

University of British Columbia
Faculty of Education
Department of Educational and Counselling Psychology
& Special Education

COUNSELLING PSYCHOLOGY PROGRAM
2023 - 2024

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Counselling Psychology Master's Programs

MASTER OF ARTS (MA)

MASTER OF EDUCATION (MEd)

COUNSELLING PSYCHOLOGY PROGRAM

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PROGRAM GOALS, ORIENTATION, PHILOSOPHY AND VALUES

Mission Statement

The Counselling Psychology Program, in line with the mission of our research-intensive University, creates, advances and critically examines knowledge in counselling psychology, especially with respect to its validity, applicability, limits, and interface with other disciplines. We develop and use pertinent and innovative research methodologies, and rely upon both the qualitative and quantitative evidence to determine effective counselling interventions in educational, community, health, and occupational settings.

The program recognizes the critical importance of diversity in our rapidly changing and globalized society, and provides leadership in emphasizing culturally-based considerations in learning, human development, assessment and counselling. In addition to its cultural lens, our program embraces positive, growth-oriented, and developmental perspectives across the lifespan. Attention is also paid to the complex ecological influences on individuals, groups and communities. Our faculty members' programs of research reflect the core values and foci of the discipline of Counselling Psychology: career development, health and wellness, indigenous healing, gender and cultural diversity, disability, prevention and social justice issues. Our Master's and Doctoral programs address the needs of individuals, couples and families across the lifespan in terms of research, teaching and counselling practice.

Our programs adhere to the scientist-practitioner model. Rigorous theoretical and research training is integrated with the development of core counselling competencies. In addition to our core curriculum at the Master's and Doctoral levels, our students can specialize in community, school, higher education or vocational rehabilitation counselling. Our programs focus on the education of the whole person – promoting not only students' professional development, but also helping them to realize their intellectual, physical, and emotional potential. Faculty view their roles as facilitators of learning rather than providers of information, and strive for excellence in their research, teaching, and community and professional engagement. The mandate of our programs is the preparation of professional counsellors, Counselling Psychologists, and scholars in the field of Counselling Psychology.

Program Goals

The mission, philosophy and values of the Program are represented in five specific program goals:

Goal 1: Graduates will demonstrate critical understanding of counselling theory, research, and practice and in the pursuit of a Master's degree will demonstrate competence in planning, conducting, evaluating, and disseminating counselling psychology research.

Goal 2: Graduates will have mastery of theoretical and empirical knowledge in Counselling Psychology.

Goal 3: Graduates will acquire and demonstrate competency required for practice as counsellors in schools, community agencies, higher education, and vocational rehabilitation settings.

Goal 4: Graduates will understand and demonstrate ethical and professional conduct in counselling psychology.

Goal 5: Graduates will understand and demonstrate their knowledge of the role of diversity in all areas of counselling psychology research and practice.

Program Orientation, Philosophy and Values

The orientation of the Counselling Psychology Program at the University of British Columbia is based in a scientist-practitioner model of counsellor education and training. The following philosophy and values inform the mission of the Program:

1. An intellectually challenging education that takes advantage of our unique social and cultural make-up, geographical location, and research environment, and prepares students to become citizens of the twenty-first century through a program that is multicultural in scope, interactive in process, and strongly based in counselling psychology in content and approach.
2. The integration of science and practice in counselling psychology.
3. Development of new knowledge and the critical evaluation of knowledge claims in psychological theory and practice.
4. Enhancement of our research capacity and performance including the communication and transfer of our research findings and the understanding of the social and ethical issues raised by research.
5. Understanding and sensitivity to the diversity of our academic and client communities in terms of culture, gender, ability status, and other socio-cultural factors, including the expansion of the study of aboriginal culture as it relates to counselling psychology.
6. Valuing the educational dimension of counselling psychology theory and practice.
7. Promotion of preventive, remedial and psycho-educational programs in counselling psychology.
8. Promotion of high levels of professionalism, citizenship, and ethical behaviour.

The program's general objectives, philosophy, and values are consistent with the University of British Columbia's long-standing commitment to academic and professional excellence and to The University of British Columbia's "Place and Promise" mission statement.

COURSE DESCRIPTIONS

- CNPS 362** **Basic Interviewing Skills.** Development of basic interviewing skills for counselling and guidance. 3 credits
- CNPS 363** **Career Counselling.** Critical survey of career counselling theory and practice. 3 credits
- CNPS 364** **Family Education and Consultation.** Examination of current theories and practices in family education and consultation. 3 credits
- CNPS 365** **Introduction to Theories of Counselling.** An overview of selected theories of counselling. 3 credits
- CNPS 426** **The Role of the Teacher in Guidance.** This course is designed to assist the teacher in understanding and using guidance techniques for day-to-day use in the classroom. The emphasis will be on techniques for working with people towards better self-understanding and better perspectives of alternatives. 6 credits
- CNPS 427** **Guidance Planning and Decision-making.** The work of the beginning counsellor and guidance worker in assisting students with educational, vocational, and personal planning and decision-making. 3 credits
- CNPS 433** **The Personal and Social Development of the Adult.** Personal and social adjustment issues for professional counsellors; basic skills necessary for effective group counselling. 3 credits
- CNPS 504** **School Counselling.** Theory and practice of school counselling. 3 credits Offered alternate years.
- CNPS 508** **Review of Research in Educational Methods.** Studies are made of recent research bearing on educational practice. 3 credits
Prerequisite: Appropriate senior undergraduate introductory methods course.
- CNPS 514** **Counselling Adolescents.** Theory, research, and practice of counselling adolescents. 3 credits
- CNPS 524** **Counselling Adults.** Major issues and problems of adult development. Selection of appropriate counselling interventions for use in education and other counselling settings. 3 credits
- CNPS 532B** **Psychological Assessment in Counselling.** The use of standardized measures of mental ability, achievement, aptitude, interest and personality
Pre-requisite for 532B: EPSE 528

- CNPS 534 Gender and Sex Role Issues in Counselling.** Theory, research, and practice in the area of gender and sex role issues related to counselling. 3 credits. Offered alternate years.
- CNPS 535 Perspective on Adult Psychopathology in Counselling.** The purpose of this course is to undertake an in depth analysis of current theories and research designed to understand abnormal behavior. 3 credits.
- CNPS 545 Family Counselling – Interventions and Research.** Main theoretical and therapeutic approaches of contemporary family counselling with emphasis on intervention and critical research issues in educational and other counselling settings. 3 credits
- CNPS 564 Group Counselling.** Understanding, designing and knowledge of groups and how to conduct them for use in counselling and guidance services. 3 credits
- CNPS 565 Special Course in Subject Matter Field.** Courses in various subject matter fields designed to bring teachers up to date in recent findings in each field. 3 credits
- CNPS 566 Advanced Study in Group Counselling.** Advanced course in group theories of counselling and psychotherapy building on the foundational knowledge provided in CNPS 564. 3 credits. The course is not regularly offered.
Prerequisite: CNPS 564
- CNPS 574 Career Planning and Decision-Making Counselling.** Theory, research, and practice of career planning and decision counselling. 3 credits
Prerequisite: CNPS 363.
- CNPS 578C Individual and Family Counselling Theories and Interventions.** Major counselling theories, interventions for change and corresponding skill development. 6 credits.
Prerequisite: CNPS 362, CNPS 365.
- CNPS 579 Research in Counselling Psychology.** This course assists MA students in the development of their thesis research proposal. 3 credits
Prerequisites: EDUC 500 or EPSE 481, 482 or 483 or their equivalents.
- CNPS 580 Problems in Education.** Investigation and report of a problem. 3 – 12 credits
- CNPS 584 Program Development and Professional Practice in Counselling.** Designing, implementing and assessing counselling programs in schools, colleges, universities, and other counselling settings. 3 credits
Prerequisite: EDUC 500 or EPSE 481 or EPSE 595.
- CNPS 586 Ethics in Counselling Psychology.** Focus on ethical issues that arise in the

professional settings where counselling psychology graduates seek employment, ranging from practice in schools, higher education and community settings to research and teaching. 3 credits

- CNPS 588 Supervised Training in Counselling.** Initial counselling experience under faculty supervision in community training centres. 6 credits
Prerequisite: CNPS 578C or CNPS 578A&B for VRHC students.
Current Criminal Record Check is required prior to taking this course (see below).
- CNPS 594 Cross-Cultural Counselling.** Critical analysis of cross-cultural counselling theory, research and practice. 3 credits
- CNPS 595 Stress, Coping and Adaptation related to trauma and addictions.** Theories, research, and applications of psychosocial stress and coping processes, with a particular focus on counselling issues and contexts. 3 credits (this course is not regularly offered)
- CNPS 598 Field Experiences.** The practicum course for the masters program. 6 credits.
See CNPS 598 Course Outline and Handbook on-line for required pre-requisite courses.
- CNPS 599 Master's Thesis.** 6 credits

CRIMINAL RECORD CHECK REQUIREMENTS

UBC is subject to the requirements of the Criminal Records Review Act (CRRA), which means that all students who are enrolled in programs that include a practicum component involving work with children or vulnerable adults will have to undergo a criminal record check before they will be permitted to register in the practicum. If you are found to present a risk of physical or sexual abuse to children, or physical, sexual, or financial abuse to vulnerable adults, as a result of the CRRA Check, you will not be permitted to register in the required CNPS 588 clinic or CNPS 598 practicum. This means that you may not be able to complete the program and you may not graduate. Therefore you should consider this requirement carefully before applying to, or continuing in, this program.

More information:

UBC's University Counsel FAQs on the CRRA:

https://universitycounsel-2015.sites.olt.ubc.ca/files/2012/01/Criminal_Records_Checks.pdf

Relevant and Specified Offences:

<https://www2.gov.bc.ca/gov/content/safety/crime-prevention/criminal-record-check/offences-reviewed>

Students admitted to our Master's programs will be required to provide a criminal record clearance for working with children and/or vulnerable populations prior to taking CNPS 588 - Supervised Training in Counselling.

We have made arrangements through the Faculty of Education to have CRCs done through the Ministry of Justice. Unlike CRCs completed through a local police station or RCMP office, the checks completed through the Teacher Education Office are good for 5 YEARS. Because these checks can take up to 6 weeks after submission of the appropriate fee and documentation, we are asking all students to initiate this process **no later than May, 31st**, of the year in which they are planning to take their CNPS 588 clinic. The CRC application instructions will be sent to students in around April.

EXCEPTIONS TO THE CRIMINAL RECORD REQUIREMENT: If you have had a criminal record search for work with vulnerable populations completed through the Ministry of Justice within the last 4 years you will not need to complete another CRC. However, you will need to provide a copy of your CRC clearance to Karen Yan, for our records.

MASTER OF ARTS (MA) PROGRAM

Both the MA and MEd programs contain a substantive common core of courses in counselling theory and skill acquisition. In addition to basic counselling theory, important aspects of the core include counselling skill development under direct faculty supervision in one of the Department's school or community-based training centres, development of appropriate assessment skills using standardized and non-standardized measures, and further development of counselling skills in a final practicum most often based within a school or community agency setting.

In addition to offering core courses, our Master's programs allow students to focus on one of the three areas for which we have accreditation from the Council for the Accreditation of Counsellor Education Programs (CACEP):

- **School Counselling** <http://ecps.educ.ubc.ca/counselling-psychology/graduate-programs/ma-program-prerequisites/school-counselling/>
- **Counselling in Higher Education** <http://ecps.educ.ubc.ca/counselling-psychology/graduate-programs/ma-program-prerequisites/counselling-in-higher-education/>
- **Community and Agency Counselling** <http://ecps.educ.ubc.ca/counselling-psychology/graduate-programs/ma-program-prerequisites/community-agency-counselling/>

MA REQUIRED COURSES

CNPS 564 (3)	Group Counselling
CNPS 574 (3)	Career Planning and Decision-making
CNPS 578C (6)	Individual and Family Counselling Theories and Interventions
CNPS 504 (3)	Counselling Adolescents or Counselling Adults (required for students in the school counselling focus)
CNPS 514 or CNPS 524 (3)	(required for students in the community/agency or higher education foci)
CNPS 579 (3)	Research in Counselling Psychology
CNPS 584 (3)	Program Development and Professional Practice in Counselling
CNPS 588 (6)	Supervised Training in Counselling

CNPS 598 (6)	Field Experiences (CNPS 598 Course Outline)
CNPS 586 (3)	Ethics in Counselling Psychology
EPSE 528* (3)	Basic Principles of Measurement (must be taken before CNPS 532B) Note: Pre-requisite for EPSE 528 is one of EPSE 482, EPSE 483 or an introductory course in assessment.
CNPS 532B (3)	Psychological Assessment in Counselling
EDUC 500 or EPSE 481 (3)	Research Methodology in Education or Introduction to Research in Education
*CNPS 534, 545, or 594 (3) or CNPS 595	Gender, Family, Multicultural Counselling electives Trauma/Addiction electives

(*Note: The CNPS electives will be offering every other year. As with the rest of the university, the schedule for spring/summer will be released in Feb and for winter will be out in May. **Course Schedule always subject to change. If there is any change, we will inform you via email).** <https://courses.students.ubc.ca/cs/courseschedule?pname=subjarea&tname=subj-department&dept=CNPS>

CNPS 599 (6) Master's thesis

The MA program has variable credit requirements (from 36 - 54 credits) depending on prior completion of approved equivalent courses. *** Students in all areas of focus of CNPS master's programs may be required to take both evening (4:30-7:30pm) and daytime (9:30 am - 12:30 pm; 1:30-4:30 pm) courses during their program of studies. Students are responsible for making arrangements with work to accommodate daytime and evening course scheduling.

MA COURSE SEQUENCING RECOMMENDATIONS

Pre-requisites to CNPS 588, which is taken in the *second year* of the program

- CNPS 362 (Basic Interviewing Skills) is a pre-requisite for the Counselling Masters Programs
- CNPS 578C (Individual and Family Counselling Theories and Interventions)

Pre- or Co-Requisites to CNPS 588

Complete one of these courses prior to, or concurrent with, the CNPS 588 clinic

- CNPS 564, CNPS 504/514/524 (School Counselling – for students in the school area of focus)

- CNPS 564, CNPS 514 or 524 (Counselling Adolescents or Counselling Adults)
Complete CNPS 586 (Ethics) prior to CNPS 588 clinic

CNPS 579 Research in Counselling Psychology

- This thesis preparation course should be taken no later than the start of your second year. Prerequisites should be taken in year one. CNPS 579 (Research in Counselling) is required before completing your thesis proposal.

Courses Required Before CNPS 598 Practicum

- Students are required to have completed all courses, including CNPS 588, prior to starting practicum. In exceptional circumstances, with the permission of the student's program advisor, 9 credits from the following courses can be taken concurrently with practicum: EPSE 528/CNPS 532B, CNPS 584, CNPS 579. All other courses on your program of studies must be completed prior to being allowed to register in the CNPS 598 practicum.

MA SUPERVISORY RECOMMENDATIONS

Meeting with Supervisors

- M.A. students are encouraged **to meet with their supervisors** prior to their first term of the program to discuss course scheduling that is appropriate for their personal schedule.
- It is highly recommended that M.A. students begin discussion with their supervisors as early as possible about potential thesis ideas and timelines

Important thesis discussion topics with Supervisor:

- Thesis topic and supervision expectations
 - Timeline for completing thesis components
 - Setting up a thesis committee
- Refer to **FAQ sheet** (within your application package) for more friendly tips on facilitating a relationship with your supervisor.

The Thesis Process

The policies and procedures of the Faculty of Graduate and Postdoctoral Studies supersede anything stated here. You are advised to consult their website and documentation directly for the most up-to-date policies, procedures and requirements. Please also be advised that there is a Department of ECPS policy on "UBC MA thesis and Research Procedures" that you should consult as well.

The below is meant as a very brief summary of these sources but please consult the Faculty of Graduate and Postdoctoral Studies and the ECPS websites for detailed and possibly more up to-date information. This includes very detailed thesis formatting requirements provided by the Faculty of Graduate and Postdoctoral Studies.

Your research committee consists of your supervisor (as chair of the committee) and at least two additional faculty members. According to the Faculty of Graduate and Postdoctoral Studies, it is strongly recommended that at least one committee member be from outside your graduate program (i.e., CNPS). At least half the members of the research committee must also be members of the Faculty of Graduate and Postdoctoral Studies at UBC. The role of your committee is to broaden and deepen the range of expertise and experience available to you and to the assessment of your research.

You are expected to defend your thesis proposal to your research committee by way of an oral exam and a research proposal document. A completed thesis proposal should be submitted to your research committee at least three weeks prior to your proposal defence date. Your approved thesis proposal after your oral proposal defence serves as an agreement between you and your research committee for your thesis research.

Once you have the permission of your research supervisor, you are expected to participate in an oral examination of your thesis (20-30 minute presentation + responding to questions and comments). You are expected to supply your thesis to your research committee at least four weeks in advance of your oral examination date.

If you have any questions, please discuss these with your thesis supervisor.

MASTER OF EDUCATION (MEd) PROGRAM

Both the MA and MEd programs contain a substantive common core of courses in counselling theory and skill acquisition. In addition to basic counselling theory, important aspects of the core include counselling skill development under direct faculty supervision in one of the Department's school or community-based training centres, development of appropriate assessment skills using standardized and non-standardized measures, and further development of counselling skills in a final practicum most often based within a school or community agency setting.

In addition to offering core courses, MEd counselling programs allow students to focus on one of the four areas for which we have accreditation from the Council for the Accreditation of Counsellor Education Programs (CACEP).

- **School Counselling** <http://ecps.educ.ubc.ca/counselling-psychology/graduate-programs/med-program-prerequisites/cnps-med-school-counselling-program-requirements/>
- **Counselling in Higher Education** <http://ecps.educ.ubc.ca/counselling-psychology/graduate-programs/med-program-prerequisites/cnps-med-community-counselling-program/>
- **Community and Agency Counselling** <http://ecps.educ.ubc.ca/counselling-psychology/graduate-programs/med-program-prerequisites/cnps-med-counselling-in-higher-education/>

MED REQUIRED COURSES

CNPS 532B (3)	Psychological Assessment in Counselling
CNPS 564 (3)	Group Counselling
CNPS 574 (3)	Career Planning and Decision-making
CNPS 578C (6)	Individual and Family Counselling Theories and Interventions
CNPS 584 (3)	Program Development and Professional Practice in Counselling
CNPS 586 (3)	Ethics in Counselling Psychology
EPSE 528* (3)	Basic Principles of Measurement (must be taken before CNPS 532B) Note: Pre-requisite for EPSE 528 is one of EPSE 482, EPSE 483 or an introductory course in assessment.
CNPS 588 (6)	Supervised Training in Counselling
CNPS 598 (6)	Field Experiences (CNPS 598 Course Outline)

EDUC 500 (3) Or EPSE 481 Review of Research in Educational Methods **OR**
Introduction to Research in Education

CNPS 534, 545, 594 (3) **or** Gender, Family, Multicultural Counselling elective

CNPS 595 Trauma/Addiction elective

(*Note: The CNPS electives will be offering every other year. As with the rest of the university, the schedule for spring/summer will be released in Feb and for winter will be out in May.

Course Schedule always subject to change. If there is any change, we will inform you via email). <https://courses.students.ubc.ca/cs/courseschedule?pname=subjarea&tname=subj-department&dept=CNPS>

The M.Ed. program has variable credit requirements (from 36 - 48 credits) depending on prior completion of approved equivalent courses. Students in all areas of focus of CNPS master's programs may be required to take both evening (4:30-7:30pm) and daytime (9:30 am - 12:30 pm; 1:30-4:30 pm) courses during their program of studies. Students are responsible for making arrangements with work to accommodate daytime and evening course scheduling.

MED COURSE SEQUENCING RECOMMENDATIONS

Pre-requisites to CNPS 588, which is taken in the *second year* of the program

- CNPS 362 (Basic Interviewing Skills) is a pre-requisite for the Counselling Masters Programs
- CNPS 363 (Career Counselling) is a pre-requisite for the Counselling Masters Programs
- CNPS 578C (Individual and Family Counselling Theories and Interventions)

Pre- or Co-Requisites to CNPS 588

Complete one of these courses prior to, or concurrent with, the CNPS 588 clinic

- CNPS 504/514/524 (School Counselling – for students in the school area of focus)
- CNPS 514 or 524 (Counselling Adolescents or Counselling Adults)

Complete CNPS 586 (Ethics) prior to CNPS 588 clinic

Complete CNPS 564 (group) prior to practicum CNPS 598.

Courses Required Before CNPS 598 Practicum

- Students are required to have completed all courses, including CNPS 588, prior to starting practicum. In exceptional circumstances, with the permission of the student's program advisor, the following 9 credits can be taken concurrently with practicum: EPSE 528/CNPS 532B and CNPS 584. All other courses on your program of studies must be completed prior to being allowed to register in the CNPS 598 practicum.

MED SUPERVISORY RECOMMENDATIONS

Meeting with Faculty Advisor

- MEd students are encouraged **to meet with their faculty program advisor** prior to their first term of the program to discuss course scheduling to ensure timely completion of their program.
- Refer to **FAQ sheet** (within your application package) for more friendly tips on facilitating a relationship with your faculty advisor.

MA & MED COURSE SEQUENCING CONSIDERATIONS

There is flexibility regarding the order in which courses may be completed. However, for the following courses, a certain order of completion is required.

- Complete EDUC 500 before CNPS 579 (**M.A. students only**)
- Complete EDUC 500 or EPSE 481 before CNPS 584
- Complete EPSE 528 (3) in Intersession, or Term 1 (Fall) before CNPS 532B (3) Term 2 (Winter)
- The core developmental course for your area of study is usually completed in the first year (e.g., CNPS 504 for students in the School Counselling area of focus; CNPS 514 or 524 for students in the Community Counselling or Counselling in Higher Education areas of focus)
- The practicum sequence is as follows:
CNPS 362 > CNPS 578C (first year) > CNPS 588 (second year) > CNPS 598 (spring or fall start only)
- It is mandatory that students complete CNPS 578C before enrolling in CNPS 588.

NOTE: CNPS 598 involves an intensive supervised 500 hour practicum (which includes 160 hours of direct client contact and 50 hours of group counselling) in a community agency, school, college or universities setting (2-3 days/week during fall/winter or 5 days/week during the spring and summer). To register for practicum, students must have completed all course work. In exceptional circumstances and only with the permission of their faculty advisor, a maximum of 9 credits from the following courses can be taken *concurrently with practicum*: CNPS 532B, EPSE 528, CNPS 584 and CNPS 579 (MA).

Students should thoroughly familiarize themselves with the Practicum Placement Guide, early in their program, in preparation for their practicum: <https://ecps.educ.ubc.ca/counselling-psychology/cnps-courses/> or <https://ecps.educ.ubc.ca/cnps-598-field-experiences/>

AWARDS AND FINANCIAL AID

Several kinds of formal awards are available and are described below. All are highly competitive and many are restricted to MA students:

SSHRC:

The SSHRC Fellowship competition is open to doctoral students. MA students planning to begin a doctoral program the following September may also apply doctoral SSHRC. MA students are eligible to apply for MA SSHRC Fellowship, the application deadline is Dec 1, and the department will send out information about the MA SSHRC Fellowship once we have received the information from G+PS . The MA SSHRC Fellowship is completely online through the Research Net portal. In addition, the Faculty of Graduate Studies offers Affiliated Fellowships each year. Please check the Faculty of Graduate and Postdoctoral Studies (G+PS) website for further details. **Please note:** MED students are not eligible to apply for the SSHRC.

Other Award Opportunities:

For information on graduate student funding administered by the Office of Research in Education (ORE), Faculty of Education, please visit <http://ore.educ.ubc.ca/>. For information on graduate student funding administered by the Faculty of Graduate and Postdoctoral Studies, please visit <https://www.grad.ubc.ca/scholarships-awards-funding>.

Graduate Research Assistantships:

Research Assistantships: It is possible to obtain funding by working on an individual faculty member's research project. Indication of interest in participating in these projects can be made directly to Department Faculty members.

Graduate Academic Assistantships (GAA):

A variety of GAA Assistantships are available in the Department. Information about available assistantships is posted on the department website.

Canada Student Loans and Bursaries:

For information regarding Canada Student loans and Bursaries, application forms and information are available from Student Aid BC at <https://studentaidbc.ca>

General Awards – UBC Bursary Program Application period: May – June, August – Sept.

NOTE: You can obtain more information about awards: scholarships and bursaries by checking the awards web site at: <http://students.ubc.ca/enrolment/finances/awards>

MASTER'S PROGRAMS – FREQUENTLY ASKED QUESTIONS

1. What is the difference between a faculty program advisor and faculty research supervisor?

Every student is assigned a faculty program advisor upon admission (your admission package should specify the name of your program advisor). Your program advisor can help answer any questions about your program of studies (i.e., course selection and sequencing) as you begin the program (see below for more specifics) and is required to meet with you and sign your program of studies. Your faculty advisor will assist you throughout your program, with questions, concerns, leave applications, etc.

If in the MA stream, once you've started the program, you will be required to complete a research thesis, for which you will need to identify a research supervisor. Typically, this is a faculty member who has similar content or methodological expertise to your proposed thesis. This person may be your program advisor or another faculty member with whom your interests are more aligned. Once a faculty member agrees to supervise your thesis, if s/he is not already your assigned program advisor, your research supervisor will assume responsibility for both your research supervision and advising you on your program. Please ensure you inform Karen Yan of this change. Generally speaking, you will need to identify a research supervisor by the time you take the thesis course CNPS 579 at the start of your second year in the program.

2. When should I first meet with my faculty program advisor?

Ideally it is best to meet with your assigned faculty program advisor once you have been admitted to the program, so s/he can help you with your course selection and answer any questions you may have about course sequencing, available funding, or anything else pertaining to your program. Be aware that faculty may have less availability during the summer months, so reach out to your advisor as soon as possible after being informed of your acceptance to the program.

3. What are some of the major sources of funding available to students in the CNPS M.A. program?

The major scholarship competitions are the Canada Graduate Scholarship Tri-Council agencies (SSHRC and CIHR) awards and the UBC affiliated fellowships. If students apply for a tri-council award, they are automatically considered for UBC affiliated awards. Generally speaking, these applications are made in the fall of your first year of study (some exceptions apply). There are also research awards for master's students through the Office of Research in

Education (ORE) entitled: Faculty of Education Graduate Student Research Awards. The forms are available on the ORE website.

*Unfortunately, these competitions are only available to MA students whose coursework includes a significant research component – i.e., completing a research thesis.

4. What resources are available to help with applying for tri-council funding (i.e., SSHRC, CIHR) and UBC affiliate fellowships?

- Visit the Faculty of Education – Office of Research in Education (ORE) website, which has a link to a full application guide, as well lots of other helpful information: <http://ore.educ.ubc.ca/grad/funding/resources/>
- Your faculty program advisor can review your proposal and give you feedback if you have a draft ready several weeks before the application deadline
- The Faculty of Education provides a variety of support once the fall term (Winter term 1) begins, such as:
 - General info sessions
 - Individual review of proposals by a faculty member
 - Technical help with tri-agency website application
 - Funding Opportunities:
 - ORE – Graduate Student Conference Grant & Graduate Student Research Grant: <http://ore.educ.ubc.ca/grad/funding/opportunities/>
 - G+PS – Graduate Student Travel Fund: <https://www.grad.ubc.ca/awards/graduate-student-travel-fund>
 - CNPS Departmental funding: Professional Development Funding: <http://ecps.educ.ubc.ca/counselling-psychology/cnps-forms-and-resources/>
 - Watch for email with this information sent via the Faculty of Education listserv once the term begins

5. How can I get involved in department research?

If you are interested in working as a research assistant, the best way to find out about available opportunities is to ask individual faculty members. Reach out to faculty members whose research you would like to work on, and ask about opportunities to get involved. Even if paid opportunities are not available, volunteering can be a great experience and may open up other avenues in the future. Although opportunities will often be announced on the student list-serve, you should be proactive in seeking out research opportunities.

6. What if I need help contacting my program advisor or research advisor?

The department has outlined the following policy for e-mail communication with faculty:

- If you are emailing your supervisor for informational reasons (i.e., you would like advice on something brief, you want to set up a meeting etc.) allow at least 3-5 days after sending the request to receive a reply unless you receive an “away” message).

- In the unlikely circumstance that you do not receive a reply, email them a second time and copy the CNPS Area Coordinator on this email. By including him or her on this email, she will then be aware of any problems you are having getting a response.
- Should you not get a response from your supervisor after a second email within 3 days' time, then you should email the Area Coordinator directly so that he/she may take more appropriate actions in getting you in touch with your supervisor.

* A note of caution, this procedure only applies to emails that do not require your supervisor to read/review anything that requires time to appropriately and thoroughly read and give you feedback. If this is the case, they need to be allotted 2 weeks to be able to review and send back feedback on any assignments/research material. This time period only applies during the fall and winter terms and in the spring, but not necessarily during holiday periods, including the summer months.

7. When planning my course sequencing, how do I know what courses will be offered in future terms?

Class days and times tend to stay consistent every year (although there is always the possibility for changes), so students can refer to the previous year's class offerings as a general reference when planning for course sequencing in future terms.

- Please note that CNPS 534 (Gender and Sex Role Issues in Counselling) is only offered every other year. CNPS 504 is also only offered on alternate years. Other elective courses such as CNPS 594 (cross-cultural counselling), and Addictions and Trauma (CNPS 595) are offered every other year.
- Theory courses with fewer than 10 students are subject to cancellation, based on Faculty of Education policy.

8. When should I register for courses?

You will be sent a registration date by e-mail from the university's registration system.

- When registering for winter courses, you are able to register for both terms 1 & 2 (fall and winter) at the same time, so plan ahead.
- If possible, register as soon as registration opens due to the high demand for certain classes. Be sure to familiarize yourself with courses that require pre-requisites (e.g. CNPS 578C is required prior to taking CNPS 588 clinic).

Friendly advice from fellow students

- Be sure to attend the new student orientation in September, to learn about the program, meet the faculty, get to know your peers, and have your questions answered by second and third year students. Much of the information you need to navigate the program will be gained through word of mouth, and this is the only time you will be together with your entire cohort!
- Stay connected with your cohort – they know what you're going through and their support can be invaluable.

- This program can bring up areas for personal growth and exploration. Some students find it helpful to do their own personal work with a therapist while they are enrolled in the program – this is by no means required, but it is recommended.
- The suggested course sequencing is a suggestion only, and many students' schedules look different. Classes are occasionally cancelled or rearranged due to low student enrollment, so it's important to be flexible and to be sure you have completed all the necessary courses prior to beginning clinic, and practicum.
- If you have any questions regarding grant applications and thesis research, you are highly encouraged to attend workshops and seminars put on by the Department, Faculty of Education, and Graduate Student Society.
- Stay Informed and Connected. Although email blasts will be sent out regularly regarding upcoming conferences, it is **highly recommended** that students join the [CNPS UBC Facebook page](#) to stay connected with other students and program information. Upcoming conferences and deadlines, links to funding opportunities, and other activities will be posted weekly. Soft copies of important orientation forms will also be made available on the Facebook page. Your current CNPS Student Representative(s) can help you join the Facebook page should you encounter any problems accessing the page.
- Familiarize yourself with your current **CNPS Student Representative(s) and Faculty Area Coordinator**. These individuals will act as a liaison between students and the faculty as a whole in regards to program concerns and program events. They will be introduced to you at your program orientation.
- Be sure you are on the CNPS Master's student list-serve so you don't miss any important program information or announcements. Check with Karen Yan to be sure she has your current e-mail and contact details (address, phone number). If you move, be sure to update this information through Karen.

We look forward to having you in the program! ☺

MASTER'S PROGRAM POLICIES

Maintaining Continuous Registration

Both full and part-time graduate students must maintain continuous registration during the period of their programs (maximum 5 years for magistral students). Registration must be maintained through all sessions, and even if all course work is complete, students should register for their thesis (CNPS 599).

Web registration opens in June for Fall - Winter registration and in mid-March for Spring and Summer registration. For Fall-Winter registration, you should register for both terms 1 and 2 courses on or after June 22. (Please check the [UBC calendar](#) for further information about registration).

Students who are unable to register for courses they require should contact the Graduate Program Assistant:

Karen Yan at karen.yan@ubc.ca, Tel 604-822-6371

On Leave Status

Graduate students who wish, for personal, health or financial reasons, to take time out from their graduate programs, must apply for a formal Leave of Absence which must be recommended by the Department's Graduate Advisor and approved by the Dean of the Faculty of Graduate Studies. Formal Leaves of Absence are normally granted for no less than four months and normally begin in September, January or May. A student may be on leave for no more than one year during their master's program. The time spent on leave will not be counted as part of the limited time period allowed for completion of the degree program.

Please Note: requests for extensions, leaves, or course waivers can be submitted through email to karen.yan@ubc.ca. (The form has to be signed by your program advisor/research supervisor before you submit to Karen Yan). The Departmental Graduate Advisor needs copies of all relevant documents and can process email memos or requests.

Course Standing & Retention Policy

Students are required to attain a minimum second class overall standing (65%-79%) in courses completed in a graduate program. No more than 6 credits of Pass standing (60%-64%) may be credited toward a graduate degree and failed courses cannot be credited toward a graduate program.

University regulations require that at least 60% must be obtained in any course taken in a Master's program for a student to be granted pass standing. However, only six credits of pass

standing may be credited towards a Master's program; for all other courses credited to the program, at least 68% must be obtained. All courses core to a student's program must be completed with a grade of at least 68%. Students unable to meet these minimum requirements will be asked to withdraw from the program. The Department reserves the right to require a student to withdraw from a program of study if it considers the student to be unsuited to proceed with the study or practice of his or her discipline or field of study.

Program Advising

When a student is admitted to a program, a faculty advisor is assigned and a program of studies is sent to the student. Once a student begins courses, program advising is provided by the student's faculty advisor. Formal changes to a program of studies must be made through the student's faculty advisor who will recommend the change to the Graduate Advisor. When a student is ready to begin a thesis, he/she can approach any full-time CNPS faculty member to be a research supervisor. If a student finds the faculty member they wish to work with is unavailable, and is unable to find another suitable research supervisor, s/he should consult with the CNPS Area Coordinator regarding other options.

Master's Program Full- and Part-Time Schedules

The Faculty of Graduate Studies requires that for both full-time and part-time students the master's program must be completed within 5 years. Under exceptional circumstances, a student may apply for an extension from 4 to 12 months.

FULL-TIME: Students must complete CNPS 578C within the first year of the program to prepare for CNPS 588 clinic in the fall term of their second year if they wish to finish the program within 3 years. Students who need to complete the program in the shortest time period must be prepared to enroll in courses throughout the entire period, and begin the program in July rather than September. Students must ensure that all required course work is completed prior to beginning CNPS 598 practicum in the spring or fall term.

PART-TIME: Part-time study during the day and evening over a period up to five years starting either in July or September. (A part-time student pays the schedule B fee structure of the Master's degree program).

Course Scheduling & Timetables

Timetables for CNPS course offerings for summer and winter are available on the [ECPS Courses](#) website.

Fee Schedule

Please refer to the [UBC Calendar](#) for information concerning graduate student regulations and fees. If you have questions, please contact the [Registrar Enrollment Office](#).

Transfers Between the MA and MEd Programs

The M.Ed. degree is designed as a practitioner's degree, for students who wish to acquire the knowledge, skills and experience necessary to work in the counselling field. As a professional degree, the MEd is intended for students who wish, upon graduation, to become counsellors in agencies, schools, or higher education settings, or who wish to assume positions of leadership in a practical setting or positions requiring more advanced study than that available at the bachelor's level (e.g., as an instructional technologist or as a district resource teacher). The MEd is not a research degree in the sense that the student is not required to carry out and defend an independent research project. However, the MEd program is research-based in that consideration of educationally relevant research constitutes a major focus of study, and students are normally required to take research-relevant courses.

The MA degree is intended for students interested in conducting a research study or who wish, upon graduation, to assume a research position or to proceed to doctoral level studies. Accordingly, the MA program requires that students complete and defend an independent research project (Master's Thesis). Completion of a master's thesis is viewed as a prerequisite for the pursuit of doctoral studies in most institutions.

Transfers between the MA and MEd programs are permitted but are not automatic. They require an academic and/or personal justification from the Graduate Program Advisor or department head. Students considering a transfer from the MA to the MEd or from the MEd to the MA should first discuss this with their program advisor. The Faculty of Graduate and Postdoctoral Studies typically requires that transfers between programs occur before students have completed 30 credits of coursework.

Requirements for Students who would like to transfer from the MA to the MEd: Timing and procedure for M.Ed. transfers to M.A. program

If you are currently enrolled in the MEd program and are considering applying for the MA, you are encouraged to first meet with your program advisor who will help you consider this option. You are also encouraged to contact CNPS faculty who you are interested in working with and seek their advisement to better assess a research match and find out if they plan on taking MA students for the following year. The special procedures for currently enrolled MEds applying for the MA program are articulated below.

Timing and procedure for M.Ed. applications to transfer to the M.A. program

- 1) All MA program pre-requisites (including the GRE) must be completed prior to applying.
- 2) Students must submit (a) a paper copy of the questions from the online MA application

(no online re-application is required), (b) three letters of recommendation.

2a) Students may submit some or all of the same letters that they submitted when applying for the MEd program. When considering which letters to submit, students should consider submitting letters that speak to their research potential from either a potential thesis supervisor or someone else inside or outside of the CNPS program.

3) Applications have the same deadline as standard/new MA applications and will be adjudicated with the standard/new MA applications.

4) Materials for applications can be acquired from Karen Yan (karen.yan@ubc.ca). Also, all application materials should be submitted to Karen Yan.

- Transfer Applications will be reviewed along with the new MA/MEd student applications (in mid-January).

ECPS PROCEDURES FOR WAIVING OR SUBSTITUTING REQUIRED COURSES

Procedure for Waiving Required Courses

1. Applications for course waivers are occasionally approved in cases where a student has already taken a course that is the equivalent of a required ECPS course. To initiate a course waiver application, the student first needs to talk to and secure approval of their program advisor. If the student is interested in waiving the course/s because they have successfully completed an equivalent course/s, or have prior relevant experience, they need to provide a course syllabus for the course/s they would like waived, their transcript documenting course/s grades, and if they are using their relevant experience to waive the course, documentation and information about their experience. Normally, the waiving of courses need to be completed by the end of the student's first term in the program. Students are not able to ask for transfer credit because a course that counted towards one degree cannot be counted towards another degree.
2. The course that is being proposed as equivalent to an ECPS required course for which a waiver is being requested must: (a) have been completed no longer than five years prior to the date of the waiver application, and (b) must have been awarded a grade of at least B (74% at UBC).
3. If the student's advisor supports the request, s/he will need to submit the request as well as the course outline of the equivalent course and a copy of the student's official transcript, to the coordinator of the course for which equivalence is being requested. If the course coordinator approves the waiver, the program advisor needs to submit his/her request and a memo from the course coordinator confirming equivalence, to the departmental graduate advisor for approval. If there are problems regarding the waiving of the course/s, these should be brought to the attention of the department head.

How to Submit a Request for Assessment of a Course Waiver, once approved by your program advisor and the respective course coordinator:

A cover sheet can be downloaded here that must accompany all required course waiver requests. It is available in both .rtf (Word) and .pdf formats. . <http://ecps-educ.sites.olt.ubc.ca/files/2013/10/WaiverForm.pdf> or <http://ecps-educ.sites.olt.ubc.ca/files/2013/10/WaiverForm1.pdf>

- All documents should be provided to the ECPS Graduate Advisor in hard copy format, and not sent by email as attachments or in the body of an email message.

- A course waiver does not provide any course credit. Students need to review their Program of Studies ([PGS](#)) with their faculty advisor, and determine whether the waiver of the course will result in the need to select another course to meet program requirements.
- Changes to the [PGS](#) need to be approved by a student's faculty advisor and a revised [PGS](#) submitted to the Graduate Office, ECPS, to be approved by the ECPS Graduate Advisor

Procedure for Substituting Required Courses

Students must complete the courses on their Program of Studies (PGS). If you wish to substitute a required course on your PGS with another graduate level course, you must seek *written permission* for this substitution from your program advisor, *in advance of taking the course you wish to substitute*.

ECPS GRADING POLICIES

ECPS Grades for Graduate Courses

A+ (90-100), A (85-89) Outstanding

Demonstrates exceptional breadth and depth of understanding of the subject matter; demonstrates proficient use of existing research literature and exceptional analytic and critical thinking skills, articulates ideas especially well in both oral and written form, consistently makes strong, explicit connections between theory and practice; shows a high degree of creativity and personal engagement with the topic.

A- (80-84), B+ (76-79) Good, Solid Work

Demonstrates good breadth and depth of understanding of the subject matter; demonstrates good use of existing research literature and strong analytic and critical thinking skills, articulates ideas well in both oral and written form, at times makes strong, explicit connections between theory and practice; shows some creativity and satisfactory personal engagement with the topic.

B (72-75), B- (68-71) Adequate

Demonstrates adequate breadth and depth of understanding of the subject matter; demonstrates some ability to use existing research literature in general ways, and some indication of analytic and critical thinking skills, oral and written skills are adequate but need some work, occasionally makes connections between theory and practice, but ideas need to be developed further; few creative ideas and/or a low level of personal engagement with the topic.

C+ (64-67), C (60-63)* Minimally Adequate [Master's Level] Insufficient [Doctoral Level]

Breadth and depth of understanding of the subject matter are minimal; minimal use of existing research literature even in basic ways, and minimal indication of analytic and critical thinking skills, oral and written skills are barely adequate; minimal connections between theory and practice; minimal indication of creative thinking and/or a low level of personal engagement with the topic.

F (<60) Fail

Breadth and depth of understanding of the subject matter are far from adequate; shows consistent misunderstanding of core concepts of the course; work is extremely deficient or sub-standard.

***Note:**

For students in master's degree programs, a minimum of 60% must be obtained in any course in a master's program for the student to be granted pass standing. However, only 6 credits of pass standing may be counted towards a master's program. For all other courses, a minimum of 68% must be obtained.

Definition of Satisfactory Progress in Masters Programs

(Faculty of Graduate and Postdoctoral Studies Regulations: UBC Calendar)

A minimum of 60% must be obtained in any course taken by a student enrolled in a master's program for the student to be granted pass standing. However, only 6 credits of pass standing may be counted towards a master's program. For all other courses, a minimum of 68% must be obtained.

On the recommendation of the graduate program and the approval of the Dean of the Faculty of Graduate Studies, the student may repeat a course for higher standing or take an alternate course. If the graduate program does not make such a recommendation, or if the recommendation is not approved by the Dean of the Faculty of Graduate Studies, the student will be required to withdraw. A student who obtains a grade of less than 68% in an excessive number of courses will normally be required to withdraw. The student will be informed of unsatisfactory academic progress in writing before any action regarding withdrawal is taken.

A minimum mark of 68% must be obtained in all courses taken as part of a qualifying year. When repeating a failed required course, a minimum mark of 74% must be obtained. Higher minimum grades may be required.

If a course is repeated, both marks will appear on the transcript. The higher mark will be used to determine promotion in a program and in any decision to admit or withdraw a student from a program. For all other purposes, averages will be calculated using both marks.

ECPS PROFESSIONAL PERFORMANCE REVIEW

Student Progress Evaluations

Evaluation of students is normally provided as part of the role of the classroom instructors teaching in the Counselling Psychology program. Evaluations may be in the form of verbal descriptions and written comments on submitted papers, as individual feedback sessions such as in clinical settings, or results of in-class examinations. Students are assigned program advisors (faculty members) and are encouraged to meet with them to discuss their progress through the program. Any changes to a student's program requires input from the faculty advisors to the Departmental Graduate Advisor who provides information with respect to changes in regulations and who also consults faculty, the Faculty of Graduate Studies and students with respect to various issues.

Because of the stringent academic requirements to enter the program, our experience has been that most students are able to handle the theoretical components of the program. If problems do arise it is usually with respect to the clinical courses. Progress in these courses is carefully reviewed and in the clinic course (CNPS 588) instructors are required to provide written feedback to the students midway through the course to ensure that there is little room for misunderstanding. In the event that faculty observe that a student has difficulties in several courses, a provision is made for those concerns to be brought up at a special meeting with involved faculty present and a remedial plan is prepared and implemented by the faculty advisor in consultation with the course instructor and student. The following policy has been created to handle student inappropriateness for the counselling profession:

Departmental Policy and Procedures for Students Who Are Deemed Inappropriate for their Program:

The Program observes the professional codes of ethics as outlined by the American Counselling Association, the Canadian Counselling Association, and the American Psychological Association. (The Departmental or Program) position has been formally stated as follows: "Although satisfactory academic performance is prerequisite to advancement, it is not the sole criterion in consideration of the suitability of a student for promotion or graduation. The program reserves the right to require a student to withdraw from the department if considered to be unsuited to proceed with the study or enter the practice of counselling psychology." This statement has been approved by the Department and the Faculty of Education and has been submitted to the Senate Committee so that it will appear in the University Calendar.

Students are closely monitored in terms of their academic and professional development and demonstration of professionally appropriate conduct and self-awareness. The faculty are encouraged to actively seek objective and fair assessment of the situation and the student in question, by consulting with colleagues, course coordinators, and administrators (i.e., Head and Deputy Head). Faculty are expected to alert students in question one month before the end of each academic term, indicating in writing the nature of their concern, and to discuss their concerns with students for educational, remedial, and/or preventative purposes (as per the 3 Step Monitoring Process described below). They are required to record students' academic and conduct-related problems in concrete terms and submit reports to the Head when/if they wish to proceed more formally to deal with problematic student behaviours and displays of professionally inappropriate attitudes. Consistent with the 3 Step Monitoring Process described below, in case of formal documentation of student concerns, students in question are informed of such faculty action and given fair opportunities to respond to faculty concerns. Open discussion and fair warning is provided to students, before the Head takes formal administrative action.

When students are regarded as unsuitable for the program by faculty members and the Head, after careful and objective assessment of the student, they may be asked: (a) to leave the program permanently; (b) to take a leave of absence for a certain period of time during which students are to seek professional help and successfully deal with the problematic issues; or (c) to transfer to another program outside the Department. In the past, students were requested to leave our program mostly for reasons of unresolved personal issues interfering with their academic and/or clinical-professional work.

Evaluation with respect to student progress is communicated to students in various ways:

- 1.) Evaluations through essays and term papers are done throughout each course and feedback is provided. In clinical and practicum courses, students are evaluated with direct feedback after counselling sessions.
- 2.) Examinations at the end of a course combined with the other evaluations during courses are sent to students at the completion of each course.
- 3.) Students in the M.A. programs are examined orally on their Master's thesis proposal and thesis by a committee. The examining committee includes one faculty member who is arms-length from the student.

Another issue that concerns the Program is the rate at which students complete the program. Student records are assessed by the Faculty of Graduate Studies to ensure that graduate students in Master's programs complete their programs within five years. Students are expected to complete an Annual Progress Report each spring and return it to the faculty advisor (See [Forms and Resources](#)). The faculty advisor reviews the progress report and if warranted, in cases where students are making unsatisfactory progress, arranges a meeting with the student to remediate the situation and to support the student in meeting with success in the program. Annual Student Review: [MA Forms](#) Annual Student Review: [MEd Forms](#)

CNPS Professional Performance Review - 3 Step Monitoring Process

Step One:

The student is presented, in writing, with a copy of the Criteria for Professional Performance Review form and the professor's comments. The student and professor in question meet to discuss the evaluation form and any recommended remediation deemed appropriate. The student is encouraged to include his or her advisor/ supervisor in this meeting.

Step Two:

If a student receives more than one Criteria for Professional Performance Review form during any semester, or receives a form from more than one professor over any two-semester time frame, at the next area meeting the full faculty discuss (in camera) the nature of the concerns raised and make recommendations as to appropriate remediation. The student will then be required to meet with his or her faculty advisor to discuss remediation or possible reconsideration of his or her continuation in the program. A copy of the evaluation form and a written copy signed by the advisor and the student of a Personal Development Plan (PDP) detailing any action to be taken, will be given to the student and placed in his or her file. The advisor will be responsible for ongoing monitoring and ensuring that the terms of the remediation plan are adequately met by the student in a timely manner.

Step Three:

If the student receives a total of three or more Criteria for Professional Performance Review forms in one academic year, with no more than two being from the same professor, the student will be required to meet with his or her advisor, the program coordinator and one other faculty member (*perhaps the deputy head*) to discuss reconsideration of continuation in the counselling program. If the committee determines that the student's personal or professional behavior is inappropriate to the counselling field, and that such behaviors would be a detriment in working with others, the student will be denied continuance in the program (i.e., the student will be asked to withdraw from the program).

CRITERIA FOR PROFESSIONAL PERFORMANCE REVIEW

Openness to new ideas:

Solicits others' opinions and perspectives about own work

Invites constructive feedback and demonstrates interest in others' perspectives

Acceptable Unacceptable Needs Improvement N/A

Shows strong evidence of incorporation of feedback received to change own behaviour

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Flexibility:

Shows accurate effort to recognize changing demands in the professional and interpersonal environment

Shows accurate effort to flex own response to changing environmental demands as needed

Independently monitors the environment for changing demands and flexes own response accordingly

Attempts to understand needs for change in established schedule or protocol to avoid resentment

Accepts necessary changes in established schedule and attempts to discover the reasons for them

Cooperativeness with others:

Works actively toward reaching consensus in collaborative activities

Is willing to initiate compromise in order to reach group consensus

Shows concern for group as well as individual goals in collaborative activities

Willingness to accept and use feedback:

Invites feedback by direct request and positive acknowledgement when received

Shows evidence of active incorporation of supervisory feedback received into own views and behaviours

Demonstrates a balanced willingness to give and receive supervisory feedback

Awareness of own impact on others:

Demonstrates effort towards recognition of how words and actions impact others

Initiates feedback from others regarding impact of own words and behaviours

Regularly incorporates feedback regarding impact of own words and behaviours to effect positive change

Ability to deal with conflict:

Demonstrates willingness and ability to consider others' points of view

Demonstrates willingness to examine own role in a conflict

Was consistently open to supervisory critique about own role in conflict

Initiates problem-solving efforts in conflicts

Actively participates in problem-solving efforts

Ability to accept personal responsibility:

Monitors own level of responsibility in professional performance

Invites constructive critique from others and applies it toward professional growth

Accepts own mistakes and responds to them as opportunity for self-improvement

Avoids blame in favor of self-examination

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Ability to express feelings effectively and appropriately:

Demonstrates willingness and ability to articulate the full range of own feelings

Shows evidence of willingness and accurate ability to acknowledge others' feelings

Expression of own feelings is consistently appropriate to the setting

Initiates discussion of own feelings in supervision

Attention to ethical and legal considerations:

Maintains clear personal-professional boundaries with clients

Demonstrates consistent sensitivity to diversity

Satisfactorily ensures client safety and well-being

Appropriately safeguards the confidentiality of clients

Initiative and motivation:

Meets all attendance requirements and deadlines

Regularly participates in class activities

Meets or exceeds expectations in assigned work

Consistently displays initiative and creativity in assigned work

Further Comments on Back

Student: _____

Date: _____

Faculty Member: _____

Date: _____

ACADEMIC APPEAL PROCEDURES

Background and Purpose

Occasionally, students have concerns about an academic judgment made by a member of the department's instructional staff. For some academic matters, the University Calendar specifies procedures to be followed, but these most often address processes outside of Departments and Faculties. This is especially the case for matters related to academic misconduct, including plagiarism, which are covered under separate policies described in the University Calendar (see students.ubc.ca/calendar and follow the links to "Academic Regulations"). Students and faculty should also be aware of the University's [Policy 85 on Scholarly Integrity](#).

The purpose of this document is to summarize the process to be followed within ECPS if a student wishes to appeal an academic judgment. Most often these judgments involve a grade on an assignment or in a course. The process described below will normally be followed for an appeal of a grade but also provides a general structure for appeals of other academic judgments (for example, results of comprehensive examinations). Appeals of academic judgments, especially those concerning grades on assignments and in courses, should normally be based on the belief that an unfair or improper assessment procedure was used. It is not enough for a student to feel they should have received a higher mark unless that feeling is based on the belief that the assessment process was flawed resulting in an unfair or unreasonable decision. Such flaws might include the following:

- an instructor not following the assessment process spelled out in the course syllabus,
- an instructor failing to provide timely feedback on assignments prior to issuing a final course grade,
- an instructor using irrelevant or incorrect information in reaching a judgment, or not considering relevant information that was available when the judgment was made.

Academic Appeal Procedures

In all cases of disagreements between instructional staff and students, the preferred course of action is for the student to raise the concern directly with the instructor who is obligated to listen to the concern and provide a timely, respectful response. If this response is not acceptable to the student, then the process described below should be followed. Before starting this process, however, the student may wish to discuss their concern with the Program Area Coordinator, Peer Academic Adviser, their Pro Tem Supervisor, or the Graduate Coordinator to get a "third party" opinion on the matter and advice on how to proceed.

1. The student should summarize in writing the nature of the academic judgment of concern, the basis for an appeal of that judgment, and the process followed and outcome of any effort made to resolve the matter with the instructor. If the matter concerns a grade on an assignment or in a course, the course outline should be provided along with the assignment(s) of concern including any feedback provided by the instructor. This summary and related materials should be submitted to the Head of the department within two weeks of the effort to resolve the matter with the instructor.
2. The Head will review the information provided and consult with the instructor and others as necessary. The Head may also ask other faculty members to review the student's work and offer an assessment of its strengths and weaknesses.
3. The Head will make an initial determination of the merits of the appeal and then meet with the student to discuss it within two weeks of the appeal being submitted. This discussion may include options available to resolve the concern if the appeal is judged to have merit.
4. If the matter is not resolved to the student's satisfaction by the Head and the student wishes to pursue the appeal further, they should contact the Associate Dean of Graduate Programs and Research, Faculty of Education, who can provide advice on how to pursue the appeal at the Faculty level.

ACADEMIC ACCOMMODATIONS

Academic accommodations assist graduate students with disabilities or ongoing medical conditions to help them manage challenges that may affect their academic success. Please refer to Student Services' web page on Academic Accommodations if you need more information and the application process. This website will assist you if you need to register with Access and Diversity on campus. Students with a disability who wish to have an academic accommodation should contact the UBC Disability Resource Centre upon entrance into their graduate program. (see UBC Policy 73 at <http://www.universitycounsel.ubc.ca/policies/policy73.pdf>)

<http://students.ubc.ca/success/student-supports/academic-accommodations>

ACADEMIC INTEGRITY & PLAGIARISM

Academic Honesty and Standards

[Academic honesty](#) is essential to the continued functioning of the University of British Columbia as an institution of higher learning and research. All UBC students are expected to behave as honest and responsible members of an academic community. Breach of those expectations or failure to follow the appropriate policies, principles, rules, and guidelines of the University with respect to academic honesty may result in disciplinary action.

It is the student's obligation to inform himself or herself of the applicable standards for academic honesty. Students must be aware that standards at the University of British Columbia may be different from those in secondary schools or at other institutions. If a student is in any doubt as to the standard of academic honesty in a particular course or assignment, then the student must consult with the instructor as soon as possible, and in no case should a student submit an assignment if the student is not clear on the relevant standard of academic honesty.

If an allegation is made against a student, the Registrar may place the student on academic hold until the President has made his or her final decision. When a student is placed on academic hold, the student is blocked from all activity in the Student Service Centre.

How does it impact me?

Academic integrity is the foundation of university success. Learning how to express original ideas, cite sources, work independently, and report results accurately and honestly are skills that carry you beyond university to serve you in the workforce. Academic dishonesty not only cheats you of valuable learning experiences, but can result in a failing grade on assignments, a mark on your transcripts, or even expulsion from the university. For 'real life' examples of this, check out the [Annual Report on Student Discipline!](#)

UBC Resources

- [UBC Regulation on Plagiarism](#) (UBC Provost and Vice President Academic)
- [Scholarly Integrity](#) (UBC Policy #85)
- [Discipline for Academic Misconduct](#) (UBC Calendar)

Other Resources

- [Plagiarism.org](#)
- [Center for Academic Integrity](#)

source: http://wiki.ubc.ca/Library:Academic_Integrity

ECPS Policy on Plagiarism

Plagiarism, whether intentional or unintentional, is a form of cheating that can lead to a failing grade for the course and to suspension from the University. As defined within UBC policies ([UBC Regulation on Plagiarism](#)), and as outlined in the UBC Calendar, plagiarism is a serious “form of academic misconduct in which an individual submits or presents the work of another person as his or her own.” As a form of intellectual theft, plagiarism involves taking the words, ideas or research of another without properly acknowledging the original author. Students need to become familiar with the many different forms that plagiarism can take, including accidental and intentional plagiarism. For more information see [Plagiarism Avoided](#) a booklet for students on plagiarism and how to avoid it OR www.library.ubc.ca/home/plagiarism/for-students.doc.

Please take care to acknowledge your sources, including the Internet, using APA Style (American Psychological Association).

An act of plagiarism can result in a failing grade for that assignment and a review of the student’s previous assignments to assess for other instances of plagiarism. Further actions by the Department and University will be decided pending the outcome of the review. (See Departmental Procedures for Issues Pertaining to Academic Honesty and Standards as Members of the ECPS Community on the Departmental website: Policies and Procedures.)

ACCREDITATION

Accreditation of the Master's Program

The faculty in the Counselling Psychology Program fully supports the concept of accreditation. The Counselling Psychology Master's Program receives full accreditation from the Canadian Counselling and Psychotherapy Association's accrediting body, the Council for Accreditation of Counsellor Education Programs (CACEP).

CACEP Office

c/o Sharon Robertson, Co-Chair

Council on Accreditation of Counsellor Education Program (CACEP)

Canadian Counselling and Psychotherapy Association

223 Colonnade Road South, Suite 114

Ottawa, Ontario K2E 7K3

<http://www.ccacc.ca/> / Tel: 1-877-765-5565

CNPS FACULTY & ECPS STAFF

CNPS Faculty Members

Robinder (Rob) P. BEDI, B.A. Hons., M.A. (Simon Fraser), Ph.D. (British Columbia). R. Psych. Associate 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.
(On leave Sept – April 2024)

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Marla 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). Professor. **(CNPS Area Coordinator)**. Impact of social support 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

Beth E. HAVERKAMP, B.A. (Wooster), Ph.D. (Minnesota). R.Psych. Associate Professor. **(Director, CNPS doctoral program)**. 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

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Kenneth E. MILLER, B.A. (Cornell), Ph.D. (Michigan). Associate Professor of Research, Lando Professor in Counselling for Refugee and Immigrant Youth and Families. Impact of armed conflict and forced migration on mental health, intervention development and evaluation with refugee and other war-

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Continuing Sessional Faculty

Laura Klubben

Coordinator of CNPS practicum
Registered Psychologist

Alex (Mircea) Munteanu PhD

Continuing Sessional Instructor
Registered Psychologist

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/>

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Evelyn Chan (Administrative & HR Support)

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Student Roles

Students play a vital role in CNPS department functioning and connecting faculty with students. See also <http://ecps.educ.ubc.ca/graduate-student-support>

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.

- **Master's Student Representatives:** cnpsstudentreps@ubc.ca
(Kelli Wheatley and Nadine Agosti)
- **Ph.D. Student Representatives:** Johanna Mickelson
- **CNPS Admissions Peer Advisor** – Ria Gupta
This position is responsible for advising applicants on the M.Ed., M.A., and the Ph.D. programs and admissions requirements and procedures. Email: cnps.peer@ubc.ca

FORMS AND RESOURCES

General Forms and Resources

ECPS Forms and Resources

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

CNPS 598 Field Experiences - Course Outline

<http://ecps.educ.ubc.ca/counselling-psychology/cnps-courses/>

<http://ecps.educ.ubc.ca/counselling-psychology/cnps-courses/>

CNPS PDCE Expense Reimbursement Request

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

CNPS Master's Supplementary Form

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

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

Course Sequencing

<http://ecps-educ.sites.olt.ubc.ca/files/2016/07/MA-MEd-Course-Sequencing-Consideratioins-July-2016.pdf>

[CNPS 598 Course Outline](#)

[CNPS Practicum Placement Guide](#)

[PDCE Expense Reimbursement Request](#)

[Master's Supplementary Form](#) (CNPS)

[Master's Supplementary Form](#) (Vocational Rehabilitation Counselling)

[MA Course Sequencing](#)

[MEd Course Sequencing](#)

Program of Graduate Studies (PGS)

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

[MA Community Counselling](#)

[MEd Community Counselling](#)

[MA Counselling in Higher Education](#)

[MEd Counselling in Higher Education](#)

[MA School Counselling](#)

[MEd School Counselling](#)

[MEd Vocational Rehabilitation Counselling](#)

LINKS TO ASSOCIATIONS

Associations

- [Canadian Council of Professional Psychology Programs](http://ccppp.ca) (ccppp.ca)
- [Canadian Counselling and Psychotherapy Association](http://www.ccpa-accp.ca) (www.ccpa-accp.ca)
- [Canadian Psychological Association](http://www.cpa.ca) (www.cpa.ca)
- [Council for Accreditation of Counsellor Educational Program \(CACEP\)](http://www.ccacc.ca) (www.ccacc.ca)
- [Council for Accreditation of Counseling and Related Educational Program \(CACREP\)](http://www.cacrep.org) (www.cacrep.org)
- [Association for Counselor Education and Supervision](http://www.acesonline.net) (www.acesonline.net)
- [The American Counseling Association](http://www.counselgin.org) (www.counselgin.org)
- [American Mental Health Counselors Association \(AMHCA\)](http://www.amhca.org) (www.amhca.org)
- [American Psychological Association](http://www.apa.org) (www.apa.org)
- [American School Counselor's Association](http://www.apa.org) (www.apa.org)
- [American Association of Marital and Family Therapists](http://www.aamft.org) (www.aamft.org)
- [International Association for Educational and Vocational Guidance](http://iaevg.net) (iaevg.net)
- [American College Counseling Association](http://www.collegecounseling.org) (www.collegecounseling.org)
- [Association for Gay, Lesbian and Bisexual Issues in Counseling](http://www.tncounselors.org/algbtictn) (www.tncounselors.org/algbtictn)
- [American Association of Christian Counselors](http://www.aacc.net) (www.aacc.net)

Library Resources

- [Education Library](http://education.library.ubc.ca/) (education.library.ubc.ca/)
- [ERIC Clearinghouse and Database Search](http://ericae.net) (ericae.net)
- [UBC Library](http://www.library.ubc.ca) (www.library.ubc.ca)

Other Internet Resources

- [Canadian Career Development Foundation](http://www.ccdf.ca/ccdf) (www.ccdf.ca/ccdf)
- [Contact Point: A Canadian Website Dedicated to the Professional Development Needs of Career Counsellors](#)
- [Canadian Mental Health Association](http://www.cmha.ca) (www.cmha.ca)
- [National Institute of Mental Health Home Page](http://www.nimh.nih.gov) (www.nimh.nih.gov)
- [Mental Health Net](http://www.mentalhelp.net) (www.mentalhelp.net)
- [The Divorce Page](http://www.divorcesupport.com) (www.divorcesupport.com)