

UNIVERSITY OF ALBERTA
DEPARTMENT OF EDUCATIONAL
PSYCHOLOGY

School
Counselling
Student Handbook

January 1, 2017

Welcome to the School Counselling Program at the University of Alberta. This Handbook describes our program and explains the procedures for successful completion. It is expected that all students in our program will keep this Handbook as their major reference source. As a student it is your responsibility to ensure that you have a copy of the Handbook from the year in which you entered the program, as requirements for completion of your degree are governed by the regulations in operation for the year in which you are admitted.

1. PROGRAM MANDATE

The University of Alberta Master's Program in School Counselling aims to prepare trainees to implement individual, group, and class/school-based interventions to: (a) promote students' personal and social development, (b) enhance students' academic achievement, (c) facilitate students' career decision-making, (d) engage in school-based crisis management, (e) coordinate linkages between families, the school and the community, and (f) identify students at risk for program development or referral purposes.

2. PROGRAM HISTORY & DESCRIPTION

2.1 Program Inception

In the Spring of 1992, the Department of Educational Psychology began to offer a School Counselling Master's Program. This program was intended to be responsive to the needs of teachers who wished to pursue graduate level training in counselling. Since there continues to be a chronic shortage of counsellors with appropriate post-graduate training to meet the demands of Alberta schools, the Counselling Psychology Faculty within the Department developed this program so that it would be available to professionals through alternate delivery means.

2.2 Program Eligibility

This program is specifically designed to support the professional development of teachers working in Edmonton and area schools (or schools in other regions that are within commuting distance to Edmonton) to take on school counsellor roles. The program is for teachers who are already employed full-time within these school systems and who have their principal's or school board's support in obtaining practicum experience as a counsellor trainee within their school/district.

Admission to the program is based on applicants meeting the entrance requirements of the Faculty of Graduate Studies and Research at the University of Alberta, as well as the Department of Educational Psychology. Minimum admission requirements are:

- A four-year undergraduate degree in education from a recognized institution

- A minimum GPA of 3.0/4.0 or 6.5/9.0 on the most recent 60 credits of coursework completed
- Strong letters of reference from people who are very familiar with the applicant's personal and interpersonal skills and the quality of work he/she has done in the school context, such as school principals, supervisors, or school consultants
- A letter from the school principal or school board indicating their commitment to supporting the applicant's professional development by guaranteeing the applicant a practicum placement as a counsellor-trainee for one school day per week during the 2nd year of the program
- A letter from the practicum supervisor the applicant has secured for this school counselling placement guaranteeing supervisory support in the second year of the applicant's program – the supervisor must have a Master's degree in School Counselling or equivalent (i.e., a Master's degree in Counselling Psychology or School Psychology).

2.3 Program Delivery

The program is designed to enable teachers to continue working in the school system while they pursue their Master's degree. Therefore, it is a part-time degree program with course instruction occurring every alternate Saturday during the months of September to April, followed by 6 consecutive weeks of course instruction each year on-site at the University during the summer months when school is out. Upon gaining admission to the program, students start the program in the summer term.

The program is a 36 credit hour course-based Master's program. All practica and other educational experiences are specifically oriented towards the training of school counsellors. The curriculum is organized so that it can be completed over a 26-month period. Typically, 17-20 students are admitted to the program every two years, and these students proceed through the 2 year program together as a cohort. The cohort training-format increases group support and enhances the learning of class members through exposure to their colleagues' school-based experiences.

3. REQUIRED COURSES

The courses in the School Counselling Master's Program at the University of Alberta include:

Educ. Psychology 532 Systems of Counselling

Educ. Psychology 536 Ethical and Professional Issues in Psychological Practice

Educ. Psychology 597 Basic Skills, Issues and Attitudes in School Counselling

Educ. Psychology 597 Implementing a Comprehensive School Guidance and Counselling Program

Educ. Psychology 597 Group-Based School Counselling

Educ. Psychology 544 Principles of Psychological Testing & Assessment

Educ. Psychology 597 Learning and Human Development

Educ. Psychology 501 Introduction to Methods of Educational Research

Educ. Psychology 597 Practicum in School Counselling I

Educ. Psychology 597 Practicum in School Counselling II

Educ. Psychology 597 Project and Capping Exercise in School Counselling

Option course (pick a relevant course of personal and professional interest)

4. PRACTICUM REQUIREMENTS IN YEAR 2 OF THE PROGRAM

4.1 Expectations of the School Counsellor Trainee

The practicum student is expected to be involved in counselling activities with students for one full school day per week during the duration of the practicum. At least 3 hours of the designated practicum school day each week needs to focus on the counsellor trainee providing individual counselling to students in the school. It would also be beneficial if the trainee could be involved in group counselling and vocational counselling and consultation. The group and vocational counselling components are required components in school counsellor placements in junior high and high school settings. Other school counsellor activities that the counsellor trainee can engage in during their one practicum day per week include but are not limited to: conducting student, teacher, and school needs assessments, collaborating with teachers and parents in developing school-related programming, offering workshops, facilitating in-class activities to promote academic or social development, etc., depending on school needs and whether time permits.

Besides writing case notes for student files, the counsellor trainee is required to keep a detailed log and diary of all of the specific counselling-related activities engaged in each week of the entire practicum year. This log should include the number of students seen for individual counselling, the key presenting problems/issues addressed (e.g., depression, identity issues, family problems, etc.), career or other types of assessment, group counselling, and specific other school-based activities undertaken. Counsellor trainees are required to bring this log to individual supervision sessions with their practicum supervisor, as well as to group supervision sessions that occur as part of their practicum course at the university.

4.2 Expectations of Practicum Supervisors

Supervisors are expected to guide the counsellor trainee in conducting counselling sessions and related school-based activities, with a requirement of providing at least one hour of face-to-face individual supervision per week focusing on both the counsellor trainee's cases and work, as well as personal development process as a counsellor.

Supervisors will be asked to submit an interim progress report on the trainee's performance in counselling and related school-based activities in December, followed by a final evaluation in April.

4.3 Planning for Possible Salary Deductions

Some school boards may reduce the salaries of teachers taking one day a week away from their teaching duties to pursue a counselling practicum during the 2nd year of their Master's program. Each School Counselling Master's student needs to inquire with his/her principal and school board about how practicum commitments in the 2nd year of the program may affect one's teaching income.

If you are a teacher working with EPSB or another school board that reduces the salary of students during their practicum year, you need to further inquire with your specific school board about any educational or professional development funding programs that may be able to support your practicum training and your pursuit of a Master's Degree in School Counselling and the deadlines for applying for such funding. Some school boards have programs in place that can financially support you in paying your tuition costs and compensate you for lost salary during the practicum year. School Counselling students should be inquiring about and applying for any existing funding programs during the first year of their programs to be considered for financial assistance during their practicum in the second year.

5. PROJECT AND CAPPING EXERCISE IN SCHOOL COUNSELLING

The Project and Capping Exercise is a requirement for all students in the Master's program in School Counselling. While students are to register for and complete the course requirements in the Summer Session of their final year, they are to be involved in the development of their project throughout the second full academic year.

The project relates to the practice of School Counselling, representing an integration of theory and practice in the School Counselling field. Completing the project provides the student with an opportunity to integrate research, theory, and practice as it applies to a school-related concern or issue of interest.

6. PROVINCIAL SCHOOL COUNSELLING POLICIES

Since 1981, Alberta Education has articulated its recognition of the need for school-based counselling services and made a commitment to ensuring that all schools make provisions for offering counselling as part of their on-site programs. Policy 1.6.3: Guidance and

Counselling in the most recently updated K-12 Policy Regulations (Alberta Education, 2003) states “School boards should make guidance and counselling services available to all students from Early Childhood Services (ECS) through grade 12 as an integral part of school programs and services”. In this policy statement, school counsellors are identified as qualified teachers who have acquired professional counselling training to enable them to expand their skills in identifying and responding to student needs across 3 key domains: (a) educational, (b) personal/social, and (c) career development.

According to Policy 1.6.3 (Alberta Education, 2003), School Counselling “includes a variety of group oriented activities designed to enhance students’ attitudes and values and refers to an individualized, small-group, or class process that assists with specific personal/social issues and difficulties, and educational or career issues. Counselling services may be developmental, preventative, or crisis-oriented” (p.2). The policy further explains the pivotal role of counsellors in:

- Developing individualized educational plans for students based on their teaching experiences
- Assisting with curriculum development
- Coordinating community services for school students, and
- Acting as a liaison between parents, students, and teachers.

The Alberta Teachers’ Association (ATA) has a Guidance Council that advocates for the profession of counselling within the school system and monitors its implementation.

Similarly, Ministries of Education in other Canadian provinces and the provincial School Counselling Associations for B.C., Ontario, Manitoba, Newfoundland, and Quebec have acknowledged the important role that school counsellors play at various stages of students’ progression through the school system from the early childhood period until high school completion. They have also identified the multiple necessary skill sets and roles of school counsellors in the current Canadian context, which our University of Alberta School Counselling Program aims to develop in counsellor trainees.

7. DEVELOPING A PROFESSIONAL IDENTITY AS A SCHOOL COUNSELLOR

Students are encouraged to join professional associations that represent the profession of school counselling at the provincial and national levels to keep informed of developments in the field and to benefit from the support and ideas associated with a professional network. Membership in professional associations also facilitates an awareness of appropriate ethical behavior and the professional responsibilities of school counsellors.

In Alberta, the ATA Guidance Council is the main association representing school counsellors. At the national level, the Canadian Counselling Association has a School

Counsellors Chapter that may be of interest. The websites for these organizations can be obtained through a google search.

8. DISCIPLINE AND PROFESSIONAL CONDUCT

8.1 Program Expectations

The master's program in school counselling at the University of Alberta endorses the Code of Ethics, Code of Conduct, and guidelines of the College of Alberta Psychologists, the Canadian Psychological Association, and the Canadian Counselling Association.

The program takes very seriously any allegations of unprofessional or unethical student conduct. Allegations will be investigated by the Graduate Coordinator of the Department of Educational Psychology, and will be taken into account in making decisions related to a student's continuation in the program.

8.2 Ethical Dilemmas

Because the program would rather have students deal with an ethical dilemma or problem before it leads to an ethical complaint, students in the program who find themselves in an ethical dilemma are encouraged to consult with program faculty.

8.3. Dismissal from the Program

School counselling involves working with clients and is therefore based upon a combination of effective interpersonal skills, helping skills, and ethical behavior. Students who are found to be unsuitable for working with clients will be asked to withdraw from the program.

9. SCHOOL COUNSELLING PROGRAM FACULTY

School counselling personnel with many years of experience are hired in association with academic personnel to teach the required courses in the program, so that the program reflects the realities of the field and the demands of an academic program. The program faculty changes slightly with each two-year cohort group, based on the availability of practicing school counsellors to share their time, knowledge, and professional experience with our students.

Instructors who are currently teaching in the School Counselling Program or who have previously taught in this program include:

Dr. Mike Carbonaro, a Professor in the Department of Educational Psychology at the University of Alberta

Dr. Steve Carter, a teacher and counselling psychologist working in private practice

Dr. Carley Christianson, Director of Undergraduate Student Support at the University of Alberta, who previously worked as a school counsellor in the Maritimes

Dr. Chris Diachuck, Superintendent of Elk Island School District, who previously practiced as a school counsellor

Joe Dumont (MEd), a practicing school counsellor trained in the University of Alberta School Counselling Program

Alec Hamilton, MC(Psych), M(AnlPsych), a school psychologist trained in Australia, and an educational and counselling psychologist

Dr. Bill Hanson, an Associate Professor and Program Coordinator of Counselling Psychology and School Counselling at the University of Alberta

Lloyda Jones (MEd), a school counsellor in Edmonton

Dr. Sharla King, an Associate Professor and Director of Health Sciences Education and Research Commons (HSERC) the University of Alberta

Dr. Farah Merali, an Associate Professor of Counselling Psychology at the University of Alberta

Dr. Judy Moench, a teacher and counselling psychologist working in private practice

Dr. Barbara Paulson, a Professor of Counselling Psychology at the University of Alberta who practiced as a school counsellor for many years

Dr. Veronica Smith, an Associate Professor and Associate Chair (Grad Studies), Department of Educational Psychology, at the University of Alberta

Dr. Derek Truscott, a Professor and Director of Training (Counselling Psychology) at the University of Alberta

Dr. Bill Whelton, a Professor of Counselling Psychology and Director of Counselling (Clinical Services) at the University of Alberta

Dr. Sophie Yohani, an Associate Professor of Counselling Psychology at the University of Alberta

10. DIFFERENCES BETWEEN SCHOOL COUNSELLORS AND REGISTERED PSYCHOLOGISTS

The School Counselling Master's Program at the University of Alberta *does not* train students to become Registered Psychologists.

There are fundamental differences between the professional activities of Registered Psychologists and the professional activities of School Counsellors, and programs aiming to train each type of professional have different admission criteria and core course work. Registered Counselling Psychologists are mental health service providers who receive years of generalist training that prepares them to work with a number of client groups (children, adolescents, adults, the elderly), across counselling modalities (individual work, marriage/family counselling, group work), with a wide range of presenting problems across a variety of settings (e.g., hospitals, mental health clinics, university counseling centres, private practices, family counselling centres, sexual assault centres, etc.). Therefore, applicants for the Counselling Psychology Master's program are selected based on the substantial background knowledge and course credits in various areas of psychology that the College of Alberta Psychologists expects people applying to become Registered Psychologists to demonstrate, as well as based on various types of relevant counselling-related experiences across different contexts.

The School Counselling Master's Program is specifically designed to prepare trainees to undertake school counselling roles in elementary, junior high, or high school settings. These roles involve administering Level B tests, such as some academic achievement tests, providing individual and career counselling and consultation, engaging in crisis management and support, developing school programs, and acting as a liaison between teachers, parents, and students. The program provides excellent training for people wanting to continue their work in the school system. Students entering the School Counselling Program are not selected based on previous psychology course work background and the courses in this program do not provide the type of assessment and intervention training that people applying to become Registered Psychologists need to obtain for their broader roles.

APPENDIX A

STUDENT CHECKLIST OF SCHOOL COUNSELLING PROGRAM PROCESSES & REQUIREMENTS

Upon Admission:

- Plan to attend the School Counselling Program Orientation scheduled for the month of May to meet your fellow students and to obtain all information related to program registration, program requirements, and program planning. Any questions you have will also be answered in the Orientation.
- After the Orientation, register in your courses through the Educational Psychology Department Office and complete the Graduate Student Plan of Study Form stating the specific courses you have registered in and the term you are taking them. Then submit this form to the Graduate Student Services Administrator <edpygrad@ualberta.ca> to be retained in your department student file.

Year 1 – July to April:

- In fall/winter, begin inquiring about possible funding for your second year of the program from your school board or employer to compensate for any potential reduction in salary during your practicum. Complete and submit the required application materials to your school board/employer.
- By the beginning of June, you must have confirmed your specific practicum placement and practicum supervisor for the 2nd year of your program with your school principal or school board practicum coordinator.
- By spring, register in your courses for the second year of the program through the Educational Psychology Department Office. Obtain your Graduate Student Plan of Study Form from the Graduate Student Services Administrator and add in the specific courses you have registered in and the term you are taking them. Then submit this form to edpygrad@ualberta.ca to be signed off by the School Counselling Coordinator, Dr. Bill Hanson, and retained in your department student file.

Year 2 – July to July:

- In summer, begin generating ideas for your second year capping project in school counselling.
- Begin your practicum in September and continue taking courses at the university.

- ❑ Ensure that you check with University regulations regarding convocation procedures and about any forms you have to complete to be able to convocate once you have met your master's degree requirements.

APPENDIX B

EVALUATION AND APPEAL POLICIES

General Evaluation Information

The policies and procedures used to evaluate students follow guidelines established by the Faculty of Graduate Studies and Research 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 grade required to pass at the graduate level.

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

Appeal Policies

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

Information about appeals and grievance procedures can be obtained from the following PDF document:

Departmental Procedure for Grievances and Appeals (2008) (PDF)

[http://www.uofaweb.ualberta.ca/edpsychology/pdfs/Procedure%20for%20Grievances%20and%20Appeals\(2008\)%20\(2\).pdf](http://www.uofaweb.ualberta.ca/edpsychology/pdfs/Procedure%20for%20Grievances%20and%20Appeals(2008)%20(2).pdf)