

Doctoral Student Handbook

Counselling Psychology Program

Department of Educational and Counselling Psychology
& Special Education

**Faculty of Education
The University of British Columbia**

**2016-2017
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A Word of Welcome from the Director of the PhD Program

Welcome you to the Ph.D. program in Counselling Psychology. On behalf of the Department of Educational and Counselling Psychology and Special Education. We hope that your participation in this program will add immeasurably to your life accomplishments and provide you with a significant basis for a meaningful and successful career in psychology. You are to be commended for the vision you have for your own lives and through your work, the lives of others.

My colleagues and I are very proud of the Ph.D. program in Counselling Psychology at UBC. An important indicator of its quality is its accreditation by the Canadian Psychological Association.

The program follows the scientist-practitioner model for the education of counselling psychologists. You will receive substantial education as both a researcher and a professional psychologist.

As a student in the program, you will have access to the many resources in the Department, Faculty of Education, and the University. Many of these resources are detailed in this Handbook. I encourage you to make use of them fully. In addition, look to your advisor/research supervisor for particular guidance, and rely on the administrative help listed in the Handbook.

My very best wishes for a successful program.

Dr. Richard Young
Professor
Director, CNPS Doctoral Program

The Handbook and Related Regulations

The purpose of this Handbook is to familiarize students with the Counselling Psychology doctoral program at the University of British Columbia and to identify procedures and regulations relevant to graduate study at the University. The University Calendar provides the official regulations approved by the University Senate and applicable to all programs of study at the University. Information in this Handbook is intended to supplement and highlight relevant information provided by the Faculty of Graduate and Postdoctoral Studies and the Department of Educational and Counselling Psychology, and Special Education. The information in this Handbook, in conjunction with information in the University Calendar and web sites of the Graduate and Postdoctoral Studies (FoGS) (<http://www.grad.ubc.ca/>) and the Department of Educational and Counselling Psychology and Special Education (<http://www.ecps.educ.ubc.ca>), should be considered the policies and procedures for the doctoral program in Counselling Psychology for the current academic year. The program faculty reserve the right to change or add language, policies, or procedures to this document in order to address various issues and needs (i.e., university, faculty, and/or student) that may arise while a student is in the graduate program in Counselling Psychology at UBC.

Although there is some overlap between the Handbook, the University Calendar (<http://www.calendar.ubc.ca/vancouver/>), and the Faculty of Graduate and Postdoctoral Studies and Departmental websites, it is the responsibility of the student to be aware of all policies, procedures, and requirements. Students generally work closely with their program advisor and research supervisors in planning for and meeting program requirements. Program faculty and staff are willing to assist all students to the greatest extent possible; however, each student must assume primary responsibility for timely completion of all program requirements and for adhering to established University, Faculty, Departmental and Program policies and procedures.

In addition to the academic regulations and program requirements identified above, graduate study in Counselling Psychology at UBC is also governed by codes of ethics for psychologists. All student and faculty are expected to act ethically and in accordance with the expectations of professional behaviour detailed in relevant ethics codes including:

- Canadian Code of Ethics for Psychologists (3rd ed.) (CPA, 2000)
http://www.cpa.ca/docs/File/Ethics/cpa_code_2000_eng_jp_jan2014.pdf
- American Psychological Association Ethical Principles and Code of Ethics (APA, 2010)
<http://www.apa.org/ethics/code/>
- College of Psychologists of British Columbia Code of Conduct (2014)
http://www.collegeofpsychologists.bc.ca/docs/10.cpsc_code_of_Conduct.Pdf

CAUTION WHEN USING THIS HANDBOOK. We have made every effort to represent the policies and procedures pertinent to the PhD program in Counselling Psychology accurately. However, in case of any discrepancy between what is stated in the Handbook and the policies and procedures of the program, Department, University or external agencies, the latter shall take precedent.

Equity Policy

The University of British Columbia is committed to providing its employees and students with the best possible environment for working and learning, an environment that allows friendship and collegiality to flourish. Every student and member of faculty and staff at the University of British Columbia has the right to study and work in an environment free from discrimination and harassment, including sexual harassment. The University therefore does not condone discrimination and harassment, including sexual harassment, of any kind. Indeed, the University regards discrimination and harassment as serious offences that are subject to a wide range of disciplinary measures, including dismissal or expulsion from the University. The University and all members of the University community share responsibility for ensuring that the work and study environment at UBC is free from discrimination and harassment including sexual harassment and all grounds protected by the B.C. Human Rights Act.

The University of British Columbia has also established a program of employment equity to provide a fair and equitable workplace and to offer all individuals full opportunity to develop their potential. Accordingly, the University will identify and eliminate any discriminatory barriers that interfere with employment opportunities in all jobs and at all levels throughout the University. Both current and prospective faculty and staff will receive equitable treatment in hiring, training, and promotion procedures. The fundamental consideration for recruitment and retention of faculty and staff at The University of British Columbia is individual achievement and merit. Consistent with this principle, the University will advance the interests of women, native people, persons with disabilities, and visible minorities; ensure that equal opportunity is afforded to all who seek employment at the University; and treat equitably all faculty and staff.

CNPS Faculty Members & Staff

See also: <http://ecps.educ.ubc.ca/counselling-psychology/cnps-faculty/>

Full-Time Faculty Members

Faculty in CNPS, their professional interests and contact information include:

Norman E. AMUNDSON, B.A., M.A. (Saskatchewan), Ph.D. (Alberta). Professor. Hope centred career counselling and development, active engagement and creative counselling methods, metaphoric case supervision. (604) 822-6757 and norman.amundson@ubc.ca (On leave July 2016 – June 2017)

Robinder (Rob) P. BEDI, B.A. Hons., M.A. (Simon Fraser), Ph.D. (British Columbia). R. Psych.. Assistant Professor. Counselling/psychotherapy relationships, counselling/psychotherapy processes and outcome, counselling/psychotherapy with men, professional issues in counselling psychology, alcohol and other drug counselling, and South Asian mental health. (604) 822-4185 and Robinder.Bedi@ubc.ca.

William A. BORGEN, B.Sc., M.Ed., Ph.D. (Alberta). R. Psych. Professor. Career and life transitions, counselling skill development, school and agency counselling, developmental approaches to counselling and group counselling. (604) 822-5261 and william.a.borgen@ubc.ca (On leave until January 2018)

Marla (ARVAY) BUCHANAN, B.A. (McMaster), M.Ed. (Lesley College), M.A., Ph.D. (Victoria). Professor. Child and adolescent counselling, school counselling, counsellor stress, traumatic stress, gender counselling, gay and lesbian issues in schools, postmodern/critical theory and praxis and qualitative research methods. (604) 822-4625 and marla.buchanan@ubc.ca

Daniel COX, Ph.D. (Kansas). Assistant Professor. **CNPS Admissions Chair**. Social support's impact on mental health and well being; what facilitates help seeking; predictors of suicide; the process and outcome of group and individual psychotherapy; trauma, stress and coping; veteran and military populations; quantitative research methods; and career-related decision making. (604) 827-1828 and dan.cox@ubc.ca

Judith DANILUK, B.A. (Windsor), M.Sc. Ph.D. (Calgary). **CNPS Area Coordinator** Professor. Women's sexual development; reproductive health and decision-making; voluntary and involuntary childlessness; clinical supervision; developmental transitions in adult life. (604) 822-5768 and judith.daniluk@ubc.ca

Brenda (Yaari) DYER, Ph. D. (British Columbia). R. Psych. Lecturer. Narrative theory and methodology; action theory and methodology; the therapeutic relationship; and acceptance-based change processes in therapy. (604) 827-3479 and brendad@mail.ubc.ca

Alanaise GOODWILL, B.Sc., M.A. Ph.D. (British Columbia). R. Psych. Assistant Professor. Indigenous approaches to mental health, counselling, and research methodologies; gang life progression and disengagement in First Nations and Metis peoples; culture and identity. (604) 827-0627. alanaise.goodwill@ubc.ca

Colleen HANEY, B.Ed., M.A., Ph. D. (British Columbia). R. Psych. **Director of Clinics and Practica**._ Senior Instructor. Stress, coping, ethics and trauma. (604) 822-4639 and colleen.haney@ubc.ca

Beth E. HAVERKAMP, B.A. (Wooster), Ph.D. (Minnesota). R.Psych. Associate Professor. Social cognition and the counselling-social psychology interface, counselling process research, marital and family counselling, psychological assessment and testing. (604) 822-5354 and beth.haverkamp@ubc.ca (On leave until January 2019).

Ishu ISHIYAMA, B.A. (Concordia), M.Ed. (McGill), Ph.D. (Victoria). Associate Professor. Multicultural counselling process, self-validation and client-validation issues, Japanese Morita therapy and counselling application, personal and cross-cultural transition experience, self-critical cognition, social anxiety, use of metaphors in counselling and counsellor education and spiritual issues in counselling. (604) 822-5329 and ishu.ishiyama@ubc.ca (on leave Sept 2016-August 2017)

Susan JAMES, B.A. (Waterloo), Ph.D. (Ottawa). R. Psych. Associate Professor. Cultural psychology, culture-bound disorders, psychotherapy, medical anthropology and immigrant acculturation. (604) 822-5343 and susan.james@ubc.ca (on leave: Return date unknown)

Jo-Ann MAJCHER, Ph. D. (British Columbia). R. Psych. **Director of the New Westminster Counselling Centre.**

Thomas MOTL, M.A. (St. Mary's University), Ph.D. (University of Kansas), **Lecturer.** Understanding human interests; decision-making strategies; vocational psychology. 604-827-4952 and Thomas.motl@ubc.ca

Rhea L. OWENS, Ph.D. (University of Kansas), Assistant Professor. Positive psychological interventions; assessment and development of strengths; counselling and assessment with child and youth populations. 604-822-6191 and rehea.owens@ubc.ca

Izabela Z. SCHULTZ, B.A. M.A., Ph.D. (Warsaw). R. Psych. **Coordinator, Vocational Rehabilitation Counselling Cohort MED Area of Focus.** Professor. Clinical psychology, health and rehabilitation psychology, neuropsychology and educational psychology. Rehabilitation of both congenital and acquired disabilities, psychological and neuropsychological aspects of disabilities from developmental, educational, vocational and family perspectives. (604) 822-5251 and ischultz@telus.net

Richard A. YOUNG, B.A. (Loyola College), B.Ed. (Montreal), M.Ed., Ed.D. (McGill). R. Psych. **Director, CNPS Doctoral Program.** Professor. Career development, vocational counselling, counselling adolescents, career and family, parent-adolescent interaction and qualitative research methods. (604) 822-6380 and richard.young@ubc.ca

Additional ECPS Department Faculty

In addition to the core faculty in counselling psychology, faculty in the ECPS Department (and across campus) serve on student dissertation, comprehensive examination, and dissertation committees. Students also often work with faculty in other areas on various projects for both research and clinical/field experiences.

See also: <http://ecps.educ.ubc.ca/faculty-staff/faculty/>

Deborah BUTLER (HDLC, MERM, SPED). B.A. (University of California San Diego), M.A. (University of British Columbia), Ph.D. (Simon Fraser). Professor. Learning disabilities in adolescence & adulthood, meta-cognition & self-regulation and qualitative research methodologies. (604) 822-0575 and deborah.butler@ubc.ca

Joanna CANNON (SPED). Ph.D. (Georgia State University). Associate Professor. Deaf and hard of hearing. (604) 822-1645 or joanna.cannon@ubc.ca

Allison CLOTH (SCPS). Ph.D. (University of Texas-Austin). Assistant Professor. Truancy and dropout prevention and intervention, school-based consultation, alternative education systems and settings, social justice in school psychology, and motivational enhancement counselling. (604) 827-2076. allison.cloth@ubc.ca.

Lina DARWICH (HDLC). Ph. D. (University of British Columbia). Lecturer (604)827-1720. Lina.darwich@ubc.ca

Kadriye ERCIKAN (MERM). Ph.D. (Stanford University). Professor. Validity and fairness issues in multi-cultural and multi-lingual assessments and psychometric issues in large-scale assessments. (604) 822-8953 and kadriye.ercikan@ubc.ca

Ruth A. ERVIN (SPED). B.A., M.A., Ph.D. (Lehigh). Associate Professor. Systems change and prevention and intervention strategies in special education. (604) 827-5499 and ruth.ervin@ubc.ca

Shawna FABER (HDLC). Ph.D. (University of British Columbia). Instructor, Adult learning, education in medical setting, program design, program evaluations. (604)-822-8004, shawna.faber.

Laurie FORD (SCPS, HDLC)., B.S., M.S. (Oklahoma State), Ph.D. (University of Kansas). Associate Professor. Family communication with psychologists, educators, and health professionals children with pediatric Crohns and Inflammatory Bowel Disease; Understanding child, family, school and neighbourhood and community factors that promote early school readiness and success. (604) 822-0091 and laurie.ford@ubc.ca

Hillel GOELMAN (HDLC). Ph.D. (University of Toronto). Professor. **Chair, Interdisciplinary Studies Graduate Program.** Early childhood development and social policy implications of child development research. (604) 822-3302 and hillel.goelman@ubc.ca

Martin GUHN, (HDLC; HELP). Ph.D. (University of British Columbia). Assistant Professor/ECPS Faculty Associate. Social, cultural, demographic, and socio-economic determinants of children's and adolescents' developmental health, wellbeing, and educational trajectories, (604)827-5784, martin.guhn@ubc.ca.

Cay HOLBROOK (SPED). Ph.D. (Florida State University). Professor. **Co-Director, Blind and Visually Impaired Program.** Education for students who are blind or visually impaired and special education. (604) 822-2235 and cay.holbrook@ubc.ca

Anita HUBLEY (MERM, CNPS). M.A. (Victoria), Ph.D. (Carleton). Professor. Applied measurement and psychological assessment, test development and validation, adult development and aging, homelessness, quality of life, depression, addiction, and neuropsychology. (604) 822-9223 and anita.hubley@ubc.ca

Shelley HYMEL (HDLC). B.A., M.A., Ph.D. (University of Illinois Urbana Champaign). Professor. Social-emotional development, bullying and peer harassment in schools, peer relations and loneliness, gender and aggression and school psychology. (604) 822-6022 and shelley.hymel@ubc.ca

Janet JAMIESON (HDLC, SPED). Ph.D. (McGill). Professor. **Co-Director, Deaf and Hard of Hearing Program.** Education of the deaf and hard of hearing students, mother-child interactive behaviours and problem-solving strategies, peer interaction among hard of hearing students and their hearing peers and Vygotskian perspectives on educating deaf children. (604) 822-5262 and janet.jamieson@ubc.ca

Elizabeth JORDAN (SPED). Ed.D. (British Columbia). **SPED Coordinator** Senior Instructor. Problem-based learning, gifted education, teacher education and problem solving. (604) 822-2991 and elizabeth.jordan@ubc.ca

Jennifer KATZ (SPED). Ph.D. (UBC). Assistant Professor. Inclusive education and universal design for learning (UDL), social and emotional learning (SEL), trauma, classroom based programming for mental health/wellness for students AND teachers, reconciliation. (604) 827-5149 and Jennifer.Katz@ubc.ca

Joe LUCYSHYN (SPED, MERM). Ph.D. (Oregon). Associate Professor. Positive behaviour support, behavioural family intervention, applied behaviour analysis, behaviour disorders and single-subject research. (604) 822-1904 and joe.lucyshyn@ubc.ca

Serge LACROIX, (SCPS), Ph.D. (University of British Columbia). Instructor I. Bilingualism, language issues in assessment, clinical supervision, (604) 822-0726, serge.lacroix@ubc.ca.

Yan LIU (MERM). Ph.D. (University of British Columbia). Assistant Professor. Causal modeling, longitudinal studies, graphic communication, psychometrics, and educational assessment. (604) 827-1780, yan.liu@ubc.ca.

Owen LO (SPED). Ph.D. (University of British Columbia). Assistant Professor. Gifted education, high ability, metacognition and self-regulated learning, problem solving, sociocultural approaches to learning and teaching. (604) 827-0607, owen.lo@ubc.ca.

Sandra MATHISON (MERM). A.B. (Univ. of Alberta), M.A., Ph.D. (Univ. of Illinois at Urbana Champaign). Professor. **MERM Coordinator** Educational evaluation, democratic and participatory evaluation, sociology of assessment, impact of mandated standardized testing on students, teachers and schools, qualitative research methods and uses of alternative representation in research and evaluation. (604) 822-6352 and sandra.mathison@ubc.ca

William MCKEE (SCPS, SPED). B.A. Teacher Training, M.A. (UBC), Ph.D. (Louisiana State University). **Director of the Psychoeducational Research and Training Centre.** Assistant Professor. Professional, ethical and legal issues in school psychology, school-based teams and consultation and interventions. (604) 822-6572 and william.mckee@ubc.ca

Sterett MERCER (SPED). Ph.D. (Tulane University), R. Psych. Associate professor. Social/contextual influences on children's academic and behavioral functioning, technical adequacy of CBM instruments, methods to improve judgment/decision making in single-case visual analysis. (604) 822-4756 and sterett.mercer@ubc.ca

Pat MIRENDA (SPED). Ph.D. (Wisconsin-Madison). Professor. **Director, Autism and Developmental Disabilities Program.** Autism, spectrum disorders, augmentative and alternative communication, developmental disabilities and positive behaviour support. (604) 822-6296 and pat.mirenda@ubc.ca

Nancy PERRY (SPED, HDLC). Ph.D. (Michigan). Professor. Motivation and self-regulated learning in young children, contemporary approaches to assessment (i.e., portfolio and performance assessment) and learning disabilities. (604) 822-6410 and nancy.perry@ubc.ca

Kim SCHONERT-RIECHL (HDLC, SPED). M.A. (Chicago), Ph.D. (Iowa). **Director, Human Early Learning Partnership.** Professor. Adolescent development, Social and emotional development. (604) 822-2215 or (604) 822-2503 and kimberly.schonert-reichl@ubc.ca

Jenna SHAPKA (HDLC). B.A.A. (Simon Fraser), M.A., Ph.D. (University of Toronto). Associate Professor. Adolescent development, technology, gender, achievement motivation and self concept. (604) 822-5253 or jenna.shapka@ubc.ca

Jennifer VADEBONCOEUR (HDLC). B.S. (Vanderbilt), M.A., Ph.D. (Colorado-Boulder). **ECPS Director of Graduate Programs. HDLC Area Coordinator.** Associate Professor. Socio-cultural approaches to learning and teaching, critical theory, socially constructing knowledge and identity, young people placed "at risk", alternative schooling and pedagogies, qualitative research, ethnography and discourse and critical discourse analysis. (604) 822-9099 and jennifer.vadeboncoer@ubc.ca

Barbara **WEBER (HDLC)**, Ph.D. (Ludwig-Maxmillan University). Associate Professor, **(HDLC Coorindator)**. Critical theory, Embodiment and public space, philosophy for children, social justice and sociocultural approaches to learning and teacher. (604) 822-1553, barbara.weber@ubc.ca

Rachel WEBER (SCPS), Ph.D. (Texas A & M University). Assistant Professor. **School Psychology Coordinator.** Development of executive functioning in at-risk children and youth, educational implications of neuropsychological assessment, neurocognition in bilingual children, neurocognitive functioning in pediatric cancer and bone marrow transplant survivors, (604)-822-6382. rachel.weber@ubc.ca

Amery WU (MERM). Ph.D. (University of British Columbia). Assistant Professor. Applied statistical modeling, factors contributing to test item performance, globalization of testing through internet. 604-822-6247, amery.wu@ubc.ca

Kim T. ZEBHAZY (SPED). Ph.D. (Pittsburgh). Associate Professor. Education of students with visual impairments with and without multiple disabilities, orientation and mobility and promoting critical thinking and problem-solving skills in students with visual impairments. (604) 822-4506 or kim.zebehazy@ubc.ca

Bruno ZUMBO (MERM). B.Sc. (Alberta), M.A., Ph.D. (Carleton). Professor. **Coordinator, MERM Program.** Theoretical and applied measurement, psychometrics and statistical science. (604) 822-1931 and bruno.zumbo@ubc.ca

ECPS Administrative Staff

The ECPS department staff is available to support your on-going needs as a graduate student in ECPS. All staff offices are located on the 5th floor of Scarfe. It is beneficial to become familiar with the responsibilities of the various staff members and to take some time and introduce yourself. See also: <http://ecps.educ.ubc.ca/faculty-staff/staff/>

Karen Yan (Graduate Program Assistant – CNPS, MERM, and VRHC)

Office: Scarfe Room 2522

Phone: (604) 822-6371 karen.yan@ubc.ca

Alex Allen (Graduate Program Assistant –HDLC, SCPS, SPED)

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Phone: (604) 822-5351 alex.allen@ubc.ca

Jacqueline Webb (Department Manager)

Office: Scarfe Room 2516

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Tania Chen (Assistant to the Department Head)

Office: Scarfe Room 2518

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Julie Acres (Digital Media & Communications)

Office: Scarfe Room 2517

Phone: (604) 822-6446 julie.acres@ubc.ca

Connie Choi (Reception and Financial Processing Specialist)

Office: Scarfe Room 2524

Phone: (604) 822-0242 connie.choi@ubc.ca

Silvia Almanza Alfonso (Part-time Administrative Assistant)

Office: Scarfe Room 2519

Phone: (604) 822-8717 silvia.almanzaalfonso@ubc.ca

Student Roles

Students play a vital role in CNPS department functioning and connecting faculty with students.

More info: <http://ecps.educ.ubc.ca/students/current-students/grad-student-support/>

Representative

The Student Representative represents the Counselling Psychology PhD students at the CNPS Area meeting and serves on the Counselling Psychology PhD Committee. He/she advocates for students and acts as an intermediary between the students and CNPS program. He/she serves to enhance the CNPS social community peer to peer and between students and faculty. All students are encouraged to communicate with their student representative in order to have maximum input in the program.

Ph.D. Student Representative: Fred Chou and Sarah Burrows (burrows.investments@gmail.com)

Department Support

Lauren Phelan (CNPS Accreditation and Area Assistant)

The primary function of this position is to support re-accreditation initiatives in both the Masters and Doctoral programs in CNPS. Other important roles include planning and implementing regularly scheduled colloquia, supporting the Masters and Doctoral Student Representatives in their work, and participating in the ECPS Student Council.

Email: lauren.phelan@ubc.ca

Rose Record (CNPS Admissions Peer Advisor)

This position is responsible for advising applicants on the M.Ed., M.A., and the Ph.D. programs.

Email: ecpsadm@gmail.com

Student Admissions, Outcomes, and Other Data

Data on Ph.D. student completion time, program costs, internships, attrition, and licensure is provided in order to inform students and prospective students on program details. See also <http://ecps.educ.ubc.ca/counselling-psychology/cnps-graduate-programs/cnps-phd-program/cnps-phd-student-admissions-outcomes-and-other-data/>

Time to Completion

Outcome	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Total
	Total number of students with doctoral degree conferred on transcript	5	5	5	8	2	5	12	4
Mean number of years to completion	5.7	6	4.9	5.8	4.7	5.5	5.4	4.9	
Median number of years to completion	5	6	5	5.9	4.7	5.6	5.0	5.5	
Time to Degree Ranges	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Total
	N %	N %	N %	N %	N %	N %	N %	N %	
Less than 5 years	0 0	1 20	2 40	6 50	2 10	1 20	6 50	2 50	15
Students in 5 years	4 80	1 20	2 40	2 16	0 0	3 60	2 16	1 25	13
Students in 6 years	0 0	1 20	1 20	2 16	0 0	0 0	3 25	0 0	7
Students in 7 years	0 0	1 20	0 0	1 8	0 0	1 20	1 8	1 25	5
More than 7 years	1 20	1 20	0 0	1 8	0 0	0 0	0 0	0 0	3

Program Costs

Description	2014-2015 1 st -year Cohort Cost
Tuition for full-time students (Canadian students)	\$4,707.66
Tuition for full-time students (International students)	\$8,270.58
Int. Tuition Award (ITA) per year (If eligible)	\$3,200.00 (-)
Tuition per credit hour for part-time students	N/A
University/institution fees or costs	\$857
Additional estimated fees or costs to students (e.g. books, travel*, etc.)	\$1,000

*Travel costs apply for CNPS 588 (Supervised Training in Counselling) is held at the UBC Counselling Centre in New Westminster. Estimates are based on a student living at UBC, commuting by car.

Internships (CNPS 698) are completed at sites external to UBC. Costs are not included in this estimate. Fees are paid three (3) equal instalments due at the beginning of each semester starting in September, May, and July. Minimum number of instalments is six (6) (2 full years). After nine (9) instalments, additional fees apply.

For a breakdown of costs and other information such as estimating cost of living, see:

<http://www.grad.ubc.ca/prospective-students/tuition-fees-cost-living>

For scholarship, awards, and funding information, visit

<http://www.grad.ubc.ca/prospective-students/scholarships-awards-funding>

Internships

Outcome	Year Applied for Internship															
	2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students who obtained APA/CPA-accredited internships	1	11	1	50	1	33	4	57	4	57	1	20	2	33	3	50
Students who obtained APPIC member internships that were not APA/CPA-accredited (If applicable)	1	11	0	0	0	0	0	0	0	0	1	20	0	0	0	0
Students who obtained other membership organization internships (eg. CAPIC) that were not APA/CPA-accredited (if applicable)	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0
Students who obtained other internships that were not APA/CPA-accredited (if applicable)	7	78	1	50	2	67	3	43	2	43	3	60	4	67	3	50
Students who obtained any internship	9	100	2	100	3	100	7	100	7	100	5	100	6	100	6	100
Students who sought or applied for internships including those who withdrew from the application process	9	-	4	-	3	-	7	-	7	-	5	-	6	-	6	100
Students who obtained paid internships	8	100	4	100	2	100	5	100	5	100	5	100	5	100	6	100
Students who obtained half-time internships* (if applicable)	0	0	0	0	0	0	0	0	1	20	1	20	0	0	0	0

Attrition

Variable															2015-2016	
	2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		N	%
	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Students for whom this is the year of first enrollment (i.e. new students)	10	-	6	-	6	-	6	-	7	-	5	-	6	-	5	15
Students whose doctoral degrees were conferred on their transcripts	4	40	1	17	0	0	0	0	0	0	0	0	0	0	4	12
Students still enrolled in program	6	60	5	83	6	100	6	100	7	100	5	100	6	100	33	100
Students no longer enrolled for any reason other than conferral of doctoral degree	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Licensure

Outcome	2005 to 2015
The total number of program graduates (doctoral degrees conferred on transcript) between 2 and 10 years ago	46
The number of these graduates (between 2 and 10 years ago) who became licensed psychologists in the past 10 years	36
Licensure percentage	78%

Distribution by Age, and Self-Identified Gender, Disability, First Nations, and Minority/Diverse Background: Currently Enrolled Students

Age Range	Male	Female	Other gendered	Minority/Diverse Background	First Nations	Disability
21-30	1	5		2	1	
31-40	2	8	2	2		
41-50	1	7			2	
51-60	1	1				
61-70		1				

Course Sequence

Doctoral Program Requirements

The suggested sequence of courses and comprehensive examinations follow. Course offerings in any given year are subject to the constraints of budget, demand and enrolment. The required additional 6 credits in statistics and/or research methodology are not listed and should be approved by your supervisor and scheduled to fit your program. See also <http://ecps.educ.ubc.ca/counselling-psychology/cnps-graduate-programs/cnps-phd-program/cnps-phd-program-requirements/>

As of August 2015:

FIRST YEAR SCHEDULE****

Winter Term 1 (Sept - Dec)

CNPS 588 Supervised Training in Counselling (3)	Mon. 9:00 - 3:00 pm
EPSE 507 Applied Child & Adol Psychopathology <i>** (student takes either CNPS 535 or EPSE 507)</i>	Tues. 1:00 – 4:00 pm
CNPS 535 Perspectives on Adult Psychopathology in Coun (3) (<u>adult option</u>)	Thurs. 4:30 – 7:30 pm
CNPS 678 Theoretical Perspectives in Counselling (3) <i>**Students take Term 1 & 2, meeting twice/month</i>	Wed. 9:30 – 12:30 pm
EPSE 569 Social Psychology Applications to Professional Psychology (3) (ONLY ODD YEAR)	Fri 1:00 – 4:00 pm
CNPS 669 Research Approaches in Counselling Psych (3) <i>**Students take Term 1 & 2 in Years 1 and Year 2, meeting once/month</i>	Fri. 9:30 – 12:30 pm
Advanced Graduate Course work in Statistics and/or Research Methodology (3)	

Winter Term II (Jan-April)

CNPS 588 Supervised Training in Counselling (cont.) (3)	Mon. 9:00 - 3:00 pm
EPSE 568 Applied Developmental Neuropsych (3) (Every Year)	Tues. 1:00 – 4:00 pm
CNPS 632 Advanced Assessment in Counselling (3)	Tues. 4:30 – 7:30 pm
CNPS 669 Research Approaches in Counselling Psych (3-6) <i>**Students take Term 1 & 2 in Years 1 and Year 2, meeting once/month</i>	Fri. 9:30 – 12:30 pm
CNPS 678 Theoretical Perspectives in Counselling (3) <i>**Students take Term 1 & 2, meeting twice/month</i>	Wed. 9:30 – 12:30 pm

Summer Term 1 (May/June)

CNPS 677 Theories of Vocational Development (3) (Only in Even Year)	Tues. & Thurs. 9:30 – 12:00 pm
CNPS 587 History and Systems of Psychology (1-3) (Only in Even Year)	Mon. & Wed. 1:30 - 4:30 pm
<i>Theoretical and Clinical Comprehensive Exams (JUNE)</i> <i>Meet with Supervisor for Annual Review</i>	

SECOND YEAR SCHEDULE****

Winter Term 1 (Sept - Dec)

EPSE 592 Design and Analysis in Educ. Research (3)	Fri. 1:00 – 4:00 pm
CNPS 688 Supervision in Counselling Practice (3)	Fri. 9:30 – 12:30 pm
<i>**Students take Term 1 & 2, meeting twice/month</i>	
CNPS 669 Research Approaches in Counselling Psych (3)	Fri. 9:00–12:30 pm
<i>**Students take Term 1 & 2 in Years 1 and Year 2, meeting once/month</i>	
Advanced Graduate Course work in Statistics and/or Research Methodology (3)	

Winter Term 2 (Jan- April)

EPSE 553 Theories of Cognitive Abilities (3)	Tues. 9:00-12:00 pm
(Every year)	
CNPS 688 Supervision in Counselling Practice (3)	Fri. 9:30 – 12:30 pm
<i>**Students take Term 1 & 2, meeting twice/month</i>	
CNPS 669 Research Approaches in Counselling Psych (3-6)	Fri. 9:00–12:30 pm

*** Students take Term 1 & 2 in Years 1 and Year 2, meeting once/month*

Advanced Graduate Course work in Statistics and/or Research Methodology (3)

Specialty Comprehensive Exam

Research Proposal Meeting and Approval

Meet with Supervisor for Annual Review

THIRD YEAR SCHEDULE****

CNPS 699 Dissertation (0)
Meet with Supervisor for Annual Review

FOURTH YEAR SCHEDULE****

CNPS 698 Pre-Doctoral Internship (6)
Meet with Supervisor for Annual Review

***Schedule always subject to change. If there is any change, we will inform you via email.

Supervisor Assignment

The University is obliged to provide you with a research supervisor throughout your course of study. You have the option of changing your supervisor at any point during this time, should you wish. However, due to accreditation standards, you must have a core faculty member from Counselling Psychology as your research supervisor. Should you choose to have another department faculty member supervise you, a CNPS person must be named as co-supervisor.

Advanced Graduate Course Work in Statistics and/or Research Methodology

Approved courses used to meet statistics and research methodology requirements for Ph.D. students. See also <http://ecps.educ.ubc.ca/counselling-psychology/cnps-graduate-programs/cnps-phd-program/cnps-phd-program-requirements/>:

Course	#	Credits	Title
ANTH	519	3	Medicine, Culture, & Society
CCFI	508	3	Narrative Research & Pedagogy
CCFI	565B	3	Practicing Transdisciplinary: Methodology in a Post-Foundational Age
CUST	512A	3	Action Research
EDCP	585A	3	Narrativity, Indigeneity, & Ecopedagogy
EDST	565	3	Fieldwork in Philosophy
EDST	595	3	Conceptual Inquiry in Educational Research
EDUC	503	3	Ethnography & Education
EPSE	534	3	Academic Assessment in School Psychology
EPSE	681C	3	Validity Theory & The Process of Validation
EPSE	683	3	Measurement & Analysis of Growth and Change: HLM & SEM Models
EPSE	593	3	Small N & Single Subject Research
EPSE	595	3	Qualitative Research Methods
EPSE	597	3	Factor Analysis & its Applications
EPSE	682	3	Multivariate Analysis in Behavioural Research
HINT	505	3	Relational Practices with Families in Oncology & Palliative Care
NURS	548	3	Qualitative Methods & Analysis
PSYC	528	3	Advanced Methods in Social Psychology & Personality
SOWK	554C	3	Qualitative Methods in Social Work Research

Other courses can be submitted for approval by your program advisor and the Ph.D. Coordination Committee.

Students should be aware that the Measurement, Evaluation, and Research Methodology area within the ECPS department offers a “**MERM Sub-specialization**”. This sub-specialization requires students to complete a series of 6 MERM courses (note that there is some restriction on the courses that will count towards the MERM sub-specialization). Upon completion of these course requirements, the MERM Area Coordinator will write a letter to the student stating they have met the requirements for a sub-specialization in MERM. Additional details on the MERM sub-specialization are available on the ECPS Department website at: http://www.ecps.educ.ubc.ca/merm/merm_subspec.htm

Approval of Proposed Course Work

The following form must be submitted by the end of the first term of your program for approval of proposed plan of study. See also <http://ecps.educ.ubc.ca/cnps/cnps-forms-and-resources>

Program of Graduate Studies (PGS)

Department of Educational and Counselling Psychology, and Special Education

This form must be submitted for all graduate students by the end of the first term of their program in the department, indicating (1) the coursework to be completed in their chosen degree program, and (2) the Faculty Advisor and Advisory Committee. The Faculty Advisor and members of the Advisory Committee must sign the form verifying approval of the proposed coursework prior to submission. All submitted PGS forms are then reviewed by the Department Graduate Advisor, whose signature indicates departmental approval of the proposed plan of study. The approved PGS form is the formal statement of the student program requirements and is used to evaluate student progress and to assess completion of degree coursework requirements. All changes to the PGS must be submitted in writing showing approval of your Faculty Advisor and Advisory Committee prior to Departmental approval.

1. **Name (Last, First)** _____
2. **Student Number** _____
3. **Program Start Date** _____
4. **Degree** Ph.D.
5. **Area of Specialization** Counselling Psychology
6. **Faculty Advisor** _____
7. **Research Supervisor** _____
8. **Program Committee Member(s)**

9. **Research Committee Member(s)**

9. Program Courses

Course	Credits	Standing Required	Standing Obtained	Course	Credits	Standing Required	Standing Obtained
CNPS 677 (Theories of Vocational Dev.)	3			EPSE 553 (Theories of Cognitive Abilities)	3		
CNPS 669 (Research Approaches)	3			EPSE 569 (Social Psych Applications to Prof. Psych)	3		
EPSE 592 (Design and Analysis in Educ. Research)	3			EPSE 568 (Applied Developmental Neuropsych)	3		
CNPS 588 (Supervised Training)	6			6 credits of advanced graduate course work in Statistics and/or Research Methodology	6		
CNPS 688 (Supervision)	6			CNPS 587 (History and Systems of Psychology)	1-3		
CNPS 698 (Internship)	6			CNPS 535 (Adult Psychopathology) OR	3		
CNPS 632 (Advanced Assessment)	3			EPSE 507 (Child Psychopathology)	3		
CNPS 678 (Theoretical Perspectives)	3			CNPS 699 (Dissertation)	0		

PGS Approval	Name	Date	Signature
Advisor			
Committee			
Graduate Coordinator			

- Changes to approved program (submitted in writing with appropriate signatures):

Add Course	Credit	Date	Grad Coordinator Approval	Standing	Delete Course	Credit	Date	Grad Coordinator Approval	Standing

Clinic Assignments

Clinic Team Assignments of Doctoral Students

First Year

1. Doctoral students should register in the CNPS 588 doctoral clinic (Section 001 - New Westminster Counselling Centre, Mondays 9:00 a.m. - 3:00 p.m.).

All hours spent in training, under the supervision of a Registered Psychologist (R. Psych. for at least 2 years) are documented in an excel file and submitted to the student's supervisor and the Director of the Ph.D. program each year at the annual review. This excel file (sample included on the following page) is sent to all students electronically. See <http://ecps.educ.ubc.ca/cnps/cnps-forms-and-resources>

2. The student's program advisor, the CNPS 588 Doctoral Clinic Supervisor, and the CNPS 678 instructor works with the student in the preparation of his or her clinical comprehensive examination (theory and practice). This exam takes place in the spring following successful completion of the clinic and CNPS 678 (doctoral theories).

Second Year

1. Doctoral students should register for the doctoral supervision course (CNPS 688).
2. Clinic placements are made by the Director of Clinics and Practica in consultation with second year students.

Practicum Site Hours	Previous Cumulative	Fall 20XX Semester	Cumulative Site Practicum Hrs
Fall 20XX Semester	Total Site Hours	Total Hours	
1. Intervention Experience			
a. Individual Therapy			
Older Adults (65+)	0	0	0
Adults (18-64)	0	0	0
Adolescents (13-17)	0	0	0
School-Age (6-12)	0	0	0
Pre-School Age (3-5)	0	0	0
Infants/Toddlers (0-2)	0	0	0
b. Career Counseling			
Adults	0	0	0
Adolescents	0	0	0
c. Group Counseling			
Adults	0	0	0
Adolescents (13-17)	0	0	0
Children (12 and under)	0	0	0
d. Family Therapy	0	0	0
e. Couples Therapy	0	0	0
f. School Counseling Interventions			
1. Consultation	0	0	0
2. Direct Intervention	0	0	0
3. Other	0	0	0
g. Other Psychological Interventions			
1. Sports Psych/Perf. Enhancement	0	0	0
2. Medical/Health-Related	0	0	0
3. Intake Interview/Structured Interview	0	0	0
4. Substance Abuse Interventions	0	0	0
5. Consultation	0	0	0
6. Other Interventions (e.g., tx planning w/ patient)	0	0	0
h. Other Psych Experience with Students and/or Organ.			
1. Supervision of other students	0	0	0
2. Program Development/Outreach Programming	0	0	0
3. Outcome Assessment of programs or projects	0	0	0
4. Systems Interv./Org. Consult/Perf. Improvement	0	0	0
5. Other (specify: _____)	0	0	0
TOTAL INTERVENTION HOURS 1(a-h)	0	0	0
2. Psychological Assessment Experience			
1. Psychodiagnostic test administration	0	0	0
2. Neuropsych Assessment	0	0	0
3. Other (specify: _____)	0	0	0
TOTAL ASSESSMENT HOURS	0	0	0
3. Supervision Received			
a. Individual Supervision by Licensed Psychologist	0	0	0
b. Group Supervision by Licensed Psychologist	0	0	0
c. Indiv. Sup. by Licensed Allied Ment. Health Professional	0	0	0
d. Group Sup. by Licensed Allied Ment. Health Professional	0	0	0
e. Other Superv. (e.g., advanced grad student) - Indiv.	0	0	0
f. Other Superv. (e.g., advanced grad student) - Group	0	0	0
TOTAL SUPERVISION HOURS - INDIVIDUAL	0	0	0

Practicum Site Hours	Previous Cumulative	Fall 20XX Semester	Cumulative Site Practicum Hrs
Fall 20XX Semester	Total Site Hours	Total Hours	
TOTAL SUPERVISION HOURS - GROUP	0	0	0
4. Support Activities**			
TOTAL SUPPORT ACTIVITIES	0	0	0
** includes case conferences; case management; consultation; didactic training/seminars; progress notes; chart review; psych assessment scoring, interpretation, and report-writing; video/audio recording review			

Comprehensive Exams

Doctoral students in the Counselling Psychology Doctoral Program complete two comprehensive examinations: the Clinical Comprehensive and the Specialty Comprehensive. See also <http://ecps.educ.ubc.ca/cnps/cnps-forms-and-resources>

Clinical Comprehensive Exam

Theory and Practice

To encourage completion of the clinical comprehensive examination in a timely way, the Department recommends the following:

1. This exam is normally completed after the first year. It is expected that the exam take place in June. Members of the doctoral procedures committee make themselves available during the month for the examination. Exceptions must be approved by the clinical supervisor and doctoral procedures committee.
2. Except with special permission of your advisor and the Doctoral Program Committee, the second year doctoral supervision course (CNPS 688) cannot be taken until the Clinical Comprehensive exam is passed.
3. An internship is not allowed until the exam is passed.

Clinical Comprehensive Examination Procedures

Focus. The clinical comprehensive has two separate parts, the theoretical and the case presentation. Each segment is evaluated separately.

Selection of Case. The student must obtain written ethical approval from the client whose case is being examined.

The procedures for completing your clinical comprehensive examination are as follows:

Formation of Committee. Normally, your program advisor supervises your clinical comprehensive examination. In consultation with the advisor, select one other Faculty member for the examining committee. The examination is chaired by a Faculty member appointed by the Doctoral Co-ordinating Committee. Thus, the examining committee is composed of three members. (Note: It is the responsibility of the student or advisor to book a room and arrange A/V equipment).

- In conjunction with the program advisor, you should request a second faculty member to be a part of the examining committee.
- The Clinical Comprehensive Committee is responsible for appointing a third faculty member who chairs the examination. This appointment is made from among all CNPS faculty members, not just the coordinating committee.
- Please inform the Chair of the Clinical Comprehensive Committee of the two members who are on your committee as soon as they are determined.

It is expected that the chair appointed by the Clinical Comprehensive Committee prepare a written report on the examination and your performance that is signed and put in your file.

- It is expected that you complete the clinical comprehensive by the end of June of the first year of your program.
- The format for the examination is described in the Doctoral Student Handbook.
- If you have questions or concerns, please contact the Chair of the Clinical Comprehensive or the PhD Program Director.

Preparation of Material. In consultation with the supervisor, prepare an essay that includes the following: (1) a statement of theoretical position (normally 20 pages maximum) informed by research on the effectiveness of this approach. (An outline of the parameters of this part of the comprehensive will be distributed in CNPS 678); (2) Your rationale for applying this framework to the selected client case, including attention to issues of ethical concern, human developmental stage, and social/cultural diversity presented by this case; (3) A brief biographical description of your client case (an individual, family or group) and the course of counselling and verbatim transcripts of three short segments that illustrate your counselling skills and strategy of intervention (normally 25 pages maximum). Include the reason(s) for referral, number of sessions to date, and a general summary of sessions (e.g., early, mid, late). Add commentary on the verbatim transcripts, if you wish. (4) Videotapes of the three segments for committee evolution. (5) A critical review of the case summarizing (a) skills that were demonstrated on the video tape, (b) gains and client progress, (c) candidate's strengths as a counsellor and areas for improvement and (d) hypotheses and suggestions regarding future goals and directions for working with the client.

Schedule. One month prior to the examination, the comprehensive exam supervisor must notify the Clinical Comprehensive Committee that the student is ready to present his or her comprehensive examination

Examination. Normally, a clinical comprehensive examination includes a brief presentation of the theoretical position and case description, followed by a viewing of videotapes. The student is then questioned by the committee on (1) theory and (2) case conceptualization, (3) counselling application, and (4) the integration of theory, case conceptualization, and application.

Examination Results. Immediately after the examination, the committee deliberates in camera on the quality of the written and oral presentation (including videotapes), and votes for a pass or fail with respect to each component (theory and clinical practice) of the examination. The judgment of the committee is immediately communicated to the student. If the judgment is 'fail' on either or both segments, recommendations for improvement are made to the student. Recommendations for improvement may include rewriting all or part of the examination, additional clinical practice under supervision, re-examination by the committee, or other relevant activities deemed appropriate by the examining committee. In the case of re-examination, no more than two re-examinations are permitted. Whether pass or fail, the result of the examination is communicated by memo to the department head and the instructors of the doctoral supervision course (CNPS 688). The report is also placed in the student's file.

Criteria for Evaluation. The examining committee shall be guided in their deliberation by two major criteria. First, did the student present an adequate, coherent theoretical position, informed by research? Second, was there clear congruence between theory and application (case conceptualization and counselling)? The emphasis here is on integration of theory and practice. Also, did the student demonstrate counselling skills that are congruent with the theory presented.

Clinical Comprehensive Examination Guidelines for Examiners

Students are expected to demonstrate successfully a range of clinical skills and knowledge of conceptual and theoretical aspects of clinical practice, awareness of professional and ethical issues and an understanding of the client case selected for the comprehensive exam including any factors related to client socio/socially cultural diversity. These competencies should be evident both in their written document and in their presentation and discussion during the oral exam and may be evidenced by:

1. Presentation of the student's theoretical model (or orientation) and its application to: as conceptualization, client assessment, helping process and relationship building, use of helping skills and intervention strategies, assessment of helping outcome and effectiveness.
2. Linking relevant research information to the student's theoretical model to demonstrate a scientist-practitioner approach to clinical practice.
3. Demonstration of basic counselling skills and applied techniques.
4. Theory-practice compatibility reflected in transcripts and videotapes.

5. Demonstration of ethical practice and awareness of ethical and professional issues as presented by the selected client case.
6. Appropriate critique of interventions and the counselling process and demonstration of the student's reflective ability to recognize strengths and areas for further development in terms of their clinical skills, theoretical integration, intervention strategies, ethical decision making, and case conceptualization abilities. Critique of matching intervention to appropriate stage of development.
7. Effective and satisfactory oral presentation and response to questions and comments during the exam.

Ethical issues. Due to some concerns expressed regarding the material developed for the comprehensive examinations, it is recommended that the doctoral student include a copy of the informed consent s/he obtained from the client, i.e., a copy should be appended to the comprehensive examination manuscript (with the client's name removed).

Also, the student should scrutinize the document to ensure that the client's anonymity is maintained. All potential identifying characteristics or circumstances should be altered. This criterion will be checked by the supervisor and the examining committee.

For ethical reasons, copies of comprehensive examinations are not to be circulated beyond the examining committee.

Forms. Sample client permission forms related to the clinical comprehensive below.

Clinical Comprehensive Examination Guidelines for "Conditional Pass"

(CNPS-approved 2004-5-12; amended 2004-6-09)

1. Please note that students receive a "pass," "conditional pass," or "fail" grade for their clinical comprehensive examination. The chair of the Examination Committee ("Exam Chair," hereunder), the Faculty Advisor, and the Director of the Ph.D. Program signs the form, and it is placed in the student file. Passing this exam entitles the student to enrollment in CNPS 688. (The Faculty Advisor is a faculty member who is a pro-tem advisor or a dissertation supervisor for the student).
2. In case of a "conditional pass," the Exam Chair will write a memo outlining the following three points, and send it to: (a) Faculty Advisor, (b) student, (c) another Examination Committee member, and (d) Committee Chair:
 - specific reasons for the grade and specific issues to be addressed by the student.
 - a list of specific remedial recommendations and conditions in order for the student to receive a "pass" grade.
 - time-table for further work to be undertaken by the student.
3. The Faculty Advisor is responsible for monitoring the student's progress with regards to the recommendations and conditions outlined in the memo.
4. The Faculty Advisor indicates in writing to the original Exam Chair when the student has made satisfactory progress and addressed the Examination Committee's recommendations and conditions appropriately. The Exam Chair will then recommend that the student's standing be moved from "conditional pass" to "pass" The Exam Chair will send a memo to the appropriate staff member, indicating the new "pass" standing to be placed in the student file, and will copy the memo to (a) Faculty Advisor, (b) another Examination Committee member, (c) student, and (d) Committee Chair.
5. In case of a "conditional pass," the Exam Chair should meet with the CNPS 688 instructor, without delay, to discuss whether or not the student should proceed to enrollment in CNPS 688. The Exam Chair may also consult with the Faculty Advisor, another member of the original Examination Committee, and Committee Chair in this process, if necessary.

6. In case of disagreement between the Exam Chair and the CNPS 688 instructor, the Director of the Ph.D. Program is invited to act as a mediator to address the disagreement and to facilitate reconciliation. If needed, the Director of the Ph.D. Program will strike a Special Adjudication Committee at his/her own discretion to recommend a final solution to this matter.

Clinical Comprehensive Procedural Guidelines

(version 1.0 - 2010)

Composition of Clinical Comprehensive Ad Hoc Examination Committee:

The clinical comprehensive ad hoc examination committee for each student consists of:

1. The Examination Chair represents the Clinical Comp Coordination (CCC) Committee.
2. Doctoral clinic supervisor, if available (with CCC approval, the student may request substitution of a faculty member who is a registered psychologist).
3. The student's research supervisor or pro-tem advisor.

Clinical Comprehensive Committee (CCC) Chair: Coordination of Scheduling and Assignment of Faculty Examiners:

1. The Chair of the Clinical Comprehensive Committee confirms which doctoral students are eligible to take the clinical comp in the current year and provide them with information on the content of the examination.
2. The CCC Chair designates a time period for completion of the clinical comprehensive exams. Requests to hold exams outside this time period will depend on availability of the clinic supervisor and faculty examiners and must be coordinated through the CCC Chair.
3. The CCC Chair assigns CCC committee members to Chair the exams and, in consultation with students and research supervisors, finalizes the date, time and venue for the exam (usually Room 271 or 278 in the Library Block).

Research Supervisor: Coordinating Student Preparation for the Clinical Comprehensive Exam:

1. The student's doctoral research supervisor works with the student to finalize preparation of the clinical comps paper (students have responsibility for independent selection of video segments). The supervisor communicates a preferred date and time (and alternatives) for the exam to the CCC Chair. A 3-hour time period should be scheduled; exams typically take 2.0 – 2.5 hours.
2. The student must prepare and circulate his/her clinical comp paper among the examination committee members. The student is expected to deliver a spiral bound copy to each examiner 2 weeks in advance of the exam.
3. The clinical comprehensive paper must have two sections: (1) a theoretical position paper (usually developed as an outcome of CNPS 678), and (2) a clinical case presentation. The clinical case presentation typically consists of (a) case overview, client description, and case conceptualization, (b) theoretical explanation, rationale for, and descriptions of clinical interventions, (c) presentation of appropriately selected verbatim transcripts (often chosen from the beginning, middle, and end stages of clinical work), and (d) process notes and additional comments by the student.

Conducting a Clinical Comp Examination and the Examination Chair's Duties:

The clinical comp typically lasts for 2 to 2.5 hours, including the following components:

1. The Examination Committee Chair (representing the Clinical Comprehensive Committee) makes a formal announcement of the commencement of a clinical comprehensive exam.

2. The student provides an oral presentation of his/her theoretical counselling model and clinical approach, as described in the student's submitted clinical comp document (i.e., "position paper"). This presentation should not exceed 15 minutes. Following the oral presentation, the Examination Chair invites and facilitates questioning by the examiners and a discussion among the participants on the theoretical presentation of the student's clinical model. This portion of the exam typically takes 45-60 minutes.
3. The student discusses a client case with audio-visual presentations of excerpts from actual counselling sessions. Typically, the student provides a brief (e.g. 5 minute) oral introduction to the case and then presents the first video segment. For each video segment, the Examination Chair invites and facilitates questioning by the examiners on the conceptualization of the case, video demonstration of clinical skills and counsellor-client dynamics. This portion of the exam typically takes 60-75 minutes.
4. Upon completion of the above, the Examination Chair will hold an in-camera discussion and adjudication among the faculty examiners. If further revisions or rescheduling of a follow-up exam is required, the Examination Chair coordinates this task in consultation with the CCC Chair. In case of disagreements among the examiners, the Examination Chair facilitates a further discussion and mobilizes a negotiated outcome, if needed.
5. If the exam committee finds the student's written document, clinical demonstration, and engagement in the exam process acceptable, the Examination Chair announces the "Pass" grade and verbally presents a brief evaluative summary to the student. If the evaluation results in an outcome of Conditional Pass or Fail, this outcome is communicated to the student, along with specific feedback on what aspects of his or her exam performance did not meet the expected standard. Any requirements or arrangements for remediation or re-taking the exam are presented; if additional discussion or consultation is required to specify the requirements for re-taking the exam, this discussion may be concluded at a later date. The other examiners are invited to offer additional comments. The Examination Chair will keep written notes of examiners' evaluative comments and his/her summary.
6. The Examination Chair announces the termination of the exam.
7. The Examination Chair documents the outcome of the exam, obtains signatures from the faculty examiners and Director of the Ph.D. program, and submits the form to the Department (for the student's file). The CCC Chair is notified of the outcome of the exam. For an outcome of "Pass," the CNPS exam certification form is used. For an outcome of Conditional Pass or Fail, the Examination Chair prepares a memo outlining the details of the outcome and any prerequisites for re-taking the exams. [See the document, Clinical Comprehensive Examination Guidelines for 'Conditional Pass']
8. The CCC Chair announces among the CNPS Area faculty the outcome of the exam (Pass, Conditional Pass, Fail, re-take arrangements, etc.) for all students.
9. In case of complications or a negative adjudication result (e.g., conditional pass, further revision requirements, re-take of the exam, or a Fail grade assigned), the CCC Chair will engage in further coordination work and ensure that necessary steps be taken in a timely manner, in consultation with the student's faculty advisor or dissertation supervisor, the Director of Clinical Training, and the Ph.D. Program Coordinator.

NEW WESTMINSTER COUNSELLING CENTRE

AGREEMENT FOR REMOVAL OF VIDEO TAPE FROM THE CENTRE

CLIENT: It has been explained to me that to complete the training needs of the counsellor it is necessary for him/her to take the videotape of the counselling sessions from the New Westminister Counselling Centre. This is done solely to meet the educational needs of the counsellor. The video taped session's content is only for education purposes.

It has further been explained to me that the Faculty Advisor, Centre Co-ordinator or faculty members of the Department of Educational and Counselling Psychology and Special Education, may also need to take the video tape from the New Westminister Counselling Centre for education purposes.

I understand that:

- all materials from this video taped session shall be kept confidential within a professional and academic community and that my identity shall be kept anonymous.
- the video tape is to be viewed only by the counsellor, other counsellors-in-training, Faculty Advisor, Centre Co-ordinator or faculty members of the Department of Educational and Counselling Psychology and Special Education.
- the video tape will be kept in a safe and secure place.
- the video tape will be returned weekly to the New Westminister Counselling Centre.

I give my permission for the videotape of these counselling sessions to be taken from the New Westminister Counselling Centre.

COUNSELLOR: I have fully explained to the client the training needs which necessitate the taking of the videotape of these counselling sessions from the New Westminister Counselling Centre. I will adhere to the Canadian Psychological Association Code of Ethics as well as the College of Psychologists of British Columbia Standards of Practice. I will comply with a, b, c, and d above.

Further, I understand that the person, i.e., counsellor, Faculty Advisor, Centre Co-ordinator, etc. removing the video tape from the New Westminister Counselling Centre will take full responsibility for any breach of confidential material which might occur.

_____	_____
Date	Client
_____	_____
Faculty Advisor	Counsellor – Trainee
_____	_____
Centre Co-ordinator	Video Tape #

UNIVERSITY OF BRITISH COLUMBIA

Faculty of Education
Department of Educational and Counselling Psychology, and Special Education

Date

This is to certify that _____,
(Name) (Student #)

has passed the **Clinical (Theory and Practice) Comprehensive Examination** for the Doctoral Degree
in the Department of Educational and Counselling Psychology, and Special Education.

Chair

Faculty Advisor

Director, Ph.D. Program

Specialty Comprehensive Exam

To encourage completion of the specialty comprehensive examination within the three-year period, the Department recommends the following (adopted June 4, 2008). See also <http://ecps.educ.ubc.ca/cnps/cnps-forms-and-resources>:

1. **PURPOSE** [of the Specialty Comprehensive Exam]: Students are expected to demonstrate foundational knowledge in their broadly defined areas of counselling psychology research interest. The examination committee's role is to assess whether the student's level of knowledge demonstrates breadth and depth adequate for development and defence of a dissertation research proposal. In this assessment, the committee will identify areas of strength as well as any significant gaps in knowledge and, if appropriate, recommend additional reading and/or coursework to support the student's development and defence of a dissertation research proposal.
2. **PLACEMENT WITHIN THE CURRICULUM**: Students are expected to complete the Specialty Comprehensive Exam during their second year of doctoral study and, most students complete the exam in March-April-May. The Specialty Comprehensive typically takes place 1 to 3 months prior to the dissertation proposal defence. The dissertation proposal defence cannot be scheduled until the Specialty Comprehensive Exam is completed successfully, at which time the Research Supervisor will determine the appropriate date for a defence.
3. **RELATIONSHIP OF THE SPECIALTY COMP TO DOCTORAL COURSEWORK**:
 - The specialty comp is designed to assess students' foundational knowledge in their declared area(s) of expertise in Counselling Psychology. Consequently, it covers topics which are broader than those included in a dissertation proposal literature review. It is expected that students have completed their foundational coursework prior to taking the exam (e.g., coursework in core psychology and topics particularly germane to one's area of research interests).
 - CNPS 669, Research Methods, facilitates student preparation for the Specialty Comprehensive Exam and its course assignments help students identify broad areas of the literature that can support their research interests. In the Fall term of the second year, students consult closely with their research supervisor to conduct an increasingly focused exploration of the conceptual basis, research findings and methods related to their area of research specialization.
4. **PREPARATION OF CONTENT AREAS FOR THE EXAM**: In consultation with the research supervisor, the student develops a description of his/her area of specialization and research interest within counselling psychology and selects approximately 12-20 references that illustrate that area of specialization. Typically, members of the student's research committee provide feedback and/or suggestions for development of the reference list. The written "area of specialization statement" is intended to describe foundational knowledge, rather than describing literature that is more specifically focused on an anticipated dissertation research question.
5. **STATEMENT**: The student's 300-500 word statement describes the parameters of his/her knowledge base in a self-defined content area. Students frequently select 2-3 general areas that underlie and/or inform the defined area. As an example, a student whose area of specialization is related to Trauma in Children might identify the three general areas of child development, trauma interventions, and cultural meanings of trauma as the basis of their stated specialization. To characterize both the content and limits of one's area, the statement could include descriptors such as "I am familiar with the most frequently used cognitive approaches for trauma intervention with children and am increasing my knowledge related to experiential and narrative approaches."
6. **REFERENCE LIST**: The selected references are intended to illustrate the student's area of specialization in counselling psychology and the influence of one or more core areas of psychology (e.g., development, cognitive, social, biological bases, abnormal). In developing the reference list, the student is asserting his/her familiarity and understanding of the sources listed and should be prepared for questions on these materials.

Typically, students select a mix of research and conceptual articles, drawn from historical and contemporary sources. Books may be cited but many students find it more manageable to cite a specific chapter rather than an entire book. The reference list is intended to be a foundation for the specific citations that may eventually support a dissertation research question. For example, a student planning to conduct research in the broad area of career development would be expected to demonstrate his/her familiarity with a range of well-known theories of career development, rather than focusing on a single theory. It is particularly appropriate to include “classic” articles in one’s area of specialization.

7. **EXAMINERS:** The specialty comprehensive examination is conducted by three faculty members: a CNPS faculty representative of the CNPS Specialty Comprehensive Committee (Chair); the student’s research supervisor; and an additional member of the student’s research committee (either within or outside CNPS). The Chair is responsible for overseeing the process and procedures, chairing the exam, and informing the student of the outcome and submitting a brief report. All three examiners participate in questioning and vote on the outcome.

Specialty Comprehensive Examination Procedures

Prior to the Exam. (1) The student consults with his/her research supervisor in preparing the statement of specialization and reference list, and typically seeks input from other research committee members. The supervisor approves the statement and reference list as a comprehensive description of the student’s area of specialization and, (2) Two weeks prior to the exam, the student provides the examining committee with copies of three articles from the reference list, to provide a common base for questioning. (3) The student arranges the date/time for the exam and books a room; the exam is scheduled for two hours.

Examination. The Chair invites the student to provide a 5-minute (maximum) overview of his/her area of specialization, then invite questions from the other examiners. The question period is typically 1.0 to 1.25 hours. Questions may focus on any of the materials cited in the reference list or be derived from the statement of specialization. At the close of questioning, the three examiners hold an in-camera discussion to evaluate the student’s performance, to identify strengths as well as gaps in knowledge that should be addressed prior to the dissertation proposal defence, and to suggest resources that could address such gaps. The chair delivers the decision on the outcome of the exam and the student is provided with feedback on his/her performance.

Evaluation and Follow Up. Possible outcomes for the exam include Pass; Conditional Pass (with additional preparation conducted under the supervisor’s direction) and Fail. The Exam Chair will submit, to the Coordinator of the CNPS Doctoral Program, a memo summarizing the student’s performance and any recommendations or requirements for further preparation. For students receiving a Conditional Pass, the Research Supervisor will coordinate the required work and, once completed, submit a memo to the Exam Chair and Doctoral Program Coordinator confirming that the student is eligible to defend a dissertation proposal. Students failing the exam may be permitted to retake the exam one time, no sooner than one month following the first attempt, and after successful implementation of a plan developed by the student’s research supervisor (in consultation with the other member of the student’s specialty comp. committee) to remediate the problems identified during their first exam. Failure to pass a retake of the Specialty Comprehensive Examination will be grounds for requiring the student to withdraw from the doctoral program.

Areas of Questioning. Students are encouraged to prepare for the following types of questions related to their declared area of specialization:

1. What is some of the “classic research” in your area? What makes it a classic?
2. What are some of the key constructs or themes explored by researchers in your area, both within counselling psych and within other disciplines?
3. What philosophy of science has characterized inquiry in your area of research? Have the common methods or designs changed over time?

4. Please describe how the work cited in your reference list reflects the core findings, themes, and/or methods in this area.
5. When you consider the body of research in your area, are there designs, measures, or methods that appear frequently? What are the advantages/disadvantages of the field's reliance on these approaches?
6. When you consider the body of research in your area, what are the populations or groups who have been studied most frequently? What are the implications of the choice of research participants for conclusions drawn in this area?
7. What are the primary debates or areas of disagreement in your area? What are some of the significant gaps in our field's understanding of your area of research interest?
8. What are the key challenges in conducting research in your area (e.g., conceptual, methodological, ethical, interdisciplinary content)?
9. Discuss how your knowledge has been informed by content in the core areas of psychological inquiry.
10. Discuss how your area of specialization fits within the domain of counselling psychology, in contrast to other academic or practice disciplines. Similarly, how does your area link to other academic or practice disciplines?

UNIVERSITY OF BRITISH COLUMBIA

Faculty of Education
Department of Educational and Counselling Psychology, and Special Education

Date

This is to certify that _____,
(Name) (Student #)

has passed the **Specialty Comprehensive Examination** for the Doctoral Degree in the Department of Educational and Counselling Psychology, and Special Education.

Chair

Advisor

Director, Ph.D. Program

**NEW WESTMINSTER COUNSELLING CENTRE
CONSENT TO COUNSEL**

THESE ARE THE FACTS ABOUT THE COMMUNITY COUNSELLING AND COUNSELLOR TRAINING CENTRE IN NEW WESTMINSTER, B.C.:

1. It is a joint undertaking of the University of British Columbia and the New Westminister School Board designed to provide training for university counsellors and a counselling service to the schools and community of the New Westminister area.
2. All counsellors are university graduates working in post-graduate courses.
3. There may be audio-video tapes of interviews for evaluation by faculty and counsellors before erasure.
4. All counselling personnel and procedures are controlled and evaluated by U.B.C. faculty members.

Having full knowledge of and accepting these facts, I hereby apply for assistance to the Community Counselling and Counsellor Training Centre at New Westminister, B.C.

Signature - Client

Date

Counsellor - Trainee

Coordinator

Faculty Advisor

Advanced Integrated Assessment Practicum

Available to 3rd Year+ CNPS PhD students

An Advanced Integrated Assessment Practicum with UBC Counselling Services was offered in 2013-2014 and 2014-15 academic years. It will not be offered in 2015-16 due to insufficient enrollment. This is an optional but recommended practicum in your program.

The conditions of the practicum are as follows:

1 day per week (Fridays) for 30 weeks of the academic year (September through April). The practicum experience is located at the PRTC in the Scarfe Building.

Each student participates in 7 hours per day, divided as follows: 1 hour of group supervision, 4 hours of direct client contact, 1 hour for administrative duties (e.g., report writing), and 1 hour for lunch. All supervision is provided by a Registered Psychologist.

Students must also be available for 1 hour of individual supervision per week on a day other than Fridays.

Students are expected to be available to participate in the UBC Counselling Services orientation for staff program, Usually several days at the end of August and beginning of September.

Students must have completed CNPS 632.

This is an advanced assessment practicum integrated with counselling practice. Students are expected to conduct assessment in the following areas as appropriate: screening measures, personality, assessment for anxiety and depression, standardized clinical interview.

Students are expected to complete two psychological reports per term.
Students register for EPSE 687

EPSE 687 (PH1) DOCTORAL FIELD EXPERIENCE: SPECIALTY PLACEMENT

Overview:

The Doctoral Field Experience: Specialty Placement is an optional component of the Ph.D. program in Counselling Psychology. The practicum builds upon prior practicum experiences at the masters level and clinical
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experience coursework at the doctoral level. The practicum facilitates the development and integration of knowledge and skills gained from prior course and clinical work. It provides the doctoral student with the opportunity for additional clinical skill development in their areas of speciality interest and is designed to help facilitate their transition to the Pre-Doctoral Internship.

Doctoral Specialty Placement operates within the requirements of the agency and under the direct supervision of the Field Supervisor. Throughout all aspects of the practicum experience, the agency and Field Supervisor maintains administrative control and responsibility for activities undertaken by the practicum student. Typically, the practicum setting assigns practicum students the status of Practicum Student or Trainee and provides the usual protection and coverage for liability and indemnity afforded all students or volunteers in the setting. Further, as the Practicum Student is a doctoral student at UBC, they are also covered through the liability coverage for practicum students as specified by the university. The site may require the Practicum Student to undergo a criminal record check as a condition of direct contact with their clients. The practicum is conducted consistent with the *Canadian Code of Ethics for Psychologists* (CPA, 2000), *American Psychological Association Ethical Principles and Code of Ethics* (APA, 2010, including the Standards for Educational and Psychological Testing APA, 1999), and *Code of Conduct for the College of Psychologists of British Columbia* (2014), and should follow criteria for delivery of psychological services, record-keeping and confidentiality procedures, legal mandates and requirements of the agency.

Its length and placement in the overall training sequence typically occurs between the midway point and end of the student's required doctoral coursework. While one Doctoral Specialty Placement in Assessment is strongly suggested for completion of the Ph.D., students may elect to do additional Doctoral Specialty Placements to help facilitate meeting their own long term professional goals.

Objectives for the Practicum

Each student will define specific objectives for his/her practicum in their individual Practicum Plan (discussed below). During the first week of the Doctoral Specialty Practicum, the student will work with the Field Supervisor to develop a Practicum Plan including the preparation of individual goals, objectives, and an evaluation plan for the practicum. Though the specific practicum objectives will vary greatly with the student and the site (and not all of the following experiences are required), the Doctoral Specialty Practicum, in general, is intended to provide experiences relevant to the following areas:

1. Knowledge of the organization and functioning of schools, mental health centers, hospitals, or other agencies or services;
2. Familiarization with psychological service delivery procedures;
3. Familiarization with the various roles and functions of professional psychologists, special and regular educators, school administrators, and other mental health care providers;
4. Exposure to a broad range of children, youth, adults or families including a range of people from diverse cultural and linguistic backgrounds;
5. Refinement of communication skills and the ability to engage in team efforts;
6. Refinement of assessment and diagnostic skills;
7. Refinement of consultation and collaboration skills;
8. Refinement of prevention and intervention skills;
9. Effective utilization of community and institutional resources;
10. Continued professional growth through inservice training, self-study, and supervisory evaluations;
11. Continued development and application of ethical and legal issues in professional psychology.

Time Commitment:

The Practicum requires an intensive time commitment over several months. Although the exact number of days on site and duration of the practicum will vary with the site, a minimum of 39 clock hours are required. This is typically completed by spending time on site for 3 to 4 months.

Range of Activities and Time Allocation:

Though the time allocation for the practicum activities will vary greatly with the setting, ***the following are suggested guidelines***. Variations on this are negotiable depending on the setting and should be discussed with both the Field Supervisor and University Supervisor and form part of the Practicum Plan.

1. The student should spend about 50% of their time in one or some combination of the primary psychological direct service activities: assessment, direct intervention, and consultation.
2. At least 25% of the student's time should be spent in direct client contact.
3. A minimum of one hour per four hours service provision must be spent in regularly scheduled formal, face-to-face supervision of the student. When on site, the practicum student reports directly to and takes direction from the Field Supervisor. Twenty-five percent of supervision may be in a group format.
4. The student may be involved in other learning activities including the following:
 - a. Observing other agency units in delivery of services
 - b. Seminars dealing with professional issues
 - c. In-Service training
 - d. Case conferences
 - e. Meeting with professionals other than psychologists (e.g., persons from other disciplines or other agencies)
 - f. Professional conferences

Exploring Potential Practicum Placements:

Though the identification of possible specialty practicum placement is the responsibility of the student, the Counselling Psychology Faculty will provide support for students during the process of selecting a practicum placement. Once a specialty placement site is selected, the student's University supervisor will give final approval of the the placement.

Practicum Agreement:

The student's University Supervisor must approve arrangements for the practicum placement, prior to any formal agreement between the student and the site. The Practicum Agreement provides the framework for the formal relationship among the parties to the agreement, the practicum student, the agency and the Counselling Psychology program. Following approval of the practicum agreement, a more detailed Practicum Plan (described below) is developed and approved by the student, Field Supervisor and University Supervisor. The practicum agreement includes the following elements:

- Information identifying the relevant individuals who are party to the agreement and their contact information,
- a description of the practicum setting,
- a statement of objectives for the practicum in the particular setting,
- statement of parameters of the practicum requirements that demonstrate adherence to program practicum requirements (e.g., hours of contact)
- a statement of intended practicum activities,
- a statement of the administrative arrangements for the practicum student's position in the agency (e.g., status, title, administrative responsibilities)
- a statement of the supervision arrangements with the names and qualifications of the supervisors
- statement of the evaluation procedures for the practicum.

A sample Practicum Agreement is included in Appendix A.

Practicum Plan: Goals, Objectives & Evaluation Plan:

No later than the end of the second week of the practicum placement, the student is required to submit to the Supervisor a written Practicum Plan developed with and approved by the Field Supervisor.

Supervision of the Practicum

Practicum supervision by the agency is the prime responsibility of the Field Supervisor. The Field Supervisor is normally a doctoral level psychologist who has certification or registration/licensure in Psychology. Normally, at least 1 hour per 10 hours service provision of regularly scheduled, face-to-face individual supervision are provided by one or more psychologists. Additional supervision activities (e.g., group supervision) occur throughout the week, at a ratio of approximately one hour of supervision for each five hours of direct client contact. The Field Supervisor may be an employee of the agency or an affiliate of the agency who carries major responsibility for cases being supervised. In some unusual circumstances, when a registered doctoral level psychologist is not

available at the site, some contracting of supervision may be allowed. Any supervisor who is not an employee of the agency, must be approved by the UBC Counselling Psychology Faculty.

Course Enrollment

While on practicum, students must register for 3 UBC course credits (EPSE 687) at the beginning of the term in which the practicum occurs and maintain registration in that course throughout their practicum. If the student does not complete the requirements of the practicum by the end of the semester in which they are registered, the University Supervisor will assign a grade of "T" to indicate continuing status in the course. A final grade will not be assigned until all practicum requirements are completed. Once all documents (logs, evaluations, work samples, practicum completion form) are reviewed by the University Supervisor, a grade will be assigned.

Evaluation of the Practicum Student

In the event that a student is not making satisfactory progress at any time during the Practicum, the Field Supervisor should contact the University Advisor immediately. Field Supervisors normally complete an open-ended, evaluation of the Practicum Student's performance and brief description of the activities undertaken in the Practicum Student. The latter evaluation typically is accomplished by means of a letter sent to the University Supervisor.

The University Advisor is responsible for assigning a grade for student performance on the Practicum. The summative evaluation provided by the Field Supervisor provides part of the information used to grade overall student performance. A record of hours of work, including direct and indirect client contact hours, range of activities, supervision hours, work samples and examples of evaluation and feedback procedures should be maintained by the University Advisor and Field Supervisor for evaluation by representatives of the CPA/APA, the BC College of Psychologists, or UBC if needed. If all work is satisfactory, a grade of "P" or Pass will be assigned.

Evaluation Appeal Process

In the event that a student wishes to appeal an evaluation that has been given by the Field Supervisor, procedures for appeal should be followed in the Practicum setting first. The Practicum Student should also inform their Advisor of the decision to appeal an evaluation. In the case of disagreement over a grade from the Field Supervisor, University procedures for "appeals of academic standing" should be followed.

Required Assessment Sequence for Students Outside of School Psychology Seeking Training in Level C (Cognitive) Assessment

(Approved by CNPS Area September 2010)

- Graduate Level Coursework in Measurement (e.g. EPSE 528)
- Graduate Level Coursework in Social-Emotional-Behavioural Assessment (e.g. EPSE 535, CNPS 532, CNPS 632)
- Graduate Level Coursework in Academic Assessment (e.g. EPSE 534)
- Theories of Cognitive Assessment- EPSE 553
- Practicum in Cognitive Assessment – EPSE 554 [Note: Students are only admitted to EPSE 554 upon successful completion of EPSE 553]
- An additional supervised practicum with a focus on applied psychoeducational assessment. Students must complete a minimum of three supervised cases in this practicum (e.g. CNPS 687, EPSE 561b)

Students must have the written approval of their advisor/research supervisor. The courses should be included on their PGS. Students should be admitted into a doctoral program in professional psychology (e.g. counselling psychology, clinical psychology) or a related Ph.D. program with prior background in applied psychology. The sequence should also be approved by the SCPS area coordinator or SCPS PhD Program Director.

Students outside of SCPS will only be admitted to EPSE 554 if space and support for the course are available.

Internship Supplement Guide

Included in this Handbook is the Internship Placement Guide for CNPS Doctoral Students, supplementing the course outline for CNPS 698 (revised September 2009). See also <http://ecps.educ.ubc.ca/cnps/cnps-forms-and-resources>

Step 1: Before Initial Preparation

1. The CNPS Doctoral Program requires that you have reached candidacy before starting your internship placement – meaning that you have completed all required course work, your clinical and specialty comprehensive exams, and have successfully defended your dissertation proposal.
2. Ensure that the specific time line of your Program of Graduate Studies will allow you to begin and complete your internship and other required work. If not, speak with your supervisor about applying for an extension before your time runs out.
3. Have your supervisor complete, sign, and submit to the Director of the PhD Program the “Internship Readiness Form” (see Appendix 1), documenting your candidacy status and actual or anticipated dates of successful completion of the following items:
 - a. all required course work
 - b. clinical comprehensive examination
 - c. specialty comprehensive examination
 - d. defence of your dissertation proposal
4. According to the Association of Psychology Pre-doctoral and Internship Centers (APPIC). Application for Psychology Internships, APPIC-matching applicants are required to have completed (a) comprehensive (clinical and specialty) exams prior to Feb. 1 of the same year, and (b) all required course work prior to June 30. That is, you are expected to have reached candidacy by the end of June of the same year as your internship commencement year.
5. Attend CNPS internship information and preparation meetings.
6. Familiarize yourself with various internship sites and application deadlines, and plan at least a year in advance – as most settings have application deadlines that are 10 to 12 months prior to the commencement of the internship.

Step 2A: Initial Preparation (APPIC Applicants)

1. Ensure that you have the final written evaluation report(s) from your CNPS 588 (doctoral clinic) instructor and (if applicable) from your assessment practicum supervisor. Give copies of such reports to your dissertation supervisor, who will be completing and signing the Pre-doctoral Internship Readiness Form (see Appendix 1), in which he/she endorses your clinical competencies, factual information about your successful completion of all requirements, and your readiness to commence your internship.
2. Speak with former and current interns about their experiences and recommendations.
3. Explore possible internship sites and identify the nature and conditions of each placement.
4. Familiarize yourself with the APPIC match process rules and requirements, and with the timelines and requirements of the online application form. Visit the APPIC site for updates and directory:
http://www.appic.org/directory/4_1_directory_online.asp

Check the current on-line APPIC match registration and application forms and instructions (“APPIC Application for Psychology Internships” or AAPI):

<http://www.natmatch.com/psychint> (to register for the match)

http://www.appic.org/match/5_3_match_application.html

5. Familiarize yourself with CCPPP’s “Guiding Principles in Preparation and Selection of Applications for Internship” (see Appendix 2).
6. Review the preparation information and Canadian internship sites listed by CCPPP (Canadian Council for Professional Psychology Programs) (see Appendix 3 or visit <http://www.ccppp.ca/en/internship.html>)
7. Become familiar with the provincial registration body (CPBC) and its registration requirements and procedures. Attend an orientation meeting with a representative of the College of Psychologists of B.C.; visit the CPBC website for announcements.
8. If you are pursuing a non-APPIC and non-APA/CPA-accredited internship placement, consider its acceptability to the College of Psychologists of B.C. (CPBC) in terms of the College’s registration requirements and criteria for acceptable supervised doctoral-level internship experience. Visit CPBC’s website:
<http://www.collegeofpsychologists.bc.ca/applicants/appinfo.cfm>
9. Consult with: (a) your dissertation supervisor, (b) the Director of the Ph.D. Program, and (c) the Director of Clinics and Practica in the CNPS area.

Step 2B: Exploring Potential Sites: Internship Basic Requirements Checklists (Non-APPIC Applicants)

Our pre-doctoral internship course (CNPS 698) supports the 16 criteria for acceptable internship placements set forth by the College of Psychologists of British Columbia (see Appendix 4). The following simplified checklists are designed to help students who are seeking internship placements at their early stage of exploration. Pre-doctoral internship placements which are APA or CPA accredited or members of the APPIC Matching Program are automatically considered to be acceptable placements for students in our CNPS Doctoral Program at U.B.C.

Student Readiness Checklist

1. Have you completed CNPS 588 or its equivalent during your Master's program?
2. Have you completed CNPS 598 or its equivalent during your Master's program?
3. Have you completed the CNPS 588 doctoral clinic?
4. Have you completed the CNPS 688 doctoral supervision course?
5. Have you successfully passed the clinical and specialty comprehensive exams and your defended your dissertation proposal?
6. Are you well versed in the CPA Guidelines for Providers of Psychological Services and able to put the Guidelines into your professional practice of psychology?

Supervisor Selection Checklist

1. Is your proposed primary supervisor a provincially registered PhD. level psychologist with a minimum 2 years of clinical work after provincial registration?
2. Is your supervisor willing and able to offer you 1 hour of supervision for every 4 hours of direct client contact?
3. Does the internship site offer qualified back-up supervisors should your primary supervisor be unavailable? Are there qualified back-up personnel to fulfill your supervision needs and meet professional and ethical requirements?

Site Selection Checklist

1. Does the site offer you 1 hour for every 4 client contact hours as part of regular supervision?
2. Will the site commit to submitting to the CNPS Director of Clinical Training detailed, written evaluation reports on your progress half way through and at the end of your internship?
3. Does the site have clearly stated minimum standards for successful internship completion?
4. Does the program have a procedural guideline and an appeal process for addressing and remedying discrepant evaluations, conflicts, or problems in this regard? Also, does it offer sufficient time for remedying such issues? Does it offer professional support for a poorly performing intern before making its decision to terminate the internship contract?
5. (preferred, but not required) Does the program have a mechanism for evaluating the effectiveness of its services?
6. Does the site have appropriate facilities, such as an office space of a reasonable size with privacy, secure storage of confidential information, clerical support, a professional library, and AV equipment?
7. Does the site keep the records of your clinical work and documents, in compliance with the professional ethical standards?
8. Does the program positively contribute to all of the following: (a) acquisition of professional techniques, skills, and knowledge, (b) exposure to relevant and sufficient clinical experience (min. 1600 hours in total, including min. 500 hours of direct service) via individual and group work, (c) a positive supervision experience and learning process, (d) having opportunities for the intern's personal growth, and (e) developing professionalism?
9. Is the site (Director, staff, and program structure) sufficiently committed to internship training? Is it clearly indicated in their brochures and other public documents?
10. Does the site demonstrate evidence and appreciation of diversity in terms of: (a) staff recruitment, (b) intern recruitment and evaluation, and (c) client assessment and treatment?
11. Does the site offer professional training and impart knowledge in working with clients with diverse cultural backgrounds?
12. Does the program have APA/CPA accreditation or its equivalent?
13. (preferred, but not required) Has this site been previously used for internship training by our Department and has it received a positive site evaluation?
14. Does the site have at least two interns in training on site?
15. Does the site have a structure within which staff psychologists report to a senior or chief psychologist?
16. Does the intern's direct clinical service stay within 2/3 or less of time commitment to the agency or organization?

Step 3A: Applying for Pre-doctoral Internship Placements (APPIC Applicants)

1. Follow the APPIC matching procedures; see Step 2 and visit the above websites. Seek guidance if needed from your dissertation supervisor regarding essay requirements in the APPIC Application Form.
2. For the APPIC application (effective Nov. 1, 2007), you will be required to list your doctoral-level clinic and practicum hours.
3. Be sure to enter accurate information when completing the on-line APPIC Application form. You will need the following information:
 - a. current PHD Program Director: Dr. Richard Young
 - b. training Director's e-mail: richard.young@ubc.ca
 - c. training Director's phone number: (604) 822-6380
 - d. university (ECPS) fax number: (604) 822-3302
 - e. our doctoral program is CPA accredited
 - f. we adhere to the Scientist-Practitioner Model of Education and Training
4. Three letters of recommendation are required to support your application. These may be from:
 - a. your doctoral clinic supervisor or dissertation supervisor who knows your clinical work
 - b. assessment practicum supervisor
 - c. clinical supervisor in the field, and/or
 - d. anyone who is qualified to comment on your clinical competencies and professionalism, in support of your pre-doctoral internship placement application (e.g. a previous employer, a faculty member with whom you have worked as a TA or RA, etc.)
5. Evaluative comments and feedback on your clinical competencies, ethics, and professionalism must be solicited from your doctoral clinic supervisor and/or dissertation supervisor. This information needs to be provided to the Director of PhD Program well in advance of the application deadline so that s/he can complete the "Director of Training" portion of your application and the final application can be submitted in a timely manner.

Step 3B: Applying for Pre-doctoral Internship Placements (Non-APPIC Applicants)

1. Each internship site has its own application procedures, requirements, and time frame. Some internship sponsors required that you use the same APPIC application form, including an evaluation section to be filled out by the Program's Training Director.
2. Many internship sites short-list desirable applicants after the initial assessment of application documents and reference letters, and conduct telephone interviews and/or invite candidates for interviews by a panel of adjudicators including potential internship supervisors.
3. Your professionalism, clinical and theoretical orientations and skills, academic and clinical training experiences and credentials, future career plans, knowledge of the internship site and their clientele, manner of self-presentation, self-awareness, personal aptitude, interpersonal conduct and communication skills, among other things, are observed and assessed at every stage of the screening and interviewing process.

It is recommended that you practise answering anticipated relevant questions during an interview over the phone or in person, and also prepare meaningful and appropriate questions you wish to ask the staff at the site. See "Match Made on Earth" for examples of possible questions and appropriate responses.
http://www.cpa.ca/documents/Internship_workbook.pdf . APA also sells an internship preparation handbook that can be purchased on line at <http://www.apa.org/apags/edtrain/interns.html>
4. Be prepared to answer clinically relevant hypothetical questions starting with "What would you do if ..." about ethical responsibilities, professional practice, dealing with colleagues and supervisors, handling sensitive and confidential materials, addressing limitations in your competencies, etc. Your professional awareness, compatibility with the site's philosophical and clinical orientations, and preparedness for engaging in clinical practice might be assessed in various ways.
5. For students seeking non-APPIC internship placements, ensure the eligibility of your placement according to the criteria set forth by both the CNPS Area (i.e., course outline for CNPS 698) and the College of Psychologists of B.C. for future registration. It is your responsibility to select and secure an appropriate internship placement and ensure your eligibility for future registration with the College, if you plan to apply for registration as a Psychologist.
6. Study a generic checklist of pre-doctoral internship placement requirements and a sample placement contract (see Appendix 6) that covers basic information and conditions as required for CNPS 698 course registration.

Step 4: Registering for CNPS 698

1. Simple and obvious rules are: No candidacy, no internship. No approved contract, no internship. No course registration, no internship. Of course, no internship means no hours.
2. In order for you to formally engage in a pre-doctoral internship (most often a 12-month full-time placement and in rare cases a 24 month half-time placement), you must be officially and continuously registered for CNPS 698 for any of the following terms: September-April term, May-June term, and July-August term. If you have met the course registration requirements, or will meet the requirements before the beginning of the registered academic term, enrol yourself in CNPS 698; see Step 1 (Item #1 and #4). As a rule, if you miss registering for CNPS 698 for one term, you will need to wait until the next term for registration, which means you will not be able to commence your placement until then because without being registered in CNPS 698 you will not be covered by UBC's liability insurance. You could also apply to the Graduate and Postdoctoral Studies or permission for late registration, but there is no guarantee that they will grant your request.
3. In order to start your pre-doctoral internship placement (e.g., clinical training and professional services), you will need to submit the following items to the Director of Training:

- a. a letter of acceptance from the director of a sponsoring internship program

If You Have Chosen the APPIC Matching Process:

4. Your partially completed on-line APPIC Application Form to which the Director of Training must confirm your status and readiness, as well as inserting the recommendation information from your doctoral clinic supervisor and/or your dissertation supervisor
- b. a completed copy of your on-line APPIC Application Form to be placed in your file
- c. contract-approval procedure needed for APPIC-matched internship placements and contracts (Approval is given automatically for an accepted APPIC-approved placement; just submit a copy of the final version of the contract for your file)

If You Have Chosen a non-APPIC Site:

- d. a pre-doctoral internship placement contract, pre-approved by the site supervisors and Director of Training, and signed by all involved parties (Site Supervisors, Site Director, UBC Director of Training, and student)
5. Under NO circumstances should students start their internship placements (e.g., professional services, pre-service training, clinical training) without first having met the prerequisites for CNPS 698 course enrollment, and obtained the Training Director's approval and final signature on their internship contracts. Students may make applications for internship placements prior to completing all prerequisites and reaching candidacy if they first provide a copy of the "Internship Readiness Form" signed by their research supervisor and attesting to the completion of these requirements prior to commencement of the internship. However, for legal, ethical, liability and academic reasons students must NOT start and engage in internship activities without having officially registered for the course with approved contracts. Nor should they present themselves as CNPS pre-doctoral interns unless they are officially registered for CNPS 698 and have approved contracts.
6. Only the documented, supervised hours accumulated during the approved internship placements will be credited towards a student's internship. The hours accumulated before or after 698 registration and outside the approved placement contract will NOT be accepted. If you wish to continue your internship beyond the end of the registered term, you must re-register for another term and append your original contract – with new signatures being required by all parties. Failure to do so may result in your inability to count the hours accumulated during the unregistered period toward the internship requirements.
7. Failure to reach candidacy by the time you hope to commence your internship placement, will result in a student being withdrawn from the course. If you anticipate this situation, immediately contact your dissertation supervisor, who in turn will be required to contact the Director of Training to determine whether arrangements can be made to accommodate an early September proposal defence. To avoid the possibility of having to postpone your internship, you need to defend your dissertation proposal successfully before the term in which you plan to start your internship.

Step 5: Internship Placement Contract Checklist: Required Items

If you have an APPIC-matched internship placement, you will get a standard APPIC-approved placement contract, which is accepted by our CNPS Program.

If you do not have an APPIC internship placement, below are the minimally required items to be included in your internship placement contract. Also, information on these items should be obtained when you are looking for internship sites and discussing your internship placement possibility with the personnel from prospective sites. The information is based on the CPA accreditation self-study guidebook and our departmental course outline for CNPS 698. The following information must be clearly given in your contract, addressing the checklist items in Step 2B.

1. Time frame (from when to when, full-time or part-time, meeting the min. 1,600-hour requirement)
2. Internship site information (address, telephone and fax numbers, website address, etc.)
3. Primary supervisor's name, position, credentials (including # of years of clinical experience), professional membership, and contact telephone number and e-mail address
4. Additional or back-up supervisors' names, positions, and credentials (Ph.D., registered psychologist, etc.)
5. Description of the mechanism by which you will receive the supervisor's feedback and evaluation
6. Description of the clientele and types of issues typically dealt with in this setting (individuals, families, personality disorder cases, trauma victims, etc.)
7. Description of your clinical and service activities (trauma counselling, group psycho-educational sessions with parents with handicapped children, consultation with community workers, etc.)
8. Nature of any assessment activities (learning disability assessment, assessment based on DSM-5, MMPI, clinical assessment in consultation with a resident psychiatrist, etc.)
9. Statement of expected learning outcomes (e.g., "The intern will develop experience and competencies in dealing with ..."; "The intern will meet and exceed the minimum requirements set out by the College of B.C. Psychologists in order to become a registered psychologist.")
10. Statement that you will conform to the ethical standards for psychological practice in accordance with the provincial and national psychological associations or other governing bodies
11. Statement that you have access to facilities and support services necessary for fulfilling your internship requirements at the internship site
12. Statement of when the CNPS Director of PHD Program can expect detailed written interim and summative feedback on your clinical and professional performance during your internship

See Appendix 6 for an example of an acceptable contract at a non-APPIC internship site.

Additional and detailed information as well as amendments may be added to the originally approved contract. Appropriate signatures will be required in cases where changes or additions are made to the content of the originally approved contract.

Appendix 1

Doctoral Internship Readiness

Counselling Psychology Ph.D. Program at the University of British Columbia
Version Sept 2014

Before approval can be granted and students can commence their pre-doctoral internship placements, they are required to reach candidacy, and submit to the Director of Training this *Pre-doctoral Internship Readiness Form* completed and signed by their faculty advisor (i.e., dissertation supervisor). Please indicate when:

_____ (student name)

completed or is expected to complete the following pre-internship requirements:

	Completion Date	Expected Completion Date
1. All required course work	_____	_____
2. Clinical comprehensive exam	_____	_____
3. Specialty comprehensive exam	_____	_____
4. Dissertation proposal defense	_____	_____
5. Current dissertation status:	Data Collected	YES NO
	Data Collection Completed	YES NO

I consider that this student possesses the following (*please check each box*):

- Sufficient and suitable emotional stability and personal maturity to handle the rigor of the pre-doctoral internship experience
- Sufficient academic foundation for practicing counselling psychology professionally and for translating theory into integrated practice
- Sufficient clinical competencies for providing effective and appropriate counselling and related professional services
- Sufficient and appropriate awareness of, and commitment to, the current standards of professional codes of ethical conduct
- Sufficient capacity to participate in supervision and respond to supervisory feedback in a responsible and constructive manner
- Eligibility for internship requires that students have completed all requisite professional coursework and practica prior to beginning the internship year. Applicants have completed a minimum of 600 hours of practicum experience in assessment and intervention strategies. [The CPA acknowledges that in the competitive marketplace, applicants have often completed far more than 600 hours, but only 600 hours are required to satisfy accreditation standards.] Students have completed all course requirements before beginning their internship year. It is preferable that they have also proposed their doctoral thesis, collected and analysed their data, completed a draft of their thesis, and, whenever possible, have successfully defended their doctoral thesis prior to beginning the internship year.

Therefore, I consider that the above student is eligible and ready to enroll in CNPS 698 and commence a pre-doctoral internship placement starting as early as: _____.

I will inform the Training Director immediately of any changes or advancements in this student's candidacy status. I understand that (a) only those who have reached candidacy can stay enrolled in CNPS 698, and (b) they are

required to be officially enrolled in CNPS 698 and have received TD's approval of their internship placement and contract before internship hours are credited.

Signature: _____ Date: _____

Appendix 2

Guiding Principles in the Preparation and Selection of Applicants for Internship (Approved at CCPPP AGM, June 2007)

Prepared by Dr. Mary Ann Evans, member-at-large June 2004 - June 2007

At its mid-winter meeting, the executive of CCPPP reviewed the work and broad consultation that had been done in preparing guiding principles concerning the preparation and selection of applicants for internship, and the draft that appeared in CCPPP's December 2006 Newsletter. After minor modifications, the executive endorsed the document. At the June 2007 annual general meeting of CCPPP a motion that member programmes of CCPPP adopt these guidelines was carried. The Guidelines are reproduced below and are (or will soon be) on the CCPPP website (www.cccpp.ca).

Preamble

Both internship and academic training programmes, together as one of their main goals, aim to prepare students with entrance level competence to practice as psychologists. Preparation for the year of internship training entails the development of knowledge and competence, and accumulation of experience through research, coursework and practica within academic training programmes. In recent years, some students have become focused on acquiring more and more practicum training hours in their academic programmes, believing this to be a key factor in a successful internship match. The training directors of the CCPPP in both university and internship settings wish to communicate that the number of practicum hours is neither the only nor the most important factor in the preparation and selection of internship applicants. As such, member programmes of CCPPP, in both university and internship settings, affirm the following principles in the preparation and selection of students for the internship year:

Principles

1. Prior to beginning an internship, as a minimum, students are expected to have completed all of their required coursework, and to have a draft of their dissertation well underway, and to have completed practica in which they have developed sufficient depth and breadth of clinical competence to assume an internship position.
2. Candidates from CPA- or APA-accredited programs are preferred in accredited internship settings, although exceptions are made for applicants demonstrating equivalence of training in recognition of the fact that programmes gradually evolve towards being accredited and may offer high quality training before receiving accreditation status.
3. While 600 hours of practicum experience before beginning an internship has been set within the CPA accreditation standards as the minimum in which this competence might be gained, more typically 1000 hours of wisely chosen practicum experience is required to attain sufficient breadth and depth. This would include an appropriate balance of direct service, supervision, and support hours. Students and programs should strive in their practica for experience with cases varying in complexity in different service delivery settings, with a variety of populations, presenting questions, assessment and therapeutic models and methods, case conferences, and supervisors to acquire competencies for a successful internship year. This is more important than the number of hours recorded.

4. Given breadth and depth that can be obtained in 1000 hours, additional practicum hours will not confer an advantage to applicants unless they are necessary to meet general clinical competencies or the specific clinical competencies required for a particular internship site. Internship directors who believe that a placement at their site merits more than 1000 hours to develop the competencies required are to publicly declare this and detail what is required in their documentation.
5. Similarly, while having the dissertation proposal approved is the minimum within the CPA accreditation standards for beginning an internship, during the internship year students should be in a position to devote their energies and attention to the internship experience without a heavy commitment to their dissertation during that period. As per the accreditation standards “it is preferable that students have analyzed their data, completed a draft of their dissertation, and, whenever possible, successfully defended their doctoral dissertation prior to beginning the internship year.” Therefore, while exceptions may be made under special circumstances, students are strongly encouraged not to apply for internship until their data is all or almost all collected. Academic programs that require more than this minimum prior to applying for internship are to publicly declare this and detail what is required in their documentation.
6. The quality of work and breadth and depth of experience gained in practica are important factors in the selection of interns by the sites. These factors are viewed within the context of striving for the best model of professional training in psychology and empirically supported practices for service delivery within the internship setting. Thus the selection of candidates is a synthesis of factors matching the relevance and quality of the student’s didactic training (e.g., coursework, workshops attended), academic accomplishments, goals, letters of recommendation, research experience, quality of writing samples, and personal, professional and interpersonal qualities evident in the interview, with the needs of, available training within, and experiences of the internship site.

Appendix 3

CCPPP Internship Programs

There is a downloadable 190-page PDF workbook (*Match Made on Earth: A Guide to Navigating the Psychology Internship Application Process*), endorsed and posted by the Canadian Psychological Association with valuable information. Please visit: http://www.cpa.ca/documents/Internship_workbook.pdf

For your information, the currently listed Canadian internship sites, according to the CCPPP (Canadian Council for Professional Psychology Programs) are shown below (as of November, 2008). Not all of these sites are listed with the APPIC Matching Program.

Please visit http://ccppp.ca/resource_documents for more information. Also, please read the statement hereunder about CCPPP's recommendation for APPIC applications, followed by the CCPPP support for those who are not APPIC-matched.

Please read “Match Made on Earth: A Guide to Navigating the Psychology Internship Application Process (2001)

http://ccppp.ca/%7EASSETS/DOCUMENT/Publicatios_internship_workbook.pdf

Appendix 4

College of Psychologists of British Columbia's 16 Criteria for Acceptable Internship Placements

Please visit the following official website of the College: <http://www.collegeofpsychologists.bc.ca/requirements.php>

Also, visit the following site for specific and current registration standard (effective Dec 2013):
<http://www.collegeofpsychologists.bc.ca/docs/Registration%20Requirements.pdf>

The following 16 criteria for acceptable internship placements must be met for CPBC registration. Please check carefully to ensure your considered or secured placements meet these criteria:

1. **Organization:** A psychology internship is an organized training program that, in contrast to supervised experience or on-the-job training, is designed to provide the intern with a planned, programmed sequence of training experiences. The primary focus and purpose is assuring breadth and quality of training.
2. **Accountability:** The internship agency has a clearly designated staff psychologist who is responsible for the integrity and quality of the training program and present at the training facility for a minimum of 20 hours a week. This psychologist has been actively licensed (certified or registered) and in good standing with a psychology regulatory body for a minimum of two years immediately prior to the time the intern starts the pre-doctoral internship.
3. **Primary Supervisors:** The internship agency training staff consists of at least two full time equivalent psychologists who serve as primary supervisors, who have been actively licensed (certified or registered) and in good standing with a psychology regulatory body for a minimum of two years immediately prior to the time the intern starts the pre-doctoral internship.
4. **Structure of Supervision:** Intern supervision is provided by staff members or qualified affiliates of the internship agency who are accountable to the internship director regarding their supervision of the intern. These supervisors carry clinical responsibility for the cases being supervised and are identified as such (e.g., countersigning documentation or identified as a supervisor on treatment plans, or reports). The minimum amount of supervision provided is at a ratio of one hour of supervision for each four hours of client contact per week. At least 2 hours per week of regularly scheduled face-to-face individual supervision are provided by psychologists who are actively licensed (certified or registered) and in good standing with a psychology regulatory body for a minimum of two years immediately prior to the time the intern starts the pre-doctoral internship.
5. **Content of Supervision:** Supervision is provided with the specific intent of dealing with psychological services rendered directly by the intern. Administrative supervision and/or personal growth experiences are not included as part of the required supervision.
6. **Range of Experience:** The internship provides training in a range of psychological assessment and intervention activities conducted directly with recipients of psychological services.
7. **Required Patient Contact:** At least 30% of the intern's time is in providing direct psychological services to patients/clients, seeing a sufficient number of clients to ensure that the intern reaches a level of competent clinical service in the area in which he or she plans to practice.
8. **Didactic Component:** The internship must provide at least two hours per week in didactic activities such as case conferences, seminars, in service training, or grand rounds, and excluding supervision.

9. **Timing of Internship:** Internship training is subsequent to required clerkships, practica, and/or externships. For psychologists, it must be obtained while enrolled in a doctoral program or post-doctorate. For psychological associates, it must be obtained while enrolled in a masters program or post-masters degree.
10. **Title of Trainee:** The internship level psychology trainees have a title such as "Intern", "Resident", "Fellow," or other designation of trainee status.
11. **Program Description:** The internship agency has a written statement or brochure which provides a clear description of the nature of the training program, including the goals and content of the internship and clear expectations for quantity and quality of the intern's work, and is made available to prospective interns.
12. **Due Process:** Internship programs have documented due process procedures that describe separately how programs deal with (1) concerns about intern performance, and (2) interns' concerns about training. These procedures include the steps of notice, hearing and appeal and are given to the interns at the beginning of the training period.
13. **Required Time:** The internship experience (minimum 1600 hours) must be completed in no less than 9 and no more than 24 months.
14. **Evaluation:** At least twice a year the internship program conducts formal written evaluations of each intern's performance.
15. **Payment for Supervision:** The terms of payment for supervision are explicit and agreed upon prior to the onset of supervision. The payment contract includes explicit agreement that payment for supervision in no way implies a positive evaluation by the supervisor of the intern.
16. **Dual Relationships:** Relationships between supervisors and interns are in compliance with prevailing ethical standards with regard to dual relationships. Supervision to meet the requirements of the College of Psychologists can not be provided in the context of a professional relationship where the objectivity or competency of the supervisor is, or could reasonably be expected to be impaired because of the supervisor's present or previous familial, social, sexual, emotional, financial, supervisory, political, administrative, or legal relationship with the supervisee or a relevant person associated with or related to the supervisee. Please refer to the College of Psychologist's *Code of Conduct* for further clarification.

Appendix 5

16 CRITERIA FOR APPIC MEMBERSHIP: DOCTORAL PSYCHOLOGY INTERNSHIP PROGRAMS

Criteria revised May 2006; Clarification revised November 2011

Visit: <http://www.appic.org/About-APPIC/Joining-APPIC/Members/Internship-Membership-Criteria>

Internships that are accredited by the American Psychological Association or the Canadian Psychological Association are recognized as meeting APPIC doctoral membership criteria. All others must meet all of the following criteria (i.e., 1 through 16 below) and are reviewed for adherence to the criteria every three years.

EDUCATIONAL NOTE: A program's adherence to APPIC membership criteria does not guarantee that the trainees in the program will meet individual state, provincial, or territorial licensing requirements.

- 1. A psychology internship is an organized training program that, in contrast to supervised experience or on-the-job training, is designed to provide the intern with a planned, programmed sequence of training experiences. The primary focus and purpose is assuring breadth and quality of training.**

Clarification:

The organization of an internship program is evident in a clear:

- statement of the goals and objectives of the training activities.
- description of the plan, location, and sequence of direct service experiences.
- description of the training curriculum; i.e., the content, duration, and frequency of the training activities.
- description of how the psychology training program is integrated into the larger organization.

For programs with multiple sites, the services rendered by interns, the supervision offered, and the training director's involvement is clearly described at each site.

- 2. The internship agency has a clearly designated doctoral level staff psychologist who is responsible for the integrity and quality of the training program. This person is actively licensed, certified, or registered by the State Board of Examiners in the jurisdiction where the program exists, and is present at the training facility for a minimum of 20 hours a week.**

Clarification:

The internship is administered by a doctoral level licensed (certified or registered for independent practice) psychologist who:

- directs and organizes the training program and its resources.
- is responsible for selection of interns.
- monitors and evaluates the training program's goals and activities.
- documents and maintains interns' training records.

- 3. The internship agency training staff consists of at least two full time equivalent doctoral level psychologists who serve as primary supervisors and who are actively licensed, certified, or registered as a psychologist by the Board of Examiners in the jurisdiction where the program exists.**

Clarification:

“Full time equivalent” typically refers to 40 hours/week. However, there may be a range of hours that qualify as “full time equivalent” depending on the norms of the program. 35 hours/week is the minimum that will qualify for “full time equivalent” for APPIC member programs. “Full time” for interns could also be set at 35 hours/week if this meets licensure requirements in your jurisdiction. APPIC believes supervisor expectations should be similar to intern expectations.

It is expected that interns receive supervision during the year from at least two different supervisors. Interns' primary clinical supervision and role modeling must be provided by psychologists on the program's staff who are licensed (certified or registered) for independent practice at the doctoral level and who are:

- officially designated as psychology intern supervisors.
- significantly involved in the operation of the training program.

- 4. Intern supervision is provided by staff members of the internship agency or by qualified affiliates of that agency who carry clinical responsibility for the cases being supervised. Regularly scheduled individual supervision is provided by one or more doctoral level licensed psychologists, at a ratio of no less than one hour of supervision for every 20 internship hours. Supervision is provided with the specific intent of dealing with psychological services rendered directly by the intern.**

Clarification:

Supervisors need to be clearly designated by the agency as clinically responsible for the cases (for example, countersigning documentation or having their name on the treatment plan or case summary). Depending on clinical needs, increased hours of supervision are expected. The required hours shall be through face-to-face individual supervision (rural sites may use visual telecommunication technology in unusual circumstances and when face-to-face supervision is impractical, but must demonstrate that such technology provides sufficient oversight). Programs shall adhere to all requirements of their state licensing boards.

- 5. The internship provides training in a range of psychological assessment and intervention activities conducted directly with recipients of psychological services.**

Clarification:

Internship training in Psychology is primarily based on experiential learning which:

- provides psychological services directly to consumers in the form of psychological assessment, treatment, and consultation.
- exposes interns to a variety of types of psychological services and consumers.

- 6. At least 25% of trainees' time is in face-to-face psychological services to patients/clients.**

- 7. The internship must provide at least two hours per week in didactic activities such as case conferences, seminars, in-service training, or grand rounds.**

Clarification:

The Psychology training program should have scheduled didactic experiences available to meet the training needs of their interns, a minimum of 2 hours per week on average with not less than 8 hours in any given months. "Didactic activities" refers to actual training opportunities and should include training activities beyond Intern Case Presentations. Formal processes must be in place to encourage intern socialization.

- 8. Internship training is at post-clerkship, post-practicum, and post-externship level, and precedes the granting of the doctoral degree.**

Clarification:

Interns must have completed adequate and appropriate prerequisite training prior to the internship. This would include both:

- completion of formal academic coursework at a degree-granting program in professional psychology (clinical, counseling, school), and

- closely supervised experiential training in professional psychology skills conducted in non-classroom settings.

9. The internship agency has a minimum of two interns at the predoctoral level of training during any training year. These interns must be at least half-time (i.e., 20 hours per week). The minimum number of interns must be on site and in training at the time of the initial application for APPIC membership.

Clarification:

The intention of this criterion is to allow opportunities for personal (face-to-face) interaction with peers in formal settings in the training program and on the training site during each training week. Part-time internships must ensure that intern schedules sufficiently overlap to allow substantial and meaningful peer contact.

10. The internship level psychology trainees have a title such as "intern," "resident," "fellow," or other designation of trainee status.

11. The internship agency has a written statement or brochure which provides a clear description of the nature of the training program, including the goals and content of the internship and clear expectations for quantity and quality of the trainee's work. It is made available to prospective interns.

Clarification:

Internship programs must make available descriptions of their training program which give their applicants and interns a clear understanding of the program in terms of:

- the program's training goals and objectives.
- the program's training methods, content, and curriculum (for example, required rotations, sample weekly schedules, or available training seminars).
- the program's training resources (e.g., training/supervisory staff, physical facilities and training equipment, clerical support, etc.)
- the sites at which training and services are provided. For programs with multiple sites, clear descriptions are given for each site of services rendered by interns, supervision offered, and involvement of the training director.

Clarification:

APPIC must be notified in writing of substantive changes to the training program (personnel, placements, etc.) that have the potential to impact quality of training or which substantially alters the advertised training experience. The training program is likewise responsible for maintaining an up-to-date and accurate description of the program in the APPIC Directory.

12. Internship programs have documented due process procedures that describe separately how programs deal with (1) concerns about intern performance, and (2) interns' concerns about training. These procedures include the steps of notice, hearing, and appeal, and are given to the interns at the beginning of the training period.

Clarification:

Due process procedures describe how an agency deals with intern deficiencies and how the interns' handle grievances with the training program. The documentation would include:

- description of formal evaluation and complaint procedures.
- the program's and intern's responsibilities and rights in the process.
- the appeal process.
- description of procedures if interns have grievances about their training or supervision.

Programs need two written policies: (1) Due Process, and (2) Grievance Process. The procedures must be specific to the internship training program; reliance on a more general HR policy is insufficient. Both procedures should be provided to interns at the commencement of training.

Due Process is a written procedure that comes into use when an intern's behavior is problematic. (The use of the term "impaired" is discouraged because if one identifies an intern by that term, legal issues having to do with the Americans with Disabilities Act (ADA) could be invoked.) Due process must include three elements: Notice (i.e. the intern must be notified that problematic behavior has been identified and that the internship is addressing the problem); Hearing (i.e. the program must have a formal process by which the identified problematic intern has an opportunity to hear concerns and to respond to the concerns); and Appeal (i.e. the intern must have an opportunity to appeal the actions taken by the program in regards to the identified problematic behavior. The appeal should extend at least one step beyond the Training Director).

A Grievance Procedure is a process that is invoked when an intern has a complaint against the training program. The procedure should include specific steps an intern takes in the complaint process and be broad enough to cover any and all complaints that may arise for interns (e.g. complaints about evaluations, supervision, stipends/salary, harassment, etc.)

13. The internship experience (minimum 1500 hours) must be completed in no less than 9 months and no more than 24 months.

Clarification:

Internships may be conducted on a full or part-time basis. Only School Psychology programs will be accepted for 9-10 month internships.

14. APPIC member programs are required to issue a certificate of internship completion, which includes the word "Psychology," to all interns who have successfully completed the program.

15. At least twice a year the internship program conducts formal written evaluations of each trainee's performance.

Clarification:

The written evaluation process provides comprehensive evaluative feedback to doctoral psychology interns as follows:

- The evaluation provides summary information of performance in all major competence areas that are a focus of internship training.
- Interns have the opportunity to review their evaluation with supervisors to ensure the fullest possible communication between supervisors and interns.
- Evaluation procedures provide feedback that validates trainees' achievements by noting areas of unusual strength and excellence and facilitate trainees' further growth by identifying areas that would benefit from additional training.
- The program provides the doctoral psychology intern's graduate training director with feedback concerning the intern's progress in the internship program.

16. The program has the necessary financial resources to achieve its training goals and objectives. Intern stipends shall be reasonable, fair, and stated clearly in advance. Unfunded internship positions are allowable only in unusual and infrequent circumstances.

Clarification:

APPIC requires internship positions to be equitably funded across the site. Intern stipends shall be set at a level that is representative and fair in relationship to the geographic location and clinical setting of the training site. Stipends should be reasonable based on a comparison with other APPIC member programs in your area.

Unfunded or poorly funded internship positions are allowed only in unusual and infrequent circumstances in which the creation of such a position would serve to alleviate a hardship for the potential intern candidate. Examples of such hardships may include geographic limitations due to family circumstances or difficulties finding suitable placement. In such cases, the "burden of evidence" lies with the program to demonstrate that the lack of funding does not adversely affect morale or quality of training. In addition, training resources should be sufficient to afford the same training for an unfunded or poorly funded position as for fully funded positions.

The payment of a stipend is a concrete acknowledgment that a trainee in the agency is valued and emphasizes that the primary task of the year is educational in nature. Stipends are generally lower than a salary received by a regular employee and implies that there is a significant training component in addition to experiential learning. Stipends are equal among trainees unless there is an extenuating circumstance (e.g., specialized skills, consortia agreements). This distinction between trainee and regular employee emphasizes that an internship is "an organized training program, in contrast to supervised experience or on-the-job training."

GRANDPARENTING PROVISION: Programs that are current APPIC members on the date of implementation of this criterion, but do not meet the criterion or clarification on that date, must request an exception at the time of each membership renewal. An exception may be granted if the program demonstrates that they have made reasonable efforts to secure funding and describes its plan to obtain future funding in order to meet this criterion.

Note: APPIC membership criteria are approved by a vote of the APPIC membership and appear above in bold type. Clarification information is approved by the APPIC Board of Directors.

Appendix 6

A Sample Internship Contract at a Non-APPIC Site *U.B.C. Counselling Services (reproduced here with permission, 2009-3-17)*

CONTRACT FOR PRE-DOCTORAL INTERNSHIP IN PROFESSIONAL PSYCHOLOGY XXXXXXXXXX (student name)

Date XXXX

Internship Program

This pre-doctoral internship is a one-year, full-time, program beginning September 1st, 20XX, and finishing August 31st, 20XX. The work week is Monday through Friday, totaling a minimum of XX hours which includes one-hour/day lunch break. You will receive XX weeks (XX days) vacation and, of course, are entitled to all statutory holidays. You are paid the same sick leave benefits as beginning full-time university staff members. The expectation of the pre-doctoral internship is to meet the competency expectations of the program which include a minimum of 1800 hours of supervised work experience.

The stipend for the year is \$XXXXX CAD. Five days are allocated for professional development. You will be refunded for travel expenses and conference fees up to \$XXX for professional development activities. All requests must be pre-approved.

Internship Duties

As a pre-doctoral intern, you will be involved in six primary activities. These include direct service, indirect service, supervision, didactic training, administrative responsibilities and research (see attached page for an overview of Core Activities). Each will be described more fully below.

1. Direct service includes: (a) individual and group counselling; (b) intake assessment and emergency consultation; (c) outreach and community development (e.g., workshops and outreach presentations); and (d) providing supervision to master's level trainees.
2. Indirect service involves activities supporting direct intervention such as writing case note and assessment reports, consultation with other professionals, DVD session review, planning intervention, and program development.
3. Interns receive a minimum of four hours per week of scheduled individual supervision. Supervision is on-site and is provided by registered psychologists who carry responsibility for the cases being supervised and are identified as such. Additional face-to-face supervision is provided during the week, as required, to address specific case-related clinical issues or concerns. The supervisor or the intern may initiate this additional supervision.
4. Interns participate in a minimum of two hours per week of didactic training, such as case management meetings, professional development seminars, supervisor meetings, and training case conferences (group supervision).
5. Administrative Responsibilities include staff meetings, committee work, and special projects for up to two hours per week.
6. As part of Counselling Services commitment to the Scientist-Practitioner model, we actively support the intern's involvement in research, and the active integration of this learning with clinical training. Therefore, three hours per week are allocated for on-site dissertation research.

Evaluation

Evaluation is a collaborative process that involves the intern, the internship supervisors, and your institutional training coordinator. The following guidelines apply.

1. The pre-doctoral internship is graded as “pass” or “fail.”
2. As an intern, you will be clearly informed, on a regular basis, as to your progress. Progress is monitored in relationship to the trainee’s own goals and objectives along with the centre’s established training objectives and competencies. Two evaluations of progress will be completed during the internship and submitted to your host Department dated February and August. During the training orientation period, interns are provided with their own copy of the centre’s Training Manual, which highlights general principles for evaluation, procedures for assisting trainees not performing at the expected level of competence, and trainee grievance procedures.
3. You are required to keep a written log of your hours and number of clients seen. Additionally, you are expected to keep a running log of your supervision. This will include number of supervision contact hours, focus issues, and progress.

Competency Expectations

The centre’s established training objectives and competencies are categorized as: Assessment; Counselling Skills; Group Services; Diverse Groups; Professional Behaviour and Relationships; Receiving Supervision; Providing Supervision; Outreach and Community Development; Professional Development; and Management of Stress.

Communication with Academic Program

During the training period, staff supervisors and/or the training coordinator initiate informal and/or formal contact with your academic program. The purpose of this is to ensure transparency of your progress and to support the achievement of established competencies and objectives. Copies of formal evaluations and formal letters are provided to your academic program supervisor and/or training director. Copies of formal letters and evaluations are kept on file in the counselling centre.

Signed by: (a) doctoral student, (b) site supervisor or training coordinator, (c) site director, and (d) CNPS director of training, with signed dates, TEL numbers, and e-mail addresses.

Core Activities

	Hours Per Week
I. Direct Service:	18 hrs
-Counselling	
-Individual	
-Group (Career/Personal Development)	
-Intake assessments & Emergency consultation	
-Outreach & community development	
-Psychoeducational workshops	
-Presentations in support of outreach & community development	
-Providing supervision to masters-level trainees	
II. Indirect Service (in support of direct service):	7-8 hrs
-Report writing	
-Consultation with other professionals	
-Videotape review	
-Planning intervention	
-Program development	
III. Receiving Supervision:	4+ hrs
-Individual supervision from one or more supervisors	

IV. Didactic Training:	2+ hrs
-Case management	
-Training case conference	
-Supervisor meetings	
-Professional development seminars	
V. Administrative Responsibilities:	0-1 hr
-Staff meetings	
-Committees	
-Special projects	
VI. On-site Dissertation Research:	3 hrs

Appendix 7

Overview of the APPIC Matching Program

Please go to the following website for updated and current information: <http://www.appic.org/>

The APPIC Internship Matching Program (the "Match") provides an orderly process to help applicants obtain positions in psychology internship programs of their choice, and to help internship programs obtain applicants of their choice. Similar matching programs are in use in many other professions, including medicine, dentistry, pharmacy and law.

1. With the Match, applicants must still apply directly to internship programs they are interested in, and applicants and programs interview and evaluate each other independently of the Match. However, no offers are made by programs during the interview period. Applicants and programs can evaluate each other fully before the programs must decide on their preferences for applicants, and before applicants must decide on their preferences for programs. After all interviews are completed, each applicant submits a Rank Order List on which the applicant lists the desired programs, in numerical order of the applicant's preference (first choice, second choice, etc.). Similarly, each internship program submits a Rank Order List on which the program lists the desirable applicants, in order of the program's preference. Each program also indicates the number of positions the program has available.
2. The Match then places individuals into positions based entirely on the preferences stated in the Rank Order Lists. An example and description of how the matching process is carried out is provided in another section of this website. The result of the Match is that each applicant is placed with the most preferred internship program on the applicant's Rank Order List that ranks the applicant and does not fill all its positions with more preferred applicants. Similarly, each program is matched with the most preferred applicants on its list, up to the number of positions available, who rank the program and who do not receive positions at programs they prefer.
3. Since all offers, acceptances, rejections and final placements occur simultaneously, the Match is an effective and fair means of implementing a standardized acceptance date. It allows programs and applicants to evaluate each other fully before determining preferences, thus alleviating the pressures to make premature decisions based on incomplete information. Furthermore, the Match alleviates many common adverse situations from the recruitment process, such as applicants hoarding multiple offers, and applicants or programs reneging on a prior acceptance in order to accept a more preferred program or applicant that has subsequently become available. Also, a program can be assured that it will not be matched with more applicants than it has available positions.
4. **In the Match, both applicants and internship programs should list choices in order of preference, without consideration for how they will be ranked by the other party.** Decisions by applicants and programs regarding rankings can be based on the applicants' and programs' true preferences for each other, without the need to speculate on the likelihood of subsequent offers being made or accepted.
5. **Applicants and internship programs do NOT receive information about the rankings submitted by other applicants and programs.** Each applicant is given only the final result the applicant obtains in the Match. Each program is provided only with the names of the applicants that it obtains in the Match, as well as the results of the Match for the other applicants ranked by that program.
6. It is possible that all of a particular program's positions will not be filled in the Match, and that some applicants will be left unmatched. APPIC operates a Clearinghouse for unplaced applicants and programs with unfilled positions, which will begin operation shortly after the distribution of the Match results.
7. The Association of Psychology Postdoctoral and Internship Centers (APPIC) is responsible for establishing the policies of the Match, and for monitoring the implementation of the Match. The administration and conduct of the Match is carried out by National Matching Services Inc. (NMS), on behalf of APPIC.

Matching Process: Example

An example of the matching process involving three applicants and three programs is shown below. The Rank Order Lists submitted by programs and applicants in this example are as follows:

Programs' Rank Order Lists

Program A (2 Positions)	Program B (1 Position)	Program C (1 Position)
1. Charles	1. Baker	1. Baker
2. Baker	2. Charles	
3. Able	3. Able	

Applicants' Rank Order Lists

Able	Baker	Charles
1. Program B	1. Program A	1. Program B
2. Program A	2. Program B	2. Program A
	3. Program C	

Match Process

1. The actual matching is done on a computer. However, the matching process itself could be completed as effectively by hand; the computer serves only to expedite the process. The computer is set up to process the lists in the following manner.
2. It first attempts to place Able into his first choice, Program B. Since Program B has an available position, Able is tentatively matched to Program B. Next an attempt is made to place Baker into Program A. Since Program A has an available position, Baker is tentatively matched to Program A.
3. The computer then attempts to place Charles into Program B. Program B's position is currently filled, but Program B prefers Charles to its current match with Able. Able is therefore removed from Program B, and Charles is tentatively matched into Program B.
4. Since Able has just been removed from a tentative match with Program B, an attempt is made to re-match Able. The computer first tries to place Able into Program B; however, this is unsuccessful because Program B's position is now filled with Charles, who is preferred by Program B. Next an attempt is made to place Able into his second choice, Program A. Since Program A still has an available position, Able is tentatively matched to Program A.
5. The matching process is now complete as each applicant's list has been processed, and each applicant is tentatively matched to the most preferred choice possible. Tentative matches now become final.
6. Note that in the matching process, no applicant or program can be forced into a final match until all applicant Rank Order Lists have been considered for the best possible tentative matches.

Applicants

APPIC policy states that internship applicants must (a) be enrolled in a doctoral program in professional psychology that requires internship training, and (b) expect to complete practicum experience by the start of internship. Applicants who do not satisfy these requirements may not register for the Match or apply to APPIC-member internship programs. In addition to these requirements, an applicant's academic program has the authority to determine the applicant's eligibility for participation in the Match. Applicants who wish to consult with APPIC about their eligibility may use the "Informal Problem Resolution" process (see www.appic.org, click on "Problem Consultation" for contact information).

Any eligible applicant seeking an appointment beginning after June 1, 2009 to a psychology internship program that participates in the Match must register to participate in the Match <http://www.natmatch.com/psychint>. Applicants who register in the Match must immediately notify all internship sites to which they have applied in the event of any change in their standing with their academic program (e.g., being put on probation) or in their eligibility to apply for an internship.

Rules of Participation

1. All programs and applicants participating in the APPIC Internship Matching Program (the "Match") must sign Agreements in which they commit to abide by the policies and rules of the Match.
2. All participating internship programs and applicants must abide by the APPIC Match Policies and by the Schedule of Dates of the Match.
3. Participating internship programs must offer **all** psychology internship positions through the Match.
4. Programs may not make any offers of appointment to, or require any commitments from, any applicant prior to the release of the Match results. Programs may rank on their Rank Order Lists only those applicants registered in the Match.
5. Similarly, applicants may not make any commitments to, or require any commitments regarding ranking intentions from, any participating program prior to the release of the Match results. Applicants may rank on their Rank Order Lists only those programs participating in the Match.
6. If an applicant decides to accept a position at a program that is not participating in the Match, or decides not to participate in the Match for any other reason, then the applicant must submit a withdrawal from the Match, and must **not** submit a Rank Order List for the Match.
7. Programs may not communicate their ranking intentions to applicants or request that any applicant state how any program will be ranked on the applicant's Rank Order List. Similarly, applicants may not communicate their ranking intentions to programs or request information on how any participating program intends to rank any applicant. The Rank Order Lists submitted by each program and applicant are the sole determinants of their respective order of preferences for the Match.
8. The Match results constitute a binding commitment between the applicant and internship program. A program must offer an appointment to each applicant with whom it is matched, and the applicant must accept the offer and attend the program, unless APPIC provides a written release from the Match result. A program may not offer a position to any applicant who was matched elsewhere and subsequently not released from the Match by APPIC.
9. **Violations of the policies of the Match may be reported to the APPIC Standards and Review Committee.** The APPIC Board may decide to impose penalties on those who violate the policies.

APPIC Phase II

It is important to remember that very well-qualified applicants, as well as top-notch internship programs, find themselves in the Phase II for a variety of reasons. As an applicant, discovering that you are not matched can initially be a shock and very discouraging; however, the Phase II process can and does work for many applicants, and APPIC has found that more than half of all unmatched applicants end up finding an internship placement after Match Day.

Prior to the 2011 APPIC Match, applicants were placed into positions each year via a one-time matching process. Positions that weren't filled in the Match were then offered in the APPIC "Clearinghouse," (Phase II) in which applicants would tend to apply for vacancies as quickly as possible while programs would make relatively quick decisions regarding whom to interview and to whom they would make offers. Both applicants and programs reported experiencing considerable pressure to move as quickly as possible, and feedback from applicants described the Clearinghouse process as chaotic, fast-moving, and highly stressful. Beginning with the 2011 APPIC Match, the Clearinghouse process was eliminated, and two separate matches were conducted: **Phase I of the Match** is, in many ways, simply a new way to describe the process that had previously been in place each year. Phase I Match participants apply to internship sites in the fall (typically November), interview with sites (typically December and January), and then submit Rank Order Lists and receive their Match results (typically in February). Most applicants will be placed into internship positions during Phase I, and thus will not need to

participate in Phase II. **Phase II of the Match** begins immediately upon the conclusion of Phase I, and includes only (a) applicants who registered for Phase I but did not obtain a position in Phase I, and (b) positions that remained unfilled from Phase I along with any new positions that become available after Phase I. The purpose of this second Phase is to provide applicants with a more equitable, organized, and humane way of seeking unfilled internship positions. Phase II is essentially a completely separate Match that is conducted in an accelerated manner, taking about a month from beginning (submission of applications) to end (receipt of Match results), and is expected to fill the vast majority of positions that were left unfilled in Phase I. It should be noted that Phase II will NOT have an impact on the current shortage of internship positions. Upon conclusion of Phase II of the Match, APPIC will operate a Post-Match Vacancy Service throughout the spring and summer in order to fill any remaining unfilled positions or new positions that become available.

PHASE II TIPS FOR APPLICANTS

Below are some tips and recommendations for applicants and their Directors of Clinical Training about how to best use the APPIC Clearinghouse. Most of these suggestions were provided by unmatched applicants from previous years, and we would like to extend our sincere appreciation to those individuals for their time and energy in helping us to prepare this information.

1. Upon learning that you are unmatched, consult with your Director of Clinical Training (DCT), advisor, other faculty members, family, and friends about possible options and strategies. Remember that faculty can play a key role in assisting you in this process. Unmatched applicants in the past have told us that they have learned about many vacant positions from their DCTs or other faculty members, and have received valuable emotional support and encouragement as well.

In particular, spend some time considering and discussing the following questions:

- Am I willing to consider a broader range of internship options than I was before (e.g., different training emphases, different settings, other geographical locations)?
 - Am I willing to accept a non-APA accredited and/or non-APPIC member internship position (if permitted to do so by my doctoral faculty)? Discuss the ramifications of accepting such a position with your advisor and other faculty members, and familiarize yourself with the licensing and future employment issues and risks that may be related to this decision. Go to the website to find more information on this.
 - Can I afford to take an unfunded position? If not, how low of a stipend am I willing to consider?
 - Am I willing to take almost any position offered to me? At what point should I decide to wait until next year and try again?
 - Many Clearinghouse participants from prior years have strongly emphasized the importance of considering these issues prior to the opening of the Clearinghouse.
2. It cannot be over-emphasized that **THE PROCESS OF FILLING UNFILLED POSITIONS MOVES VERY RAPIDLY**. Thus, it is important that you act quickly when you learn of a vacancy in which you are interested. We suggest that you clear your schedule for at least the first few days of the process, if not longer, as you will be very busy. Many positions are posted and filled in a very short period of time - sometimes in a matter of A FEW HOURS. Other positions are filled over a longer period of time, such as several days or weeks, as some Training Directors take their time in collecting and reviewing applications and conducting interviews. Some sites may stop accepting applications prior to their announced deadline, particularly if they receive a large number of applications.
 3. Please re-read the previous paragraph until it sinks in. Participating in the Clearinghouse can be compared to being on an emotional roller-coaster. You will likely experience both the excitement of new opportunities as well as frustrations and disappointments along the way.
 4. You should be ready to begin submitting applications as soon as the Phase II opens. Delaying your participation by a few days, or even by a few hours, can significantly reduce your chances of finding a position.
 5. In order to get ready for the Phase II process, you will need to prepare your application materials in advance. First, in accordance with the guidelines described above under "Submitting your Application" you will need to

create a single document in your word processor that includes both a cover letter (optional) and your vita. This document must be no longer than ten pages (if it's longer, you will need to edit it so that it conforms to the ten page limit).

While the cover letter is optional, it is probably a good idea to include it, even if it is relatively brief. Since you will only be submitting a cover letter and vita to many sites, the cover letter is your opportunity to highlight the important aspects of your experiences and background. We suggest that you develop a "generic" cover letter (i.e., one that will work for all sites). Alternatively, you could create two versions of your cover letter (e.g., one applicable to medical settings and one applicable to child settings), however this will involve extra effort. **It is definitely not necessary for you to customize a cover letter for each site, as sites won't expect that nor will you have time to do so.**

While you may choose to revise your vita, don't feel that you need to expand it dramatically in order to be competitive (even if you are well below the ten page limit). In other words, don't feel like you need to take all the information from your AAPI and squeeze it into your vita! Sites will greatly appreciate your being succinct, and will ask for more information if needed.

Be sure to include your contact information somewhere in these materials, particularly phone numbers and e-mail addresses where you can be reached quickly.

In addition to sending this document as an e-mail attachment, you may also need to send it to some sites via fax. Thus, be sure to have one or more printed copies available for this purpose. You may also wish to prepare some fax "cover sheets" (with spaces to write in the recipient's name, fax number, etc.) in advance. Please remember, though, to fax materials only if (a) your attempts to e-mail your application have been unsuccessful, or (b) a site specifically asks you to fax them.

Please do NOT send your materials via multiple methods (e.g., both e-mail and fax), as that simply frustrates the staff at the training site and jams up the system for everyone.

6. As noted in the section, "Submitting your Application" some sites will request more extensive application materials from you. Thus, you should be prepared to either fax or e-mail a cover letter, vita, AAPI, and transcripts. Again, most sites are willing to accept "generic" versions of these materials - i.e., ones that are not specifically tailored to each site.

You should also talk with your DCT and the individuals who wrote your letters to determine how best to send out copies of your "Verification of Internship Eligibility and Readiness" form and your letters of recommendation. Some may be willing to give you generic copies of these materials to send to sites; others may want to send that information themselves (in which case they should understand the importance of sending the materials out quickly). Some sites may prefer to speak to your DCT, advisor, and/or other recommenders rather than have you submit their letters.]

7. You should ensure that you have direct and essentially unlimited access to e-mail and a telephone. Having a phone available that allows you to receive a call even while on the line (e.g., via use of the "call waiting" feature) will be very helpful. Since e-mail is now the primary method used to submit applications in the Clearinghouse, the amount of faxing required of you may be limited. However, it is a very good idea to arrange for quick access to a fax machine if needed.

You can expect fax and telephone lines at internship sites to be quite busy at times. If you are having difficulty e-mailing or faxing your application (e.g., due to busy fax machines or full e-mailboxes), let the site know that you are trying to get your application through to them.

You can also expect that, on occasion, sites will unexpectedly announce (usually via the Clearinghouse e-mail list) that they are no longer accepting applications or that they have filled their positions. These situations reflect how quickly the Clearinghouse can operate (in 2006, the first "position filled" message was sent only 90 minutes after the Clearinghouse opened on Match Day), and can be very frustrating, particularly when they

occur before you have had a chance to submit your application.

You may wish to obtain some next-day express envelopes and labels, in case you need to send application materials via a next-day delivery service. However, feedback in recent years suggests that this option is used infrequently.

Due to the fact that sites often receive a large number of applications, most will not be able to personally acknowledge receipt of your application (a recent APPIC survey found that applicants received personal responses from only about 25% of sites to which they applied in the Clearinghouse). Don't assume that the lack of acknowledgement means that they haven't received your application or that they are being rude or discourteous. It can be very frustrating not to receive acknowledgements of your applications or of your status with sites, but please understand that sites are often overwhelmed by the volume of work required to review applications and conduct interviews. When a position is filled, sites will often post a message to that effect to the Clearinghouse e-mail list, rather than send individual notifications to all applicants.

8. We strongly recommend that you recruit a support system - friends or family to provide emotional and logistical support (maybe to help you with submitting materials, to assist you in looking through lists of available positions, or simply to cook you a good meal). Many applicants have told us that having a "team" working with them has been very helpful, particularly during the first day or two of the Clearinghouse.

Remember that the APPIC Phase II consists of two different sources of information:

- The "Listing of Unfilled Positions" that will be posted at the NMS web site.
- The Phase II e-mail list that Training Directors will use to post notices about available positions.

Both the Listing of Unfilled Positions e-mail list will be available beginning at the specified time on APPIC Match Day. These two sources will differ significantly, as some positions will be included in one but not the other (and some positions will appear in both).

Listing Unfilled Positions: This list contains all unfilled positions from the Match except those that Training Directors opted to exclude. The list is sorted by state, and then by city within each state, and will be quite lengthy.

A small number of Training Directors will choose to exclude their vacant positions from this list and instead use the Phase II e-mail list to advertise their positions. For example, they might do this in order to provide specific application procedures that they want applicants to follow.

You should be aware that this list provides only very basic information (i.e., program name and address, e-mail address, type and number of vacancies, name of Training Director, phone, e-mail, APA/CPA accreditation status, APPIC membership status, and a link to the program's APPIC Directory information). Thus, you will need to consult other sources, such as the APPIC Directory Online or a copy of the printed Directory (which includes the web site address for many programs) or other sources of information to find out more about these programs.

You may also wish to use the APPIC Directory Online in advance to generate printed lists of sites in which you are interested (e.g., sites that offer a specific rotation or focus of training). Having this list available may help you sort through position openings more quickly.

9. Phase II E-mail List: As soon as you learn that you are unmatched, subscribe to the Clearinghouse e-mail list immediately. Don't wait until just before the Clearinghouse opens to subscribe in case you experience problems receiving e-mail from APPIC's server. You may subscribe to this e-mail list at any time, even though messages will not be distributed to the list until the Clearinghouse begins operating. Do NOT set your subscription to DIGEST mode, as this will delay the delivery of messages to you (since DIGEST mode delays sending each day's messages until midnight). Expect to check your e-mail very frequently during the first few days (based on past experience, we expect that approximately 100 messages will be posted on Match Day).

Messages will arrive in your e-mailbox as they are posted by Training Directors and approved by the APPIC coordinator. You will notice that many (but not all) postings to the Phase II e-mail list will be from sites that are listed in the "Listing of Unfilled Positions." Many Training Directors will use the Phase II e-mail list to provide more information about their vacant position(s), as well as provide information about how to apply, what they are looking for in applicants, etc. Some Training Directors will also post messages to the Phase II e-mail list once their vacant position(s) are filled or if they are no longer accepting applications.

10. Don't forget other sources of information about unfilled positions, including: (a) your advisor or other faculty members who may have contacts at internship sites that have openings; (b) classmates who are currently on internship, as they can let you know about unfilled positions at their sites and potentially put in a good word for you with their Training Directors. In addition, other organizations in psychology operate post-Match Day Phase II, such as ACCTA (for positions in University Counseling Centers).
11. If you discover that a site to which you previously applied has a position available in the Phase II, it is perfectly acceptable to apply there. Some sites may actually prefer applicants who previously applied, even if they weren't previously offered an interview or matched to a position.
12. It is important to understand that some internship programs that participate in the Match and/or Phase II are not APA- or CPA-accredited nor APPIC members. These non-member programs have simply paid a fee to participate and have not been screened or approved by APPIC in any way. If you are considering attending a non-accredited and/or non-APPIC member internship, you should carefully consider the potential risks in doing so (go to the website for more information).

Some programs may tell you that they are planning to apply (or have already applied) for accreditation or APPIC membership, have a site visit scheduled, etc. While these are important steps in the process, you should be aware that these steps are **not** guarantees that the program will ultimately achieve accreditation or APPIC membership.

13. It is important to remember that e-mail can be prone to delivery problems and delays, and we have found that approximately 5% of messages from the Phase II list do not get delivered to applicants in a timely manner.
14. Develop a system to keep track of available positions (as well as ones that have been filled). Specifically, it is important to have a system that allows you to organize and combine the information from the "Listing of Unfilled Positions" (which won't be updated once it is posted) with the information contained in the messages from the Clearinghouse e-mail list. (One applicant suggested printing out the Listing of Unfilled Positions, then making updates to this paper copy as new Clearinghouse e-mail messages arrive).
15. In deciding where to apply, prioritize the positions that are the best fits for you in terms of your experiences and interests. Training Directors receive many applications for unfilled positions, and APPIC often receives feedback that programs receive many applications from individuals who are clearly not qualified for the available positions. Thus, you should review position announcements, the APPIC Directory Online, and programs' web sites in order to determine whether or not your background and interests fit well with those positions. If you clearly aren't qualified for a position, we suggest that you focus your energies on other programs as you will likely be wasting your time and theirs.
16. Since computer viruses can be accidentally sent to others via e-mail attachments, you should ensure that your computer is virus-free before sending attachments. (Sending a computer virus to a Training Director is NOT a recommended Clearinghouse strategy!). It would be a good idea to have full-time anti-virus software on your computer that is updated to use the latest virus definitions, and to scan any file before sending it as an attachment.

SPECIAL NOTE FOR AOL USERS: AOL users may have particular difficulties in sending e-mail attachments to others. AOL users should only include one attachment per e-mail message, as multiple attachments are sometimes processed by AOL in such a way that many other e-mail programs are unable to read them. Similarly, we have found that sending attachments from an AOL address to a non-AOL address, or from a

non-AOL address to an AOL address, may sometimes result in the recipient being unable to read the attachment.

17. If you wish to send an e-mail attachment to a Training Director, and the Training Director has not specified the format of the file to send, we suggest using the "SAVE AS" command in your word processor to convert the file into a "Word 6" document (be sure to save this version under a different name than your original document). Doing so will increase the likelihood that the site will be able to read the attachment, particularly if you use a different word processor than they do.

IMPORTANT NOTE: Some newer versions of Microsoft Word use a completely different file format that many older versions of Word cannot read. Specifically, files that have a suffix of ".docx" should **not** be used, and you should instead use Word to save the document in a format that is compatible with earlier versions (e.g., a ".doc" suffix usually indicates that the file can be read by older versions of Word).

18. Applicants often wonder if it is acceptable to contact sites during this process, such as to check on the status of their applications or to inquire about when a position will be filled. While it is permissible to contact sites, please keep in mind that sites are extremely busy during this period and are often struggling to deal with a large number of applications, e-mails, and phone calls.
19. The process that sites use to fill their unfilled positions will vary dramatically. Each site will have its own application and interview process and timeline. Some sites want to get the process of filling their unfilled positions over with as quickly as possible, while others will take their time in reviewing applications and interviewing candidates. Most will conduct telephone interviews; however, a small number of sites may want you to travel to the site for an in-person interview as soon as possible. Of course, it is up to you as to whether or not you want to bear the expense of such travel (check the APPIC Travel Links and Discounts for various travel options). Some of these sites may be willing to negotiate and allow you to interview via telephone instead.
20. When a site decides on their top candidate, they generally contact the candidate via telephone and make a verbal offer of an internship position. If you receive an offer for a position, you may be asked to make a very quick decision about whether or not to accept the offer. APPIC recommends that sites allow applicants a minimum of four hours to make a decision, but it is ultimately up to each site to determine how long they are willing to wait.

You may ask for more time to make a decision, and a site may or may not agree to provide extra time. Thus, you may find yourself in the uncomfortable position of having to accept or reject an offer even though you have applications pending at more-preferred sites. Of course, you are welcome to contact sites at any time to inquire about the status of their selection processes.

You should prepare a list of questions to ask once a site has made you an offer, as this will ensure that you don't neglect to inquire about important issues in the excitement of the moment. Some areas to inquire about may include salary, benefits, insurance, leave time, starting date, child care issues, accreditation and APPIC membership status, specific rotations and responsibilities, etc.

21. Be sure that you carefully review APPIC Match Policy #6a-f, as that policy guides the operation of the Phasell. In particular, it is important to remember Match Policy 6d: "Applicants may not accept an offer if they have been matched or have already accepted an offer from another internship program."

You should also remember Match Policy 6e: "An offer (verbal or written) that has been tendered by an internship program and accepted by an applicant constitutes a binding agreement between the program, the applicant, and APPIC that may not be reversed without APPIC's consent."

Research & Research

Supervision

The UBC Graduate and Postdoctoral Studies (G&PS) Handbook of Graduate Supervision was created to help you get the most out of the supervisor-graduate student relationship at UBC.

The following is an excerpt; find the complete handbook and other useful information such as student advice at: <http://www.grad.ubc.ca/handbook-graduate-supervision>

Getting Started

As a graduate student, your relationship with your supervisor is key to the success of your degree program. It's worthwhile investing time and energy up front before establishing a relationship with a graduate supervisor. This section of the handbook will help you answer the following questions:

- What are your graduate program's specific requirements for supervision?
- Have you chosen a subject for study?
- Have you researched different potential supervisors?
- Have you figured out what different potential supervisors expect from you?
- Have you found a supervisor or has one been assigned to you?
- Do you know if you and your supervisor are a good match?

Choosing a Subject for Study

Deciding on an area of study within a particular discipline can be challenging. But it's important to be clear on your preferences before you make a commitment to a particular area of study. Here are a few questions to ask yourself as you think about subjects for study:

- In your undergraduate classes, what content area interested you the most? What did you want to learn more about?
- Why do you find this area intriguing? Is it personal interest or is it because of someone you admire who does research in this area? While it is valuable to have mentors that you admire, it is equally important to have some personal motivation to learn more about this area that is separate from a professor or other expert.
- Graduate work is self-directed and focuses on discovering new knowledge. Could you see yourself doing graduate work in the area you're interested in?

Most graduate programs have descriptions of ongoing faculty research. Check their web sites to see if any faculty interests match your own. Another way of clarifying your thoughts is to talk to others. Spend some time talking to someone who does research in your areas of interest. Ask them what it's like to do research in this area, and what some of the challenges and rewards are. Talk to other graduate students about how they decided on a subject for study. Find out what worked and didn't work for them, and how they made their final decisions.

Choosing a Supervisor

Choosing a supervisor under G&PS policy is the student's responsibility, and is an extremely important decision that can determine success in graduate school. There's a lot you can learn about potential supervisors by looking into their publications. Look for their profile on their graduate program's web site; their CV may be there already. Otherwise, ask a program staff person for their list of publications. Here's what to look for:

- What topics does this person publish papers on? This will give you a sense of the type of research you would be doing.
- How active are they in publishing research?
- Where is their name in the list of authors? If the supervisor's name is usually first then they may be more involved in writing manuscripts and may not want graduate students to be involved in this process. If graduate students' names are usually first then you can count on having first authorships as well.
- How successful are this supervisor's former students? This may give you some indication of the capability of the supervisor.

Talk to some current graduate students who are working under this supervisor:

- What has been their experience working with this supervisor?
- What is expected of them as graduate students working under this supervisor?
- What did they expect of this supervisor coming into the program?
- Has he/she met those expectations? Why or why not?
- What do they feel this supervisor's strengths are in terms of graduate supervision?
- What do they feel are his/her weaknesses in terms of graduate supervision?

Planning Your Graduate Degree

Careful planning can make a big difference to the progress of your graduate degree. The relationship between you and supervisor is a partnership. Major decisions about the research to be done and the working relationship should be made together.

Ask your supervisor and graduate program advisor for advice as you think about the following:

- Consider what you want to do after graduate school. While some graduate students are interested in becoming academics, others may be interested in professional careers. If you know what you want to do, you can plan your degree program to provide you with the skills you will need after graduation.
- Decide what skills and qualifications you will need in your chosen profession. For example, if you will need teaching, supervision or presentation skills, you can structure your degree program so that you learn and practice these skills.
- Make connections with people in your chosen field before you graduate, and explore the possibilities of working with them.

Annual Plan

An Annual Plan can provide you and your supervisor with a clear outline of the work to come, as well as a document to check with periodically as the year progresses. You should be aware of these important milestones towards the timely completion of your degree:

- End of first year: course work completed; supervisory committee established and has met once
- End of second year: qualifying requirements completed (for PhD students); research work completed (for master's students); at least one supervisory committee meeting completed.
- Maximum time allowed for completing a doctoral degree: six years.
- Doctoral students should check the Doctoral Exams section of the G&PS web site.

Choosing a Research Topic

Choosing a research topic and methodology should ultimately be a joint decision among you, your supervisor and your supervisory committee. Initially, however, the determination of a research topic is up to you and your supervisor. Be sure to discuss the research topic early in your student/supervisor relationship.

Scholarly Integrity

You should discuss scholarly integrity and intellectual property issues with your supervisor as soon as you start working together so that there are no surprises later. UBC has an overall policy on scholarly integrity, but many variations are allowed within this policy. One aspect of this policy is the following: "Research conditions for all involved in a research team should be outlined in a letter from the principal investigator before team members become engaged". Sample letters to colleagues, post doctoral fellows and graduate students about such issues as compensation, supervision, authorship, records of data, ownership and/or use of data, publication rights, and commercialization, are available from Research Services. The Graduate and Postdoctoral Studies sends notices about this requirement to all accepted for graduate studies and their supervisors at the time of admission. These notices and a copy of the letter from the supervisor to the graduate student detailing the terms above are filed in the student file in Graduate Studies.

The Supervisory Committee

The supervisory committee will generally consist of your supervisor plus two or more faculty members. Its role is to provide support to you and your supervisor by broadening and deepening the range of expertise and experience available, and by offering advice about, and assessment of, your work. A doctoral student's supervisory committee is responsible for guiding the student in selecting any required courses, planning the research, and preparing the dissertation. Graduate students who establish their supervisory committees early in their programs and who meet with their committees regularly, tend to complete their degree programs successfully, and sooner than students who wait to establish their committees.

Composition of Supervisory Committee

The membership of committees must meet the requirements of the Graduate and Postdoctoral Studies and of the individual programs. Decisions about supervisory committee members are based on:

- the collective experiences of the people involved
- their ability to contribute to the intended study
- their availability and willingness to serve

UBC has set policies regarding the composition and responsibilities of supervisory committees. Please review these thoroughly before deciding who to invite to your committee. Links to UBC Policies and Procedures for Supervisory Committees can be found on the G&PS website.

Assembling the Committee

In general, you should establish your supervisory committee as soon as possible after you and your supervisor agree on a dissertation topic. Even before then, it's a good idea for your supervisor to consult with prospective committee members about the proposed coursework. Generally you, as the graduate student, are responsible for establishing your committee in consultation with your supervisor. You should discuss possible choices of committee members with your supervisor, then check UBC Policies and Procedures to ensure that potential members meet all UBC requirements. This decision is often based in part on the research interests and areas of expertise of individual professors. You should consider approaching professors whose expertise and research area overlap somewhat with the dissertation topic. In nearly all cases, you will be asked to contact potential committee members to determine if they are available and interested in serving on your supervisory committee. You can also ask your supervisor to approach a potential committee member on your behalf.

Meetings and Communications

Once you start working with your supervisory committee, it is very important to keep its members informed of your research progress. Committee members appreciate receiving the occasional note (or e-mail message) explaining where you are and what you are planning to do next. You should also let them know when they are likely to receive the next installment of the work. This is not only courteous, but also keeps your supervisory committee members up to speed and makes meetings more productive. You should schedule a meeting when you and your supervisor feel ready to share the proposal or drafts of your dissertation work with the other members of the committee. It is generally your responsibility to set up meetings. Ensure that each committee member receives copies of written work at least two weeks before the meeting.

Getting the Most From Your Supervisory Committee

When professors agree to sit on your supervisory committee, they are agreeing to be available for consultation and discussion about your dissertation. Committee members with different types of expertise may have a more objective perspective of the progress of your dissertation than you and your supervisor do. Ask your committee for comments and advice on your dissertation proposal and ideas, and contact them regularly when you are collecting data or developing ideas to ensure that you are on the right track. They will also serve on your examination committee during your dissertation defence. You can get feedback from your committee by meeting with individual members, sending out print materials or calling a meeting of the entire committee. Your supervisor can help you decide when and what form of meeting or consultation is needed.

Supervisor's Role

Your supervisor will often be the Chair of your supervisory committee, although this varies from one program to another. The Chair of the supervisory committee has additional responsibilities:

- While it is up to you to organize meetings of the supervisory committee, it's a good idea to involve your supervisor in decisions about meetings or other consultations.
- If you are a doctoral student, your supervisor must ensure that recommendations for external examiners are made to the graduate program advisor or head of department and forwarded to the Graduate and Postdoctoral Studies in a timely manner. Your supervisor will also assist you to comply with any changes to be made to your dissertation after your oral examination.

Roles and Responsibilities

A graduate student's progress depends upon the support of people in a number of roles at the graduate program and university levels. Both graduate students and supervisors need to be aware of these different roles and their responsibilities. This section will clarify who is responsible for administrative decisions, and the responsibilities of the graduate program advisor, the supervisor and the graduate student.

Administrative Decisions

Both students and supervisors need to know which individuals and University bodies are responsible for different administrative decisions, since confusion about who does what can lead to missed deadlines and missed opportunities. Each person or administrative body in the following list has responsibilities in specific areas.

The graduate student, supervisor and supervisory committee:

- The student's degree program, including required and elective courses or labs
- The scope and topics of comprehensive exams or comprehensive research papers
- Format to be used for dissertation preparation (traditional or manuscript)

The graduate program, department or school:

- Recommendations to G&PS regarding merit-based awards

- Delegation of graduate program teaching assistantships
- Delegation of graduate program research assistantships
- Nature of the comprehensive exam

The Graduate and Postdoctoral Studies:

- Admission to graduate school
- Administration of fees
- Selection of merit-based UBC awards and fellowships
- Final doctoral defence scheduling and standing
- Changes in students' academic programs
- Membership of supervisory committee who do not conform to requirements (doctoral only)
- Leaves of absence, extensions and transfers
- Student withdrawal from graduate program

Graduate Program Advisor Responsibilities

The graduate program advisor is (preferably) a tenured Associate Professor or Full Professor. In addition to her or his own teaching and research responsibilities, the program graduate advisor agrees to take on the following responsibilities for a certain tenure of time. The graduate advisor's duties may vary, but they typically include the following:

- Attempts to recruit exceptionally qualified students
- Usually chairs the committee for Graduate Program Admissions and/or Policies
- Often serves as a representative on Graduate Council
- Acts as liaison with the Graduate and Postdoctoral Studies
- Ensures that graduate students working on research theses are matched with appropriate supervisors and supervisory committees
- Compiles and coordinates information concerning deadlines, procedures, etc. and communicates these regularly to graduate students and faculty members. Ensures that faculty supervising or teaching graduate students are aware of, and adhere to, applicable policies and procedures

Supervisor Responsibilities

Your supervisor is the key person in your graduate degree program. Graduate education is greatly affected by the nature of the supervision and the quality of communication between graduate students and their supervisors. When students work closely and effectively with their graduate supervisors, they will improve the quality of their dissertations or theses and their educational experiences.

Supervisors should be available to help their graduate students at every stage, from formulation of their research projects through establishing methodologies and discussing results, to presentation and possible publication of dissertations. Graduate supervisors must also ensure that their students' work meets the standards of the University and the academic discipline.

Some specific responsibilities of a graduate supervisor:

- assists the student with the selection and planning of a suitable and manageable research topic.
- is sufficiently familiar with the field of research to provide guidance and/or has a willingness to gain that familiarity before agreeing to act as a supervisor.
- is accessible to the student for consultation and discussion of the student's academic progress and research. The frequency of meetings will vary according to the discipline, stage of work, nature of the project, independence of the student, full- or part-time status, etc. For many, weekly meetings are essential; for others, monthly meetings are satisfactory. In no case should interaction be less frequent than once per term.
- establishes (with input from the student and colleagues where appropriate) a supervisory committee, and convenes a meeting, at least annually, to evaluate the student's progress.

- responds in a timely and thorough manner to written work submitted by the student, with constructive suggestions for improvement and continuation. The turnaround time for comments on written work should not normally exceed three weeks.
- makes arrangements to ensure continuity of supervision when the supervisor will be absent for extended periods, e.g. a month or longer.
- when necessary, assists the student in gaining access to facilities or research materials.
- ensures that the research environment is safe, healthy and free from harassment, discrimination and conflict. When there is a conflict in advice or when there are different expectations on the part of co-supervisors or members of the supervisory committee, the supervisor is expected to endeavour to achieve consensus and resolve the differences.
- assists the student in being aware of current graduate program requirements, deadlines, sources of funding, etc.
- encourages the student to make presentations of research results within the University and to outside scholarly or professional bodies as appropriate.
- encourages the student to finish up when it would not be in the student's best interests to extend the program of studies.
- acknowledges appropriately the contributions of the student in presentations and in published material, in many cases via joint authorship.
- ensures that recommendations for external examiners of doctoral dissertations are made to the graduate program advisor and forwarded to the Graduate and Postdoctoral Studies in a timely manner.
- assists the student to comply with any changes that need to be made to the dissertation after the dissertation defence.

Graduate Student Responsibilities

When you register as a graduate student at UBC, you're making a commitment to devote the time and energy needed to engage in research and write a dissertation. Your supervisor has a right to expect substantial effort, initiative, respect and receptiveness to suggestions and criticisms. As a graduate student, you must accept the rules, procedures and standards in place in the program and at the university and should check the University Calendar for regulations regarding academic and non-academic matters. You are expected to:

- Make a commitment and show dedicated efforts to gain the background knowledge and skills needed to pursue your research project successfully.
- In conjunction with your supervisor, develop a plan and timetable for completion of all stages of your dissertation project, adhere to a schedule and meet appropriate deadlines.
- Meet with your supervisor when requested and report fully and regularly on progress and results.
- Maintain registration throughout the program and (for international students) ensure that study permits and (where applicable) employment authorization documents are kept up to date.
- Keep your supervisor, graduate program advisor and Enrolment Services informed about your contact information.
- Give serious consideration to the advice and criticisms received from your supervisor and other members of your supervisory committee.
- Keep your work space tidy, safe and healthy; show tolerance and respect for the rights of others.
- Be thoughtful and reasonably frugal in using resources provided by your supervisor and the University, and assist in obtaining additional resources for your research or for other group members where applicable.
- Conform to University, Faculty and graduate program requirements, including those related to deadlines, dissertation style, conflict of interest.
- When your degree program requirements have been met, terminate your work and clean up your work space.
- Return borrowed materials to your supervisor, graduate program, library or reading room, etc. when your project has been finished or when return is requested.

The following suggestions can make your life a lot easier:

- Review the literature regularly and keep your literature survey up-to-date

- Maintain exemplary records of your experimental/theoretical work (so that others can replicate your results)
- While your supervisor is required to be reasonably available for consultation, it is your responsibility to keep in touch with your supervisor
- Make yourself available to your supervisor for regular meetings at mutually acceptable times
- Follow the university's policy regarding ownership of intellectual property

Graduate Teaching Assistants and Research Assistants

Both teaching and research assistantships are available at the graduate level at UBC. If you choose to pursue a teaching assistantship, be sure to find out the following:

- how your teaching assistant (TA) duties will fit in with your graduate program work
- the expectations of the instructor you are working for, and whether you will be expected to lecture, lead tutorials or discussion groups, hold office hours, invigilate exams, mark papers or supervise students
- whether there are any conflicts with schedules (work or times you will be away) for which you need to make alternative arrangements

For more information on TA and RA positions see the Graduate and Postdoctoral Studies policies and procedures for teaching and research assistantships, the UBC policy on student service appointments, the UBC policy on appointment of graduate students to teach a course in which a Board of Governors appointment is required, and the free workshops for teaching assistants from the Centre for Teaching and Academic Growth (TAG).

The Working Relationship

The best way to encourage an effective relationship with your supervisor is to define your roles and expectations clearly and have an effective plan for progress.

Relationship Process

How do you expect this relationship play out from one week to the next? Does it have a natural flow that allows maximum productivity between student and supervisor? Do you expect that:

- there will be open communication between graduate student and supervisor
- the relationship will be mutually satisfying/beneficial
- you will not have to compromise for the benefit of your supervisor

Work Expectations

You need to know what your supervisor expects of you in terms of work habits and communication. Once this is clear, it's much easier to develop a positive, productive relationship that is satisfying for both of you. Often, we only become aware of our expectations when they are not met. Here's an opportunity to think about your expectations so they don't come as a surprise later. Consider discussing these expectations with your supervisor after you've spent some time thinking about them.

- **Research direction:** How much direction in your research do you expect? How much influence do you want?
- **Knowledge:** Should your supervisor teach you all you need to know for success in graduate school? How much do you want handed to you and how much do you want to find out on your own?
- **Status:** Do you want your supervisor to act as your superior or more as your colleague or co-worker?
- **Time:** How much time do you expect your supervisor to have for you on a weekly or monthly basis? How much is he or she willing to give you?
- **Feedback:** Exactly what type of feedback do you expect from your supervisor? How do you respond to positive feedback? Negative feedback? Do you like feedback that's general or more detailed?
- **Priorities:** Does your supervisor expect to have your dissertation research as their number one priority?
- **Planning:** How much planning does your supervisor expect you to do, and how much help are you likely to get?

- **Skills:** What skill level does your supervisor expect you to have in the following areas: time management, research methodology, project management, statistics, computer use and writing?
- **Work Habits:** How do you work best and most productively? At home or in a university environment? Alone or with others around to consult with? What is your most productive time of day: morning, afternoon, evening? Is your supervisor willing to accommodate your preferred work style or do you need to reach a compromise between his or her expectations and your preferences?
- **Communication:** How do you prefer to communicate: face to face, on the phone, voice-mail, e-mail? Do you expect your supervisor to initiate contact with you?
- **Reviewing Work:** How often does your supervisor want to review your work? In what format? Should you present the work in a meeting, or would he or she prefer to read it? Are rough drafts okay for review, or should you provide complete and well-edited work?
- **Consultation:** Does your supervisor expect to be consulted on most decisions regarding your dissertation or prefer you to contact him or her only with particular problems? Will you have fewer consultations as you progress, or is it important, regardless of stage, that you check in regularly?

The Ideal Match

Once you've thought about these questions and your responses to them, you will have a better idea of your expectations of your supervisor. Discuss these expectations with your supervisor and figure out:

- which ones can be met
- which ones can be met with support from the other person
- which ones cannot be met

This discussion should result in a clear set of parameters for your working relationship.

Avoiding Common Problems

Life can be unpredictable. So can graduate school. Unexpected things can happen when you analyze data, when you interact with your supervisor, or when you submit a manuscript. When something unexpected happens, you have the opportunity to step back and reflect so you can learn from the experience. Here are some questions to ask:

- What did you expect to happen?
- What did happen?
- What role did you play in the result?
- What could you have done differently to change the result?
- What role did your supervisor play in the result?
- What could your supervisor have done differently to change the result?
- What can you learn from this experience?

Graduate Student and Supervisor Agreement

University Policy 85 requires that research conditions for all involved in a research team should be outlined in a letter from the principal investigator before team members become engaged.

Letters are to cover issues such as compensation, supervision, authorship, records of data, ownership and/or use of data, publication rights, and commercialization. The templates provided at the following link should be adapted with information specific to the program. <https://www.grad.ubc.ca/current-students?menu=005,002,000,000>

Ground Rules

Experienced supervisors recommend that "ground rules" for interactions with students be established early and maintained. Here is a list of ground rules that should be clarified in initial meetings between a graduate student and his/her supervisor:

- How frequently you will meet and why (data updates, literature reviews, etc.).
- The student's role with regard to the data collection and analysis.
- The supervisor's role with regard to the student's data collection and analysis.
- Who will train the student to do technical work, and what is the role of the program technician.
- Standard hours for office space, weekend work or labs.

- A timeline for the research program, which may include experiments, data analysis, manuscript writing, and dissertation writing.
- Presentations at conferences and meetings: how many, how often and who pays.
- Safety considerations which may need to be completed before working such as training programs, standard office or laboratory etiquette, or laboratory attire.
- The use of university computers and accounts for research, net surfing, games, personal work, etc.
- Applicable funding sources and the duration of such funding.

Time Management

Managing your time effectively can have profoundly positive effects on your productivity at work as well as your general sense of well-being.

Monitor Your Goals

Monitor the goals you set in your Annual Plan to make sure they are still realistic. Sometimes you will need to modify these as circumstances change. Having realistic, achievable goals can help you manage your time better.

Know Your Best Working Times

Are you a morning person? A night owl? Do you tend to wilt after lunch? Our personal energy cycles influence our alertness and productivity at different times of the day. We can often get twice as much done in an hour when we're alert and productive than when our energy is at an ebb.

- Think about when you are your most alert and productive, and schedule that time for your tasks that require thinking and analysis.
- Think about when you tend to wilt or fade, and save mundane tasks for that time of day.

Get Enough Sleep

Most adults need between seven and nine hours of sleep a night. Sleep deprivation can cause disorientation, irritability, difficulty concentrating and memory problems. People who haven't had enough sleep make more mistakes and are less productive. Napping helps, but it's not a replacement for uninterrupted sleep.

Plan Uninterrupted Time

An important consideration for effective time management is finding regular times in your day when you can work uninterrupted. Then you can schedule tasks that require concentration and focus at these times.

If you don't have any blocks of time that can be predictably defined as uninterrupted, you may need to create them. Here are some things that you can do to create uninterrupted time:

- turn off the phone ringer
- close your office door
- work at home or away from your office in a quiet place

Procrastination

For some people, procrastination is a real time management problem that keeps them from achieving their goals.

When you find yourself procrastinating, ask yourself:

- Why are you procrastinating in the first place?
- Is this task important to you?
- Does it link to one of your long-term goals or priorities?
- If the task isn't important to you, is it important to someone else?

Perhaps if this task isn't important to you, it's something that you can consider delegating.

Delegation

Delegation can help you get more things done and provide opportunities for others to gain experience in work related to graduate research. Here are some tips for effective delegating:

- Don't delegate what you can eliminate.
- Respect other people's time and abilities: Consider who can do the job most efficiently and effectively and when.

- Delegate some tasks you don't want to delegate. Often, our pet tasks impede our ability to get more important things done. Usually someone else can do these pet tasks just as well as you can.
- Plan your delegation. Consult with others first, select people you think are capable of doing the job and who would like to do the job, then train them if necessary. Delegate gradually, insist on feedback, and then leave them alone.
- Delegation is one of the most effective methods of developing other's skills. Make the extra effort to spread delegation across the board, and develop a strong team with no weak links.

Delegation is not only a skill, it's a way of life: Like everything else, in order to be effective, you have to work at it. But once perfected, it will multiply your success a hundredfold.

Saying No

It is often difficult to say 'no' to requests that are made of you. Here are some things that you can do to determine what you need to say 'no' to, and how to say it:

- Why do you want to do this? Is this something that relates to your priorities or do you want to do this because your ego is involved? Sometimes we say "yes" to things because we want to boost our egos, even if the task or project takes time away from our other priorities.
- Buy yourself time before you respond. If you are unsure, ask the person if you can get back to them. During this time you should think about what saying "yes" to this task means: what you will gain from it, how much time it will really take, and what you won't be able to do if you say "yes".
- Block out time in your calendar first. Make your other tasks and responsibilities explicit to yourself and others. Block out the time this task will take and see how it fits in with your other tasks.
- Get a second opinion. Ask a trusted colleague or friend what he or she thinks. Find out what your friend thinks you would gain or lose by saying "yes" or "no".
- Look for other solutions. Could you do part of the task? Can you provide guidance to another person instead? Is there someone else who might be better suited to the task?
- If you are sure you need to say "no", say it sooner rather than later, and say it firmly but graciously.

Some Potential Challenges

While you may aspire to an ideal relationship with your graduate student or supervisor, realistically it should lie somewhere in between your ideal and an ineffective working relationship. Remember, there are policies regarding minimum expectations of graduate students and supervisors. It's realistic to expect that challenges will come up in the course of your working relationship. Here are a few common challenges and some suggested solutions.

It's Getting Too Personal

The relationship between graduate students and supervisors is complex, as they often spend long hours together working towards a common goal. Given the intensity of this relationship, there is also the potential for the relationship to become too personal. This can be very uncomfortable for one or both of you. You can usually avoid this situation by following the guidelines in the Getting Started section. However, not everything that can go wrong can be anticipated nor avoided. If you think that the relationship is becoming too personal, tell the other person and talk about the boundaries of a professional working relationship.

If this discussion doesn't yield the results you're looking for, you may want to contact the UBC Equity Office. UBC has policies in place to deal with discrimination (unfair differential treatment of individuals and groups based on prejudice and stereotypes) and harassment (behaviour that humiliates, intimidates, excludes, and isolates those it targets).

There's No Time

Your supervisor's too busy to meet as often as you'd like. What do you do? You know the routine: you need to meet with your supervisor before you can take the next step in your research, but he or she can't meet with you until sometime the following week—or later. Or you meet with your supervisor in his or her office, and are frequently interrupted by important phone calls and knocks at the door. What can you do?

- Don't take it personally! Your supervisor is a busy person who has many other responsibilities besides supervising graduate students. It's not about you.
- Plan your meeting schedule together, and consider the best time of day, day of the week (maybe weekends are better?) and meeting location (away from the office to reduce interruptions?).
- Do you have to meet face to face? If you just need a quick response to something, an e-mail might be more convenient and effective for both of you. Similarly, scheduled phone meetings can sometimes replace in-person discussions.

You're having trouble getting important work done? What do you do? You're not alone. Lots of people have difficulty with time management and procrastination. Go to the Time Management section for more information.

Personal and Life Stress

Personal stress outside of academic life can have a significant impact on your ability to work effectively. Graduate students and supervisors may experience challenges with relationship, marriage, parenting or family issues. Health problems or other unexpected situations can add to the stress of academic work.

UBC Counselling Services provides assistance to all members of the UBC community. Contact them if you think that you or someone you know might benefit from counselling, or just from talking to someone who will listen without evaluating or judging. The Counselling Services web site provides guidance on identifying people at risk.

Funding Problems

Graduate students are responsible for finding their own financial support. There is a variety of options for awards and financial aid at UBC. For more information, see the awards section of this web site.

If you find you are short of funding for a brief period, you may be able to apply for emergency funds through Financial Services.

Problem Resolution

The best way to handle a problem between you and your supervisor is to identify it while it's small and manageable, and collaborate on finding a solution. In general, it is expected that student concerns will be dealt with as close to the source of concern as possible. This list shows who you should consult during resolution of specific types of problems, and the order in which they should be consulted:

Courses and course grades:

- course instructor
- graduate program advisor
- head of the department

Status in the program, comprehensive examinations, dissertation supervision:

- student's supervisor
- graduate program advisor
- head of the department

If no resolution can be achieved after following these steps, the problem may ultimately be taken to the Dean of Graduate Studies. The Dean of Graduate Studies will check to ensure that each previous level of problem resolution has been explored to the fullest extent before proceeding to other levels.

Ending the Relationship

Changing circumstances and life events may lead either you or your supervisor to consider ending the working relationship. This section will give you some guidelines.

Why Change Supervisors

- There are several reasons why a change of supervisors may be the best option for both the graduate student and supervisor:

- Supervisor leaves the university: The supervisor retires, leaves the university to work somewhere else or is on sick leave for more than a year. If the student has almost completed his or her dissertation this may not be an issue, as long as the supervisor is still available for support. However there must still be someone in place with a formal link to UBC who can look after the academic and administrative aspects of completion of the student's degree program.
- Incompatibility of graduate student and supervisor: Sometimes two individuals simply don't get along and it interferes with their academic activities.
- Funding: Sometimes funds designated for a student's stipend do not materialize and other funds are not available. Sometimes research funds run out.
- Student changes area of interest: Sometimes, a student's research focus changes or shifts to such an extent that the supervisor feels he or she no longer has the appropriate background to supervise the research. Also, a student may lose interest completely in his or her research and wish to change fields entirely.

Before Doing Anything Drastic

Changing supervisors is a big step. It can be stressful and take time that you might otherwise spend on your work.

Before you take this step, ask yourself these questions:

- Have you discussed the problem or conflict with your supervisor?
- Have your conversations about the problem been sufficiently clear that both you and your supervisor agree on the problem?
- Have you and your supervisor attempted to remedy the problem?
- Have you involved the supervisory committee members in your discussions and sought their advice?
- Have you followed the procedures outlined in the Problem Resolution section?
- Have you and your supervisor explored the implications of changing supervisors?
- Have you considered whether there is anyone else in your graduate program who might have the knowledge, experience, time and interest to supervise you?

Supervisor on Sabbatical Leave

There are two types of sabbatical, and each one has a different impact on the student/supervisor relationship:

- Local sabbatical: When a supervisor takes a sabbatical in his or her own lab (i.e. locally), graduate students are usually able to spend much more productive time with the supervisor.
- Distant sabbatical: When a supervisor takes a sabbatical away from the university for a significant period of time, contact between graduate student and supervisor is dramatically reduced.

Generally, only distant sabbaticals pose challenges for graduate students and supervisors. Supervisors are responsible for ensuring their graduate students have adequate supervision for the sabbatical period. Supervisors should:

- Appoint an interim supervisor who is knowledgeable in the graduate student's area of research.
- Stay in close contact with the Supervisory Committee and follow the progress of the research.
- Set up regular meeting times through telephone or web conferencing.
- Stay in regular contact with the student through e-mail.

Procedure for Change

The procedure for changing supervisors is specific to individual programs at UBC and the Graduate and Postdoctoral Studies has no formal role in the process. Programs are responsible for ensuring that each graduate student has a supervisor.

If the supervisor leaves the university due to retirement, sabbatical or extended sick leave, the program must appoint a replacement. If the graduate student is considering changing supervisors, he or she should:

- Discuss this with the Graduate Advisor or the Associate Dean of the Faculty
- Attempt to resolve the issue through discussion with the Associate Dean and the original supervisor
- Ensure that both "old" and "new" supervisors are part of the decision
- Ensure that the Supervisory Committee approves the change
- Ensure that the Program approves the change
- Notify the Graduate and Postdoctoral Studies of the change

The Graduate Dissertation

Your dissertation will be the final product of your time in graduate school. You should be planning your dissertation from the very beginning of your degree program. A dissertation is a substantial piece of scholarly writing that reflects the writer's ability to:

- conduct research
- communicate the research
- critically analyze the literature
- present a detailed methodology and accurate results
- verify knowledge claims and sources meticulously
- link the topic of the dissertation with the broader field

A thesis at the doctoral level is called a dissertation. There are some differences between a master's thesis and a doctoral dissertation:

- A master's thesis must demonstrate that the student knows the background and principal works of the research area, and can produce significant scholarly work. It should contain some original contribution whenever possible.
- A doctoral dissertation must contain a substantial contribution of new knowledge to the field of study. It presents the results and an analysis of original research, and should be significant enough to be published.

The UBC Library keeps copies of all theses written by UBC graduate students. Take a look for examples of theses in your area of interest. Your graduate program or supervisor may also have copies on hand. **Do not** follow the formatting of these theses. Please refer to [Masters and Doctoral Thesis Preparation and Submission](#) on the FoGS web site for formatting details: <https://www.grad.ubc.ca/current-students/dissertation-thesis-preparation>.

The Dissertation Proposal

Your dissertation proposal should be developed in consultation with your supervisor and committee. The dissertation proposal should include:

- a background theory
- a working hypothesis
- a methodology which should be organized under chapter headings
- a body of work for analysis
- a bibliography

If your dissertation will be presented in an alternate format (such as performance), be sure to include this in your proposal.

Documenting the Proposal

In order to save time and stress later, it is important to keep a bibliography of articles and other pieces of information that you come across as you do initial library research for your dissertation proposal. Here are a few tips:

- Always keep full bibliographic information (author, title, place and date of publication) for each source you read.
- Write a full bibliographic reference on the first page of each article you photocopy.
- Keep a running bibliography up to date.
- Use a good bibliographic word-processing package; a librarian can help you choose one.
- Carry a notebook around with you and jot down new titles or ideas as you come across them.
- Work collaboratively if you can: ask friends to look out for articles or book chapters that you might be interested in.

Before You Start to Write

Before you begin writing your dissertation, find out exactly what your program expects. Even if you have been publishing research as you go along, your dissertation must be more than the sum of your publications.

Supervisory Committee: Hold a meeting of your supervisory committee and present your research and dissertation ideas to them. The committee and your supervisor will determine whether or not you have enough data for a complete dissertation. You don't want to find out after you have written the dissertation that your supervisory committee feels you should conduct a bit more research.

Revisions to Outline: Before starting to write your dissertation, create a detailed outline and discuss this with your supervisor and committee members to get their feedback and suggested revisions. They may have valuable insights into how to organize the content of the dissertation, what data to include and potential areas that you should learn more about in preparation for your dissertation defence.

Please refer to the Dissertation Section for information on preparing and formatting your dissertation. If you follow these guidelines from the start, you will save yourself a lot of time later when polishing the final version of your dissertation. Pay particular attention to the section What You Need to Know, as this information is very important for planning and preparing your dissertation.

Defending the Dissertation

All doctoral programs and some master's programs require students to defend their theses before they can graduate. If you are a doctoral student, your graduate program may require an additional oral examination prior to your dissertation defence. Please contact your graduate program advisor for more information.

Research Ethics: A Guide for Graduate Students

What types of research need an ethical review?

If your research involves animals, fish or invertebrates, you will need to study the Animal Care Committee webpage at www.acc.ubc.ca. Note that in fall 2004 an electronic submission system called Researcher Information System Ethics (or RISe) was introduced for new applications.

If your research involves bacteria, viruses, plasmids, recombinant DNA, animal tissues or other biohazards, then go to the Biosafety Committee webpage at www.ors.ubc.ca/ethics/biohazard.htm.

Research Ethics Boards

If your research involves human subjects, human tissue, human stem cells or data collected on human subjects, you will need to submit an application to one of the UBC Research Ethics Boards (REBs). The homepage for all of UBC's Research Ethics Boards is at <http://www.research.ubc.ca/ethics/how-obtain-ethics-approval>.

For research involving human subjects, either directly or indirectly, which are non-invasive to the person, an application should be sent to the UBC Behavioural Research Ethics Board (BREB). The BREB reviews all research involving interviews, focus groups, aptitude testing, internet surveys, telephone polls, or psychological experiments. Research using previously-collected personal information which is not in the public domain must also have an ethical review.

Applications that involve medical research such as clinical trials, epidemiological studies with blood or tissue samples, medical imaging, rehabilitation or exercise programs, genetic banking of tissues or human stem cell research should go to one of the Clinical Research Ethics Boards (CREBs). At UBC there are three research ethics boards for clinical research. Providence Health Care and BC Cancer Agency have site-specific UBC Research Ethics Boards. All other UBC, and UBC-affiliated, clinical research goes to the UBC Clinical REB.

How do I apply for an ethical review?

Download the application forms and information from the Office of Research Services' webpage at www.ors.ubc.ca/ethics/index.htm. At present, submission is in the form of paper copies; the number of copies to submit varies according to the size of the Committee or Board. Please read the Guidance Notes and other information carefully. The Researcher Information System Ethics (RISE) will be extended to human ethics in 2005, so watch the ORS webpages for future developments related to e-submission.

Who is the Principal Investigator for research conducted by students?

For graduate dissertation research, the student's supervisor is the Principal Investigator and takes ultimate responsibility for the ethical conduct of the research. Students are named as co-investigators in the application.

Useful Contacts

UBC Office of Research

<https://ors.ubc.ca/about-ors/contact-us>

UBC Behavioural Research Ethics

Webpage: <https://ethics.research.ubc.ca/behavioural-research-ethics>

Enquiries: (604) 822-8581 Fax: 604-822-5093

ors@ors.ubc.ca

#102, Technology Enterprise Facility III

6190 Agronomy Road

Vancouver, BC V6T 1Z3

UBC Clinical Research Ethics Office

Webpage: <https://ethics.research.ubc.ca/clinical-research-ethics>

Rom 210, Research Pavilion

828 West 10th Ave.

Vancouver, BC

V5Z 1L8

TCPS - Try the NEW online TCPS tutorial

<https://ethics.research.ubc.ca/education-training/online-tutorials-training>

- TCPS is an abbreviation for Tri-Council Policy Statement for Ethical Conduct for Research involving Humans.
- Now there is a new online tutorial for TCPS. It is an excellent educational tool and particularly useful for new researchers and graduate students. The direct link is: www.pre.ethics.gc.ca/english/tutorial
- All human subject research at UBC must adhere to TCPS guidelines. TCPS covers research involving the recruitment of human subjects in person, by mail-out or internet. TCPS also applies to research involving human tissue and personal data collected on human subjects.
- All research proposals involving human subjects need ethical approval before the research starts. Please check out the information relating to the UBC Research Ethics Boards by visiting <http://www.research.ubc.ca/ethics/how-obtain-ethics-approval>

Record of Progress in Program & Research

Formal Review of Progress

This review is required annually in June by your program advisor or research supervisor in consultation with you and the committee.

It provides an opportunity for you and program or research supervisor to review your academic and professional progress across a range of areas in your program and / or research, review the past year and make plans for the next year and learn about possible obstacles or challenges you may be facing. Essentially, it provides a formal forum of communication between you and your supervisor.

The following document is the form sample. An electronic copy can be found at <http://ecps.educ.ubc.ca/students/current-students/forms-resources/>. Note that newer versions are normally available by the next review cycle. When submitting, please ensure that your CV is attached to the completed form.

CNPS PhD ANNUAL STUDENT REVIEW (May 1st 20XX to April 30th 20XX)

Completion of this form is a Graduate and Postdoctoral Studies Requirement. Failure to complete this form by **May 31st, 20XX** may result in your registration being blocked for the next term.

This form must be completed, signed (by yourself and your program advisor/supervisor), and delivered to **Karen Yan** by **May 31st, 20XX**.

If you are unable to deliver the form in person, please mail to the Graduate Program Assistant at: ECPS, Faculty of Education, 5th Floor Scarfe Building, UBC, Vancouver, BC, V6T 1Z4, or fax to 604-822-3302.

SAMPLE

See <http://ecps.educ.ubc.ca/cnps/cnps-forms-and-resources>

Current Academic Year: May 1, 20XX – April 30, 20XX

Date:

All CNPS Ph.D. students must return this form in hard copy, with the appropriate signatures. There are no exceptions. You must also attach a copy of:

1. your current CV,
2. record of clinical/practicum hours completed under the supervision of a registered psychologist (signed)
3. and clinic/practicum or internship evaluations.

Student Name: _____ Student Number: _____

Current Mailing Address: _____

Phone No(s): _____ email: _____

Current Program Advisor: _____

Research Supervisor(s) (PHD): _____

Current Degree: Ph.D

Program: Counselling Psychology

Date You Began Your *Current* Degree Program: _____

Not all of the information requested in this document is relevant to every student. If the information is not relevant indicate N/A. NOTE:

Have you selected a supervisory committee? : Yes: _____ No: _____

If yes, please provide names: _____

Thesis/Dissertation Topic/Title: _____

What is your anticipated date for completion of your thesis/dissertation? _____

Briefly describe your thesis/dissertation progress to date: (e.g., proposal stage, data collection, analysis, final writing, preparing for final defence).

3. **Nominations and Awards:** Describe any awards, scholarships, fellowships, or recognition for which you were nominated or which you were awarded ***between May 1 and April 30***. Indicate the amount of the award for those received.

4. **Research Experience:** Describe any research activities or experience ***this year (between May 1 and April 30)*** beyond thesis or dissertation. Include such experiences as volunteer or paid research assistantships, involvement in faculty or other research projects, reviews or other editorial activity, conference presentations, publications, or papers in submission (indicate authorship).

Volunteer and/or Paid Assistantships and Involvement in Faculty or Other Research Projects (Describe):

Reviews or Other Editorial Activity:

Conference Presentations (please list using APA format for citation);

Publications or Papers Completed or in Submission (please list using APA format for citation):

5. **Teaching Experience:** Describe any teaching activities either within or outside the university, tutoring, formal or informal classes, guest lectures, workshops, or courses taught. (Cite institution, term, course name and number)

6. **Practicum/Internship Experience:** Briefly describe any practicum and internship experiences completed this academic year. List the site and the number of hours completed (Note: For CNPS PHD students this should match with the accompanying log sheet).

- 7. Service:** Describe any services activities performed in the program, department, university or community. Include any committee work, student representation on committees, relevant administrative or board work, and any volunteer activities related to your professional goals or in which your professional training is applied.
- 8. Other Professional Experience:** Describe any outside courses or workshops taken, memberships in professional or student organizations (including any offices held), attendance at local, provincial or national conferences, administrative experience, or any other form of relevant experience not documented in other sections of this report.
- 9. Current Employment Status** (up to April 30, 2009): Please list type of work or volunteer activities and approximate number of hours each week
- 10. Anticipated Employment Status** (as of May 1, 2009): Please list type of work or volunteer activities and approximate number of hours each week.
- 11. Feedback to the Department regarding the program:** Provide any suggestions for improvement, and comments on strengths or weaknesses of any aspect of the program. Please note that any additional comments on any aspect of your graduate student experience may be provided confidentially to the ECPS Director of Graduate Programs or Department Head in a separate letter. Please attach memo if more space is required.

12. Leaves from the program? Yes ___ No ___ Applied: (date) _____

Granted for Period: _____

13. CNPS PH. D. Advisors Only: Comment on evaluation of doctoral student's progress
(Specific achievements or outstanding issues should be listed and recommendations for remedial action for unsatisfactory progress or problem areas noted. Attach memo if more space is required)

14. APA Accreditation Required Information: For Time period May 1, 20XX – April 30, 20XX ONLY

My gender is: Female Male

I am:

A member of a professional or research society: Yes No

An author or co-author of papers or workshops at professional meetings: Yes No

An author or co-author of articles in professional or scientific journals: Yes No

Involved in grant-supported research: Yes No

Involved in teaching: Yes No

Involved Part-time in Supervised Practicum Training on or off campus: Yes No

I applied for internship for the next academic year? Yes No

ONLY for students who are going on internship 20XX-20XX:

Summary of Doctoral Practicum Hours (as of November 1, 20XX):

Total Intervention and Assessment Hours: _____

Total Support Hours: _____

Total Supervision Hours: _____

Doctoral Program:

Date started current program (required): ____ / ____ / ____ (mm/dd/yyyy)

If applicable,

Date completed current program: ____ / ____ / ____ (mm/dd/yyyy)

(see codes below) Reason for leaving: _____

If other: _____

Internship:

Date started internship: ____ / ____ / ____ (mm/dd/yyyy)

Date completed internship: ____ / ____ / ____ (mm/dd/yyyy)

(See codes below) **Internship Setting:** _____

If other: _____

APA accredited internship: Yes No

Academic status: Part-time Full-time

Funding status: Funded Unfunded

Post-Graduation Activities (To be completed one year after student graduates from the program):

Choose **one section** to complete: **Postdoctoral or Employment**

Postdoctoral Setting: _____

If other: _____

Postdoctoral Activity: _____

If other: _____

OR

Employment Setting: _____

If other: _____

Employment Activity: _____

If other: _____

ALL STUDENTS MUST SIGN THIS FINAL PAGE (even if you graduated during the academic year).

ALL FACULTY ADVISORS MUST COMPLETE THE BOTTOM OF THIS PAGE.

Completion of this form is a Graduate and Postdoctoral Studies regulation. Failure to complete this form by **May 31st** may result in your registration being blocked for the next term.

This form must be completed, signed (by yourself and your program advisor/supervisor), and delivered to your Graduate Program Assistant (Alex or Karen) by **May 31, 20XX**

STUDENT SIGNATURE: _____ **DATE:** _____

PROGRAM ADVISOR/SUPERVISOR TO FILL OUT: _____

Name and Role (Program Advisor/Supervisor): _____

I have read this Progress Report: Yes No

I have met with this student to discuss his/her progress on (date): _____

This student is making satisfactory progress in his/her program of studies:

- Yes
- Yes, but there are some concerns (provide details below or attach a separate sheet):

- No (provide details below or attach a separate sheet):

Program Advisor/Supervisor's Signature: _____

Date of submission to Graduate Program Assistant for File: _____

Procedures for Dissertation Examination

CNPS Departmental Examination

The doctoral dissertation represents the major research component of the Ph.D. degree. Many aspects of the program contribute to the development of the research you will undertake. You should be particularly aware of the expectations and regulations of the Graduate and Postdoctoral Studies regarding the dissertation, some of which are reprinted in this Handbook. An important link to these regulations is: <http://www.grad.ubc.ca/current-students/final-doctoral-examination>

In addition to these regulations, Ph.D. students in the Counselling Psychology program are expected to complete the following steps prior to the submission of the dissertation to the Graduate and Postdoctoral Studies for examination:

1. **Approval of the research proposal.** Usually by the beginning of the third year, the research proposal is formally presented to the student's research committee in written format and explained and defended orally at a meeting of the committee. The committee approves, identifies revisions, or does not approve following the proposal meeting.
2. **Approval of research procedures by the UBC Office of Research Services.** In conjunction with the research supervisor, the student applies to the UBC Office of Research Services for the ethical approval of the procedures to be used in the dissertation.
3. **Department defence of the dissertation.** Following the completion of the study, the dissertation is examined by the student's research committee. This defence entails a formal verbal presentation of the research (30 minutes), followed by questions from the committee, and finally the committee's adjudication of the written dissertation and the verbal presentation and defence. Only when the student has passed the departmental defence is he/she authorized to submit the dissertation to the Graduate and Postdoctoral Studies for examination.

Graduate and Postdoctoral Studies Examination

The UBC Graduate and Postdoctoral Studies (P&GS) created the Doctoral Exam Guide to help you effectively plan for your final doctoral exam. See also: <http://www.grad.ubc.ca/current-students/final-doctoral-examination>. As well, you will find information at this site on topics such as:

- tools for planning and managing your program
- doctoral deadlines
- doctoral exams FAQ and forms
- upcoming exams
- chairing an exam
- final dissertation and submission
- GPS Program: Graduate Pathways to Success

The Examination Committee

The Examination Committee consists of:

- the External Examiner (who is not required to attend the oral defence)
- two University Examiners
- two or three Members of the Candidate's Supervisory Committee (including the Research Supervisor)
- an Examination Chair

Quorum for Oral Defence

A quorum is the minimum attendance required. For the Final Doctoral Oral Defence, the quorum consists of:

- the Examination Chair
- two approved University Examiners
- two members of the candidate's supervisory committee (normally the Research Supervisor and one other committee member)

External Examiner

Role of the External Examiner

- assesses whether the dissertation is qualified to proceed to Final Oral Defence.
- provides a review of the strengths and weaknesses of the dissertation and recommends revisions.
- participates in the final oral examination whenever possible. If not possible, submits questions to be asked of the Candidate by the Research Supervisor or Examination Chair.

Eligibility of the External Examiner

Reflecting the importance of this role, it is imperative the External Examiner be:

- a recognized expert in the area of the dissertation research,
- experienced with assessing doctoral work, and
- sufficiently distant from the Candidate, the Research Supervisor(s), and UBC to objectively judge the merit of the dissertation

Selection of External Examiner

The Candidate's Supervisor and Graduate Program Advisor nominate at least two (but preferably three) people for the role of External Examiner. The Graduate and Postdoctoral Studies will select and invite the External Examiner. The graduate program is responsible for nominating well-qualified, objective, experienced individuals not associated with UBC. Please use the Nominations for External Examiner form (available on the web).

Eligibility requirements for External Examiner:

- Has an established reputation in the area of the dissertation research and is able to judge whether the dissertation would be acceptable at an institution comparable to UBC.
- Has had recent experience with supervision and examination of doctoral students
- Holds a PhD or the degree the candidate is pursuing
- Holds Full or Associate, or Emeritus Professor rank (or the equivalent if outside North America) at a university, or has comparable expertise and standing if not a faculty member at a university (see also Non-faculty Nominees section below)
- Has not acted as External Examiner in the Candidate's graduate program, or for a candidate with the same Research Supervisor for at least three years

- Must be at arm's length from the Candidate and Research Supervisor (see below for more information)

A brief rationale must be provided indicating the special field(s) of expertise and achievements of each nominee. This may include a list of publications by the nominee that are of central importance or are closely related to the Candidate's research.

Non-faculty nominees:

If a nominee for External Examiner is not currently associated with a university, she/he should have some previous university affiliation—in such a case, please attach a Curriculum Vitae or include a statement outlining the relevant qualifications of the nominee. In particular, please describe how the nominee meets the other criteria for appointment as noted above.

Arm's Length Requirements for External Examiner

The External Examiner must not be associated with the Candidate (in the past, present, or future) as a:

- colleague
- research collaborator
- co-author
- employer
- teacher
- supervisor
- family member, or the like

Nor should the External Examiner be associated with the research supervisor(s) as a:

- former student
- research supervisor
- research collaborator within the past seven years
- co-author with in the past seven years
- family member, or the like

Note:

Prior to the Final Doctoral Oral Defence the research supervisor/Graduate Program/candidate must not contact the External Examiner with regard to the dissertation, and should direct any contact initiated by the External Examiner to the Coordinator of Doctoral Exams.

Transmitting the Dissertation to the External Examiner

Who transmits

The Graduate and Postdoctoral Studies will send the dissertation to the External Examiner. Any shipping costs incurred are the responsibility of the Graduate Program or Research Supervisor.

Paper vs. electronic

- The External Examiner may wish to receive the dissertation in paper or electronic form (PDF). The Candidate and Research Supervisor will be notified of this preference in advance by the Graduate and Postdoctoral Studies.

Transmitting large electronic files

If the electronic version of the dissertation is larger than 6MB, it is very likely that it cannot be sent successfully via email as a single document. In such a case, the Candidate should either:

- break the document into separate files of less than 6MB each or
- upload the dissertation on to a password-protected FTP web site (more information below)

Once the dissertation is transmitted to the External Examiner and a due date for the external report is agreed upon, the Final Oral Defence can be scheduled.

Using an FTP site

Candidates who use an FTP web site to submit an electronic version of a dissertation should bear the following in mind:

- The site must be password-protected.
- An e-mail must be sent to the Doctoral Exams Team with a link to the site, the username, and password to access the dissertation.
- The External Examiner will be instructed to download the dissertation immediately, so the dissertation cannot be changed once submitted.
- The Graduate and Postdoctoral Studies is unable to provide technical support for FTP sites. A candidate should seek the help of an IT expert in his/her home department.

The External Examiner's Report

The External Examiner's report is sent directly to the Coordinator of Doctoral Exams. The Graduate and Postdoctoral Studies will distribute copies of a positive report to the Graduate Program Advisor and all members of the Examination Committee approximately one week prior to the Final Oral Defence. The entire content of the report is confidential and must not be discussed with the Candidate prior to the Final Oral Defence.

The category assigned by the External Examiner(s) must be taken into account in the final evaluation of the Examination Committee.

If the External Examiner's report is negative the Dean/Associate Dean of Graduate Studies may consult with the Chair, the student's supervisor, and/or other appropriate individuals to determine whether or not to proceed with the Final Oral Defence.

The Dean of the Graduate and Postdoctoral Studies reserves the right to postpone the Final Oral Defence if the External Examiner's report is not received three days prior to the scheduled exam date.

External Examiner's Attendance at the Oral Defence

The External Examiner's participation in a Candidate's Final Oral Defence presents the opportunity for a valuable dialogue about the dissertation and the research it presents.

Therefore, the attendance of the External Examiner at the Final Oral Defence is encouraged, but it is not required.

The Graduate and Postdoctoral Studies will forward an invitation to the External Examiner to attend in person at the request of the Candidate's research supervisor. In such cases, the graduate program is responsible for making the necessary arrangements and for paying the expenses of the External Examiner.

The Graduate and Postdoctoral Studies will assist with costs for the first three doctoral students to reach the Final Doctoral Examination in newly approved doctoral programs. Whenever feasible, efforts will be made to invite the participation of the External Examiner via teleconference or videoconference.

University Examiners

Two approved University Examiners must be present at the Final Oral Defence.

Role of the University Examiners

- to assess the quality and significance of the dissertation.
- to evaluate the performance of the candidate at the Final Oral Defence.
- to contribute to the consensus recommendation to the Dean of Graduate Studies on the conferral of the degree.

Eligibility of the University Examiners

- normally, at least one of the two University Examiners should have no affiliation with the graduate program(s) of either the Candidate or research supervisor.
- both examiners should have expertise in a field closely related to the dissertation research.
- both examiners should hold an academic appointment as a Full, Associate, or Emeritus Professor with a graduate program that offers doctoral degrees, or should have proven experience in the supervision of doctoral students at UBC.
- both University Examiners should be at arm's length from both the Candidate and the research supervisor(s).

Note:

An Assistant Professor may be approved if s/he has passed initial re-appointment or has previous experience with the doctoral examinations process. Please contact the Doctoral Examinations Coordinator (604-822-3989) for instructions about providing this rationale prior to submitting this form.

The approval process

- the Candidate's graduate program is responsible for recommending well-qualified, objective examiners. A brief rationale of how the proposed examiners' fields of expertise relate to the candidate's area of research must be provided.
- the Candidate's graduate program is responsible for submitting the Approval of University Examiners for Doctoral Dissertation form to the Graduate and Postdoctoral Studies a minimum of four weeks prior to the scheduled Final Oral Defence.
- the consent of the proposed University Examiners to attend the exam must be confirmed by the research supervisor or Graduate Advisor prior to the submission of the form.
- the Graduate and Postdoctoral Studies will confirm the approval of the University Examiners via e-mail.

Arm's Length Requirements for University Examiners

- university examiners must not be (or have been) members of the supervisory committee, or have been connected with the dissertation research in any way.
- they should not have been associated with the Candidate, outside of usual contact in courses or other non-dissertation activities within the University, nor be related to the Candidate or research supervisor(s).
- except in special circumstances (fully justified in writing) they should not be close collaborators with the research supervisor(s). Please check with the Doctoral Examinations Coordinator at the Graduate and Postdoctoral Studies for clarification.

Examination Chair

Role of the Examination Chair

- to represent the Dean of the Graduate and Postdoctoral Studies during the Final Oral Defence.
- to ensure that the exam proceeds according to UBC policies (as outlined in the [Instructions for the Chair]).
- to report the recommendation of the Examining Committee and to describe the events of the Final Oral Defence.

Eligibility of the Examination Chair

The Chair must not be closely associated with the Candidate (now or in the past) as a:

- colleague,
- supervisor,
- member of the supervisory committee,
- collaborator,
- co-author,
- employer, or the like.

Nor should the Chair be associated with the research supervisor as a:

- former student,
- supervisor, or
- current research collaborator

Appointment of the Examination Chair

The Graduate and Postdoctoral Studies will appoint an appropriate faculty member to serve as Chair of the Final Doctoral Examination.

The task of finding a suitable Chair is normally undertaken after the examination has been booked.

Once a Chair has been confirmed for the exam the Graduate and Postdoctoral Studies will distribute a copy of the dissertation along with instructions to the Chair and to the Research Supervisor.

Submitting the Dissertation for External Examination

Prior to submission for external examination

- The content of the dissertation must be reviewed and approved by the candidate's supervisory committee members.
- The format of the dissertation should be reviewed and approved by the Graduate and Postdoctoral Studies (see Thesis & Dissertation Preparation section on web for more information).
- These approvals must be confirmed in advance of the time frame for submission to the external examiner.

Submitting your dissertation for formatting review (see Thesis & Dissertation Preparation section on web for more information).

The following must be submitted to the Graduate and Postdoctoral Studies:

- Printed copy/copies of the completed and approved dissertation, Copies must be cerlox-bound with clear front covers. These copies may be submitted with double sided pages. One copy for distribution to the external examiner (if requested in paper form) and the other for distribution to the examination chair.
- Electronic version of the dissertation (PDF) submitted via email to the Doctoral Exams Team as an attachment (Please do not submit a disk, and do not bring the dissertation to the Graduate Studies office on a memory stick.) or information pertaining to FTP site from which the dissertation can be downloaded.
- Graduate Program Approval of Doctoral Dissertation for External Examination. Please contact your Graduate Program office to arrange for pick-up of this memo.
- Dissertation Review Sheet or printout of e-mail confirming that the formatting of the dissertation has been reviewed and approved by the Graduate and Postdoctoral Studies. *read more »*

The dissertation will be forwarded for external examination upon receipt of all requested copies of the dissertation and the two documents.

Distributing the Dissertation

Distributing the Dissertation to the Examination Committee

It is the responsibility of the Candidate and Research Supervisor to ensure that the two University Examiners, as well as the Supervisory Committee members attending the examination receive copies of the final dissertation at least 4 weeks prior to the Final Oral Defence.

Please ensure that all Examination Committee Members (attending Supervisory Committee Members and University Examiners) receive exactly the same copy of the dissertation as the External Examiner and the Chair.

Distributing the Dissertation to the External Examiner(s) and Chair

The Graduate and Postdoctoral Studies will forward a copies of the dissertation to the External Examiner and to the Examination Chair.

Scheduling the Final Oral Defence

The Final Oral Defence cannot be scheduled until after the dissertation has been submitted to the External Examiner. August is a blackout period for doctoral defences. Please plan accordingly.

When to schedule:

Once the Candidate's dissertation has been sent to the External Examiner, a due date for the external report is set. The candidate and supervisor will be notified by the Graduate and Postdoctoral Studies of this due date and the earliest possible date for scheduling the Oral Defence.

You should plan for at least 8 weeks between the submission of the dissertation for external examination and the Oral Defence. This may seem like a long delay, but it is a safe estimate of the time it takes to ensure a thorough review of the dissertation (by the External Examiner as well as the University Examiners) and any administrative hurdles that might impede the process, especially during peak periods.

The Oral Defence must be scheduled with the Graduate and Postdoctoral Studies at least 4 weeks in advance.

Who schedules:

The Candidate and/or Research Supervisor is responsible for arranging a mutually convenient time with the Members of the Examination Committee, including the University Examiners (but not the Chair), and for booking the exam with the Graduate and Postdoctoral Studies. Exams begin at 9:00 am, 12:30 pm, and 4:00 pm (no 4:00 pm exams are held on Mondays) and normally last for a period of 2.5 – 3 hours.

How to schedule:

To book an exam, please provide the Graduate and Postdoctoral Studies with 2-3 possible dates/times that the committee is available. You can submit your request via email to Rebecca.Trainor@ubc.ca.

Note:

The Oral Defence is contingent on a positive report from the External Examiner. The Graduate and Postdoctoral Studies reserves the right to postpone the Final Doctoral Examination if the External Examiner's report is not received three days prior to the examination date; or if a negative report from the External Examiner is received.

It is the responsibility of the candidate to ensure the submission of the Approval of University Examiners for Doctoral Dissertation form and completed Examination Programme at least four weeks prior to the Oral Defence.

Location of Final Oral Defence

The Graduate and Postdoctoral Studies has two well-equipped rooms in the Graduate Student Centre, designed for doctoral oral examinations:

- Room 200 (Capacity 50)
- Room 203 (Capacity 25)

Normally, Final Oral Defences will be held in one of these rooms.

Arrangements are made on a first-come, first-served basis.

Final Oral defences will be held elsewhere when all of the following apply:

- Rooms 200 and 203 are already booked, and every effort has been made to schedule the exam at a time when a room is available; or there are unique circumstances justifying holding the examination elsewhere
- The supervisor takes full responsibility for booking another room for a minimum of three hours, and for notifying all members of the examining committee at least four weeks before the oral examination. A

telephone number and a fax number of a nearby office must be provided, in case there is need for contact with Graduate Studies before or during the examination

- The room has a minimum seating capacity of 20, and all necessary audio-visual equipment is provided.

Final Doctoral Examination Program

The completed Programme should be submitted to the Graduate and Postdoctoral Studies at least 4 weeks before the date of the scheduled exam. The Graduate and Postdoctoral Studies will fill in the names of the Examination Chair and the External Examiner. It is the responsibility of the Candidate to ensure that all necessary information is filled out correctly.

The Programme must be submitted in electronic form by e-mail to doctoral@interchange.ubc.ca.

The Programme is a public document, so care should be taken to check the content and spelling. If the student plans to patent or license an invention or discovery arising from the dissertation research, the programme should be carefully vetted to ensure the IP is not revealed to the public domain. Preparation of this material is the Candidate's responsibility, but it must be approved by the student's Supervisor before it is submitted to Graduate Studies.

Doctoral Examination - Final Oral Defence

The purpose:

- to ensure that the Candidate is able to present and defend the dissertation and its underlying assumptions, methodology, results, and conclusions in a manner consistent with the doctoral degree being sought.
- to communicate the results of the work to the campus community.

The structure:

- the Candidate makes a public presentation of the dissertation (roughly 30 minutes)
- the Examining Committee questions the Candidate.
- members of the audience are invited to ask questions of the Candidate.
- the Examining Committee holds an in-camera discussion.
- the Chair conveys the findings of the Examining Committee to the Candidate.
- the Final Oral Defence usually lasts two and a half hours.

Please note:

- late audience members may not enter the exam room once the Final Oral Defence has begun.
- a positive report from the external Examiner is required for the Final Oral Defence to occur.

Oral Defence Procedure

PROCEDURE TO BE FOLLOWED BY THE CHAIR AT THE ORAL EXAMINATION

- Determine whether a quorum is present (if not, immediately contact the Graduate and Postdoctoral Studies). Establish the order in which examination committee members will question the candidate. When the external examiner is in attendance s/he should be called upon first. The research supervisor is normally called upon last.
- Instruct all present to turn off cellular phones, pagers, beepers, alarms, etc. for the duration of the defense. Taping, videotaping, or making similar records of the examination is normally not permitted. (The Dean may grant approval in special cases, and if so, the Chair will be made aware of this in advance. The Chair is permitted to discontinue this recording at any time if s/he judges that it is interfering with the proper conduct of the examination).
- Announce that the meeting has been called for the public examination of [candidate's name] for the (Ph.D., Ed.D. or D.M.A.) degree.
- Invite the candidate to present a synopsis of the dissertation research. The candidate may speak from notes and use audio-visual equipment but must not read the synopsis. The presentation should last no longer than 30 minutes and should not be interrupted by questions.
- Call upon each member of the examination committee to question the candidate in turn. The Chair should exercise discretion in managing the question period and should intervene if questioning or behaviour becomes inappropriate or interferes with the proper conduct of the exam.
- Ensure the research supervisor asks the candidate all relevant questions raised in the external examiner's report.
- Call for questions from the audience.
- Call for final questions from the examining committee, and, if necessary, ask the candidate to address/clarify any points not adequately covered in previous questioning.
- Request that the candidate and all persons not on the examination committee leave the room during the in camera deliberation period. Note: A maximum of three supervisory committee members may be designated as examination committee members and participate in these deliberations.
- Moderate an in camera discussion by the examination committee. The committee should arrive at a decision with regard to the Evaluation Protocol. All decisions must be made by a majority vote including the external examiner where appropriate. If a decision cannot be reached, the Chair's report to the Dean should record the recommendation of each committee member.
- Recall the candidate and, in the presence of the examining committee, inform the candidate of the recommendations that are to be made to the Dean of the Graduate and Postdoctoral Studies. Avoid implying that a final decision has been made.
- Complete the Chair's Report on the Final Doctoral Oral Examination form and submit it to the Graduate and Postdoctoral Studies within 1 week of the exam date. Comments on sensitive issues, or personal opinions or observations should be submitted in a separate, confidential report to the Dean.

Note:

In the event the dissertation is nominated for an award the Chair's report may be included as part of the nomination package.

Roles of the Examining Committee

Examination Chair

- represent the Dean of the Graduate and Postdoctoral Studies.
- determine if a quorum has been reached.
- open and close the examination proceedings.
- monitor the length and conduct of the Candidate's presentation. If appropriate, question the Candidate, especially on any substantive points raised previously, but not adequately addressed, in the normal round of questioning.
- intervene if questioning becomes inappropriate.
- deal with any behaviour that interferes with the proper conduct of the examination.
- moderate in-camera discussion on the merits of the dissertation, the Candidate's oral presentation and responses to questions, the External Examiner's report, and other relevant matters.
- call for a vote and recommendation.
- recall the Candidate and advise him/her of the recommendations that are to be made to the Dean of Graduate Studies.
- prepare a detailed report for the Dean of Graduate Studies.

University Examiners

- read the final draft of the dissertation.
- attend the Final Oral Defence and participate in the questioning of the Candidate.
- cast a vote in the final determination of the acceptability of the dissertation.
- in the case of a negative report from the External Examiner submit, if requested by the Dean of the Graduate and Postdoctoral Studies, a detailed written assessment of the dissertation and the performance of the Candidate in the Final Oral Defence.

Supervisory Committee Members

- ensure that a quorum is present.
- ensure that any questions raised in the External Examiner's report are put to the Candidate.

Evaluation Protocol

The role of the examining committee is to evaluate 2 components:

- the candidate's performance during the oral defence.
- the level and nature of revision required prior to final submission of the dissertation.

Oral Defence:

Discuss the Candidate's performance in presenting the synopsis, in responding to questions, and in defending the work. The examination committee must decide whether or not the performance was at the standard of excellence expected of a doctoral candidate at UBC.

Dissertation:

Within a discussion of the overall quality of the dissertation, the Examining Committee should reach a decision on what, if any, revision will be required prior to the appropriate committee members signing off on the dissertation. The Examining Committee should take into consideration the External Examiner's report, assessments of the examining committee, and questioning of the candidate at the oral exam.

At the end of the in camera discussion, the Examining Committee must determine appropriate sign-off on the Doctoral Dissertation Approval form. Any revisions required by the committee must be clearly communicated to the Candidate. The evaluation should lead to one of the following scenarios:

- No revision or only minor revision required. At least two examining committee members sign the Doctoral Dissertation Approval form; the Research Supervisor withholds signature until revisions are complete. The final dissertation should be submitted to the Graduate and Postdoctoral Studies within one month of the Final Oral Defence.
- The dissertation is satisfactory subject to substantive revision affecting content. Fewer than two committee members sign the Doctoral Dissertation Approval form; the Research Supervisor and additional committee members withhold signatures until revisions are complete. The examining committee should recommend the procedure to be followed for revisions, and the procedure should be outlined in the Chair's report. The final dissertation should be submitted to the Graduate and Postdoctoral Studies within six months of the Final Oral Defence.
- The dissertation is unsatisfactory in its current form. Major rewriting and rethinking are required. No one signs the Doctoral Dissertation Approval form. The Examining Committee should recommend the procedure to be followed for revision of the dissertation, and the procedure should be outlined in the Chair's report. Further instructions for final submission will come from the Graduate and Postdoctoral Studies.
- The dissertation is failed and re-examination on this research is not permitted.

Language Requirement of the Final Doctoral Examination

Candidates for the Final Doctoral Examination must have fulfilled all course and/or language requirements of the degree program. It is the responsibility of the Candidate's program to ensure that all of these requirements have been met, and that the Candidate's oral language proficiency is adequate for full communication between the Examination Committee and the Candidate.

The Final Doctoral Examination is a public event at UBC, and as such will be conducted in English. The Candidate's oral proficiency in the language of the examination must be adequate for full communication between the Examination Committee and the Candidate. For theses in language programs, some questions can be posed or answered in the language concerned, provided the the Examination Committee can follow proceedings (by translation if necessary) in this other language.

Recording the Examination

Any candidate wishing to make a recording, either video or audio, or invite the participation of an examiner via videoconference or teleconference, must make a request to the Dean of the Graduate and Postdoctoral Studies at least one week prior to the Final Doctoral Examination (with supporting evidence that all members of the Examination Committee have agreed to the recording). The Chair has the right to discontinue the recording if it is interfering with the proper conduct of the Examination.

Post-Examination Details

Once the final dissertation has been approved, the Doctoral Dissertation Approval Form must be signed by the research supervisor and at least two other examination committee members.

The original signed copy of the Doctoral Dissertation Approval Form, and all other applicable forms, must be submitted to the Graduate and Postdoctoral Studies before you can submit your final dissertation. The dissertation must meet the requirements noted at Final Dissertation and Thesis Submission.

Please see Electronic Dissertation Submission for instructions about final submission.

Please note that fees are charged by Enrolment Services through the end of the month in which the final dissertation is submitted.

Chair's Report

It is emphasized that the Chair is appointed by the Dean as a representative of the Graduate and Postdoctoral Studies. In this capacity, s/he is expected to submit a detailed and searching report and should feel free to make personal observations.

The report should include the distribution of votes. If appropriate, recommendations may be made for additional evaluation procedures. The Chair's report to the Dean should summarize the examiners' comments and should include any remarks that the Chair may wish to add that may help the Dean in reaching a decision on whether to nominate the candidate to Senate for the degree. Comments on how well the candidate responded to the questions from the External Examiner are particularly useful.

The Chair's report should be submitted to the Graduate and Postdoctoral Studies, and distributed to all examining committee members within one week of the date of the exam.

Doctoral Dissertation Approval Form

Once the final dissertation has been approved, the Doctoral Dissertation Approval Form must be signed by the research supervisor and at least two other examination committee members.

The original signed copy of the Doctoral Dissertation Approval Form, and all other applicable forms, must be submitted to the Graduate and Postdoctoral Studies along with the final copy of the dissertation. The dissertation must meet the requirements noted at Masters and Doctoral Thesis Preparation and Submission.

Please note that fees are charged by Enrolment Services through the end of the month in which the final dissertation is submitted.

Submission of the Final Copy of the Dissertation to the Graduate and Postdoctoral Studies

The final approved copy of the dissertation must be submitted to the Graduate and Postdoctoral Studies within one month of the date of the oral examination; or in the case of a dissertation requiring substantive revision, within six months of the date of the oral examination. Instructions for the preparation and submission of the final version of the final version of the dissertation are available at Masters and Doctoral Thesis Preparation and Submission. We strongly recommend consulting with the Thesis Clerk at the Graduate and Postdoctoral Studies for assistance with any questions prior to preparation and submission of the final dissertation.

Degree Recommendation

In order to graduate, the Candidate must apply to Enrolment Services by the appropriate deadline. See UBC Student Services - Graduation Information for further details and an online application for graduation. When all conditions for the degree have been met, the Dean will inform the Secretary of the Senate of the successful completion of the program. On approval of the Faculty, the Candidate will be nominated for the awarding of the degree. Nominations for the awarding of degrees are considered at the May and November meetings of the Senate. For a Candidate to be considered for a degree, all procedures must have been completed by the dates specified in the University Calendar.

Fellowships, Financial Assistance & Travel Funds

Graduate Awards General Information

The Graduate and Postdoctoral Studies is responsible for merit-based graduate awards – both internally and externally funded. For complete details please visit the Graduate and Postdoctoral Studies Awards and Financial Aid website at: <http://www.grad.ubc.ca/prospective-students/scholarships-awards-funding>

- Graduate Support Initiative (GSI) Awards
- British Columbia Provincial Graduate Awards
 - Pacific Century Graduate Scholarships
 - Pacific Leaders Graduate Student Fellowships
- Graduate Entrance Scholarships
- Killam Predoctoral Scholarships
- Affiliated Fellowships
- PhD Tuition Awards
- Department Awards
- Awards for International Students
- Travel Awards
- Research Awards: NSERC, SSHRC, CIHR and other research awards
- Other Graduate Awards:
 - Rick Hansen Man In Motion Fellowship • Aboriginal Graduate Fellowships • Trudeau Scholarships • Mackenzie King Memorial Scholarships • CAGS/UMI Dissertation Award • Governor General's Gold Medal • Tim and Ann O'Riordan Fellowship • WAGS/UMI Master's Thesis and Technology Awards • DAAD • Alcan Research Fellowships • SWAAC Graduate Student Awards of Merit • Walter C. Sumner Memorial Fellowships • Other External Awards • Michael Smith Foundation for Health Research • Hydrogen and Fuel Cells Canada Scholarships • William Rea Fellowship in Television
- Killam Postdoctoral Research Fellowships

UBC Office of Research Services

<http://www.ors.ubc.ca/home>

The Office of Research Services collects information on various research granting agencies in a database and provides an interactive online query that gives you the capability to extract the information of all the funding programs offered by those agencies.

Needs-Based Funding

UBC, through the support of its many donors and through funding provided by the provincial and federal governments, offers a wide range of programs to provide financial assistance to students who cannot meet basic educational costs.

Some needs-based funding options available include student loans, Canada Study Grants for Female Doctoral Students, bursaries, and work study programs.

In-depth information about needs-based graduate awards such as loans, bursaries and other types of financial aid is available from the Student Financial Assistance and Awards office.

Student Financial Assistance and Awards

<http://www.students.ubc.ca/finance/index.cfm>

Visit the current student section on the website to gain information on types of financial support, student loans and useful downloads (e.g. budgeting basics).

Teaching, Academic or Research Assistantships

<http://www.grad.ubc.ca/prospective-students/scholarships-awards-funding>

Teaching Assistantships or Research Assistantships are intended to help properly qualified graduates meet the cost of their studies at the University. Student appointments may involve part-time duties in teaching, research or other academic activities. Teaching Assistantships and Research Assistantships are co-ordinated and administered at the departmental level.

For more detailed information, please refer to the Graduate and Postdoctoral Studies "Policies and Procedures".

Teaching Assistantships

Most departments have a limited number of Teaching Assistantships available for registered full-time graduate students.

- Full Teaching Assistantship (TA) involves 12 hours work per week in preparation, lecturing, or laboratory instruction.
- Many departments offer partial TA appointments at lower numbers of hours per week.
- TA rates are set by collective bargaining between the University and the Teaching Assistants Union, a Local of the Canadian Union of Public Employees.

Teaching Prizes

Since 1996/97, ten Teaching Prizes, that include a Certificate and \$1,000.00, are offered annually to UBC Teaching Assistants.

Academic Assistantships

ECPS has a limited number of Graduate Academic Assistantships available for registered full-time graduate students.

- GAA positions involve 5 – 10 hours work per week for an eight month period (Sept-April)
The positions are responsible for a variety of the different tasks. The job descriptions for the various positions available will be announced in Spring/Summer via departmental email lists.

Research Assistantships

Many professors are able to provide Research Assistantships (RA) from their research grants to support full-time graduate students studying under their direction. The duties constitute part of the student's graduate degree requirements. Research Assistantships are co-ordinated and administered at the departmental level. The stipend amounts vary widely, and are dependent on the field of study and the type of research grant from which the assistantship is being funded.

Completing Student Appointment Forms

For information provided by Financial Services on completing Student Appointment Forms, please go to <http://www.finance.ubc.ca/payroll/forms/index.cfm>. Departments are responsible for completing Student Appointment Forms for Teaching Assistantships and Research Assistantships, while the Graduate and Postdoctoral Studies is responsible for completing Student Appointment Forms for NSERC, SSHRC, MRC and other Research Fellowships.

For more info on graduate award Student Appointments, please refer to Graduate and Postdoctoral Studies (<http://www.grad.ubc.ca/>).

General Information for New Students

Additional Sources for Student Support

For your complete guide for resources and services for new grad students, please go to:
<http://www.grad.ubc.ca/current-students/newly-admitted/grad-guide> to download the FoGS Grad Guide.

Information for International Students

<http://www.students.ubc.ca/international/>

UBC's International House provides support to international students at UBC, through services and programs such as one-to-one advising, educational and social programs, ESL classes, the Peer Program and information about their visa status and adjustment to Canada. ISS also coordinates the UBC Student Exchange Programs and provides social and cultural space to the International Community at International House. I-House also provides information on employment regulations for international students. International students can also find a support network at the AMS International Students Association.

Information on Childcare

<http://www.childcare.ubc.ca/>

UBC offers professional on-campus childcare. The demand for care in all programs is high. The length of the waiting list varies from less than one year to over 2 years long. Many people send in their waiting list applications when they first conceive. Childcare office is located at 2881 Acadia Road. Families are encouraged to visit the childcare programs if possible prior to accepting a position. To discuss the best times to arrange visits, please contact the main office at (604) 822-5343.

Information on Students' Health

<http://www.ams.ubc.ca/services/health-dental-plan/>

The AMS/GSS Health & Dental Plan is extended health and dental coverage, designed specifically for students to cover expenses not covered by basic health-care plans such as prescription drugs, dental care, travel health coverage, health practitioners, vision care and more. All AMS and GSS members who pay AMS fees for the Health & Dental Plan are automatically enrolled, including full- and part-time students, international students, and those auditing a course.

Information on University Counselling

<http://students.ubc.ca/livewell/services/counselling-services>

Counselling services provide counselling for admitted and registered UBC students as well as consultation and referral services to UBC faculty and staff. Couples and family counselling is also available for students with their partners and/or families. Services are provided by psychologists, professional counsellors, pre-doctoral interns, and Masters-level counsellor trainees. For follow up appointments call (604) 822-3811 or drop by Counselling Services to speak to a receptionist to set up an appointment. All their services are free and confidential.

Information on Graduate Student Funding

<http://ogpr.educ.ubc.ca/grad/funding/>

Financial assistance for Education graduate students is available through a number of offices and programs at UBC, both in the Faculty and at the University level. Generally, financial assistance at UBC can be broken down into three categories:

a) merit-based which includes scholarships and prizes, b) need-based which includes grants, government loans and bursaries, and c) employment opportunities for graduate students to work as Graduate Research Assistants (GRAs), Graduate Academic Assistants (GAAs) and Graduate Teaching Assistants (GTAs). Please check with your academic unit's Administrator for these opportunities. For more information on employment at UBC, please visit the Office of Graduate Programs & Research's Employment web page.

Information on Housing for the UBC Graduate Community

<http://www.grad.ubc.ca/campus-community/life-vancouver-canada/accommodation-housing>

This link provides information for off-campus and on-campus housing. For the latter, the Housing department's application process is entirely separate from the admissions process -- don't wait until you're admitted to Graduate Studies before applying for housing. If you apply for housing and aren't admitted to Graduate Studies, your residence fee deposit will be returned to you, provided you submit your letter of cancellation and proof of non-admission to UBC before July 15th. Your application fee is non-refundable.

The Graduate and Postdoctoral Studies is fortunate to have two graduate residential Colleges - Green College and St. John's College - devoted to and providing not only housing but a stimulating academic and cultural environment for graduate students, post-doctoral fellows and visiting scholars.

Safety Guide

Information on Campus Safety

Information from the AMS Safety Coordinator can be found here: <http://www.ubc.ca/staysafe/>

In addition, a Campus Security guidelines promoting a culture in which bicycles, pedestrians, and motor vehicles can travel safely and securely can be found at: <http://www.security.ubc.ca>. Campus Security Office is located at 2133 East Mall.

These tips and suggestions may help in ensuring your safety. However, it's important to recognize that, particularly for women, regardless of what you do or do not do or what you wear, you are not responsible for any incidents that may occur.

On-Campus Assistance

Community Shuttles

Routes and Stop Locations: There are 2 community shuttle routes at UBC. C20 covers destinations and residences on the west side of campus including Totem Park, the Botanical Gardens, Nitobe Gardens, the Museum of Anthropology and the Chan Centre. C22 serves residents on the east side of campus, e.g. Hampton Place and Fairview/Acadia. Both routes begin and terminate at the north side of the Student Recreation Centre, adjacent to the diesel bus loop, and provide connections with existing services at UBC Loop and service to UBC Hospital. To view a route map, please click here: [Community Shuttle Route Map](#).

Campus Blue Phones

Not Just For Emergencies; use for safety concerns, general assistance, information and directions. Push the button once and you will be directly connected to Campus Security.

Blue phones are located at various locations around the campus core. Elevator phones in most building also provide direct access to Campus Security.

AMS SafeWalk Program: (604) 822-5355

Why walk alone when you can call SafeWalk? The safety and comfort of everyone on campus is important - that's why we're here! SafeWalk is a free, student-run foot patrol service with two-person co-ed teams that will meet you and accompany you anywhere on campus to make sure you get there safely. Keep an eye out for our bright red reflective jackets and signature foot logo and let your next walk be with us!

For a walk:

- Use one of our direct line phones (at Koerner Library, Woodward Library, Scarfe, or the SRC);
- Use a Blue Phone and ask Campus Security to contact us

If you see walkers around campus and you'd like them to accompany you, stop and ask! It's not a bother, we promise - we're here because we want to help!

Stop by our office in the SUB - on the main concourse, right across from the Gallery Lounge

Sexual Assault Information Line: SUB rooms 119 A/B; (604) 827-5180

The Sexual Assault Support Centre (SASC), located on the main floor of the SUB across from MacInnes Field, is a service brought to you by the Alma Mater Society. We provide female, male, and trans survivors of sexual assault, as well as their friends, family members and partners, with caring, non-judgemental emotional, medical and legal support, as well as information about options. All of our services are FREE and CONFIDENTIAL. Volunteer opportunities are also available.

UBC Parking: (604) 822-6786

<http://www.parking.ubc.ca/>

UBC Parking Services is an ancillary business of the University of British Columbia and the largest university parking operation in Canada. The core purpose of Parking Services is to:

- Balance supply and demand of parking on campus by providing parking facilities and services for all users including students, faculty, staff, and visitors;
- Ensure parking facilities, services and equipment are functional, accessible and easy to use;
- Ensure long-term financial viability and sustainability for the business, including the development and maintenance of facilities and physical assets.

Security patrol: (604) 822-2222

Uniformed and plainclothes security staff patrol the campus 24 hours a day in vehicles, on bicycles, and on foot. Call the Patrol any time to report anything suspicious or to receive assistance.

Emergency Numbers:

For emergencies (police, fire or ambulance) dial 9-1-1

Other emergency numbers

hazardous materials response	911
campus security	604.822.2222
emergency first aid	604.822.4444
poison control centre	604.682.5050

Non-emergency numbers

BC ambulance	604.872.5151
campus security	604.822.8609
health, safety and environment	604.822.2029
rcmp - ubc detachment*	604.224.1322
student health services	604.822.7011
trouble calls - plant operations	604.822.2173
ubc hospital Urgent Care	604.822.7222
vancouver fire & rescue service	604.665.6000
women Against violence against women (wavaw)	604.255.6344

Remediation of Student Difficulties

Academic Accommodation for Students with Disabilities

For complete policy: <https://www.grad.ubc.ca/current-students/managing-your-program/academic-accommodation-students-disabilities>; approved May 1999

General

The University of British Columbia recognizes its moral and legal duty to provide academic accommodation. The University must remove barriers and provide opportunities to students with a disability, enabling them to access University services, programs and facilities and to be welcomed as participating members of the University community. The University's goal is to ensure fair and consistent treatment of all students, including students with a disability, in accordance with their distinct needs and in a manner consistent with academic principles.

The University will provide academic accommodation to students with disabilities in accordance with the Human Rights Code (BC) and the Canadian Charter of Rights and Freedom. Provision of academic accommodation shall not lower the academic standards of the University. Academic accommodation shall not remove the need for evaluation and the need to meet essential learning outcomes.

Responsibilities of the University towards Students with Disabilities

The University has a responsibility to:

- ensure that persons are not denied admission on the basis of their disability;
- accommodate students with disabilities, where appropriate, with respect to admission criteria;
- make its courses or programs accessible to students with disabilities in accordance with the Human Rights Code (BC) and the Canadian Charter of Rights and Freedom;
- review documentation to ensure that recommendations and decisions regarding accommodation are based on appropriate medical information as well as educational considerations;
- provide reasonable accommodation to students with disabilities;
- appoint at least one Disability Liaison Person in each Faculty and in appropriate non-academic units;
- ensure that faculty and staff are knowledgeable about relevant University policies and procedures and familiar with broader issues regarding persons with disabilities;
- treat the information obtained as confidential according to the Freedom of Information and Protection of Privacy Act (BC).

Responsibilities of Students with Disabilities

Every student with a disability at The University of British Columbia who seeks academic accommodation due to his or her disability has a responsibility to:

- provide the necessary documentation to the Disability Resource Centre. The University of British Columbia does not provide or assume the cost of diagnostic services.

- bring the request for accommodations or for changes in the accommodation needs to the attention of appropriate personnel in a timely manner in order to allow for arrangement of accommodations.
- new students are encouraged to self-identify at the time of acceptance.
- all new and returning students who will be requesting an accommodation are required to contact the DRC at the beginning of each term.
- students who become disabled, either permanently or temporarily, and students with disabilities whose health status changes significantly during their time at the University, should contact DRC as soon as possible.
- At the beginning of each term, all students should discuss their situations with each instructor from whom they are seeking accommodation. DRC will contact instructors prior to this meeting if requested to do so by the student.
- All requests for exam and other test accommodations (e.g., extended time, alternative location, etc.) should be received by the DRC at least one week prior to the scheduled date for mid-term examinations/tests and one week prior to the start of formal examination periods.

Process for Reaching Accommodation

DRC staff will review the documentation provided. In consultation with the student, DRC staff will determine the range of accommodations that would be appropriate in a post-secondary setting based on the functional impact of the disability and the student's field of study.

Appropriate instructor(s) and the Disability Liaison Person in the student's faculty will be notified of the DRC's determination of the range of appropriate accommodation by the DRC or the student. With consideration of essential learning outcomes for the course or program at issue, the instructor will discuss the range of recommended accommodations with the student to determine which of these accommodations are appropriate for the course or program. The meeting between student and instructor must take place within 10 days of notification to the instructor by the DRC. If an agreement is reached between the student and instructor, the accommodation(s) will be implemented promptly.

If an agreement cannot be reached, or if the dialogue has not taken place, the student or instructor may request the assistance of the Disability Liaison Person or a DRC staff member to determine appropriate accommodation.

Appeals

If the student does not agree with the recommendations of the DRC, he or she may appeal to the Disability Accommodation Appeal Committee.

If the instructor does not agree with the recommendations of the DRC or if the student and the instructor are unable to agree on the accommodation(s) and they have consulted with the Disability Liaison Person and/or a DRC staff member, the issue will be brought before the Disability Accommodation Appeal Committee.

The Disability Accommodation Appeal Committee consists of nine members: three faculty members appointed by the Faculty Association, three students appointed by the Alma Mater Society and three members appointed by the President. The members of this committee will be appointed for up to 3 years. Appeals will be heard by three members: a member of Faculty, a student and a chair appointed by the President.

The Disability Accommodation Appeal Committee will meet with the student, instructor, DRC representatives or others as soon as possible to consider information about the student's disability, accommodation requirements, and learning outcomes.

The Disability Accommodation Appeal Committee will determine the appropriate accommodation on the basis of the student's disability and the expected learning outcomes of the course or program. The Committee will provide written reasons for its decision. Pending further appeals, the decision of the Disability Accommodation Appeal Committee will be implemented.

The decision of the Disability Accommodation Appeal Committee may be appealed to the Vice President Academic and Provost.

Remediation of Student Difficulties

<http://ecps.educ.ubc.ca/files/2013/10/RemediationWebsiteFINAL.pdf>; revised October 2009

Overview

The CNPS Faculty takes responsibility for ongoing assessment of the progress of each student in the program. The Program Advisor meets with the student at least once each semester to guide and support successful passage through the Program.

The Program Advisor advises on academic plans in the Program (i.e., the Program of Graduate Studies (PGS) document) and facilitates student progress and by keeping the student informed of Program requirements, opportunities, and procedures for addressing concerns. Progress is also assessed by each course professor who gives feedback about overall performance in that course. Concretely, students are assessed by papers, exams and practical activities as well as class participation in their courses. Student clinical and professional skills are also assessed in practicum and internship placements. Students receive feedback by written and/or verbal comments and grades. An annual written review of student progress is also completed as described above. The CNPS core faculty meet monthly as an area and review student progress individually as needed when concerns arise.

Students who do not perform adequately in courses (discussed above), or who are having difficulties in the program should first consult with their Program Advisor and/or Research Supervisor in order to address the problems and plan appropriate steps for remediation.

Students who exhibit on-going, serious difficulties and/or do not function effectively in academic and/or interpersonal situations will be reviewed by the CNPS core faculty in order to determine appropriate remedial steps that might be taken. In cases where remediation is not possible or effective, students are counselled early and, if necessary, are asked to exit the Program, with efforts to make them aware of other career alternatives.

Identification of Problems

Anyone who may be aware of a problem (course instructors, research supervisors, practicum/internship supervisors, or others who interact with a student) is asked to discuss the problem with the student(s) involved (if appropriate) and the CNPS Program Coordinator in the case of Masters students and the CNPS Ph.D. Program Director in the case of Ph.D. students.

Difficulties may include (but are not limited to): grades below acceptable levels, unsuccessful completion of comprehensive examinations, failing the thesis/dissertation proposal oral, challenges in developing clinical skills and attitudes, difficulty with skill development in practicum experiences, unethical behaviour including cheating and plagiarism, not meeting expected program deadlines, and personal problems. Difficulties may also surface during monthly CNPS area meetings or through the annual review of student progress in May-June of each year. Students with concerns are encouraged to contact their Program Advisor, the CNPS Area Coordinator or the CNPS Ph.D. Program Director at any time. In the case of concerns regarding practicum and internship, the student is encouraged to contact the CNPS Practicum/Internship Coordinator.

Student Growth Plan

In some cases concerns are significant enough to warrant a Student Growth Plan. When problems are identified, the student, instructor/supervisor involved, and the CNPS Area Coordinator or Ph.D. Program Director are responsible for developing a Student Growth Plan that includes: a) student strengths, achievements and accomplishments, b) areas in need of academic or professional growth, c) goals and objectives, d) the actions and supports needed, and e) the timelines involved in achieving the desired outcomes. The plan will be presented to a meeting of the CNPS Program for discussion and approval. If the Research Supervisor is not a member of the core CNPS faculty, they will be consulted regarding the problem, asked to participate in this process and may be asked to attend the meeting as well. Actions in the Student Growth Plans may include re-enrolling in a course, enrolling in a directed study, retaking a comprehensive examination, redeveloping a dissertation topic, completing additional practicum or internship experiences, taking a leave of absence from the Program for personal reasons.

The Student Growth is documented in writing by the CNPS Area Coordinator for Masters students and the Ph.D. Program Director for Ph.D. students and signed by the student, supervisor/instructor involved and the CNPS Area faculty, and a copy is placed in the student's file. A progress report as well as a final report regarding the extent to which stated outcomes were achieved are documented in writing, signed by everyone involved and placed in the student's file.

If the Student Growth Plan Fails

If the outcomes of the remediation plan are not achieved within the specified timeline, the plan can be renewed or revised, usually once. If success has still not been achieved, the Department Head, ECPS Director of Graduate Programs, Dean of Education or the Dean of Graduate Studies will be consulted about options. These may include alternate Student Growth Plans, or in extreme cases, the student may be asked to leave the Program. Students may appeal decisions related to Student Growth Plans and a need for remediation, including the need for the Student Growth Plan, the nature of the plan or its expected outcomes, to the ECPS Director of Graduate Programs and the ECPS Head of the Department if needed.

Evaluation Appeal Process

In the event that a student wishes to appeal an instructor's evaluation or the program faculty evaluation, the University procedures for "appeals of academic standing" should be followed.

The student should inform the CNPS Area Coordinator (in the case of masters students) or the CNPS PhD Program Director (in the case of doctoral students) of the decision to appeal an evaluation.

University procedures for "appeals of academic standing" should be followed. Note the following regarding Senate Appeals on Academic Standing: Students who wish to protest decisions relating to their academic studies may do so. The protest should be made initially as near the source of difficulty as possible, presumably an instructor, and progress to the head of the department concerned and then to the dean of the faculty. There is a standing committee of the University Senate, the Committee on Appeals on Academic Standing, which reviews all appeals made to the Senate, the senior academic authority in the University. For additional information on the appeal process refer to the University Calendar at:

<http://www.students.ubc.ca/calendar/index.cfm?tree=3,53,0,0>

UBC's Policy on Discrimination and Harassment

The policy can be founded

<http://www.universitycounsel.ubc.ca/policies/policy3.pdf>; revised September 2011

What follows has been abstracted from the policy:

Introduction

This policy has two objectives:

- 1) to prevent discrimination and harassment on grounds protected by the B.C. Human Rights Act, and
- 2) to provide procedures for handling complaints, remedying situations, and imposing discipline when such discrimination and harassment do occur.

UBC is committed to providing its students, staff, and faculty with the best possible environment for study and work, an environment that fosters friendship and collegiality. Therefore, it seeks to eliminate behaviours, policies and practices that interfere with the pursuit of educational and employment opportunities.

All UBC students, staff members, and faculty share responsibility for promoting a learning environment of mutual trust and respect. At the same time, those faculty and administrative staff who supervise others bear major responsibility for ensuring that their instructional and managerial practices comply with human rights legislation.

UBC's procedures for handling complaints of discrimination and harassment, including sexual harassment, offer an internal mechanism for complaint resolution that supplements other University and extra-University mechanisms, such as those procedures offered by employee associations and unions, the courts, the B.C. Council of Human Rights, and the B.C. Ombuds Office. Just as the University takes complaints of discrimination and harassment seriously, so too, the University takes seriously any actions or inactions that obstruct its procedures for handling complaints.

Definitions

"Discrimination" and "Harassment" refer to intentional or unintentional behaviour for which there is no reasonable justification. Such behaviour adversely affects specific individuals or groups on the basis of characteristics defined by the 1992 B.C. Human Rights Act. These characteristics include age, race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sex, sexual orientation, and unrelated criminal convictions. "Harassment" also includes "Sexual Harassment." "Sexual Harassment" is unwanted sexual behaviour, particularly sexual behaviour accompanied by promises of academic or employment opportunities or by threats of loss of such opportunities.

What follows is a summary of procedures for complainants--those who bring forward complaints of discrimination or harassment--and for respondents--those alleged to have engaged in discriminatory or harassing behaviours.

Complainants

Informal Resolution. If you believe that you have experienced discrimination or harassment and you have not been able to resolve the situation satisfactorily, you may consult either your administrative head or an Equity Advisor. Both administrative heads and Equity Advisors have the responsibility to listen in confidence to your concerns. If they believe that these complaint procedures apply and if they have your permission, administrative heads and Equity Advisors will attempt informal resolution. Many complaints are resolved informally.

Mediation. If informal resolution proves unsatisfactory, you may ask the Equity Office to resolve your complaint through mediation between yourself and the respondent.

Formal Investigation and Decision. After discussing your case with an Equity Advisor, you may apply for a formal investigation by filing a written request with the Equity Office. Your Equity Advisor then informs the respondent and requests a written response. If this response is not satisfactory to you, the Equity Advisor informs the respondent's administrative head and the Associate Vice-President, Equity, who will appoint an independent investigator. The investigator interviews you, the respondent, and any other persons who may have information about your complaint, and then presents a written report to an independent, three-person panel. If the panel concludes you have suffered discrimination or harassment, the panel sends a recommendation to the respondent's administrator. Prior to deciding upon disciplinary and/or remedial measures, the respondent's administrator meets individually with you, the respondent, and the Associate Vice-President, Equity.

Respondents

Informal Resolution. If a UBC student or member of staff or faculty brings forward a complaint of discrimination or harassment against you, no informal resolution that adversely affects your academic, employment, or professional interests may take place without your consent.

Mediation. Mediation takes place only when the complainant and the respondent agree to participate in the process. Similarly, no resolution can be implemented without your consent.

Formal Investigation and Decision. If a complainant files a written request for a formal investigation, you have ten working days to respond in writing to the complaint. If your written response is not satisfactory to the complainant, the Equity Office informs your administrative head of the complaint against you and appoints an independent investigator and three-person panel to receive the investigator's report. Should the panel uphold the complaint, an administrative head may discipline you.

Appeals

If either complainants or respondents disagree with the administrator's decision, they may appeal the decision through grievance procedures established by collective agreements, or by the UBC Senate, and/or by agencies outside UBC, such as the provincial Ombuds Office or the B.C. Council of Human Rights. In addition, all students, staff members, and faculty can seek legal redress on their own behalf.

Confidentiality

At all times, complainants, respondents, administrative heads, and Equity Advisors have the responsibility to maintain confidentiality. Nonetheless, concerns for an individual's health, safety, and security may compel the University to disclose information about complaints. As well, other measures, such as arbitrations, court proceedings, or procedures under the Freedom of Information and Protection of Privacy Act may require the University to release information about complaints.

Further Information

For further information about UBC's procedures for handling complaints of discrimination and harassment, including sexual harassment.

- read UBC's Policy on Discrimination and Harassment
- consult with your student association, employee association, union, or one of the following student service units: Disability Resource Centre, First Nations House of Learning, International Student Services, Student Health Services, Student Resources Centre, or Women Students' Office
- phone the Equity Office (822-6353) to make an appointment with an Equity Advisor
- discuss your concerns with your administrative head. Administrative heads include the following: Academic Department Head, Director, Principal, Dean, Associate Vice President, University Librarian, Registrar, Vice President, and President.

Appeals & Grievances on Academic Standing

Academic Standing Appeal Procedure

The full procedure is described at:

<http://www.senate.ubc.ca/vancouver/rules.cfm?go=academic>; approved by Senate May 14, 2014.

Abstracted from the document are the following:

Appeal Procedure

Students who wish to protest decisions relating to their academic studies may do so. The protest should be made initially as near the source of difficulty as possible, presumably an instructor, and progress to the head of the department concerned, and then to the dean of the faculty. There is a standing committee of the University Senate, the Committee on Appeals on Academic Standing, that reviews all appeals made to the Senate, the senior academic authority in the university. Following are the policies and procedures of this Committee.

Composition of the Committee

1.1 The Committee consists of eleven members, six of whom are members of Senate who are faculty members, three of whom are members of Senate who are students, and two of whom are members of Senate who are neither faculty members nor students. The chancellor, the president, and the registrar are members of the Committee ex officio; the chancellor and the president, but not the registrar, shall be entitled to vote.

Terms of Reference

2.1 The Committee shall hear and dispose of appeals by students from decisions of faculties on matters of academic standing, but the Committee has no jurisdiction where the sole question raised in an appeal turns on the exercise of academic judgment by a faculty.

2.2 Subject to section 2.3 below, the decision of the Committee on an appeal is a final disposition of that appeal. Senate has conferred on the Committee the power of making final decisions pursuant to Section 37(1)(b) of the University Act.

2.3 If an issue on an appeal raises, in the opinion of the Committee, an unsettled question of policy or procedure of general importance to the university, the Committee may refer that question to the Senate for a ruling.

2.4 The Committee shall allow an appeal where it decides that the decision has been arrived at through improper or unfair procedures, and that as a result a wrong decision on the merits has or may have been arrived at. Without limiting the generality of the phrase "improper or unfair procedures," it shall be construed to include the consideration of information that ought not to have been considered, and the failure to consider information that ought properly to have been considered.

2.5 An appeal allowed by the Committee shall be by:

reversal of the decision of the faculty, and the granting of such academic standing to the appellant as the Committee thinks fit in the circumstances; or
quashing of the decision of the faculty, and the sending of the matter back to the faculty to be dealt with in accordance with proper procedures.

2.6 In all cases, other than those falling within paragraph 2.4 the Committee shall dismiss the appeal. A dismissed appeal or a tie vote on the decision upholds the decision being appealed and the case is dismissed.

2.7 In order to ensure that an appeal is fairly conducted, the Committee may in any particular case waive any of the procedural rules provided for in these regulations, or may make such further ancillary rulings on procedure as it sees fit. The rules need not conform to an adversarial model and inquiry model rules may be applied.

2.8 Members of the Committee will not discuss the substance of an appeal with any of the parties other than at a hearing.

2.9 The Committee shall make annual reports to Senate. The report shall state the number of appeals heard, their disposition, and the general nature of the appeals, and shall draw Senate's attention to any other matters of general significance in the university which have arisen out the Committee's work.

Procedures Prior to the Hearing

3.1 A student who wishes to appeal a decision of a faculty shall lodge a written notice of appeal with the registrar within 10 days of being informed in writing of the faculty's final decision.

3.2 Within 5 days of receiving a notice of appeal, the registrar shall send to the appellant a copy of these regulations, and in addition shall inform the appellant that he or she is entitled to appear before the Committee in person and may also be represented by counsel.

3.3 Within 15 days of receiving the regulations, the appellant shall file with the registrar a statement of appeal. This should contain each of the following:

- A statement of the decision from which the appeal is being taken;
- A statement of the relief which the appellant seeks;
- A brief chronological statement of the circumstances relating to the appeal;
- Copies of any documents which the appellant intends to rely on at the hearing;
- The names of any witnesses the appellant proposes to call at the hearing. It is the appellant's responsibility to ensure that such witnesses are present at the hearing.

3.4 Within 5 days of its receipt the registrar shall send the appellant's statement of appeal to the dean of the faculty from which the appeal is being taken.

3.5 Within 15 days of the receipt from the registrar of the appellant's statement of appeal, the dean shall file a response with the registrar. This should contain each of the following:

- A confirmation of the nature of the decision from which the student is appealing or, if the decision is not properly stated in the appellant's statement of appeal, a statement as to the nature of the decision;
- A statement whether, assuming the appeal were to be allowed, the relief sought by the student ought properly to be granted;
- The faculty's response to the grounds of appeal;
- The faculty's comments on the chronological statements of events;

- Copies of any documents which the faculty intends to rely on at the hearings;
- The names of any witnesses the faculty proposes to call at the hearing.

3.6 Within 10 days of the receipt of the faculty's response, the registrar shall set a date for a hearing. The hearing should usually take place within two months of the receipt of the faculty's response.

3.7 Prior to the hearing, the registrar shall circulate copies of material submitted by the appellant and the faculty to the members of the Committee, the appellant, and the faculty.

3.8 The time limits referred to in paragraphs 3.1 - 3.6 are intended as outside limits, and all parties are encouraged to make every effort to proceed more quickly if possible.

3.9 The registrar may, of his own volition or at the request of the appellant or the faculty, extend the time limits provided for in these regulations. If the registrar refuses to extend the time limits following the request, then the refusal may be appealed to the Committee as a whole, and the Committee may, acting pursuant to its authority under the University Act, extend the time limits as it sees fit.

3.10 The Senate Committee may, in its discretion, dismiss an appeal for lack of timely prosecution.

Procedures at the Hearing

4.1 A quorum for any hearing before the Committee shall consist of at least 5 voting members, or any lesser number if that is agreed to by the appellant and the faculty.

4.2 A member of the Committee shall not take part in an appeal where to do so would involve the member of the Committee in a conflict of interest (e.g., conflict of duty).

4.3 At the hearing, subject to the rulings of the Committee, the following order should be followed:

- The appellant may make an opening statement;
- The appellant may call and examine such witnesses as the appellant sees fit;
- The faculty may cross-examine any of the witnesses called by the appellant, including, where appropriate, the appellant;
- The faculty may make such opening statements as it sees fit;
- The faculty may call and examine such witnesses as it sees fit;
- The student may cross-examine any of the faculty's witnesses;
- The appellant may make a closing statement;
- The faculty may make a closing statement; and
- The appellant may respond to any matters arising out of the faculty's statement to which the appellant has not yet spoken.

4.4 The Committee may request that it be provided with further information other than that supplied initially by the appellant or the faculty. Without limiting this general power if, after a hearing, the Committee is of the opinion that it requires further information in order to reach a decision it may either ask that that information be supplied at a further hearing, or, without a hearing, it may ask that the information be supplied to it in writing. In the latter case, both the appellant and the faculty must be given the opportunity of commenting on the information so supplied before the Committee reaches a final decision.

4.5 1. In the event that any one of the parties, without prior approval of an adjournment, fails to appear within thirty (30) minutes of the scheduled hearing date and time, the Committee may proceed without the party who has failed to appear, based on its written submissions and documentation, and based on submissions, documentation, witnesses who did appear for examination/questioning of the party and/or witnesses who did appear for the scheduled hearing. Once the Committee has started to proceed without

the party who has failed to appear, that person shall not be permitted to participate in the hearing if he or she subsequently appears.

2. Taking into account the particular circumstances of the case, if the appellant fails to appear within thirty (30) minutes of the hearing date and time, the Committee may dismiss the appeal without further consideration of the evidence.

If there are documented reasons for a party's failure to appear that are substantial and emergent, then that party may make an application to the Chair for the Committee to reconsider its decision at the next available opportunity. The Chair shall exercise his or her discretion in determining whether or not the Committee shall reconsider its decision.

The Decision

5.1 The Committee may arrive at a decision on the basis of a majority vote of those voting members of the Committee present at the hearing.

5.2 In the event of a tie vote an appeal shall be dismissed.

5.3 The decision of the Committee shall be communicated in writing to the appellant and to the dean of the faculty within 10 days of the final hearing of the appeal.

5.4 The Committee shall give reasons for its decision; and in the case of a minority vote, the minority may if it wishes give reasons for its dissent.

Lab Space, Printing & Audio- Visual Services

Computer Labs:

The Faculty of Education maintains several computer labs which are used primarily for teaching, and which are also available for general use if no class is in session.

For more information, please see the [Faculty of Education IT Service Catalogue](#).

Equipment Loans:

UBC IT AV Services offers a variety of [multimedia equipment for loan](#). Equipment can be booked in advance, online, over the phone, or in person.

Laptops and data projectors are loaned out for the duration of the class they are to be used in. Cameras, tripods, and audio recorders can be loaned out for longer periods of time.

This service is available to faculty, staff, and students in the Faculty of Education. Some equipment is available to non-Education instructors while teaching in Scarfe.

View the [Equipment Borrowing Policy](#).

The Learning Commons Equipment Lending

UBC Learning Commons carries the following AV equipment available for lending:

- Laptops
- Camcorders and Tripods
- Camcorder and Projectors
- LCD Projectors
- Mac Display Adaptors
- Calculators
- A wide range of chargers
- Headphones
- Other presentation supplies

[Equipment Lending at UBC Learning Commons](#).

The Learning Commons is at: Room 300, Irving K. Barber Learning Centre

UBC Library Technology Borrowing

[Laptop and other Technology Borrowing at UBC Library](#).

All borrowers must hold a valid UBC/Library card and sign the Laptop Borrower Agreement. Advance booking is available at Woodward Library only, up to 3 times per term/per person. Laptops are available for 4 hours, non-renewable.

UBC IT Audio Visual Help Desk:

Phone: 604.822.7956

Email: av.helpdesk@ubc.ca

UBC IT AV Help Desk support hours:

Mon – Fri, 7:30 a.m. to 8:00 p.m.

Walk-In: Room B38, 2194 Health Sciences Mall

Mon – Fri, 8:00 a.m. - 4:00 p.m.

Scanning / Binding / Editing Stations:

AV Services provides a number of self-serve stations and equipment, including:

- Scanning, video, photo and audio editing stations
- Table space, card and paper stock, and cutters
- Ellison Lettering Machine
- Cerlox Binding Station
- Tape demagnetizers
- VHS to DVD transfer and dubbing stations

[This service](#) is available to faculty, staff, and students in the Faculty of Education.
View Price List.

[Connect Support](#): 604.822.6333 and ets.educ@ubc.ca

Technology Support:

Contact UBC IT via webform: it.ubc.ca/sos
 via phone: 604.827.4357 (7-HELP)
 Louay Rahal: lir01@alumni.ubc.ca

Provides support for technical questions relating to presentations; Blackboard; website development
Office hours: contact the above email to schedule an appointment.

Remote and on-site support is available during UBC IT Service Centre (ITSC) hours:
Mon – Fri 8:00 a.m. to 5:00 p.m.

Research Methodology Support:

Oscar Olvera Astria: o.olvera100@yahoo.com

Provides support for qualitative and quantitative methods questions. Office hours:
contact the above email to schedule an appointment.

Program Accreditation & Professional Associations

Accreditation Status

CPA Accreditation for the UBC Doctoral Program in Counselling Psychology.

The doctoral program in Counselling Psychology has a primarily generalist orientation, training students for careers in a wide variety of settings, including academic, clinical, community, business, private practice, and research. Training follows the scientist-practitioner model, with preparation in both research skills and counselling/professional skills. The program is accredited by the Canadian Psychological Association (CPA).

Note:
The American Psychological Association will stop accreditation for any program in Canada as of September 1, 2015. This will include our program.

Canadian Psychological Association

141 Laurier Avenue West, Suite 702

Ottawa, ON K1P 5J3

(613) 237-2144

1-888-472-0657

www.cpa.ca

Other Professional Associations to Note

Canadian Council of Professional Psychological Programs

<http://www.ccppp.ca>

BC Psychological Association

Suite 204 - 1909 West Broadway
Vancouver, BC V6J 1Z3
(604) 730-0501 (For members and business only)
<http://www.psychologists.bc.ca>

BC Association of Clinical Counsellors

14 - 2544 Dunlevy Street
Victoria, BC V8R 5Z2
1-800-909-6303
hoffice@bc-counsellors.org
<http://www.bc-counsellors.org/>

BC Association of Social Workers

402 - 1755 West Broadway
Vancouver, BC V6J 4S5
(604) 730-9111
bcasw@bcasw.org
<http://www.bcasw.org>

BC Association for Marriage and Family Therapy

PO Box 8216, 706 Yates Street
Victoria, BC V8W 3R8
(604) 687-6131
info@bcamft.bc.ca
<http://www.bcamft.bc.ca>

The College of Psychologists of British Columbia

404 - 1755 West Broadway
Vancouver, BC V6J 4S5
(604) 736-6164
<http://www.collegeofpsychologists.bc.ca>

Canadian Counselling and Psychotherapy Association

114 - 223 Colonnade Road S
Ottawa, ON K2E 7K3
1-877-765-5565
<http://www.ccpa-accp.ca/>

Federation of Post Secondary Educators of BC

400 - 550 West 6th Avenue
Vancouver, BC V5Z 1A1
(604) 873-8988
info@fpse.ca
<http://www.fpse.ca>

BC Council for the Family

204 - 2590 Granville Street
Vancouver, BC V6H 3H1
(604) 660-0675
bccf@bccf.bc.ca
<http://www.bccf.ca>

Useful Resources

Professional Ethics Codes and Resources

American Psychological Association (2002). Ethical principles of psychologists and code of conduct. *American Psychologist*, 57(12). <http://www.apa.org/>

American Psychological Association (2003). Guidelines on multicultural education, training, research, practice and organizational change for psychologists. *American Psychologist*, 58, 377-402.

American Psychological Association (2010). *Publication manual of the American Psychological Association*, 6th ed. Washington, DC: Author.

Canadian Psychological Association (2000). *Canadian code of ethics for psychologists*. Ottawa: Author. Retrieved from the Web. September 12, 2003. <http://www.cpa.ca/ethics2000.html>

College of Psychologists of British Columbia (2002). *Code of conduct*. [Schedule F of the College of Psychologists of B.C. Bylaws]. Vancouver, BC: Author.

Ministry for Children and Families (1998). *The B.C. handbook for action on child abuse and neglect*. Victoria, BC: Author.

UBC Websites

We also invite you to visit the following websites: UBC website (www.ubc.ca) and Graduate and Postdoctoral Studies Policies and Procedures Manual (www.grad.ubc.ca/polproc/P&P_Manual.html), which are valuable resources for questions particular to graduate studies. The “Graduate Student’s Survival Guide” available from Graduate Studies is an excellent additional resource. For specific format questions regarding your dissertation and guidelines for non-discriminatory language, please refer to the “APA Publication Manual (1994)”.

If you have any questions, ask any faculty member, peer advisors, or current Ph.D. students.

Other Useful UBC Internet Sites

- Awards and Financial Aid: www.students.ubc.ca/finance/
- Career Services: www.careers.ubc.ca
- Disability Resource Centre: www.students.ubc.ca/access/drc.cfm
- ECPS-Education and Counselling Psychology, and Special Education: www.ecps.educ.ubc.ca/
(and <http://ecps.educ.ubc.ca/cnps/cnps-phd-program>)
- Equity Office: www.equity.ubc.ca/
- Faculty of Education: www.educ.ubc.ca/
- Graduate and Postdoctoral Studies: www.grad.ubc.ca/
- Financial Services: www.students.ubc.ca/finance
- First Nations House of Learning: www.longhouse.ubc.ca/
- Graduate Student Society: www.gss.ubc.ca/
- International Students Services: www.international.ubc.ca
- UBC’s Library: www.library.ubc.ca/
- Office of Research Services: www.ors.ubc.ca
- Ombudsperson (maintained by the AMS): www.ams.ubc.ca/ombuds
- Registration: www.students.ubc.ca/
- Senate: www.senate.ubc.ca/vancouver
- Student fees: www.students.ubc.ca/finance/fees.cfm
- Student Systems: www.students.ubc.ca/systems/
- UBC Security: www.security.ubc.ca/
- UBC Student Service Centre: <https://ssc.adm.ubc.ca/sscportal/servlets/SRVSSCFramework>
- Access & Diversity: Women: www.students.ubc.ca/access/women