Master’s Degree in Counselling Psychology

Degree Options:
Thesis-based Master of Arts
Project-based Master of Arts

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We acknowledge and respect the Lkwungen-speaking peoples on whose unceded traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.
This Admissions Guide describes program requirements, application process and program content for the September 2020 on-campus program. It is important that applicants keep abreast of changes in program admission requirements and content by staying current with the most recent version of this brochure.

All program revisions will be posted on our web site at: https://www.uvic.ca/education/psychology/counselling-psychology/admissions/index.php as they evolve with enough time for applicants to respond as they prepare their applications. If you are interested in the Indigenous Communities Counselling Psychology (ICCP) Program, please visit https://www.uvic.ca/education/psychology/counselling-psychology/indigenous-communities/index.php to download the ICCP admissions guide.

PROGRAM MISSION & OBJECTIVE

MISSION

The faculty, staff, and students of the University of Victoria Counselling Psychology Program support the principles of respect, dignity, integrity, value, inclusion and equality in all we do. We educate and train culturally sensitive professional counsellors and counsellor researchers to promote the social, psychological, spiritual and physical well-being of individuals, groups, families, and communities locally, provincially, nationally and internationally through socially responsible research programs. We view development across the lifespan, cultural diversity and a global perspective as integral to the preparation of ethically responsible professional counsellors.

OBJECTIVE

The overarching objective of the Counselling Psychology Program is to reflect current professional and research-based knowledge concerning the counselling and human development needs of a pluralistic society. To do this:

1. We adhere to the Canadian Counselling and Psychotherapy Association’s (CCPA) Standards of Practice requiring the development of relevant competencies for counsellors. These include:

   🎓 Understanding human development and the change process through theories of human development and learning, awareness of developmental issues and challenges, and integration of this knowledge into the profession and discipline of counselling psychology.

   🎓 Developing and integrating knowledge of the history and philosophy of counselling psychology, the role of professional counsellors, and the standards and certification requirements of professional counselling organizations.

   🎓 Using and developing appropriate assessment strategies and clinical interventions approaches based on specific client needs.

   🎓 Enhancing awareness of cultural, racial, and social diversity and human variability, as counselling practitioners who demonstrate competence in diversity in professional and research contexts.
Developing ethical and legally sound professional counselling competencies in clinical and research settings: https://www.ccpa-accp.ca/ethics/

Becoming competent in conducting ethical and relevant counselling psychology research.


2. We seek and incorporate input from program faculty, current and former students, personnel and cooperating agencies.

3. We establish community and professional connections that will increase the likelihood of finding gainful employment in counselling-related disciplines.

WHY STUDY COUNSELLING AT THE UNIVERSITY OF VICTORIA

Accredited* by the Canadian Counselling and Psychotherapy Association’s (CCPA) Council on Accreditation of Counsellor Education Programs (CACEP). For details, please review the CCPA Accreditation Manual (https://www.ccpa-accp.ca/accreditation/).

A balanced program of theory, practice and research.

Project-based or thesis-based options for qualified students.

The program is characterized by relatively small classes, ongoing contact with a program supervisor, close faculty contact promoting the development of counselling knowledge, skills, and understanding, and a focus on the practicum component of counsellor preparation necessary to work as professional counsellors in a wide variety of settings.

Excellent record of graduate job attainment. Graduates often find work in various settings (e.g., health authorities, provincial ministries, non-profits and schools).

*It is important to distinguish between the accreditation of our program and the ability of an individual to become a Canadian Certified Counsellor (CCC) with the Canadian Counselling and Psychotherapy Association (CCPA) (https://www.ccpa-accp.ca/membership/certification/), or a Registered Clinical Counsellor (RCC) with the BC Association of Clinical Counsellors (BCACC) (http://bc-counsellors.org/member-info/apply-now/). The UVic Counselling Psychology Program meets or exceeds both the CCPA certification and BCACC registration requirements for individuals who complete our program and is not specifically linked to CACEP Accreditation.

Individual professional counsellors become certified (CCC) or registered (RCC), but only counselling psychology programs become CACEP accredited.
This is a full-time on-campus program (entry date September); You are required to take 3 courses each September and January term, which means a minimum of 35 hours per week to meet the program requirements (meetings, supervision, and courses etc.). Taking courses (2-3) in the summer term (May-Aug) is also required.

On average, it should take 2 years to complete.

A project-based degree is considered a professional or terminal degree, similar to a degree in law or medicine, as students are being prepared to become working professionals in the field upon graduation. Students should be aware that most Ph.D. programs require a Master’s thesis to pursue doctoral studies in Counselling Psychology.

A minimum of 27.0 units is required in the project-based program including a project and a final comprehensive exam. The program of study includes the following required courses:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Units</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED-D 503</td>
<td>(1.5)</td>
<td>Program Development and Evaluation</td>
</tr>
<tr>
<td>ED-D 514</td>
<td>(1.5)</td>
<td>Assessment in Counselling</td>
</tr>
<tr>
<td>ED-D 518</td>
<td>(1.5)</td>
<td>Advanced Seminar in Theories of Counselling Psychology</td>
</tr>
<tr>
<td>ED-D 519C</td>
<td>(1.5)</td>
<td>Ethics and Legal Issues in Counselling</td>
</tr>
<tr>
<td>ED-D 519H</td>
<td>(1.5)</td>
<td>Career Development and Counselling Across the Life Span</td>
</tr>
<tr>
<td>ED-D 519L</td>
<td>(1.5)</td>
<td>Group Counselling</td>
</tr>
<tr>
<td>ED-D 519N</td>
<td>(1.5)</td>
<td>Diversity, Culture and Counselling</td>
</tr>
<tr>
<td>ED-D 522</td>
<td>(3.0)</td>
<td>Skills and Practice for Counselling</td>
</tr>
<tr>
<td>ED-D 523</td>
<td>(3.0)</td>
<td>Internship in Counselling</td>
</tr>
<tr>
<td>ED-D 561A</td>
<td>(1.5)</td>
<td>Methods in Educational Research</td>
</tr>
<tr>
<td>ED-D 597</td>
<td>(1.5)</td>
<td>Comprehensive Examination</td>
</tr>
<tr>
<td>ED-D 598</td>
<td>(3.0)</td>
<td>Project</td>
</tr>
<tr>
<td>Electives</td>
<td>(4.5)</td>
<td>To be chosen in consultation with the graduate advisor</td>
</tr>
</tbody>
</table>

Total Units: 27.0
Thesis-based MA degree program in Counselling Psychology

This is a full-time on-campus program (entry date September); You are required to take 3 courses each September and January term, which means a minimum of 35 hours per week to meet the program requirements (meetings, supervision, and courses etc.). Taking courses (2-3) in the summer term (May-Aug) is also required.

On average, it takes about 2.5 to 3 years to complete. It can take one to three extra semesters to complete the thesis component after the 2 years of course work and internships are complete.

Meant for individuals wanting to pursue doctoral level degrees upon completion of their MA. A thesis is an independent research project of substantive involvement requiring a supervisory committee and external examination at the University level.

A minimum of 28.5 units is required in the thesis-based program and includes a thesis and its oral defense. The program of study includes the following required courses:

<table>
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<tr>
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<tr>
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<td>ED-D 522</td>
<td>(3.0)</td>
<td>Skills and Practice for Counselling</td>
</tr>
<tr>
<td>ED-D 523</td>
<td>(3.0)</td>
<td>Internship in Counselling</td>
</tr>
<tr>
<td>ED-D 560</td>
<td>(1.5)</td>
<td>Statistical Methods in Education</td>
</tr>
<tr>
<td>ED-D 561A</td>
<td>(1.5)</td>
<td>Methods in Educational Research</td>
</tr>
<tr>
<td>ED-D 599</td>
<td>(6.0)</td>
<td>Thesis</td>
</tr>
<tr>
<td>Electives</td>
<td>(3.0)</td>
<td>to be chosen in consultation with student’s supervisor</td>
</tr>
</tbody>
</table>

Total Units: 28.5

Students choosing to conduct a thesis involving qualitative methodology are encouraged to complete ED-D 563 in addition to ED-D 560 and ED-D 561A.

For course descriptions please visit the UVIC calendar at: https://web.uvic.ca/calendar/index.html

Transfer from Project-based to Thesis-based

Transferring from a project-based to a thesis-based MA is sometimes allowed once a student has been accepted and has begun the program. Other steps need to be taken before submitting an internal application to be considered for a transfer (e.g., writing a full proposal, completing at least one research course, gaining research experience as a paid or volunteer research assistant).
On-Campus Practicum Guidelines

Students are required to complete ED-D 522 and ED-D 523.

ED-D 523 provides intensive practice in advanced counselling techniques and approaches under the direction of a professional counsellor in community settings. Lectures focus on case presentations, models of consultation, supervisor-supervisee relationship, roles and responsibilities of health professionals, counsellor identity, professional organizations and record keeping.

The Canadian Counselling and Psychotherapy Association’s Council on Accreditation for Counsellor Education Programs (CACEP) considers supervised practice as the most critical experience of the program. Students are required to complete the following practica hours under the direction of a professional counsellor in the community:

**ED-D 522 Practicum Hour Requirements Summary:**
Total of Direct Counselling hours (40 individual and 10 group) = 50 hours Total of Indirect Service hours (other on-site practicum activities) = 50 hours TOTAL REQUIRED ON-SITE HOURS AT FIRST-YEAR PRACTICUM = 100 hours

**ED-D 523 Practicum Hour Requirements Summary:**
Total of Direct Counselling hours (160 individual and 40 group) = 200 hours Total of Indirect Service hours (other on-site practicum activities) = 200 hours TOTAL REQUIRED ON-SITE HOURS AT SECOND YEAR PRACTICUM = 400 hours

Students may also complete ED-D 524 (Facilitation Practicum) during their program. These practica involve student mentorship by one of our undergraduate course instructors in ED-D 417 or ED-D 414 and represent an excellent opportunity to enhance students’ knowledge and skill bases in these areas. Time required includes attending classes, meeting with instructors before and after class time and meeting with students who are taking the courses.

All graduate students in the Department of Educational Psychology and Leadership Studies are expected to adhere to a professional code of conduct in their relationships with peers, faculty and the students and clients they serve (i.e., practicum placements). Students will be subject to the provisions of the ethical guidelines of their respective professions. Counselling students are to adhere to The Guidelines for Ethical Behaviour of the Canadian Counselling and Psychotherapy Association: https://www.ccpa-accp.ca/ethics/. Any student may be required to withdraw from a practicum for violation of any part of the applicable guidelines.

It is the responsibility of the student to understand the provisions of code of conduct guidelines. Students who need clarification should ask their practicum supervisor, program supervisor, graduate advisor, or placement supervisor for an interpretation. Students may also be required to withdraw from their program when ethical, medical, or other reasons interfere with satisfactory practice.

It is expected that students will not engage in unsupervised practice during their enrollment in the program. Inquiries about this standard may be directed to the Counselling Program Graduate Advisor.
Please Note: Each year the Department receives a considerable number of applications for entry into the graduate counselling program; and thus, the admissions process is a competitive one. Meeting admission requirements does not guarantee entry to the program. Recommendations for admissions are for a particular program, start date and cannot be deferred. Applicants declining an offer of admission must re-apply.

1. Baccalaureate degree

We require that you have completed an acceptable bachelor’s degree or equivalent from an academic institution recognized by the University of Victoria. All applicants must have earned the equivalent of a B+ average over the last two years (or equivalent of 30.0 UVic units) of their degree to be considered. Non-graded (pass-fail) courses, credit granted on the basis of life or work experience, or credit earned at institutions not recognized by the university will not be used in determining an applicant’s grade point average or units completed.

If you are pursuing the thesis-based program, completing an undergraduate thesis is not required; however, having completed an undergraduate thesis (honours level) will make your application more competitive.

2. Prerequisite courses

- **ED-D 414 Group Processes**\(^1\) with a B+ or higher: Analysis, theory and research related to group processes, decision-making and leadership in a variety of settings. Awareness and understanding of self in group contexts. The course includes skills practice and development related to group membership and facilitation.

- **ED-D 417 Skills for Effective Interpersonal Communication**\(^1\) with a B+ or higher: Basic interpersonal communication skills for active listening, empathic understanding and communication of empathy. Includes analysis of effective interpersonal skills and skill building laboratory experience. The content and skills are transferable to a variety of settings, including counselling, education, human development, management, healthcare, psychology and recreation.

- **ED-D 418 Introduction to Theories of Counselling**\(^1\) with a B+ or higher: Major theoretical approaches to counselling. This will include philosophical assumptions, key concepts, the process of change and interventions. Designed for those interested in counselling, psychotherapy, and helping relationships.

- An upper level course in the area of Developmental Psychology.

- An upper level course in the area of Abnormal Psychology/Behaviour Disorders.

- An upper level statistics course (for thesis-based applicants only).

\(^1\)All three ED-D courses must have been completed within seven years of the date of application.
3. **A significant number of counselling-related hours**

Counselling related experience is defined as working\(^4\) with “vulnerable populations”\(^5\) in a position where the applicant’s main role was to help individuals or groups with personally meaningful goals or needs. Such experience should involve person-to-person and/or group helping relationships in which (a) you play a facilitative role in learning, personal and emotional growth, and/or psychological development and (b) are required to demonstrate professional and ethical behaviours, effective interpersonal skills and personal awareness. It must also include supervision involving evaluative feedback from a professional of a higher administrative position (i.e., not peer consultation) with clearly stated roles and responsibilities for the individual and the supervisor. This requirement can be met through volunteer work experience; although, preference may be given to you if you have sustained relevant, paid work experience.

Counselling related examples include social worker, peer helping, group facilitator, teaching, special needs care, group homes, at-risk youth outreach, volunteer counselling, distress line work, big brother/sister and lay counselling programs.

\(^4\) **Volunteer and/or paid work experience**

\(^5\) **While it is arguable that the human condition renders us all vulnerable, by vulnerable populations we refer to persons/populations more-than-ordinarily vulnerable than typical adult-aged persons of the general population. Children and youth are a vulnerable population (which is why volunteers and service personal require criminal record checks).**

4. **Two counselling skills evaluations**

One must be from your instructor of ED-D 417 or the approved equivalent course. The purpose of these evaluations is to provide a more detailed qualitative assessment of your counselling skills and professional characteristics than is intended by the two required assessment reports.

5. **Two assessment reports**

Assessment reports are required from at least one academic reference and the second may be a professional reference or another academic reference who is familiar with your work.

6. **A personal statement**

Detailing career plans and motivation for graduate work in Counselling.

7. **Additional requirements for thesis-based applicants:**

- One course (1.5 units) of undergraduate coursework in statistics that covers descriptive statistics and inferential statistics including univariate and regression analyses.
- A one-page description of past research experience and present research interests.

**Please note:** The number of thesis-based students admitted each year varies, dependent upon the availability of faculty members for supervision. Thesis-based applicants will be selected on availability of supervisors and on the match between applicant research interests and faculty interest and/or background in that particular area.

8. **Additional requirements for international applicants:**

For applicants whose first language is not English, and who have not resided in a designated English-speaking country three years immediately prior to the entry-point applied for, must provide proof of English Language Proficiency. [Visit the EPLS department website for required scores.](#)
9. Requirements for applicants who are re-applying

☐ A letter of reapplication
☐ Updated documents.

Criminal Record Check
Please note all applicants that are admitted will be required to undergo a Criminal Record Check (Solicitor General CRC only) in compliance with the BC Criminal Records Review Act. Full admittance to the program requires a successful criminal record check. Await department instructions before proceeding.

Academic Accommodation
If you know (or even think you may) need academic accommodation, it will be your responsibility and our expectation that you register with the Centre for Accessible Learning (CAL) to initiate the process of arranging the appropriate academic accommodations to support your success in graduate school.

GUIDELINES FOR APPLICANTS

The following information is provided to explain and assist applicants in presenting a complete/competitive application. Applicants who have complete applications will be given priority over those applicants who have requirements still in progress. While these suggestions are designed to assist in the completeness of applications, they do not in any way guarantee admission. Completeness of the application does not equate with competitiveness of the application. Due to the competitive nature of the application process, applicants should be aware that a completed application may or may not be competitive in comparison to other applications in any given year.

1. Baccalaureate Degree

Submit unofficial transcripts of all degree and coursework. If your admissions GPA is below a B+ (6.0), your application will not be processed at the department level and will not be forwarded any further for review.

2. Prerequisite courses

Applicants must fill out their courses on the form “List of Required Prerequisites Courses” that meet the 5 or 6 courses of senior level undergraduate courses required.

For your application to be considered, ED-D 417 and ED-D 418 MUST be completed by December 31st of the year prior to program start, however a competitive application will have ALL the prerequisite courses completed by December 31st. We know that ED-D 414 is hard to find outside of UVIC, so you can apply without it and it won't make your application any less competitive. If you are offered a spot in the on-campus program, then you will be required to take ED-D 414 at UVIC in the August before the program starts.

If you obtain a B or lower in any of the 3 ED-D courses, your application will not be processed at the department level and will not be forwarded any further for review.

To request course equivalency, applicants must send an email to counsadv@uvic.ca before the application deadline. Make sure to clearly outline the specifics of your request. Applicants may request equivalency for courses before or after the courses have been taken. In both instances, copies of the full course syllabus from the exact course that you took must be submitted (including the course title, unit value of the course, name of course text(s), information on required assignments, etc.).
3. **Counselling-Related Hours: Résumé & Field Experience Charts**

Field experience chart(s) form
http://www.uvic.ca/education/psychology/assets/docs/Field-Experience-Chart.pdf

For every counselling-related position held, fill out an experience chart.

In the résumé please document all work experience and include a brief statement about what was gained or learned from each experience. Whether the candidate was working or not, all gaps in the history should be included and explained. The purpose of the experience requirement is; in part, to show involvement and interest in people-oriented work. Please include on the first page: current date, name, address, phone number and email address.

4. **Counselling Skills Evaluations (2 only)**

All applicants to counselling graduate programs must request two Counselling Skills Evaluations of their counselling abilities. **One must be from your instructor of ED-D 417 or the pre-approved equivalent course.** The other should be from a supervisor from a counselling-related setting.

Applicants need to send the blank CSE form to their intended referees. The CSE’s are to be emailed by the referee directly to the Educational Psychology and Leadership Studies Graduate Programs Office (epsgrad@uvic.ca). Candidates need to indicate on their personal statement who has been asked to submit these reports. **Two different people from those who completed the Assessment Reports need to complete the Counselling Skills Evaluations.**

http://www.uvic.ca/education/psychology/assets/docs/CounsellingSkillsEvalForm.pdf

5. **Assessment Reports (2 only)**

Assessment reports are required from at least one academic reference and the second may be a professional reference or another academic reference who is familiar with your work. The names and email addresses of your chosen assessors are required when you submit your online application. It is important that you contact your referees prior to providing them here in order to confirm their willingness to provide you with an assessment. A letter of reference may also be supplied as part of the assessment report. UVic will send the assessment form information directly to your referees upon submission of your application.

Submissions of references will be collected electronically alongside your application information. For more information on these reports visit Graduate Admissions and Records. See Assessment reports in the accordion section: https://www.uvic.ca/graduatestudies/admissions/admissions/beforeapplying/documents/index.php

6. **Personal Statement**

Applicants are to prepare a Personal Statement (maximum 5 pages) as part of the admission requirements covering the following areas:

a) How might enrolment in a counselling graduate program at the University of Victoria help you meet important life goals and aspirations? Are there any critical incidents in your life that helped you to develop these goals and aspirations?

b) What preferences do you have in a counselling graduate program in terms of course content and style of teaching, skill development and personal learning?

c) What are your personal strengths and weaknesses as a person, learner and counsellor?

d) What personal values are most important to you and how do they influence your views about being a counsellor?
e) What type of setting would you like to work in following graduation from a counselling program and what client population would you like to work with?

f) Add any other relevant information that you think would help the admissions committee to know about you as a person and a potential counsellor.

g) Indicate the names of the people who have been asked to submit your Counselling Skills Evaluations.

Applicants are advised to use the above headings in abbreviated form to facilitate the reading of material. The personal statement needs to be typed, double spaced, with normal margins and **no longer than 5 pages**. Please include on the first page: current date, name, address, phone number and email address.

7. **Research Statement - Thesis-based applicants only**

The research statement must include a description of previous experience with research projects or courses, as well as a brief description of present interests in counselling research areas. It needs to be typed, double spaced, with normal margins and no longer than 2 pages. On the first page, please include the current date, name, address, phone number and email address.

8. **English Language Requirement - For applicants whose first language is not English only**

Results need to come directly to the University from a TOEFL, IELTS or MELAB test. Official test score reports must be sent directly to the University of Victoria by the testing agency. **Scores older than two years are not acceptable.**

Given that the counselling profession requires an excellent command of the English language including emotion-based vocabulary and subtle understanding of nuanced communications, minimum scores for University of Victoria admissions are not sufficient for entrance to the counselling psychology program. Visit the following site for details on required scores: [https://www.uvic.ca/education/psychology/student-resources/english-proficiency/index.php](https://www.uvic.ca/education/psychology/student-resources/english-proficiency/index.php)

9. **Re-Applying**

a) An in-depth letter must be submitted showing the actions taken to strengthen their new application over the previous one. It needs to be typed, double spaced, with normal margins and should be **no longer than 2 pages**.

b) Updated documents are also required to reflect the actions taken to strengthen the application (i.e., field experience chart(s), résumé, new transcript).
APPLICATION PROCESS

APPLICATIONS ARE DUE DECEMBER 1st, 2019.

Applicants are encouraged to begin the application process early (2-3 months before the deadline), as there is often a delay in obtaining the necessary supporting documents (e.g., references, transcripts). Graduate Admissions is particularly busy and it is advisable to have all supporting documents in as early as possible to avoid a processing delay.

Make sure you are aware of all the program requirements.

Submit your application online at: https://www.uvic.ca/application. Fill out the application clearly and completely. You must include information for all post-secondary institutions at which you registered for courses. Failure to disclose may result in having your admission and registration cancelled. Include the application fee with your application - you must pay online with a credit card.

All required documents (PDF format) need to be uploaded with your application.

Use the Application Checklist (next page) to ensure the proper documents are sent to the proper place. Different documents are required to be submitted to different places in different ways. Failure to do so may result in an incomplete application and may jeopardize the application. Original documents must be received by the dates indicated.

Fillable PDF forms (Counselling Skills Evaluation, List of Prerequisite Courses, Field Experience Chart) needed for the application are available on the website: https://www.uvic.ca/education/psychology/counselling-psychology/admissions/index.php

Counselling Skills Evaluations (CSEs) will be kept on file in the Department of Educational Psychology and Leadership Studies for seven years.

For assistance with the Department admissions policy and procedure contact:

Stacey Brownell, eplsgrad@uvic.ca, 250-721-7883.

For assistance with the Graduate Admissions & Records policy and procedures contact:

Sarah Burrough, grad6@uvic.ca, 250-472-5419.

Counselling Graduate Advisor contact:

counsadv@uvic.ca

Please note that the information and requirements in this brochure are valid for the 2020 entry and are subject to change in the future.
APPLICATION CHECKLIST

Should be received prior to application to counsadv@uvic.ca

☐ Request for Course Equivalency (if appropriate)

Apply and upload required documents in PDF format online at: https://www.uvic.ca/application by application deadline.

Upload the following documents with your application:

☐ List of Required Counselling Prerequisites Courses
☐ Personal Statement
☐ Field Experience Chart(s)
☐ Résumé
☐ Unofficial transcript(s)* - even UVic transcripts
   
   *If you are taking courses (Sept-Dec) at time of application, please make sure you upload your updated transcripts to your online application after your marks are in for the term.

☐ Thesis-based applicants only: Research Statement

☐ For applicants who are re-applying: A letter stating actions taken to strengthen the new application and any updated information/documents

The following documents need to be received directly from the referee to eplsgrad@uvic.ca no later than one month after application.

☐ Counselling Skills Evaluation #1 from ED-D 417 instructor or equivalent
☐ Counselling Skills Evaluation #2

The following documents need to be received by Graduate Admissions and Records no later than one month after application deadline.

☐ Assessment Report #1
☐ Assessment Report #2

Due one month after application deadline. Sent to UVic directly from testing body.

☐ For International Applicants only: English Language Proficiency: TOEFL, IELTS, MELAB

If offered admissions, mail in official final transcript(s) to Graduate Admissions and Records:

Graduate Admissions and Records  
University of Victoria  
PO Box 3025 STN CSC  
Victoria BC V8W 3P2 Canada

☐ Copy of your official transcript(s)

NOTE: You do not need to mail in official transcripts for courses taken at UVic.
COUNSELLING FACULTY

Timothy Black, Ph.D., R. Psych., tblack@uvic.ca 250-721-7760.
Integral approaches to counselling and psychotherapy, military and civilian trauma; post traumatic stress disorder; group counselling, counsellor training/education, therapeutic enactment, clinical supervision, career transition.

Allison Reeves, Ph.D., R. Psych. reevesa@uvic.ca 250-721-7795. (On Leave until April 1st, 2020)
Indigenous mental health and healing, Indigenous pedagogies in education, women’s sexuality and sexual health, gender and mental health, trauma recovery, anti-oppressive psychologies.

Susan Tasker, Ph.D. stasker@uvic.ca 250-721-7827.
Siblings of young murder victims; psychosocial adjustment to challenging life events such as brain injury and homicide loss.

PROGRAM FEES

A program fee of $386.41 (domestic), $401.73 (international) per full-time term for a total of six full-time terms is to be paid by students to cover the costs of supervisor honoraria, travel to practica sites, supervisor training, the purchase of test materials and training videos, the maintenance of video equipment, and the provision of practica coordination support. This fee is in addition to the minimum regular fee for a master’s degree.

Tuition is assessed as a total degree program fee, not as a per course fee. Payment of the program fee is broken down into “full-time or half-time installments”. If students have not completed their degree by the time the program fee has been paid, they will be assessed a re-registration fee for each term, until the degree completion time limit is reached. Fees change every year on May 1st.
Awards and Scholarships

- The University of Victoria awards a limited number of entrance graduate awards and fellowships. The awards are competitive and are based on incoming GPA. Thesis-based applicants are considered before project-based applicants. All students admitted to the program and assessed with a 7.0 or higher GPA will be considered.

- A small number of donor awards are available to EPLS students in late August/early September. The graduate program assistant will notify all students when and how to apply.

- Thesis-based students with strong GPAs are encouraged to apply for SSHRC fellowships early in the fall semester. These awards are competitive and compare students on three main criteria: academic excellence, research potential and communication skills. Thesis-based students should consult with their supervisor to discuss application procedures. For more information about these awards see: http://www.sshrc-crsh.gc.ca/

- For graduate financial aid and funding please visit: http://www.uvic.ca/graduatestudies/finances/financialaid/index.php

- Please visit the University of Victoria’s Financial Aid page for information on bursaries, student loans, awards, etc.: http://www.uvic.ca/registrar/safa/index.php

Paid Research Assistantships

- Paid research assistantships are sometimes available with individual faculty in the department. These assistantships are usually supported through grant funding. They are available to a limited number of qualified students. Students interested in research assistantships should contact faculty members directly.

Paid Teaching Assistantships

- Paid teaching assistantships (TA) are available within the Department of Educational Psychology & Leadership Studies to a limited number of qualified students. The number of teaching assistantships varies yearly. All available TA positions are emailed to students and posted on our website. If you are interested in the TA position, you would apply as indicated.

Work Study Program

- The Work Study Program is funded by the University of Victoria Student Awards and Financial Aid department. The objective of the program is to provide additional financial assistance through on-campus part-time employment opportunities for students who have documented financial need. The Work Study Program runs from September to April of each academic year and students may earn up to a maximum of $3,400 for this 8-month period. Students may only hold one work study position at one time. Additional information is available online at: https://www.uvic.ca/registrar/safa/work-study/
**FIELD EXPERIENCE CHART**

<table>
<thead>
<tr>
<th>Applicant Name: ____________________________</th>
<th>Date: ____________________________</th>
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<tbody>
<tr>
<td>POSITION TITLE:</td>
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<tr>
<td>START DATE:</td>
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<td>END DATE:</td>
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<tr>
<td>ORGANIZATION NAME:</td>
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<tr>
<td>SETTING: (i.e. school, clinic)</td>
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<tr>
<td>ADDRESS:</td>
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<tr>
<td>SUPERVISOR * INFORMATION:</td>
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<td>Name:</td>
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<td>Tel#:</td>
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<td>Email:</td>
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<tr>
<td>Total # of hours worked on the job</td>
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<tr>
<td>Total # of hours of direct helping experience</td>
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<tr>
<td>RESPONSIBILITIES &amp; DUTIES:</td>
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<tr>
<td>SKILLS REQUIRED:</td>
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* Please note that supervisors may be contacted to verify direct contact hours noted and/or other relevant information about the position.

By filling out and submitting this form as part of my application you are stating the above information is true and accurate, to the best of my knowledge.
**LIST OF REQUIRED COUNSELLING PREREQUISITE COURSES**

This document is required for a complete admissions package. If you are in progress or planning to take the course in the future, please indicate this in the table. If the title of the course does not present a clear meaning of the course content, please include a course syllabus.

Applicant Name: ________________________ Date: ________________________

<table>
<thead>
<tr>
<th>Course Name &amp; Number</th>
<th>Where &amp; When</th>
<th>Grade</th>
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<tbody>
<tr>
<td><strong>ED-D 414: Group Processes or equivalent</strong></td>
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<td><strong>ED-D 417: Skills for Effective Interpersonal Communication or equivalent</strong></td>
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<td><strong>ED-D 418: Introduction to Theories of Counselling or equivalent</strong></td>
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<td><strong>Upper level Development Psychology course</strong></td>
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<td><strong>Upper level Abnormal Psychology/Behaviour Disorders course</strong></td>
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<tr>
<td><strong>Thesis–based applicants only: Upper level Statistics course</strong></td>
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