 (P)

EDPY 536 Ethical and Professional Issues in Psychological Practice *3

Winter

EDPY 507 Measurement Theory I * 3

EDPY 534 Foundations of Counselling Psychology:
Theory and Clinical Practice II *3 (P)

EDPY 542 Cross-Cultural Counselling *3

Year 2

Fall

EDPY 521 Foundations of Assessment *3

EDPY 538 Theory and Practice in Group Counselling *3

EDPY 530 Psychopathology and Diagnosis *3

Winter

EDPY 539 Assessment Practicum in Counselling Psychology *3 (P)

EDPY 903 Project and Capping Exercise *3

Required (e.g., EDPY 597, Intersectionality and Systems of Oppression in Healthcare for Transgender and Gender Diverse Communities; EDPY 597, Indigenous Approaches to Mental Health and Wellness)

By the end of their program, students must complete the Faculty of Graduate and Postdoctoral Studies (FGPS) Ethics and Citizenship Requirement, which is an on-line training module available on the FGPS website at the University of Alberta. Students must submit the printout of successful completion of this requirement (provided upon reaching the end of the online module and test) to the program Graduate Records Administrator for their student files.

Total (*minimum*) Credits for Degree: 36

3.4 Prerequisite Courses for the Ph.D. program

Students applying to the Doctoral Program in Counselling Psychology must have:

- A. obtained a four-year baccalaureate degree in psychology or education, or its equivalent
- B. obtained a Master's degree in Counselling Psychology, or equivalent.
- C. completed a three-credit graduate course or six credits of senior undergraduate coursework in:

- 1. biological bases of behaviour (e.g., physiological, comparative, neuropsychology, psychopharmacology)

Any one of the following graduate-level courses (subject to course availability and scheduling) can be taken to satisfy this requirement:

EDPY 642: Neuropsychological Basis of Learning and Development

- 2. cognitive-affective bases of behaviour (e.g., learning, sensation, perception, cognition, thinking, motivation, emotion)

Any one of the following graduate-level courses (subject to course availability and scheduling) can be taken to satisfy this requirement:

EDPY 510: Learning, Cognition, and Education, EDPY 610: Selected Topics in Learning, Cognition, and Instruction, EDPY 616: Achievement Motivation.

- 3. individual differences (e.g., personality theory, human development, individual differences, abnormal psychology)

Any one of the following graduate-level courses (subject to course availability and scheduling) can be taken to satisfy this requirement:

EDPY 517: Child/Adolescent Development, EDPY 609 Selected Topics in Human Development, or EDPY 640: Developmental Psychopathology.

- 4. social basis of behaviour (e.g., social psychology; cultural, ethnic, and group processes; sex roles; organizational and systems theory)

This requirement can be satisfied by EDPY 538: Group Counselling and EDPY 542: Cross-Cultural Counselling.

D. completed a three-credit graduate course in:

1. scientific and professional ethics and standards
2. test construction and measurement theory
3. research methods
4. statistics
5. systems of counselling

E. acquired graduate training in:

1. psychological assessment
2. group counselling
3. individual counselling
4. cross-cultural counselling

Exceptional applicants, on the basis of previous academic record, academic background in area of interest, relevant experience, letters of recommendation, and statement of intent, who do not meet all of criteria C, D or E above may be admitted into the Program. In such cases, the offers of admission are contingent on the condition that they complete courses to address any deficiencies in addition to the required courses listed below. Missing pre-requisite courses (e.g., psychological assessment) **MUST** be completed during the Ph.D. program in order for students to meet their doctoral degree requirements, as the missing courses would be added to the Ph.D. requirements as co-requisites for the doctoral program. Students entering the program missing some pre-requisite courses need to understand that the additional courses to be taken in the Ph.D. program will extend the length of time it takes to complete the program.

During their Ph.D. program, students must complete the Faculty of Graduate and Postdoctoral Studies (FGPS) Ethics and Academic Citizenship Training (two on-line modules) and Professional Development Requirements (Individual Development Plan and 8 hours of professional development activities). Details of these two requirements are available on the FGPS website at the University of Alberta. Students must submit forms indicating successful completion of these requirements to the program Graduate Records Administrator for their student files.

3.5 Year 1 (Ph.D.; assumes already completed 2-year Master's degree)

Due to the level of workload and commitment required to complete the doctoral program (and consistent with Full-time program status), students enrolled in the program may not work more than 20 hours per week outside the program during their doctoral studies. This non-negotiable restriction on external work commitments is part of the Canadian Psychological Association's expectations of accredited doctoral programs and serves to ensure full dedication to one's training as a professional psychologist. It also ensures timely program completion (e.g., 4-5 years).

(P) indicates a practicum course, * indicates # of credits per course

EDPY 615 Program Evaluation *3

EDPY 632 History and Systems of Psychology *3

EDPY 633 Advanced Counselling Practicum I (P) *3

EDPY 634 Advanced Counselling Practicum II (P) *3

One Doctoral Research Course *3 (e.g., EDPY 601, 604)

Within 18 months of commencing their program, students must complete the individualized career plan document called an Individual Development Plan (IDP) as part of FGSR's Professional Development Requirement.

3.6 Year 2 (Ph.D.)

One Doctoral-level Elective Course *3 (e.g., EDPY 635 Couples and Family Therapy, EDPY 635 Advanced Multicultural Counselling, EDPY 640 Developmental Psychopathology, EDPY 697 Advanced Personality Assessment) Candidacy Examination
THE 90xThesis Research *Variable Credit

Students are required to complete their Candidacy Exam *before* applying to internship. Applications for the Internship to be undertaken the following year are typically due in November of the Fall term. Internships are to be completed by year four of the program.

3.7 Year 3 (Ph.D.)

EDPY 630 Counselling Psychology Internship
THE 919 Thesis Research *9

By the end of their third year, students must complete eight hours of professional development activities, based on their Individual Development Plan (IDP) to fulfil the Faculty of Graduate and Postdoctoral Studies' Professional Development Requirement. Students must submit the printout of successful completion of this requirement to the program Graduate Records Administrator for their student files.

Students must complete their Candidacy Exams by the end of their third year in order to complete their Internship in year 4. Applications are typically due in November of the Fall term.

3.8 Year 4 (Ph.D.)

EDPY 630 Counselling Psychology Internship
(if not completed in year 3)
THE 919 Completion of Thesis Research *9

By the end of their program, students must complete the Faculty of Graduate and Postdoctoral Studies (FGPS) Ethics and Academic Citizenship Training Requirement. Students must submit the printout of successful completion of this requirement (that is provided upon reaching the end of the online modules and test) to the program's Graduate Records Administrator for their student files.

4. THESIS SUPERVISION

For the Thesis-based Master's program, graduate research supervisors are assigned at admission, based on mutual/overlapping interests. Likewise, Doctoral students are assigned a research supervisor with their offer of admission into the program based on matching of student and supervisor research interests at the time of the Ph.D. program admissions process. Research supervisors also act as the program advisor. Course-based Master's students are assigned to a faculty member who serves as their program advisor. For more information regarding Master's and Ph.D. final exam procedures, please refer to the Faculty of Education's Graduate Handbook, '[Examinations Overview](#)' section.

5. CANDIDACY EXAMINATION

Overall Description

Students in the doctoral program in Counselling Psychology are required to pass an oral candidacy examination that assesses their knowledge in the discipline of counselling psychology and their readiness to pursue their doctoral research. In advance of the oral exam, students will be required to develop a paper/doctoral dissertation proposal of a maximum of 75 pages in length. The paper must include three sections: (a) explanation and discussion of research and key readings related to the overall field of study, (b) literature review based on a reading list co-constructed between the student and their supervisory committee and a foundational reading list for the student's program area and research topic, and (c) the proposed research, methodology, and data analysis to be undertaken. Students' foundational reading list for the doctoral program in Counselling Psychology is meant to complement course-related and individual research readings, all of which are based on the eight foundational and eight functional competencies for CPA-accredited programs in counselling psychology (See the CPA Accreditation Standards For Doctoral and Residency Programs [here](#)).

The oral examination will evaluate: (a) the student's knowledge of the discipline of Counselling Psychology based on the assigned reading list, and (b) the student's ability to undertake the doctoral research outlined in the proposal.

Students are strongly encouraged to complete all required coursework before the Candidacy exam.

Evaluation of Oral Exam

The oral examination will be evaluated by all examining committee members, including the student's Doctoral Supervisory Committee and one arm's length examiner.

There are three possible evaluation outcomes on the blind ballot:

- Pass

- Conditional Pass (Additional course work or other remedial tasks are required)
- Fail

After the Chair of the oral candidacy examination examines all the blind ballots, the Examining Committee will discuss the range of evaluations and attempt to reach a consensus on the student's examination performance.

The student will have one opportunity to re-take the oral candidacy examination in the event of failing. Students must pass the oral candidacy examination in order to become Ph.D. Candidates and complete the doctoral program.

For more information on the Ph.D. Candidacy exam procedures, please refer to the Faculty of Education's Graduate Handbook, '[Examinations Overview](#)' section.

6. PRACTICUM GUIDELINES

6.1 Masters Practicum Requirements

As part of the requirements for the Master practicum, students in the first year of their Master's program complete their counselling practica in University of Alberta's Clinical Services (Clinic; 1-135 ED N). Registered psychologists from the community and from the Clinic (i.e., internal Clinical Supervisor) provide supervision. As expectations vary for different practicum courses, instructors will communicate specific requirements regarding contact hours with clients in the course outline.

6.2 Practicum Evaluation

Performance evaluations from practicum supervisors comprise an essential part of the ongoing assessment of students in practica. All students receive written feedback regarding their performance in their practica and will be given sufficient opportunity to discuss their practicum performance with their supervisors. The criteria for satisfactory performance in practicum courses include both evaluation of course assignments and supervisor evaluations. Students are expected to familiarize themselves with practicum requirements and evaluation criteria for each of their practicum courses. In the event of unsatisfactory practicum performance, the course instructor may initiate a remedial action plan to provide additional support to the student and to help the student address concerns related to the student's performance (see Remedial Action Plan, Appendix E). Unsatisfactory practicum performance that persists until the end of a practicum course and is reflected in supervisor(s) and instructor(s) final evaluations will result in a failing grade in the course.

6.3 Doctoral Practicum Requirements

To ensure that students' applications for their pre-doctoral residency are competitive, students typically complete well above the hours (including all course-related Master's and Doctoral practica) required by the Canadian Psychological Association for doctoral level training. Students are encouraged to consult with the Internship Coordinator about practicum experience and other factors that are weighed by APPIC internship sites.

Prior to residency, the CPA recommends students complete:

- 300 Hours of direct, face-to-face client contact
- 75 Hours of clinical supervision (no less than 25% of direct client contact)

6.4 Practicum Setting Requirements

Practicum settings should have training as a major function and have a philosophy that is consistent with the Program's Mandate.

The practicum setting should provide students with a range of professional psychology experiences, including exposure to all the foundational and functional competencies listed in the CPA's Accreditation Standards..

Supervision will normally be provided by registered psychologists with a preference for doctoral-level psychologists. Students have the opportunity to evaluate the quality of their practicum experience and the adequacy of supervision.

The practicum setting must demonstrate an understanding of and respect for human diversity which includes but is not limited to variability in culture, religion, race, nationality, sexual orientation, physical ability, lifestyle, and gender.

A considerable portion of the student's time should be spent in direct contact with clients, so that the student receives maximum exposure to practicum cases and skill development. Approximately half of the hours of any practicum should therefore involve direct contact with clients.

6.5 Practicum Evaluation

Performance evaluations from practicum supervisors comprise an essential part of the ongoing assessment of students in counselling practica. All students receive written feedback regarding their performance in their practica and will be given sufficient opportunity to discuss their performance with their supervisors. The criteria for satisfactory performance in practicum courses include both evaluation of course assignments and supervisor evaluations. Students are expected to familiarize themselves with practicum requirements and evaluation criteria for each of their practicum courses. In the event of unsatisfactory performance, the course instructor may initiate a remedial action plan to provide additional support to the student and to help the student address concerns related to the student's performance (see Appendix E - Remedial Action Plan). Unsatisfactory practicum performance that persists until the end of a practicum course and is reflected in the supervisor(s) and instructor(s) final evaluations will result in a failing grade in the course.

6.6 Keeping a Practicum Log

Students must keep an up-to-date log of their practicum hours throughout the training program, indicating the number of hours spent in various types of activities. This Practicum Log will be useful when applying for internships and should be fairly detailed (e.g. number of various test administrations). It is available for downloading from the [APPIC](#) website and from the Internship Coordinator. Many students have also found [Time2Track](#) useful for tracking practicum hours, particularly as it is easily integrated into APPIC's application infrastructure.

6.7 Documenting Practicum Experience

A Practicum Hour is a clock hour. This may actually be a 50-minute client/patient hour, but is calculated by actual hours, not quarter hours nor semester hours nor number of hours/week multiplied by number of weeks in the term.

Direct Services are actual clock hours in direct service to clients/patients. This section is subdivided by: (a) direct intervention, classified by treatment, by format (i.e., individuals, couples, families, groups); (b) assessment activity, classified as formal psychometric, interview/observation/diagnostic techniques, and test administration and feedback; and (c) formal consultation and primary prevention services rendered, including outreach and psycho-educational activities. These divisions are meant to be mutually exclusive, and hours should not be double-counted across sections. The sum of all the subdivisions should equal the Subtotal of Direct Service Hours. Time spent in activities related to the client/patient but not in the actual presence of the client/patient is recorded as Support Activities/Indirect Services.

Support Activities/Indirect Services are time spent outside direct client contact focused on the client is vital learning time. Whether the activity is report writing, preparing process notes, or video/audio recording review, time spent contemplating the client and planning interventions is necessary for a rich learning process.

The CPA defines Support Activities as as writing progress and process notes, report writing, case treatment planning, consultation, session review, case presentations, case-relevant literature reviews, rounds, case conferences, psychometric test scoring and interpretation, learning new psychological measures and/or interventions/treatments, and professional development/continuing education that supports specific client care.

Practicum Supervision

Supervision is split into one-to-one and group supervision. As per CPA Standards:

Individual Supervision:

- A minimum of one hour of supervision for every four hours of direct service-related activity.
- Individual supervision occurs in face-to-face meetings between the supervisor and the student. Some supervision can occur virtually.

- Individual supervision of a student's work can occur in group meetings.
- Up to twenty-five percent (25%) of individual supervision can be asynchronous.
- Supervision of supervision is performed by doctoral psychologists only.

Group Supervision:

- Any additional supervision beyond that noted above can be group supervision, although there is no minimum amount required and all of a student's supervision could be individual.
- As outlined above, group supervision is defined as the time a student observes or participates in the supervision of another student's work with clients.

Many excellent practicum courses incorporate both didactic and experiential components in the course activity. While the didactic portion is excellent training, it should not be recorded as supervision activity. This distinction may necessitate breaking the hours spent in a practicum course into intervention, supervision and didactic activities by actual clock hours. For example, a presentation on the "Psychosocial issues of HIV infection" using examples of cases is didactic activity and is not recorded as supervision. However, a presentation of a specific case involving HIV infection that generates a case conference group supervision response would be recorded in 3(b). Likewise, Grand Rounds that consist of in-service education on specific topics would not be considered supervision for the purposes of documenting practicum hours. These are highly valued activities, but do not count as supervision.

7. INTERNSHIP

- 7.1** Students in the doctoral Counselling Psychology program are required in most instances to successfully complete an internship accredited by the Canadian or American Psychological Association.
- 7.2** Students will normally participate in the Association of Psychology Postdoctoral and Internship Centers (APPIC) matching process (Phases I and II). The rare exceptions to this rule must be for very compelling reasons thoroughly discussed with the internship coordinator and with their express permission.
- 7.3** Students must complete their Doctoral Candidacy Exam prior to applying for internship.
- 7.4** Students must complete all required program coursework prior to commencing internship.
- 7.5** Normally, the APPIC application is completed and submitted to potential internship sites in the fall of the third year of the program because the internship must happen in the fourth year of your program.
- 7.6** Admission to internships is by competition through the APPIC application and matching process. Students who anticipate going on internship should consult the APPIC website to learn about the various steps in this process. It may also be very helpful to consult with the Internship Coordinator about potential settings.
- 7.7** Students should also consult with the internship settings to which they are considering applying, to ensure that the experiences they obtain fit their interests and training needs. Because internships are typically viewed as the finishing experience of graduate training in psychology, and often lead to paying positions, students are urged to

- 7.8 consider the selection of an internship with a view towards their long-term career goals, rather than short-term considerations such as convenience or stipend.
- 7.9 Students are strongly encouraged to collect their dissertation data prior to commencing internship.
- 7.10 Students who apply for, but do not obtain, an accredited internship through the APPIC match, or who do not successfully complete their internship, must contact the Internship Coordinator in order to make arrangements for meeting this requirement.

8. **REGISTRATION AS A PROFESSIONAL PSYCHOLOGIST**

The Counselling Psychology programs at the University of Alberta are approved by the College of Alberta Psychologists as meeting their requirements for training professional psychologists in the Province of Alberta.

The MEd in counselling psychology at the University of Alberta has also been designated by the College of Alberta Psychologists as a “CAP Approved Program.” What this means in practice is that the program ensures that the academic training provided meets the requirements of CAP for their approval of the academic credentials component of the registration process. This greatly facilitates the first part of registration for the graduates of our MEd streams.

In addition to a graduate degree and specified psychological coursework, registering in Alberta also requires successful completion of 1600 hours of supervised professional practice, the Examination for Professional Practice in Psychology (EPPP), and the jurisprudence and ethics examination (Law and Ethics for Alberta Psychologists; LEAP). Students interested in becoming registered as a psychologist in Alberta should contact the [College of Alberta Psychologists](#) for further details and for information on additional requirements.

Students are responsible for ensuring that they meet the requirements of the College of Alberta Psychologists or any other jurisdiction in which they intend to work after graduation.

9. **DISCIPLINE AND PROFESSIONAL CONDUCT**

- 9.1 The Program in Counselling Psychology endorses the Code of Ethics, Code of Conduct, and guidelines of the College of Alberta Psychologists (CAP) and the Canadian Psychological Association (CPA). Students in the Program are expected to be familiar with these codes and guidelines and to behave at all times in accordance with accepted ethical and professional standards as specified in these documents (see <http://www.cpa.ca> and <http://www.cap.ab.ca>). The Program encourages students to become student members of the CPA and other organizations as a way to learn more about current issues in professional psychology. In addition, students are expected to behave in accordance with the [Code of Student Behaviour](#) at the University of Alberta and to familiarize themselves with this code.

- 9.2** Because of its support for the Codes and guidelines documents of the professional associations, the Program takes very seriously any allegations of unprofessional or unethical student conduct. Allegations will be investigated by the Graduate Coordinator and will be taken into account in decisions concerning a student's continuance of the Program. In like manner, Program faculty are also expected to belong to professional organizations, and to behave in an ethical manner. Allegations of unprofessional faculty conduct will also be investigated by the Graduate Coordinator and may be referred to the appropriate University or professional conduct committee for action.
- 9.3** Because the Program would rather deal with an ethical dilemma or problem before it becomes a matter of complaint, students in the Program who find themselves in ethical dilemmas are encouraged to consult with Program faculty.
- 9.4** Counselling Psychology involves working with vulnerable populations, where there is a fundamental professional and ethical obligation to protect the public against unethical, incompetent, and unsafe practice. Where a student's limitations and problematic behaviours (e.g., substantial deficiencies in competence, skills, knowledge, ethical/professional conduct, judgment, or ability to respond effectively to supervision or remediation) are of such a nature or severity that the student is deemed unsuitable for working with clients/patients, the student may be asked to withdraw from the program. Students may wish to consult the University of Alberta GFC Policy Manual, Section 87, [Practicum Intervention Policy](#).
- 9.5** In addition to the CAP and the CPA, there are a large number of psychology-related organizations which students may want to join. Typically, students will find an interest area which is compatible with their research or professional interests through their Supervisor. Students in the Program are encouraged to attend professional association meetings, to develop networks of other psychologists and students with similar interests, and to present their own research at professional conferences. Often relationships develop at these conferences which become lifelong friendships. They may also provide information, including career information.

10. FACULTY OF EDUCATION CLINICAL SERVICES

The Faculty of Education Clinical Services (a.k.a. "the Clinic"), located on the ground floor of the Education Building, is a community clinic that provides counselling and assessment training. Many of the practicum courses are offered through the Clinic. The Clinic provides service to members of the public and is oriented toward psychological services with adults, adolescents, and children. It includes a receptionist's area; waiting area; 12 therapy rooms equipped with video recording systems; two of which are equipped with one-way windows; playroom; two classrooms; and a testing materials library.

Practicum students have a telephone at their disposal in Room 1-134 to schedule appointments with clients. There is also a lounge for student use, with mailboxes and lockers, a computer room with workstations for assessment scoring and online access, and a printer. Several tablet devices are available for students to sign out for conducting assessments on a virtual platform. In addition, students can access the Clinic's online client management software through internet-connected electronic devices.

11. STUDENT REPRESENTATION IN PROGRAM DECISION MAKING

Counselling area meetings are held throughout the year to discuss and make decisions regarding various issues associated with the program. Two counselling psychology student representatives (one doctoral student and one Master's student) from the Professional Psychology Graduate Students' Association (PPGSA) attend most area meetings and help serve as liaisons between Counselling faculty and students. These students are elected as representatives by the PPGSA, and faculty are not involved in these elections.

Students may also provide Counselling faculty with feedback, suggestions, and questions about their program at any point during the year, through the following link: https://docs.google.com/forms/d/e/1FAIpQLSdAhj7MvSNu3Fm55ZyM8orxcRDKPZ6J9GKdz502lnuRbJNJkQ/viewform?usp=sf_link. Students' feedback is anonymous, and no identifying information is collected or stored. The Counselling Psychology Program Coordinator monitors this form regularly, and students' input is discussed regularly at area meetings. Faculty members respond to students' feedback in as timely a manner as possible, through such means as email (e.g., information sent through the student listserv) or via student area representatives

12. FACULTY MEMBERS IN THE COUNSELLING PSYCHOLOGY PROGRAM

Caso, Taymy, Associate Professor, BA (Hons; Florida), MA (New York), MPhil, PhD (New York). Main interests: mixed methods research, decolonizing pedagogy, intersectionality and intersectional feminism, racialized LGBTQ+ mental and physical health disparities, sexual health and comprehensive gender care, technological interventions, public policy advocacy and human rights, colonial racial capitalism and race-based traumatic stress, clinical service provision in forensic settings (criminal procedure law patients and sex offender treatment). Theoretical orientation: *Integrative - Emotion-Focused, CBT, Gestalt, Liberation Psychology, Multiculturalism and Culturally Responsive Approaches*.

Hogan, Neil R., Assistant Professor, BSc (Alberta), PhD (Saskatchewan). Main interests: psychological services for justice-involved persons; violence risk assessment and management; treatment and prevention of domestic and sexual abuse; ethnocultural disparities in forensic assessment; ethics and artificial intelligence in forensic mental health practice. Theoretical orientation: *Cognitive-Behavioural, General Personality and Cognitive Social Learning (GPCSL) theory*.

Hudson Breen, Rebecca, Associate Professor, BA, BEd (York), MA, PhD (Victoria). Main interests: Career (constructivist, relational), interpersonal process, addictions treatment, clinical supervision. Theoretical orientation: *Integrative and Constructivist, including Mindfulness-based, Emotion-Focused, Cognitive-Behavioural*.

Larsen, Denise J.*, Professor, Associate Dean (Research/Graduate Studies), and Director of Research (Hope Studies Central), BA, BEd, MEd, and PhD (Alberta). Main Interests: counselling psychology, health psychology, education, hope, counselling faculty and student development. Theoretical orientation: *Informed Integrative, including Cognitive-Behavioural, Narrative, Solution-Focused, and Positive Psychology*.

Merali, Noorfarah, Associate Professor, BA, MSc (Calgary), PhD (Alberta). Main interests: immigration, cross-cultural adaptation, immigrant and refugee mental health, and cross-cultural counselling. Theoretical orientation: *Integrative, including Cognitive-Behavioural, Acceptance and Commitment Therapy (ACT), Theory of Multicultural Counselling and Therapy (MCT), and Liberation Psychology*.

Sevigny, Phillip, Associate Professor; BSc (Alberta), MA, PhD, (Regina). Main Interests: Parenting and parent-child relations with a focus on the changing roles of fathers, applications of positive psychology, Neurodevelopmental Disorders. Theoretical orientation: *Developmental, Family Systems, Humanistic*

Van Vliet, Jessica K., Professor, Graduate Program Coordinator, BA (British Columbia), MA (Victoria), PhD (Alberta), Main interests: emotion regulation, compassion, self-compassion, mindfulness, and trauma. Theoretical orientation: *Mindfulness-Based Therapies, Compassion-Focused Therapy (CFT), Acceptance and Commitment Therapy (ACT), Experiential Therapies.*

Villebrun, Gwendolyn, Assistant Professor, BA (Alberta), MSc (Calgary), PhD (Alberta). Main interests: the mental health and wellbeing of Indigenous women, historical/intergenerational trauma, multicultural counselling, Indigenous psychology, traditional approaches to wellness, and Indigenous research methodologies. Theoretical orientation: *Indigenous Feminism, Person-centred, Attachment Theory, Holistic/Somatic Approaches, Intersectionality, Liberation Psychology.*

Whelton, William J., Professor, Director of Counselling (Education Clinic), BA (Ottawa), BA, MA, PhD (York). Main interests: relationship of psychotherapy process to outcome, self-criticism, depression, emotionally-focused psychotherapy. Theoretical orientation: *Experiential/Emotion-Focused Therapy.*

Yohani, Sophie, Professor, BA (Hons; Massachusetts), MEd, PhD (Alberta). Main interests: refugee and immigrant mental health, mental health/wellbeing of Black/African Canadians, hope, trauma, community and participatory research and practices. Theoretical orientation: *Integrative including, Ecological Systems Theory, Critical Multicultural Counselling & Therapy, Feminist Theory, Liberation Psychology.*

*seconded to Dean's Office

APPENDIX A

STUDENT'S CHECKLIST OF MEd THESIS REQUIREMENTS

Year 1

-  Before the end of August, consult with your thesis supervisor to help plan your program of study. Submit a Graduate Student Plan of Study to the Graduate Records Administrator and register for your classes on BearTracks. Information on how to register (and forms) can be found on our faculty website under Courses and Course Registration. To register for classes that require Consent of the program or are closed to web registration, a completed Request for Manual Course Registration Form must be submitted to the Graduate Records Office or by email to the Graduate Registration Assistant edreggrd@ualberta.ca
-  In August or beginning of September, attend student orientation and meet with your thesis supervisor to discuss your degree program requirements, expectations, and other aspects of your program.
-  Submit applications for funding (SSHRC in early December). For University of Alberta general award and scholarship deadlines, check the [FGPS website](#) and request reference letters well in advance of deadlines.
-  At the end of year 1, meet with your supervisor to discuss course registration for your second year in order to complete program requirements, and register accordingly.

Year 2 and subsequent years:

-  Before end of August, update your Graduate Student Plan of Study form at the Graduate Records Office with your thesis supervisor, and register for your classes on BearTracks, or by submitting a completed Request for Manual Course Registration Form to the Graduate Records Office or by email to edreggrd@ualberta.ca
-  Meet regularly with your MEd supervisor to discuss your thesis progress.
-  Complete the Faculty of Graduate and Postdoctoral Studies Ethics and Citizenship On- Line Training Module and submit the completion form to the Graduate Records Administrator in the Faculty of Education for your student file.
-  Submit your MEd thesis to all committee members. Faculty of Graduate and Postdoctoral Studies requires three weeks to scheduled defense.
-  Complete the MEd thesis defense.
-  Submit copies of your thesis in the appropriate format to the Faculty of Graduate and Postdoctoral Studies by convocation deadline.
-  Check regulations and requirements for convocation and complete forms.

APPENDIX B

STUDENT'S CHECKLIST OF MEd COURSE-BASED REQUIREMENTS

Year 1

-  Attend the Counselling Student Orientation Meeting that occurs in August or early September.
-  Submit a Graduate Student Plan of Study to the Graduate Records Administrator. The Plan of Study details the courses required for completion of your M.Ed. degree, and the courses you are registering in for your first year of the program.
-  Register for your classes on BearTracks, or by submitting a completed Request For Manual Course Registration Form to the Graduate Records Office or by email to the Graduate Registration Assistant edreggrd@ualberta.ca. Information on how to register (and forms) can be found on our faculty's website under Courses and Course Registration.
-  Prepare and submit scholarship and award applications available to course-based students. For University of Alberta general award and scholarship deadlines, check the [FGPS website](#) and request reference letters well in advance of deadlines.
-  At the end of Year 1, register in courses for year 2 of your program in the same way described above.

Year 2

-  Complete your remaining courses for your degree.
-  Complete your capping project and ensure that a hard copy of the project and the signature page for the approval of the final project with both readers' signatures is submitted to the Graduate Records Administrator.
-  Complete the Faculty of Graduate and Postdoctoral Studies Ethics On-line Training Module and submit the completion form to the Graduate Records Administrator for your student file.
-  Ensure that you check with University regulations regarding convocation procedures, and complete relevant application for convocation forms in order to graduate.

APPENDIX C

STUDENT'S CHECKLIST OF PHD REQUIREMENTS

First Year

-  Before the end of August, consult with your dissertation supervisor to help plan your program of study. Submit a Graduate Student Plan of Study to the Graduate Records Administrator and register for your classes on BearTracks. Information on how to register (and forms) can be found on our faculty's website under Courses and Course Registration. To register for classes that require Consent of the Faculty or are closed to web registration, a completed Request for Manual Course Registration Form must be submitted to the Graduate Records Office or by email to the Graduate Registration Assistant edreggrd@ualberta.ca
-  In August or beginning of September, attend student orientation and meet with your dissertation supervisor to discuss your degree program requirements, expectations, and other aspects of your program.
-  Submit applications for funding (SSHRC in early fall). For University of Alberta general award and scholarship deadlines, check the [FGPS website](#) and request reference letters well in advance of deadlines.
-  In consultation with your dissertation supervisor, complete an Individual Development Plan, in accordance with FGPS' Professional Development Requirement for doctoral students. The plan must be submitted to FGPS within the first 18 months of commencing your program. For more information on this requirement, please see the [FGPS website](#).
-  Form a PhD Supervisory Committee in consultation with your supervisor during the first year of the program.
-  By the end of April (every year while enrolled) complete and submit your annual *Student Self-Evaluation* form to your supervisor documenting perceived progress in the program. This form will be emailed to you in late March for program and supervisor tracking purposes, personal/professional development, and on-going program improvement.

Second Year and subsequent years

-  Select courses in consultation with your supervisor.
-  Before the end of August, update the Graduate Student Information Form with the Graduate Records Administrator, and register for your classes on BearTracks, or by submitting a completed Request for Manual Course Registration Form to the Graduate Records Office or by email to edreggrd@ualberta.ca
-  Complete your Individual Development Plan. As required by FGPS, the plan must be completed by the end of the third year of your program.
-  Meet with the Internship coordinator to discuss internship application.
-  Complete the candidacy examination *prior to applying* for internship
-  Arrange for letters of reference from program coordinator to be sent to internship sites.

-  Complete the Faculty of Graduate and Postdoctoral Studies [Ethics and Citizenship On-line Training Modules](#) and submit the completion form to the Graduate Records Administrator.
-  Complete data collection, analysis and dissertation writing for submission to your supervisory committee.
-  Arrange a defense date in consultation with your supervisory committee.
-  Submit the required dissertation copies to the Faculty of Graduate and Postdoctoral Studies and complete required convocation forms in order to graduate.

APPENDIX D

COUNSELLING PRACTICUM REMEDIAL ACTION PLAN

A remedial action procedure may be initiated by a practicum course instructor in the event that a student is having difficulty with a counselling practicum or where concerns regarding the student's performance in the practicum have been expressed by the course instructor(s), supervisor(s), teaching assistant(s), client(s), or other sources. Examples of concerns that might result in remedial action include substantial deficiencies in competence, skills, knowledge, ethical/professional conduct, judgment, or ability to respond effectively to supervision or instruction. One of the main aims of remedial action plans is to provide students with additional support and feedback to help promote student success. The remedial action process is as follows:

- The instructor contacts the supervisor(s), teaching assistant(s), or other source of the concern to determine the specific nature and issues of concern, the seriousness and extent of the concern, and whether the concern is being expressed in more than one venue.
- The student is informed of the concern in a face-to-face meeting with the instructor(s) and supervisor(s), and an informal remedial action plan is discussed.
- A remedial action plan through an informal arrangement between the student and course instructor(s) is generated, and a time-frame is determined to observe student progress.
- Regularly scheduled meetings (such as weekly meetings) occur with the student and instructor(s) and with the student and teaching assistant(s) to provide feedback, monitor progress, and address issues as they arise. These meetings are over and above the regular meetings between the student and supervisor.
- Regular case consultations are encouraged with the student and course instructor(s).
- All meetings are documented by the instructor(s), teaching assistant, and student.
- Direct face to face supervision with the supervisor is increased.
- For practicum sites where video/audio recording of student counselling sessions occurs, regular review of video/audio recordings occurs with the instructor(s) in addition to the supervisor, if permitted by the practicum site. Where permitted by the site, the audio/video recordings will be retained by the course instructor(s)/supervisor for a period of one year for tracking of student progress.
- Feedback on the student's performance is provided to the student on a regular basis from the supervisor, instructor(s), and teaching assistant.
- The student is informed of ongoing progress toward remediating the issues of concern.
- If the student appears to continue to experience difficulty in the practicum, the instructor consults with faculty administrators.
- If the student's performance does not demonstrate adequate improvement over the specified time period, a formal contract is designed by the instructor(s) and the student that specifies expectations of successful completion, remedial action and outcomes.

- The student's failure to meet the expectations, actions, and outcomes of the remedial action plan will result in a failing grade and may also result in the student being asked to withdraw from the program. Please also see section 9.4 of this Handbook.
- The contract is designed in consultation with other faculty including the program co-coordinator, chair of the department, and graduate student co-coordinator.
- The contract is signed and a copy is provided to both student and instructor for record keeping purposes.
- In cases involving serious concerns about the student's performance—those which pose a risk of harm to clients—a formal remedial action plan may be initiated without a prior informal arrangement between the student and instructor.

APPENDIX E

EVALUATION AND REMEDIATION POLICIES

General

The policies and procedures used to evaluate students follow guidelines established by the Faculty of Graduate and Postdoctoral Studies at the University of Alberta. Formal evaluation involves awarding grades, although this is often amplified and elaborated by suggestions, comments and other verbal feedback. Students are graded from A+ through F in most courses. A C+ is the minimum passing grade for all graduate students at the master's and doctoral level.

Most evaluations are given within courses. Course requirements and their weighted contribution to the final grade are stipulated in a written syllabus at the beginning of term. Evaluations of course work are done promptly and given to students in class. Students are invited to consult privately with the course instructor for more detailed feedback.

Some evaluations are not letter graded. Two prominent examples in the counselling programme are the candidacy examination and the oral examination of the dissertation. Both of these exams use a “pass/ pass with stipulated revisions/ fail” system that is standard policy in Canadian universities. The evaluating committee informs the student of its decision immediately after the exam.

In practicum courses, counselling supervisors provide a written evaluation of the student's performance in therapy. These form one aspect of the overall evaluation. Supervisors discuss these directly with students before submitting them to the course instructor.

Remediation Procedures

In cases where a student encounters difficulties with course or program demands, the student will first meet with the course instructor or program advisor/supervisor, who will work together with the student to develop a plan for resolving the difficulties (e.g., through providing the student with additional time, support, and resources) and monitoring the student's progress. In most cases, difficulties are resolved informally through the collaboration of the student and instructor. For difficulties that persist, the student, course instructor, and/or program advisor/supervisor may approach the Graduate Coordinator of the Faculty of Education for further assistance. The Graduate Coordinator may request a joint meeting with the student and instructor/program advisor/supervisor to develop a plan for resolving the difficulties and monitoring the student's progress. Furthermore, doctoral students in the counselling program complete an annual *Student Self-Evaluation* form detailing their progress in meeting academic and professional goals. The monitoring of these reports by the counselling area faculty members can sometimes help forestall difficulties before they arise. Faculty-based feedback will be provided each year.

For difficulties related specifically to a student's performance in a practicum course, a remedial action plan may be developed, implemented, and monitored, as described in this Handbook under Sections 5.0 and 5.1 and Appendix E- Counselling Practicum Remedial Action Plan.

Appeal Policies

There are separate appeal procedures for course marks/final grades and for appeals of program dismissal decisions.

For appeals related to a mark on a specific course assignment or a course final grade, the first step is for the student to discuss the mark/grade directly with the faculty member involved in order, if possible, to resolve the issue as simply and directly as possible.

The student may then approach the Faculty Graduate Coordinator if the concern about the mark/grade remains unresolved and the Graduate Coordinator will intervene to assist in resolving the complaint, possibly drawing on another faculty member to independently evaluate/consider the student's work, before reaching a final decision about the mark/grade.

If the mark or grievance still remains unresolved, the student may then consult the Associate Dean, Research and Graduate Studies in the Faculty of Education, regarding the student's mark/grade complaint.

Termination of a student's program is the decision of the Faculty of Graduate and Postdoctoral Studies, normally upon recommendation of the Faculty of Education. Before such a recommendation is made, the Faculty's Graduate Coordinator or designate and the student's Program Advisor shall meet with the student.

If satisfactory progress is not being made in addressing concerns related to the students' performance in the program or personal or professional suitability for counselling practice, a recommendation may be made to the Faculty of Graduate and Postdoctoral Studies that the student should be required to withdraw.

The student can file a formal complaint or appeal to the Faculty of Graduate and Postdoctoral Studies. An Associate Dean will coordinate the appeal and, depending on the nature of the complaint, will ensure that it is submitted to the appropriate committee of FGPS for a full investigation and decision. In appealing such decisions, the student may seek information and advice from the Associate Dean of the Faculty of Graduate and Postdoctoral Studies, or the Graduate Students' Association.

Additional information about the processes for appealing marks/grades and program decisions can be found in the following documents:

- Procedure for Grievances and Appeals, Faculty of Education: [Academic Guidelines](#).
- Graduate Program Manual of the Faculty of Graduate and Postdoctoral Studies: [Academic Grievances and Appeals](#).

