



UNIVERSITY OF  
**ALBERTA**

---

**Department of Educational Psychology**  
**Faculty of Education**

**Counselling Psychology**  
**Student Handbook**

**2017-2018**

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 goes until the 2018-2019 academic year.

It is expected that all students and faculty in the program will keep this Handbook as their major source of reference for our graduate programs. It is your responsibility to ensure that you have 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.

This Handbook attempts to alert graduate students to the requirements for successful completion of their studies. Nevertheless, regulations of the Faculty of Graduate Studies and Research (FGSR) are imposed by, interpreted by, and enforced by that Faculty, and our Handbook is only a supplementary guide.

This Handbook is only one of a number of documents with which students and faculty should be familiar. The contents of the following websites and documents should be reviewed as well:

From the Department of Educational Psychology:

<http://www.edpsychology.ualberta.ca/>

Department of Educational Psychology Graduate Student Handbook

[http://www.edpsychology.ualberta.ca/CurrentStudents/CurrentStudentResources/~media/edpsyc h/Documents/CurrentStudentResources/2015201611.pdf](http://www.edpsychology.ualberta.ca/CurrentStudents/CurrentStudentResources/~/media/edpsyc h/Documents/CurrentStudentResources/2015201611.pdf)

From the Faculty of Graduate Studies and Research:

Faculty of Graduate Studies and Research Graduate Program Manual

<http://www.ualberta.ca/graduate-studies/current-students/academic-requirements/thesis-requirement-and-preparation#Step 1: Format Thesis>

Graduate Student Assistantships and Financial Awards

<http://www.ualberta.ca/graduate-studies/awards-and-funding>

From the Graduate Students' Association:

<http://www.gsa.ualberta.ca/>

From the Registrar's Office:

University of Alberta Calendar

<http://calendar.ualberta.ca/>

University of Alberta Registration Guide

<http://www.registrarsoffice.ualberta.ca/Registration-and-Courses.aspx>

## TABLE OF CONTENTS

|  |    |
|--|----|
| 1. COUNSELLING PSYCHOLOGY PROGRAM MANDATE.....                           | 4  |
| 2. PROGRAM DESCRIPTION.....  | 4  |
| 3. REQUIRED COURSES AND PRACTICA LISTED BY YEAR.....                     | 4  |
| 4. THESIS SUPERVISION.....   | 9  |
| 5. CANDIDACY EXAMINATION.....  | 9  |
| 6. PRACTICUM GUIDELINES .....  | 10 |
| 7. INTERNSHIP .....  | 13 |
| 8. REGISTRATION AS A PROFESSIONAL PSYCHOLOGIST .....                     | 14 |
| 9. DISCIPLINE AND PROFESSIONAL CONDUCT .....                             | 14 |
| 10. DEPARTMENT OF EDUCATIONAL PSYCHOLOGY CLINICAL SERVICES .....         | 15 |
| 11. STUDENT REPRESENTATION IN PROGRAM DECISION MAKING .....              | 16 |
| 12. FACULTY MEMBERS IN THE COUNSELLING PSYCHOLOGY PROGRAM.....           | 16 |
| APPENDIX A - STUDENT’S CHECKLIST OF M.ED.THESIS REQUIREMENTS .....       | 18 |
| APPENDIX B - STUDENT’S CHECKLIST OF M.ED.COURSE BASED REQUIREMENTS ..... | 19 |
| APPENDIX C - STUDENT’S CHECKLIST OF PH.D. REQUIREMENTS .....             | 20 |
| APPENDIX D - COUNSELLING PRACTICUM REMEDIAL ACTION PLAN.....             | 21 |
| APPENDIX E – INTERNSHIP STANDARDS .....                                  | 22 |
| APPENDIX F – SAMPLE INTERNSHIP TRAINING PLAN.....                        | 24 |
| APPENDIX G – EVALUATION AND REMEDIATION POLICIES.....                    | 28 |

## 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, 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 practitioners 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 general objectives of the program are: (1) the development, application and evaluation of counselling practices; (2) promotion of ethical behavior; (3) understanding of and respect for human diversity; and (4) coverage of the broad field of psychology. 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 Basic Skills, Issues, and Attitudes in Counselling I \*3 (P)  
 EDPY 536 Ethical and Professional Issues in Psychological Practice \*3

Winter

- EDPY 532 Systems of Counselling \*3  
 EDPY 534 Basic Skills, Issues, and Attitudes in Counselling II \*3 (P)  
*Required* \*3 (e.g., EDPY 503, Qualitative Methods of Education Research  
*Research* or EDPY 505, Quantitative Methods \*3) – *please consult with Supervisor*  
*Option*

**Year 2**Fall

- EDPY 507 Measurement Theory I \*3  
 EDPY 538 Theory and Practice in Group Counselling \*3  
 THES 903 Thesis \*3

Winter

- EDPY 597 Intelligence and Ability Testing \*3 (P)  
*Required* \* 3 (e.g., EDPY 542, Cross-Cultural Counselling, EDPY 546, Hope and  
*Option* the Helping Relationship; EDPY 635, Advanced Multicultural  
 Counselling (P)  
 THES 903 Thesis \*3

By the end of their program, students must complete the Faculty of Graduate Studies and Research (FGSR) Ethics Training Requirement, which is an on-line learning module available on the FGSR website at the University of Alberta. Students must submit the printout of successful completion of this requirement that is provided upon reaching the end of the online module and test to the department 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 Basic Skills, Issues, and Attitudes in Counselling I \*3 (P)  
 EDPY 536 Ethical and Professional Issues in Psychological Practice \*3

Winter

- EDPY 532 Systems of Counselling \*3  
 EDPY 534 Basic Skills, Issues, and Attitudes in Counselling II \*3 (P)  
 EDPY 542 Cross-Cultural Counselling \*3

**Year 2**Fall

- EDPY 507 Measurement Theory I \*3  
 EDPY 538 Theory and Practice in Group Counselling \*3  
*Required* (e.g., EDPY 597 Career Counselling; EDPY 510, Learning, Cognition and  
*Option* Education; EDPY 517 Child/Adolescent Development; EDPY 640,  
 Developmental Psychopathology \*3)

Winter

- EDPY 597 Intelligence & Ability Testing \*3 (P)  
 EDPY 903 Project and Capping Exercise \*3  
*Required* (e.g., EDPY 546, Hope and the Helping Relationship \*3;  
*Option* EDPY 635, Advanced Multicultural Counselling [P] \*3)

By the end of their program, students must complete the Faculty of Graduate Studies and Research (FGSR) Ethics Training Requirement, which is an on-line learning module available on the FGSR website at the University of Alberta. Students must submit the printout of successful completion of this requirement that is provided upon reaching the end of the online module and test to the department 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)
  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 554: Behaviour Management for Exceptional Individuals, EDPY 597: Academic Motivation, EDPY 610: Selected Topics in Learning, Cognition, and Instruction, or EDPY 697: Cognitive Analysis and Construction of Achievement Tests.

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: Adolescent Development, EDPY 597: Seminar in Autism, EDPY 597 Learning and Development, EDPY 609 Selected Topics in Human Development, or EDPY 640: Theories and Models of Diagnostic Assessment. Note: EDPY 640 is offered every alternate year.

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 (minimum 16 direct client contact hours)
3. individual counselling (minimum 100 direct client contact hours)
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.

### **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)

### **3.6 Year 2 (Ph.D.)**

One Doctoral-level Elective Course \*3 (e.g., EDPY 635 Advanced Multicultural Counselling, 640, Advanced Personality Assessment)  
 Candidacy Examination  
 THE 90x Thesis 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 (year 3) are typically due November or December of the Fall term.

### **3.7 Year 3 (Ph.D.)**

EDPY 630 Counselling Psychology Internship  
THE 919 Thesis Research \*9

### **3.8 Year 4 (Ph.D.)**

THE 919 Completion of Thesis Research \*9

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

### **3.9 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 acts as the program advisor. Course-based Master's students are assigned to a faculty member who serves as their program advisor.

### **4.0 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 3 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 his/her 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 consists of a series of seminal readings covering three content domains in counselling psychology: (a) research ethics, (b) quantitative and qualitative research

methods, and (c) theory and practice, addressing systems of counselling, key findings in psychotherapy research, and approaches for counselling special populations.

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.

### **Evaluation of Oral Exam**

The oral examination will be evaluated by blind ballot by all examining committee members, including the student's Doctoral Supervisory Committee, a member external to this committee who may be internal to the Department of Educational Psychology, and one member outside of the Department of Educational Psychology.

There are 3 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.

## **5 PRACTICUM GUIDELINES**

### **5.0 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 Education 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.

#### **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 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.

## **5.1 Doctoral Practicum Requirements**

In accordance with the Counselling Psychology program requirements, all students will complete approximately 1,400 hours of supervised practicum experience (Includes all Masters and Doctoral practica). This requirement exceeds the 600 hours required by the Canadian Psychological Association for doctoral level training but is intended to ensure that students' applications for internships will be competitive.

### **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 counselling experiences, including exposure to diverse theoretical approaches and populations.

Supervision will normally be provided by doctoral level counselling 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 counselling skill development. At least half of the hours of any practicum should therefore involve direct contact with clients through interviewing or intervention processes.

### **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.

### **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 ([www.appic.org](http://www.appic.org)) and from the Internship Coordinator. Many students have also found Time2Track ([www.time2track.com](http://www.time2track.com)) useful for tracking practicum hours.

### **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 Indirect Services.

#### *Indirect Services*

For students in training, time spent outside the counselling/therapy hour focused on the client/patient is vital learning time. Whether the activity is report writing, preparing process notes, or video/audio tape review, time spent contemplating the client and planning interventions is necessary for a rich learning process.

Document the more quantifiable activities of report-writing, information consultation with other professionals on specific cases, video/audio tape review, and assessment scoring and write-ups.

### *Practicum Supervision*

Supervision is broken into one-to-one and group supervision.

Hours are defined as regularly scheduled, face-to-face individual supervision with the specific intent of dealing with psychological services rendered by the student.

The hours recorded in the group supervision category should be actual hours of group focus on specific cases. 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.

## **6. INTERNSHIP**

- 6.1 Students in the doctoral Counselling Psychology program *must* successfully complete a 1,600 hour internship accredited by the Canadian Psychological Association, or equivalent (see Appendix E for equivalency criteria).
- 6.2 Students are strongly encouraged to participate in the Association of Psychology Postdoctoral and Internship Centers (APPIC) matching process.
- 6.3 Any consideration of acceptance of an internship placement outside of the APPIC match should be done so only *after* APPIC Match Day. Students who wish to apply to a non-accredited internship *must* submit an acceptable training plan to the Internship Training Committee that details how the proposed placement is equivalent to an accredited program. Standards for CPA equivalency are outlined in Appendix E.
- 6.4 Students *must* complete their Doctoral Candidacy Exam *prior to applying* for internship.
- 6.5 Students *must* complete all required coursework *prior to commencing* internship.
- 6.6 Students are strongly encouraged to collect their dissertation data *prior to commencing* internship.

- 6.7 Admission to internships is by competition. Students who anticipate going on internship should consult with the Internship Coordinator about potential settings. 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 requirements. Because internships are typically viewed as the finishing experience of graduate programs in psychology, and often lead to paying positions, students are urged to consider the selection of an internship with a view towards their long-term career interests, rather than short-term considerations, such as convenience or stipend.
- 6.8 Although the Program encourages students to apply for and obtain accredited internships, other non-accredited or innovative internship experiences may be accepted. Refer to the Internship Standards in Appendix F.
- 6.9 The Program is committed to Association of Psychology Postdoctoral and Internship Centers' (APPIC) policies regarding the offering and awarding of internships. These policies are found in the directory of internships provided by the Canadian Council of Professional Psychology Programs (CCPPP), and students who intend to go on internship should read and know these procedures. (Please also see the APPIC website at [www.appic.org](http://www.appic.org)) Students must immediately report violations of these procedures to the Internship Coordinator.
- 6.10 Students who apply for, but do not obtain, an internship should contact the Internship Coordinator.

## 7. REGISTRATION AS A PROFESSIONAL PSYCHOLOGIST

With appropriate planning and course selection, graduates of the Masters and Doctoral Counselling program are eligible to seek certification as Registered Psychologists in the Province of Alberta. 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 an oral examination. Students interested in becoming registered as a psychologist in Alberta should contact the College of Alberta Psychologists ([www.cap.ab.ca](http://www.cap.ab.ca)) for further information. 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.

## 8 DISCIPLINE AND PROFESSIONAL CONDUCT

- 8.1 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 (see the GFC Policy Manual, <http://www.governance.ualberta.ca/en/CodesofConductandResidenceCommunityStandards/CodeofStudentBehaviour.aspx>).

- 8.2 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.
- 8.3 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.
- 8.4 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 (<http://www.governance.ualberta.ca/StudentAppeals/PracticumInterventionPolicy.aspx>)
- 8.5 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.

## **9. DEPARTMENT OF EDUCATIONAL PSYCHOLOGY CLINICAL SERVICES**

- 9.1 The Department of Educational Psychology 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. The Clinic is oriented toward psychological services with adults, adolescents, and children. It includes a receptionist's area; waiting area; 12 therapy rooms equipped with video and DVD 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 1-134 to schedule appointments with clients. There is also a lounge for student use, with mailboxes, lockers and work stations for assessment scoring. Graduate students may use the telephone located in the Graduate Lounge (6-143) for personal telephone calls.

## 10. STUDENT REPRESENTATION IN PROGRAM DECISION MAKING

### 10.1 Area Meetings

Counselling area meetings are held throughout the year to discuss and make decisions regarding various issues associated with the program. One student is elected by the doctoral Counselling psychology students and 1 is elected by the master's students. Faculty are not involved in these elections; it is up to the students to choose their representatives. The 2 students attend area meetings and serve as liaisons between Counselling faculty and students.

## 11. FACULTY MEMBERS IN THE COUNSELLING PSYCHOLOGY PROGRAM

**Hanson, William E.**, Associate Professor, BS (Nebraska Wesleyan), MA (Minnesota), PhD (Arizona State). Main interests: psychological testing and therapeutic feedback; using process-outcome measures in training, treatment, and testing; and mixed methods research. Theoretical orientation: *Measurement-Based Care (MBC), which is relational in nature, assessment- and feedback-oriented, and largely integrative (e.g., Behavioural, Humanistic).*

**Hudson Breen, Rebecca**, Assistant 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: *Transtheoretical Model of Therapy & Theory of Multicultural Counselling and Therapy (MCT)*.

**Sevigny, Philip**, Assistant 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*

**Truscott, Derek**, Professor, Director of Training, BA (Alberta), MA, PhD (Windsor). Main interests: counselling processes and outcomes, ethics and standards of practice. Theoretical orientation: *Feedback-Informed Treatment (FIT)*.

**Van Vliet, Jessica K.**, Associate Professor, BA (British Columbia), MA (Victoria), PhD (Alberta), Main interests: emotional resilience, trauma, interface between social psychology and counselling psychology, identity development in adulthood. Theoretical orientation: *Mindfulness-based practice, Compassion-Focused Therapy (CFT) and Acceptance and Commitment Therapy (ACT)*.

**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**, Associate Professor, BA (Mount Holyoke College), MEd, PhD (Alberta). Main interests: cross-cultural counselling, hope in children, trauma in refugees and immigrants. Theoretical orientation: *Ecological Systems Theory, Theory of Multicultural Counselling & Therapy (MCT), Feminist Theory*.

\*seconded to Dean's Office

\*\*sabbatical 2017-2018

**APPENDIX A**  
**STUDENT'S CHECKLIST OF MEd THESIS REQUIREMENTS**

Year 1

- Before 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 department's website under Courses and Course Registration. To register for classes that require Consent of the Department 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 Department of Educational Psychology Graduate Registration Assistant [edpygrrg@ualberta.ca](mailto:edpygrrg@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 FGSR website at <http://www.ualberta.ca/graduate-studies/awards-and-funding/scholarships>) 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 [edpygrrg@ualberta.ca](mailto:edpygrrg@ualberta.ca)
- Meet regularly with your MEd supervisor to discuss your thesis progress.
- Complete the Faculty of Graduate Studies and Research On-Line Ethics Training Module and submit the completion form to the Graduate Records Administrator in the Department of Educational Psychology for your student file.
- Submit your MEd thesis to all committee members. Faculty of Graduate Studies requires three weeks to schedule defense.
- Complete the MEd thesis defense.
- Submit copies of your thesis in the appropriate format to the Faculty of Graduate Studies and Research by convocation deadline.
- Ensure that you check University regulations and requirements for convocation and complete convocation 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 Department of Educational Psychology Graduate Registration Assistant [edpygrrg@ualberta.ca](mailto:edpygrrg@ualberta.ca) Information on how to register (and forms) can be found on our department'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 FGSR website at website at <http://www.ualberta.ca/graduate-studies/awards-and-funding/scholarships>) 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 Studies and Research 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 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 department's website under Courses and Course Registration. To register for classes that require Consent of the Department 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 Department of Educational Psychology Graduate Registration Assistant [edpygrrg@ualberta.ca](mailto:edpygrrg@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 FGSR website at <http://www.ualberta.ca/graduate-studies/awards-and-funding/scholarships> and arrange for letters of references well in advance of deadlines.
- 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 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 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 [edpygrrg@ualberta.ca](mailto:edpygrrg@ualberta.ca)
- Meet with 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 Studies and Research Ethics On-line Training Module 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 Studies and Research and complete and look into any required convocation forms in order to graduate.

## **APPENDIX D**

### **COUNSELLING PRACTICUM REMEDIAL ACTION PLAN**

The following 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:

- 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 department 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.
- 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 INTERNSHIP STANDARDS**

### *I. Administrative Issues*

- A. Students must have written approval from the Counselling Psychology Program Coordinator to undertake an internship.
- B. Students must develop a training plan that details how the proposed placement fulfils the standards described herein.
- C. The internship site must adhere to the Association of Psychology Postdoctoral and Internship Centers' match policies.

### *II. Professional Psychology Staff*

- A. At least two (2) supervisors must be available to the intern for the duration of the internship. Supervisors must be registered in the province in which the internship is located, and must possess the doctoral degree including a 1600-hour internship.

### *III. Interns*

- A. The intern must have weekly contact with other interns at the same service setting or from other settings. It is preferable that at least two interns are in training at the same time at the same service setting during the internship.
- B. Interns should be actively involved in evaluating the quality of their training experience, including the quality of supervision, in a manner to be determined by the student and site personnel.
- C. Interns' primary role must be as trainees. Interns should be accorded the same dignity as that given to the internship site's regular professional staff. There must not be any business or employment relationships that would present a conflict of interest with respect to training and evaluation.
- D. An intern's direct service demands should not exceed two-thirds of his or her time commitment to the agency, nor less than one-quarter.

### *IV. Programme*

- A. Internship training should expose interns to a variety of problems and populations, and permit an integration and synthesis of these experiences.
- B. Students require formally scheduled supervision at the minimum rate of four hours of individual supervision per week.

- C. Interns should be kept informed of their progress in the internship on a continual basis. Formal evaluation of intern progress to facilitate change and growth should be offered at least twice per year; at mid-point and upon completion. The results of such formal evaluation should be presented to the intern in written form and a copy provided to the Internship Coordinator.
- D. Interns who, in the opinion of the internship supervisor, are functioning below expectations shall receive written specification of the discrepancy between their functioning and the supervisor's expectations. Interns shall receive a reasonable time period and reasonable professional support to remedy this discrepancy before they can be terminated from the internship.
- E. Facilities for internship training must be adequate to meet the needs of the intern, including work space that minimizes distractions, provision for the secure storage of their work, methods to ensure efficient communication with supervisors, colleagues and clients, access to secure and sound-dampened space, and audio-visual resources appropriate to the training methods of the internship.

## **FINAL REPORT**

The final report regarding an internship should be in the form of a letter from your internship director/supervisor to the Program Co-ordinator and contain at least the following information:

- An opening sentence indicating that you have successfully completed the internship (or not).
- General description of internship setting (mandate, clientele served).
- Identification and brief description of supervisor(s).
- Term of internship (start date, end date).
- Total number of internship hours, broken down into client contact hours, supervision hours, and hours spent in other activities (e.g., report writing, administrative duties, reading, workshops/conferences).
- Modality of interventions employed (individual, groups, family, consultation) and number of hours spent in each.
- Assessment instruments employed (e.g., MMPI, WAIS) and number of hours spent with each.
- Ages of clients seen (child, adolescent, adult, older adult) and number of hours spent with each in intervention and assessment.
- Overall rating of intern's ability to practice independently in specific area of competency.
- Any specific intern strengths and areas needing further development.

## APPENDIX F SAMPLE INTERNSHIP TRAINING PLAN

### SETTING

Describe the nature of the setting and the clientele served. For example, a community mental health clinic providing assessment and counselling services to children, adults and families.

Describe how you will have work space that minimizes distractions in order that you might complete the work required by your training. Provision for the secure storage of your work should be readily available. Methods to ensure efficient communication with supervisors, colleagues and clients should be available. Access to secure and sound-dampened space adequate to your various professional functions should be ensured. Reasonable clerical support for your service and training functions should be available. Audio-visual resources appropriate to the training methods of the programme should be readily available.

### PROFESSIONAL PSYCHOLOGY STAFF

Describe how the internship experience is imbedded in a formal, administrative organization of professional psychologists. The staff of the programme should be sufficiently stable not to be seriously weakened by the loss of a single staff member. There must be at least two supervisors working with the intern during the course of the internship, and there must be at least 2 interns.

Supervisors should be registered in the province in which the programme is located, should possess the doctoral degree, and should have completed a one-year internship. Describe each supervisor and their qualifications. For example:

1. Dr. Joan Smith, Ph.D., R.Psych. (Alberta), interned at Local Hospital 1991.
2. Dr. Brian Jones, Ph.D., R.Psych. (Alberta), interned at Coast Clinic 1987.

### TRAINING GOALS AND EXPECTATIONS:

Describe how your service demands will meet the test of promoting intern training and must not erode training goals. Your direct service demands should not exceed two-thirds of your time commitment to the agency.

Describe how your training will be offered in an organized and coherent sequence of experience and activities which expose you to a variety of problems and populations, and permit an integration and synthesis of these experiences. Opportunity for research should be offered.



Examples of areas to be covered are as follows. Note that some areas (e.g., Group Counselling) need not necessarily be a part of your particular internship plan. Refer to the Internship Standards in the Course Outline and the Counselling Psychology Student Handbook.

### 1. Individual Counselling

M. Student will maintain an individual (or couple) counselling client load of eight client hours per week (plus or minus 2) by the second month of the rotation, under the supervision of Dr. Primary. M. Student will develop a counselling style that is respectful, congruent with professional and social standards, sufficiently flexible to address the range of human variability, promotes client change, and is congruent with his/her personhood. M. Student's direct service demands will not exceed two-thirds of her/his time commitment to the agency.

Method of Evaluation: Live supervision, one-way mirror observation, video or audio supervision, discussion in one-on-one supervision, and report/case note review.

### 2. Group Counselling

M. Student will participate in up to 7.5 hours of group counselling weekly. M. Student will initially observe the supervisor and will become increasingly involved to the point where, depending on his/her readiness, will conduct the group independently under supervision. M. Student will demonstrate proficiency in facilitating group process. M. Student's direct service demands will not exceed two-thirds of her/his time commitment to the agency.

Method of Evaluation: Live observation and discussion in supervision.

### 3. Psychological Assessment

M. Student will also conduct one formal psychological assessment each month that involves using psychometric testing as an aid to treatment planning for the client. M. Student will demonstrate the ability to select appropriate assessment instruments/methods, apply and interpret them in a valid manner, and integrate assessment information into a report format that is useful to the client and other professionals. M. Student's direct service demands will not exceed two-thirds of her/his time commitment to the agency.

Method of Evaluation: Live supervision, one-way mirror observation, video supervision, discussion in one-on-one supervision, and report review.

### 4. Professional Interaction/Consultation

M. Student will regularly attend case conferences, as well as Program meetings, and psychology in-services. As an aid to the interdisciplinary process, M. Student will be an active participant/observer in the components of the Program staffed by other clinicians on the treatment team. M. Student will also provide consultation to other staff when necessary.

M. Student will give feedback to other team members regarding both intake and assessment results, information related to a client's progress in the Program, and at discharge. In these interactions M. Student will develop effective, professionally appropriate skills with other staff in order to enhance service delivery.

Method of Evaluation: Live observation in team meetings, review of written materials, and solicitation of feedback from other staff and team members.

#### 5. Report Writing/Case Notes

M. Student will develop skills in summarising, synthesising, and communicating written information regarding psychological issues and interventions for the purposes of professional accountability and interdisciplinary treatment. Intake/assessment reports, initial team plans, regular progress reviews, team discharge reports, and psychology discharge reports are examples of reporting expectations, and M. Student will also be expected to document appropriate psychology case notes based on client contacts and collateral contacts. Report writing will be done within the time frames expected by the agency.

Method of Evaluation: Review of written materials.

#### 6. Research

M. Student will be involved in ongoing research activity in the form of working on her/his dissertation. A maximum of one day per week will be devoted to this activity.

Method of Evaluation: Record of supervision and review of written materials.

#### 7. CPA Guidelines for Providers of Psychological Services

M. Student will learn and apply the CPA Guidelines for Providers of Psychological Services in their practice of psychology (available from <http://www.cpa.ca>).

Method of Evaluation: Discussion in supervision, solicitation of feedback from other staff, and review of written materials.

#### 8. Supervision

M. Student will utilise supervision in a proactive manner to explore the impact of his/her personality and biases on professional practice, learn new approaches to practice, and improve his/her practice. Client contact may be videotaped or audiotaped and brought to the supervision session, or client contact may be observed in live supervision or utilising a one-way mirror. M. Student will maintain his/her Intern Activity Log and Record of Supervision, and provide Dr. Primary and the Co-ordinator of Training with a copy at the end of each month. A minimum of four hours per week of individual supervision will be provided.

Method of Evaluation: Supervision Log.

### 9. Internship Evaluation

M. Student will be actively involved in evaluating the quality of her/his training experience including the quality of supervision and instruction.

Method of Evaluation: Internship Evaluation form.

### 10. Overall Intern Evaluation

M. Student will be kept informed of her/his progress in the programme on a continual basis.

Formal evaluation of his/her progress to facilitate change and growth will be offered on a regular and routine basis. The results of such formal evaluation will be presented to her/him in written form at least twice during the training year, one of these times being upon termination of his/her training experience. If, in the opinion of the programme, M. Student is functioning below minimum standards, she/he shall receive written specification of the discrepancy between his/her functioning and the programme's minimum standards. M. Student shall receive a reasonable time period and reasonable professional support to remedy this discrepancy before you can be terminated from training before or without successful completion.

Method of Evaluation: Intern Evaluation form.

Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_  
Dr. Primary

Intern: \_\_\_\_\_ Date: \_\_\_\_\_  
M. Student

Internship Co-ordinator: \_\_\_\_\_ Date: \_\_\_\_\_  
Dr. Coordinator

Contact the Internship Coordinator for additional information on applying for doctoral internships (EDPY 630)

## **APPENDIX G**

### **EVALUATION AND REMEDIATION POLICIES**

#### **General**

The policies and procedures used to evaluate students follow guidelines established by the Faculty of Graduate Studies of 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/Associate Chair of the Department of Educational Psychology for further assistance. The Graduate Coordinator/Associate Chair 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 Educational Psychology 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 his/her mark/grade complaint.

Termination of a student's program is the decision of the Faculty of Graduate Studies and Research, normally upon recommendation of the Department of Educational Psychology. Before such a recommendation is made, the Department'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 counseling practice, a recommendation may be made to the Faculty of Graduate Studies and Research that the student should be required to withdraw.

The student can file a formal complaint or appeal to the Faculty of Graduate 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 FGSR 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 Studies and Research, or the Graduate Students' Association.

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

- Departmental Procedure for Grievances and Appeals:  
<http://edpsychology.ualberta.ca/CurrentStudents/~media/edpsych/Documents/CurrentStudentResources/GrievancesAppealsMarch2013.pdf>
- Graduate Program Manual of the Faculty of Graduate Studies and Research:  
<http://www.ualberta.ca/graduate-studies/about/graduate-program-manual/section-9-disputes-and-resolutions/9-2-academic-grievances-and-appeals>