



THE UNIVERSITY OF BRITISH COLUMBIA

Faculty of Education

Educational & Counselling Psychology, and Special Education

School Psychology Student Handbook 2018-2019



School
Psychology

University of British Columbia

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UBC SCPS Handbook and Related Regulations

The purpose of this handbook is to familiarize students with the programs in School Psychology 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 office 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 Graduate and Postdoctoral Studies (G+PS) (www.grad.ubc.ca/) and the Department of Educational and Counselling Psychology, and Special Education (www.ecps.educ.ubc.ca), should be considered the policies and procedures for the three graduate programs in School Psychology for the 2018-2019 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 a graduate program in School Psychology at UBC. If this occurs, students will be given notice.

Although there is some overlap between the handbook, the University Calendar (<http://www.students.ubc.ca/calendar/>), and the Graduate and Postdoctoral Studies and Departmental websites, it is the responsibility of the student to be aware of **all** policies, procedures, and requirements. Students should 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 School 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: Fourth Edition (CPA, 2017)
<http://www.cpa.ca/aboutcpa/committees/ethics/codeofethics/>
- American Psychological Association Ethical Principles and Code of Ethics (APA, 2017)
<http://www.apa.org/ethics/code/>
- NASP Professional Standards & Principles for Professional Ethics (NASP, 2010)
<https://www.nasponline.org/Documents/Standards%20and%20Certification/Standards/1%20Ethical%20Principles.pdf>
- Code of Conduct for the College of Psychologists of British Columbia (2014)
<http://www.collegeofpsychologists.bc.ca/docs/10.CPBCCCodeofConduct.pdf>

UBC 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.

UBC Respectful Environment Initiative

The University of British Columbia envisions a climate in which students, faculty and staff are provided with the best possible conditions for learning, researching and working, including an environment that is dedicated to excellence, equity, and mutual respect. The University of British Columbia strives to realize this vision by establishing employment and educational practices that respect the dignity of individuals and make it possible for everyone to live, work, and study in a positive and supportive environment, free from harmful behaviours such as bullying and harassment. Read statement in full: <http://www.hr.ubc.ca/respectful-environment/files/UBC-Statement-on-Respectful-Environment-2014.pdf>

School Psychology at the University of British Columbia

The Program is committed to the development of professional psychologists whose research, training, and practice promotes the educational and psychological well-being of children and youth in a diverse society. The Program follows a **scientist-practitioner model**, with emphasis on the integration of research, theory, clinical skills, and training that encompasses academic, cognitive, social, and behavioural domains. Students receive training in the integration of assessment, consultation, prevention, and intervention and in relevant professional, legal, and ethical issues. Science and professional practice are viewed as interactive and complementary, with research integrated across core psychological and educational foundations as well as clinical training experiences at all levels of the program.

The Program is designed to prepare psychologists who serve as researchers and leaders in school and applied child psychology both nationally and internationally, practitioners and supervisors in the field, and faculty at universities. Students at all levels are expected to develop both research and clinical skills, and establish professional competencies that reflect the integration of theory, research, and ethical best practice. One distinguishing feature of the UBC School Psychology program is its strong appreciation for diversity, with diversity considered in the populations served, the students recruited and admitted, and across practice settings. The Program focuses on individual, group, and systems level processes. A strong emphasis is

placed on working within and across systems and on systemic change. There is a strong commitment to clinical and research experiences throughout all levels of the Program.

Given the academic, clinical and research demands of the programs, the M.A. and M.Ed. programs in SCPS require full-time study over at least two years with a full-time masters internship in year 3. The M.Ed. program is designed to prepare students for eligibility for provincial (BCASP) certification and examination during their first year of employment and is designed for those who plan to work as a master's level school psychologist and to not pursue doctoral study. The M.A. program is designed for students who want to continue directly to a Ph.D. and practice as a psychologist at the doctoral level upon registration as a psychologist. Graduates of the M.Ed. programs typically work as school psychologists in school-based settings.

The Ph.D. program requires three years of resident full-time study, comprehensive examinations, dissertation research and a 1600-hour pre-doctoral internship leading to the Ph.D. degree in School Psychology and eligibility to be examined for registration as a psychologist. The Ph.D. program, which was accredited by the Canadian Psychological Association (CPA) in 2012 with our next site visit anticipated in 2020-2021, is designed to prepare doctoral level psychologists to serve as researchers and leaders in school psychology both nationally and internationally, practitioners and supervisors in the field, and trainers for school psychologists at universities across the country. Students at all levels are expected to develop research and practice skills, and to establish professional competencies that reflect the integration of theory, research, and conceptions of ethical best practice.

One distinguishing feature of school psychology graduate training at UBC is its strong appreciation for diversity, with diversity considered, not only in terms of the populations served and the students recruited and admitted, but also in terms of the varied theoretical and paradigmatic foci considered, the issues and elements of practice examined and taught, and the provision of skills and experiences in working with a broad range of clients, families, and settings. The focus of graduate training at UBC is on individual, group, and systems level processes with a strong emphasis on working within and across systems and systems level change as key elements of both the masters and doctoral programs in School Psychology at UBC. Further, the program builds on the strengths of the Faculty of Education, with established programs in Special Education (including visual and auditory impairment, autism, learning disabilities, inclusive learners, and behaviour disorders); Counselling Psychology; Human Development, Learning, and Culture; Measurement, Evaluation, and Research Methodology, as well as English Language Learners, Indigenous Education, and the interdisciplinary focus of UBC and the diverse communities that it serves.

PhD Program Accreditation by the Canadian Psychological Association

The faculty in School Psychology fully support the concept of accreditation. The Ph.D. program in School Psychology (SCPS) is accredited by the Canadian Psychological Association (CPA) since 2012. The next site visit is expected in 2020-2021.

As of 2012, CPA and APA (American Psychological Association) signed the First Street Accord, which is a mutual recognition agreement on accreditation. It demonstrated that the APA views the accreditation standards and principles of the CPA as equivalent to the [Commission on Accreditation guidelines](#) and principles.

Canadian Psychological Association (CPA)

141 Laurier Avenue, Suite 702

Ottawa, ON K1P 5J3

www.cpa.ca

Tel. 613.237.2144

UBC SCPS Program Mission Statement

The Program at the UBC is dedicated to the development of outstanding researchers who also have highly developed skills as evidence-informed clinicians. The program prepares psychologists who are committed to optimizing the development of children, youth, and families within their social systems. Our goal is to create a community of learners with foundational knowledge and respect for diverse theoretical orientations and empirical literatures. Within an ecological framework, cognitive, social, developmental, and behavioural perspectives are integrated throughout the program. Graduates of the program will utilize multiple frameworks to understand the development of individuals and groups within complex systems in a diverse society. Through evidence-based evaluation, prevention, and intervention, students will identify, analyze, solve problems, and function as change agents with a life-long commitment to professional development and ethical practice.

UBC SCPS Program Goals, Objectives, and Areas of Competence

Goal #1: To prepare psychologists with strong foundational knowledge in the theoretical and scientific bases of professional psychology and education needed to provide services to children, youth, and families within complex systems and organizations in a diverse society.

Objective 1: Students will demonstrate knowledge in the breadth of scientific psychology, its history of thought and development, its research methods, and its application.

Areas of Knowledge:

- Culture and organization of school and community settings
- Continuum of curriculum and instruction
- Systems and systems change
- Foundations of human development and learning
- Individual differences, diversity, and exceptionalities
- Research methodologies and approaches
- Foundations of psychological and educational measurement
- History and scientific foundations of psychology
- Social bases of behaviour
- Cognitive and affective bases of behaviour
- Biological bases of behaviour

Goal #2: To prepare psychologists to generate, critically analyze, and implement psychological and educational theory, research, and methods of scientific inquiry to engage in effective practice that, in turn, informs theory and research.

Objective 2.1: Students will demonstrate knowledge and competence in psychological and educational evaluation at the individual, group, and systems level.

Objective 2.2: Students will demonstrate knowledge and competence in psychological and educational prevention and intervention.

Objective 2.3: Students will demonstrate knowledge and competence in integrating psychological and educational services across systems.

Objective 2.4: Students will demonstrate knowledge and competence in research methodologies and approaches.

Objective 2.5: Students will demonstrate knowledge and competence in diversity and culturally responsive practice.

Objective 2.6: Students will demonstrate knowledge and competence in professional communication and collaboration.

Objective 2.7: Students will demonstrate knowledge and competence in the ethical and legal bases of professional practice.

Objective 2.8: Students will demonstrate knowledge and competence in psychological and educational supervision.

Professional School Psychology

School Psychology is a general practice and health service provider specialty of professional psychology that is concerned with the science and practice of psychology with children, youth, families; learners of all ages; and the schooling process. The basic education and training of school psychologists prepares them to provide a range of psychological diagnosis, assessment, intervention, prevention, health promotion, and program development and evaluation services with a special focus on the developmental processes of children and youth within the context of schools, families, and other systems.

School psychologists are prepared to intervene at the individual and system level, and develop, implement, and evaluate preventive programs. In these efforts, they conduct ecologically valid assessments and intervene to promote positive learning environments within which children and youth from diverse backgrounds have equal access to effective educational and psychological services to promote healthy development.

School psychological services are provided in a broad array of settings (e.g., schools, workplace, school-based and school-linked health centers, as well as medical, social service, or correctional facilities). School psychologists recognize schools as a crucial context for development. They know effective instructional processes; understand classroom and school environments; understand the organization and operation of schools and agencies; apply principles of learning to the development of competence both within and outside school; consult with educators and other professionals regarding cognitive, affective, social, and behavioural performance; assess developmental needs

and develop educational environments that meet those diverse needs; coordinate educational, psychological, and behavioural health services by working at the interface of these systems; intervene to improve organizations and develop effective partnerships between parents and educators and other caretakers.

An essential role of the school psychologist is synthesizing information on developmental mechanisms and contexts and translating it for adults who are responsible for promoting the healthy growth and development of children and youth in a wide range of educational contexts.

[Archival Description of School Psychology: APA Commission for the Recognition of Specialties and Proficiencies in Professional Psychology, December 2005.]

Roles and Responsibilities of School Psychologists

Because they work directly in the educational setting, school psychologists are familiar with the unique characteristics, delivery systems, and current educational policies of the school system. School psychologists work with school, district, and community-based teams and bring a specialized understanding of child and adolescent development as well as an empirically-based approach to assessment and intervention for the problems students present. The breadth and depth of psychologists' training in assessment, intervention, research and evaluation at the individual, group and systems levels marks their significant contributions to the school team. School psychologists complement the different training and approaches of the other school professionals with whom they collaborate, enabling teams to provide the most effective and comprehensive service to children and adolescents in our schools (CPA, 2007).

School psychology training at UBC is consistent with the both CPA and APA descriptions of the specialty and the nature of professional practice as well as those outlined by CPA in their document *Professional Practice Guidelines for School Psychologists in Canada* (CPA, 2007) highlighted above. Though doctoral level school psychology training at the University of British Columbia differs from the training in the M.A. and M.Ed. programs, the M.A. program provides the foundation for the doctoral program. The masters level programs in School Psychology at UBC prepare individuals for entry-level practice in schools and can serve as initial qualification (pending successful completion of the School Psychology Praxis Examination) certification with the British Columbia Association of School Psychologists. In addition to completing the M.A. program as a prerequisite or foundation for advanced training, Ph.D. students in the UBC program complete a curriculum of advanced professional practice coursework (including but not limited to psychological intervention and assessment); preparation in systems level change at the school and community levels; supervised practicum placements in specialty areas and in supervision of psychological services; coursework in qualitative and quantitative measurement, research and evaluation methodologies; and complete both a comprehensive examination and a dissertation. Successful completion of the program makes graduates eligible for application to be a registered psychologist.

School psychologists share some commonalities in their training as psychologists with other programs that prepare professional psychologists, including those in Counselling Psychology and Child Clinical Psychology. UBC offers a Ph.D. program in Counselling Psychology in the Department of Educational and Counselling Psychology, and Special Education, also the home to the School Psychology Ph.D. program. UBC offers a Ph.D. program in Clinical Psychology, including Child Clinical Psychology in the Department of Psychology. The programs have a

number of links and faculty members and students collaborate in many ways; however, the training programs are also distinct, particularly in their advanced course work, clinical training activities, and research emphases.

The Ph.D. in School Psychology at UBC differs from the Ph.D. in Counselling Psychology and the Ph.D. in Clinical Psychology in several ways. Although each program prepares doctoral level psychologists, using models incorporating science and practice, the focus on optimizing the school performance and both cognitive and affective development of children, youth, and families within their social systems is unique to the School Psychology program. The UBC School Psychology program is also unique in its integration of developmental, social-ecological, cognitive, and social-behavioral perspectives in its training and practice model. Finally, the School Psychology Program is distinguished by its focus on preparing psychologists to work as change agents at a systems level.

The doctoral training programs in School, Counselling, and Clinical Psychology at UBC are also differentiated by the specialized course work, clinical preparation, and research emphases in each program. The differences are consistent with the preparation required for professional practice in each specialty area. While both the Counselling Psychology and Clinical Psychology programs at UBC offer some course work on children and youth, and students in School Psychology may take some of these courses, their primary focus is on training and research with adult populations. Counselling psychologists are trained in interpersonal functioning across the life span with a focus on emotional, social, vocational, educational, health-related, developmental, and organizational concerns. Doctoral students in the Child Clinical Psychology specialty are trained in the basic tenets of clinical psychology with a background in child, adolescent and family development and developmental psychopathology.

A final feature that distinguishes among the specialty programs in professional psychology at UBC is the training of the program faculty members. In keeping with our focus on diversity, faculty members in School Psychology represent a range of theoretical orientations, thereby providing students with foundational knowledge and respect for different perspectives and empirical literatures. In addition, like the Clinical and Counselling Psychology programs where faculty members have research and professional preparation careers in their specialty area, all core faculty members in the Program have doctoral level training in School Psychology and have active programs of research in School Psychology and directly related areas.

UBC SCPS People

Core SCPS Faculty

The core faculty in the school psychology program area meet on the 2nd Thursday of the each month to monitor student and program progress and to engage in short and long term planning for the School Psychology Program. The core School Psychology area faculty also concern themselves with the relationship of the program to the larger Department, Faculty of Education, and University issues. The following is a brief overview of the professional background of the core faculty in School Psychology. Included are highlights of their scholarly interests, current research foci, and teaching responsibilities. For more information visit the ECPS Department website at <http://www.ecps.educ.ubc.ca/>

Allison CLOTH (SCPS). B.A. (Brandeis University), M.Ed. (Harvard University), Ph.D. (University of Texas Austin – APA Accredited). Assistant Professor

Research, Scholarship, and Professional Interests:

An interest in social justice and education, equal access to educational resources and client-centered clinical work. Ali's interests include diverse prevention and intervention research and activities that may improve the social-emotional and academic engagement of students with emotional and behavioural challenges in secondary schools. These prevention and intervention activities include eligibility for special education, school discipline policies, engagement in risk behaviours, access to mental health services in schools, adult-youth school-based mentoring relationships, alternative education settings and motivational enhancement counselling. Most of Ali's work in the field is conducted in partnerships with school-based professionals in public schools. With regard to motivational enhancement counselling, Ali is particularly interested in Motivational Interviewing with adolescents (and understanding the level of cognitive functioning required for engagement in the process) and in schools (gatekeeper model; training school counselling professionals to use the approach).

Teaching:

Ali's recent teaching includes consultation, doctoral seminar in school-based systems, master's level practicum, and school-based interventions

Theoretical Orientation: Ecological/Humanist

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Scarfe Office, Rm: 2508

allison.cloth@ubc.ca

Laurie FORD (SCPS, HDLC, ECED). B.S., M.S. (Oklahoma State University), Ph.D. (University of Kansas – APA Accredited). Associate Professor. Certified School Psychologist. **2018-2019 SCPS Co-Area Coordinator and Co-Director of Training**

Research, Scholarship, and Professional Interests:

With a strong interdisciplinary focus to my scholarly interests, I believe we learn from each other and make the greatest difference in the lives of children, youth, and their families when we work collaboratively across supportive school and community environments. Family-school-community relationships and creating trust and sense of belonging in schools for families of students who are often considered vulnerable has been a scholarly interest throughout my career. Currently I am exploring ways we can best support school belonging for students with diverse learning needs and their families including those who are immigrants, refugees, and/or have special learning and mental health needs. My research has also focused on children in early childhood and their families including family engagement in learning and early childhood assessment. Collaborative approaches to addressing the mental health needs of children and youth and communicating with families about the learning and mental health needs of their children is also an area of focus for students in our lab.

Teaching:

Laurie's teaching includes cognitive theory; cognitive, academic, and early childhood assessment; families and diversity; community systems; and master's and doctoral practicums.

Theoretical Orientation: Ecological; Developmental

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Scarfe Office, Rm: 2410

laurie.ford@ubc.ca

Serge, LACROIX (SCPS), Ph.D. (University of British Columbia). R. Psych. Senior Instructor.
Co-Graduate Advisor for ECPS

Research, Scholarship, and Professional Interests:

Serge has worked as a bilingual school psychologist for the Conseil scolaire francophone de la Colombie-Britannique and currently serves as the director of Auguston Consultants, Inc. His clinical and research interests are in the area of bilingual assessment and test development. He has published the Échelle francophone d'appréciation du rendement – EFAR, a French achievement test. Serge supervises interns working in various school districts.

Teaching:

Serge's research teaching includes school-based practicum and Professional, Legal and Ethical issues in School Psychology, and Assessment of Students with Learning Differences, Child and Adolescent Psychopathology

Theoretical Orientation: Cognitive and existential dynamic

Office Phone: 604-822-0726

Scarfe Office, Rm: 2510

serge.lacroix@ubc.ca

William MCKEE (SCPS, SPED). B.A. Teacher Certification, M.A. (UBC), Ph.D. (Louisiana State University). Assistant Professor. **Director of the Psychoeducational Research and Training Centre; BC School Psychology Internship Program, Faculty Coordinator.**

Research, Scholarship, and Professional Interests:

Bill worked with a broad spectrum of children and youth with special needs as a special education teacher, prior to undertaking doctoral work in School Psychology at Louisiana State University. Following his doctoral study, he worked as a School Psychologist in the Olympia Washington public schools, one of the first districts in the United States to provide full-inclusion in neighborhood schools for all students with disabilities. A major focus of his current work is the planning and delivery of psychological and educational services to students with special needs, with a particular emphasis on School-Based Mental Health. A particular emphasis of this work, both in clinical training and research, is the integration of professional services and effective processes for planning and implementation of educational support services for children and youth with special needs (CYSN). Bill has been involved for several years with provincial efforts to respond to needs for research and development of services for CYSN. Of particular interest are the efforts by the Ministry of Education, Ministry of Children & Family Development, and the Ministry of Health to develop a Framework for Action in responding to key issues of Waits, Gaps and Overlaps, Inconsistent Standards and Service Quality, and a Complex and Disjointed Service System.

Teaching:

In addition to his supervision responsibilities with the PRTC, Bill has recently taught coursework in Ethics and Legal Issues, Professional Practice, Consultation, School Psychology Practicum and Internship.

Theoretical Orientation: Pragmatic Behavioural, Cognitive-Behavioural

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Neville Scarfe Rm: 1020

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Rachel WEBER (SCPS). B.S. (Abilene Christian University), Ph.D. (Texas A&M University-APA Accredited). Instructor. R.Psych. **SCPS PhD Practicum and Internship Coordinator**

Research, Scholarship, and Professional Interests: Rachel has extensive clinical experience working with multidisciplinary teams in a variety of settings (medical, educational, and community). She also possesses expertise in clinical pediatric neuropsychology and the assessment of culturally and linguistically diverse individuals. Dr. Weber's current research interests involve the promotion of resilience in the development of children facing risk and adversity. Some of her current projects focus on the promotive aspects of linguistic diversity, interventions to address the late effects of pediatric cancer, and bioecological models of cognitive development in children living in poverty.

Teaching: Rachel's teaching areas include applied developmental neuropsychology, academic, and social-emotional assessment.

Theoretical Orientation:

Office Phone: 604-822-6382

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rachel.weber@ubc.ca

Additional ECPS Department Faculty

In addition to the core faculty in school psychology, faculty in the ECPS Department (and across campus) serve on student thesis, comprehensive examination, and dissertation committees.

Students also often work with faculty in other areas on various projects for both research and clinical/field experiences. View all ECPS Faculty profiles and access their contact information:

<http://ecps.educ.ubc.ca/people/faculty/>

ECPS Operational Staff

All staff offices are located on the 5th floor of Scarfe Office Block. Take some time to familiarize yourself with the team's roles and responsibilities, and don't forget to introduce yourself.

Learn more and access contact information: <http://ecps.educ.ubc.ca/people/staff/>

SCPS Student Representatives 2018-2019

Each year three students participate in School Psychology program area meetings as representatives of School Psychology program students. Two students, 1 Ph.D. and 1 advanced Master's are typically elected in May or June to serve as student representatives for the upcoming academic year. In addition, one new masters student is elected in September to serve as student representative for the 1st year cohort. The student representatives attend program area meetings and serve as representatives of the school psychology students. The representatives also work closely with the SCPS Graduate Academic Assistant who is hired by the department to support students in the program. All students are encouraged to communicate with their student representatives in order to have maximum input in the program.

Ph.D. Student Representative: Dorna Rahimi

Master's Student Representative: Brittni Thompson

GAA Support 2018-2019

We are fortunate to have one GAAs working with the faculty and students in SCPS this year. Dorna Rahimi (Ph.D. student) will serve as the SCPS GAA. One of Dorna's responsibilities is serving as Peer Advisor for students in SCPS and serving as representative to the ECPS

Student Council. We will not have a GAA for SCPS accreditation and admissions in 2018-2019. They provide support for the School Psychology program in preparing materials for the accreditation process and help with admissions information sessions

LEARN MORE

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

UBC SCPS Students 2018-2019

Student	Program	Program Advisor/Supervisor
Hande Atilar	M.A.	McKee
Rochelle Picardo Berg	M.A.	Ford
Michele P. Cheng	Ph.D.	Mercer
Sophie Cooper	M.A.	Ford
Juliane Dmyterko	Ph.D.	Ford/Ford & Katz (co)
Jovana Durica	M.A.	Mercer
Aishi Ghani	M.A.	Weber
Rachel King	M.A.	Lacroix/Mercer
Angelina Lee	Ph.D.	McKee/Nicol
Matthew Lee	Ph.D. (Candidate)	Lacroix/Hymel
Simon Lisaingo	Ph.D.	Ford/Ford & Perry (co)
Rachel Maja	M.A.	Weber
Stephanie Martin	M.A.	Weber
Robyn McClure	Ph.D.	Weber/Hymel
Jackson McKee	Ph.D.	Weber/Mercer & Weber (co)
Meagan Murphy	M.A.	Weber
Melanie Nelson	Ph.D.	Ford
Veronique Nguy	Ph.D.	McKee/Weber & McKee (co)
Ryan Paddack	M.A.	Weber
Jessica Parker	Ph.D. (Candidate)	McKee/Lucyshyn
Dorna Rahimi	Ph.D.	Ford
Alexandra Ruddy	M.A.	Ford
Nathalie Sagar	M.A.	Lacroix/Mercer
Sonja Saqui	Ph.D.	Mercer
Jaime Semchuk	Ph.D. (Candidate)	McKee
Ellen Shumka	Ph.D. (Candidate)	Hymel
Lindsay Starosta	Ph.D.	Weber/Hymel
Carolyn Taylor	M.A.	McKee
Brittni Thompson	M.A.	McKee
Jessica Trach	Ph.D. (Candidate)	Hymel
Mary Turri	Ph.D. (Candidate)	Mercer
Kathleen Walsh	M.A./Ph.D.	Weber/Perry & Weber (co)

Getting Started: Some Good Things to Know and Remember

About the Handbook and Program Documents

- Read this handbook and keep your copy for future reference. These guidelines (and those on the website) are the ones you will follow in your graduate program.
- If there are policy changes you will be notified in advance. You have the right to discuss the implications of any policy changes to your program.

- Program documents (e.g. PGS forms, practicum and internship completion forms, practicum/internship log, transfer policies, etc.) are also located on the SCPS website or ask your advisor for copies

About Keys and After-hours Building Access

- You may need to request key/FOB key access to: Scarfe Office and/or Library Blocks, mailroom/photocopy room, lab office(s).
- Students can complete an electronic key request form, available on our website: <http://ecps.educ.ubc.ca/students/current-students/forms-resources/> (Please note that supervisor's must approve and sign-off on these forms.)

About ECPS and SCPS Mailing Lists and SCPS Contact Directory

- We keep SCPS Student Mailing Lists. Email addresses included on the mailing list are all SCPS students and SCPS faculty.
- The address for the SCPS Mailing List is: SCHOOL-PSYCH@LISTS.UBC.CA. Emails sent to this address goes to all SCPS students, faculty, and the graduate program assistant. It is a closed mailing list, meaning that you can only post/email from the address you have subscribed to the mailing list from. Messages sent to the mailing list from other email accounts will be rejected and bounced.
- The address for the Ph.D. student mailing list is: SCPS-PHD@lists.ubc.ca. All SCPS Ph.D. students and faculty are included in this closed mailing list.
- If your email address, mailing address or phone number changes, notify your advisor, program coordinator, PhD program director (for doctoral students), and SCPS Graduate Program Assistant.

About Classes

- The program is a full time program and that is how the faculty approach things. There are expectations that you are around for and take part in for activities and events beyond just classes.
- Register for your classes the day registration begins. You have a required course sequence and classes will fill early (often on the first day of enrollment). If you are blocked from a class, it could put you a year out of sequence.
- Protocol for class is that you arrive on time and stay for the entire session. *This includes the first class of a term.*
- Be professional. Do not talk in class if the instructor (or others) are sharing or teaching.
- Do not check email, use the internet, or text for non-class related activities when you should be engaged in class. Attend and participate (even if you are not that wild about the class). You are making impressions on faculty and future colleagues you will be connected with for many years.
- Do not assume it is OK to miss class for a conference. Clear your absence *well in advance* with your instructor. If your instructor supports your absence to attend the conference, make sure you are caught up **before** you leave and have a plan for getting the information you missed.
- Your exams and papers are often due 1 to 2 weeks **after** the final class meeting of the term. Plan your travels and time away accordingly. Many faculty have expectations that students are engaged in GAA, GRA, or their research work before or past the end dates of the term. Check with your advisors and supervisors before finalizing travel plans.

About Practicums

- You will need access to transportation (car, bus, etc.) for practicum as the practicum placements are off campus.

- Practicum schedules do not follow the typical university schedule. You may start a practicum before the beginning of a term or end one after the end of a term. The breaks may not follow the university breaks and holidays. Plan accordingly and check with instructors before making your travel plans.
- Keep your practicum and other clinical experiences well documented using the UBC practicum log and your own record keeping throughout the program (starting in your first semester)
- Dress professionally and appropriately for the practicum setting.

About Thesis and Dissertation

- If you are an MA student enroll in EPSE 599 every semester you are in the program. If you are a PhD student enroll in EPSE 699 every semester you are in the program.
- You are expected to complete your thesis and dissertation proposals and have them approved **before you begin** your internship. In the case of the dissertation proposal, you must have “advanced to candidacy” (coursework, comprehensive exams and dissertation proposal completed) prior to the start of internship. Note that the program requires doctoral students to apply for internships through APPIC. To be most competitive for internships, you should reach candidacy before you submit your APPIC application (typically in November). You are strongly encouraged to have your thesis and dissertation data collected before you begin internship and ideally have it fully completed (defended).
- Additional details are provided in this handbook regarding the thesis and dissertation process in that section of this handbook.

About Program Student Meetings

- We on occasion hold Student Meetings called Towne Meetings or other information and planning gatherings. These are a mix of professional development and information/updates with some social activities as well. Some meetings may be unique to masters or PhD students only while others involve all students (and faculty) in the program.
- All students are expected to attend. This is in part how we communicate new and important information.
- If you cannot attend, you should notify your advisor or the program coordinator (PhD Director for PhD meetings) and make arrangements to get any information shared with the group, especially as it relates to program information and updates.

About Our Other Program Events

- We have a number of other social and professional development events throughout the year including our Back to School Social, Holiday Social, Self-Study Workshops, CV Workshops, APPIC preparation sessions etc. We encourage you to attend these when you can. It helps strengthen our school psychology community at UBC to have students and faculty and others from all aspects of our program together from time to time.
- If you are doing an M.A. thesis or in the Ph.D. program you should plan to attend a number of thesis and dissertation defences before your own. Attending not only supports your peers and helps build community but it will also help you tremendously for when you have your own. These are public presentations and announced on the department student mailing list.
- We periodically schedule information and discussion sessions with our students regarding the internship application process, program updates, and student concerns.
- Most faculty use a research team or lab model. Every faculty runs their labs in different ways but they expect students in the M.A. and Ph.D. programs to be actively engaged in

labs. Communicate with your supervisors and make sure you are clear on expectations of participation or lab meetings. This participation will facilitate timely and successful completion of your own research.

- There are also presentations and colloquia offered in the Department, Faculty, and other units across campus relative to your work as graduate students in psychology. As full time students you should seek out and take advantage of these opportunities. You will be surprised how they will inform your research, practice, and professional development. A large portion of what you learn in graduate school is not during your traditional “courses”. Take advantage of your time as a graduate student at UBC to have a full graduate experience in and out of the classroom.

Advisement & Program Development

Advisement

Program Advisors. Upon recommendation of acceptance of an applicant, the Area Admissions Committee recommend to the ECPS Director of Graduate Programs the assignment of a faculty Program Advisor which is identified in their notification letter. The Program Advisor serves as the student's initial contact with the department and program area.

After acceptance of the offer of program admission, the student should contact their Program Advisor and arrange for a meeting. The responsibility of the Program Advisor is to provide the student with information regarding department and program requirements and procedures, and to assist the student in developing an initial Program of Graduate Study (PGS). The PGS form is also signed by the Advisory Committee (described below) prior to submission to the ECPS Director of Graduate Programs. Students are expected to consult on a regular basis with their Program Advisor regarding the supervision of their graduate program. A plan for program completion should be agreed upon early and should consider required and elective courses (if any) and other program requirements, sequence and frequency of course offerings, and a timeline for completion of program requirements. The student and advisor should also discuss expectations, how often they will meet, and establish regular meeting times as appropriate.

The Program Advisor may continue as the student's advisor for the duration of the program, including serving as supervisor for the student's thesis/dissertation research, or may facilitate the student identifying a more appropriate Research Supervisor. A student may wish to change Program Advisors (within the school psychology program) and may do so with agreement of the new advisor by making a request in writing to the ECPS Director of Graduate Programs. As a professional courtesy, students should talk in person with both their current and new advisor when making a change. Once approved, the new advisor will be identified on the student's PGS form and the *Program Advisor Change Form* should be completed and placed on file with the graduate secretary. A copy of the form is included in the on the ECPS Department website. Students should feel free to request a change of advisor at any time, although such changes should be made as early as possible in the program.

Students may also identify a Research Supervisor who is different from their assigned Program Advisor in the process of developing a thesis topic. **The SCPS faculty wants to reiterate that it is acceptable to switch Program Advisors and/or select a research supervisor who is not your assigned Program Advisor.** Students are encouraged to meet with their Program Advisors regularly as they explore research supervision and to discuss any potential change in advisors. Ongoing and open communication is the key to success. If you have questions, concerns or are considering making a switch to a new advisor or supervisor, please discuss things with your current advisor. Requests for changes in Research Supervisor and/or

membership of the research committee should follow the procedure described above for change in Program Advisor.

In agreeing to serve as supervisor for a graduate student, the faculty member is making the commitment to assist that student in completing all of the requirements for the degree. Students are advised therefore to select their supervisors and research topics with care and discretion. Students should consult with their Program Advisors/Supervisors about the selection of courses and the identification of other committee members, as well as on general academic matters. The Program Advisor and Supervisor may be called upon to write supporting letters for scholarships and other purposes during and after the program.

In some instances, students in the SCPS M.A. and Ph.D. programs select a Research Supervisor who is not a member of the core SCPS faculty. This is perfectly acceptable. However, given the intensive nature of the program curriculum, course work, and clinical experiences, as well as program accreditation needs, the SCPS faculty require that all M.A. and Ph.D. students who have a Research Supervisor who is not a member of the core SCPS faculty, have a Program Advisor who is a core SCPS faculty member. **Thus, students may select a Research Supervisor outside of the core SCPS faculty, but must maintain a Program Advisor from the core SCPS faculty.**

Advisory Committees. Coursework for each student will be determined and supervised by the student's Program Advisory Committee. In the School Psychology program, Program Advisory Committees consist of not fewer than three core SCPS Program faculty members and are chaired by the Program Advisor. The Program Advisor and any two additional core SCPS faculty members may serve as the Advisory Committee. The PGS is developed with the Program Advisor and approved by the Program Advisory Committee before the student submits the signed form to the Departmental Graduate Program Assistant for approval by the ECPS Director of Graduate Programs. In cases where there are substantial changes, waivers, substitutions, or exemptions to the SCPS programs outlined in this handbook (detailed later in this handbook), the Program Advisor may present the proposed PGS to the entire SCPS Program Faculty at the monthly SCPS Area meeting for review if needed.

The approved PGS (discussed below) is a formal document of program requirements for the individual student and serves as a checklist for graduation and reviews of student progress. In addition, the PGS is a record of advisory and supervisory committee membership. As such, *it should be updated at such time as there are any changes in program requirements, Program Advisor, Research Supervisor, or committee membership.* When a Research Supervisor has been selected and a Research Committee formed, this information should also be recorded on the PGS. **The research committee for students in SCPS must include at least one member of the core SCPS faculty.** The research committee may wish to make changes in the PGS to reflect needed preparation for the research beyond that originally agreed upon by the advisory committee. The SCPS Program Advisory Committee and the research committee work together to shape the student's program requirements. Students are encouraged to review the *Handbook of Graduate Supervision* prepared by UBC's Graduate and Postdoctoral Studies for details regarding the duties and responsibilities expected of students and their advisory faculty members and how to get the most out of the supervisor-graduate student relationship. This information is located at: <https://www.grad.ubc.ca/handbook-graduate-supervision>

Program of Graduate Study (PGS)

The Program of Graduate Studies (PGS) is a document that specifies the coursework that a student must complete in order to graduate within their chosen area of study. Information

concerning the particular courses required by the SCPS program is detailed below and also is [readily available on the ECPS website](#). The courses specified on the PGS are determined by the requirements of the Department and the SCPS Core Program Faculty, with consideration of the student's own background and experience and requirements for credentialing upon graduation. The PGS also identifies the faculty members (e.g., Program Advisor, Advisory Committee, Research Supervisor, and Research Committee members when known) who are responsible for overseeing the student's academic progress throughout their program (as described above). **A PGS for each student must be completed, within their first registered term in ECPS**, and placed on file with the Department Graduate Office, indicating the coursework to be completed and the approval of the faculty members who will serve in an advisory capacity for the student (discussed above). Once the ECPS Director of Graduate Programs approves (signs) the PGS, it is placed in the student's file. Students are strongly encouraged to keep a copy for their own records and many advisors also keep copies of the PGS form for the students they advise/supervise. Any subsequent changes recommended by the student's program advisory committee or requested by the student are approved by the ECPS Director of Graduate Studies and the file copy of the PGS is updated. The current PGS provides the reference point for assessing student progress toward completion of their degree program requirements. Copies of the most current version of SCPS PGS forms are available on the SCPS website. PGS forms for recent years are also archived and available from any SCPS faculty. The student should consult with his/her Program Advisor and Advisory Committee to complete the Program of Graduate Studies (PGS). It is the responsibility of the student to initiate a discussion regarding the PGS. Information concerning the particular courses required by the degree/department/area of specialization is readily available on the ECPS and SCPS websites. It is the responsibility of the Program Advisor and the Advisory Committee to ensure that the student's PGS is best suited to the individual's background and study interests and that it meets the requirements of the degree and specialization.

All Advisory Committee members must sign the PGS. The approved PGS (i.e., signed by Advisory Committee and the graduate student) is then forwarded to the ECPS Director of Graduate Programs for final approval. Once signed by the ECPS Director of Graduate Programs, a final copy will be sent to the student and the Program Advisor. The original PGS form will be retained in the student's Department Graduate file. It is the responsibility of the student to make sure any program changes are approved by the advisor and advisory committee and documented on a revised PGS and keep a copy of the revisions for their record.

SCPS Program Prerequisites

Ph.D. Program Prerequisites

The current UBC M.A. program in School Psychology, or equivalent, is required as a prerequisite for all students entering the Ph.D. program and the UBC M.A. is considered a part of the UBC Ph.D. program. Any incoming student must have the coursework required for the UBC M.A. program in School Psychology (or its equivalent) within the last 5 years as well as a graduate or senior undergraduate course in Human Development and History and Systems of Psychology. Some students who graduated from the M.A. program in School Psychology at UBC in previous years may not have all the requirements in the current M.A. program. If the current UBC M.A. coursework was not a part of their SCPS M.A. program, they may need to add that coursework to their PhD. If their coursework is over 5 years old they may be asked to update their preparation in specific areas. This can be accomplished in many ways including: taking courses, sitting on lectures, doing readings, documentation of work experiences, etc.

Incoming Ph.D. students are encouraged to meet with their Program Advisor soon after admission to the program. They must meet with their Program Advisor *no later than the end of their first semester of doctoral study* to determine if they have met all program prerequisites. In situations where it is not clear that the prerequisite has been met (e.g., the student may not have current course work or has taken coursework that is not clearly equivalent), the student must arrange a meeting with the UBC faculty member who typically teaches the prerequisite course before the end of their first semester in the doctoral program. Their program advisor may assist with this process and join them at a meeting if needed. At this meeting the student will provide documentation of their preparation in that area of study. If it is determined that the student has not met the requirement, procedures for meeting the requirement will be developed (e.g., taking the prerequisite course, auditing the course, sitting in on lectures, doing readings and reaction papers). Once an agreement has been reached, this should be documented in writing (by the faculty member) and communicated to the Program Advisor. *The plan developed by the instructor and the student will be attached to and documented on the PGS form.* Both the student and the faculty member have mutual accountability to make sure the procedures to meet the requirement are documented and accomplished by the end of the first year of the program. If the appropriate documentation is not addressed by the end of the first semester of the program, the student may be required to take the entire course for credit. If the student has made multiple efforts to meet with the faculty member but has been unsuccessful within this timeline, the student should submit written documentation of these efforts to the SCPS faculty for discussion.

M.A. & M.Ed. Program Prerequisites

Students admitted to the M.Ed. or M.A. typically must meet any program prerequisites as a condition of admission, before they begin the M.Ed. or M.A. program. The intensive program demands and required course sequence make it difficult to make up prerequisite coursework while in the program. The master's program pre-requisites are listed on the department website in the section on Admissions. If you are in the program, you have likely met the pre-requisites.

Transfer Credit, Course Waivers/Substitutions, and Course Exemptions

Transferring Credits into a Program

Ph.D. Students. Doctoral students at UBC are not eligible for transfer credit.

M.A. and M.Ed. Students. M.A. and M.Ed. students are allowed to transfer up to 12 credits of previous coursework into their current degree program and have that coursework count towards the current degree program. The request for transfer credit must occur at the time of initial admission to the program. Credits used to satisfy the requirements of another degree cannot be used as transfer credits. The student must have received at least a B standing (UBC 74%) in the course considered for transfer. The course must have been taken within 5 years of having started the M.A./M.Ed. program in SCPS.

When determining coursework that would be considered equivalent, the student is encouraged to visit the ECPS department website for a list of courses commonly considered for equivalent transfer credit. In the case of coursework taken and not listed on the ECPS website, the student must provide documentation for review, and meet with the UBC faculty member who typically teaches the course. The UBC faculty member will determine if the course is equivalent and provide documentation supporting the transfer credit for the student. This documentation must be included with the student's PGS. Students who have approved transfer credits will still graduate with the number of credits required by their current UBC program. The student's advisor will write a letter to the departmental ECPS Director of Graduate Programs with

justification for the request for transfer credit with their PGS. The ECPS Director of Graduate Programs will forward the request to the Dean of Graduate and Postdoctoral Studies. More information regarding transferring credits is available:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,342,1529>

Course Waivers/Substitutions

Ph.D. Students. Course waivers and substitutions are typically not permitted for Ph.D. students. If a waiver of a specific course is requested and approved the student should discuss and identify an appropriate course substitution with their advisor.

M.A. and M.Ed. Students. A course waiver is a very unusual event and would be considered an exceptional situation. A course waiver could be given in the case where a student has taken and can document taking an equivalent course in a prior degree program. In the case of a course waiver, the student will typically substitute other coursework for the course(s) waived. The student must provide documentation for review and meet with the faculty member who typically teaches the course they are trying to waive. The faculty member will determine if the course is equivalent and provide documentation for the waiver for the student to include with their PGS. The student's advisor will write a letter to the ECPS Director of Graduate Programs with justification for the request for waiver/substitution with their PGS. The ECPS Director of Graduate Programs will forward the request to the Dean of Graduate and Postdoctoral Studies. All waivers/substitutions must be addressed no later than the end of the first year of their program (ideally before the semester begins).

Course Exemptions

A course exemption is a very unusual event and would be considered an exceptional situation. Students may be exempted from specific course requirements if the SCPS program is satisfied that the student has acquired the knowledge from courses previously taken or from experience. Exemptions at the Ph.D. level do not reduce the total credits required for a degree. In cases of an exemption, a more appropriate course should be substituted. In some unusual circumstances (e.g., recently completed school counselling masters degree), exemptions at the M.A. or M.Ed. level may reduce the total credits for a degree. These are addressed on a case-by-case basis with appropriate documentation to the SCPS program committee. All exemptions must be appropriately documented on the PGS. The student's advisor will write a letter to the ECPS Director of Graduate Programs with justification for the request for waiver/substitution with their PGS. The ECPS Director of Graduate Programs will forward the request to the Dean of Graduate and Postdoctoral Studies. All waivers/substitutions must be addressed no later than the end of the first year of their program (ideally before the semester begins).

Prerequisites, transfers, waivers, and exemptions must be documented on the student's PGS at the very latest by the end of their first semester in the UBC School Psychology program.

Leaves, Extensions, and Transfers

The Department policies related to transfers, leaves and extensions are consistent with Graduate and Postdoctoral Studies Policies and Procedures, which are reproduced below. Students should direct requests for specific information on Department procedures to their program advisor, research supervisor, or the Department Director of Graduate Programs. The best first step in the process is to talk with your advisor/supervisor and review the information on the Graduate and Postdoctoral Studies website for the most current policies and procedures which are summarized in this section.

Leaves

Personal or Health Leave. Leave is granted when a student is best advised for personal, health, or other reasons to have time completely away from her/his academic responsibilities. The leave period is not included in the time period for completion of the degree. Leave, not including parental leave or leave to pursue concurrent programs, for Masters or Doctoral students, is limited to one year. A leave will begin normally on the first day of term, for a period of 4, 8 or 12 months.

Although students on the full-time tuition fee schedule pay fees in three installments, the full annual fee is required to support any period of full-time study from four to twelve months. Work, holiday, or travel during a single term is considered a normal part of a student's schedule, and not justification for formal leave of absence. Leave is not granted retroactively, nor to a student whose registration is not current or whose time in program has elapsed.

Students should communicate with their Program Advisor or Research Supervisor (or both) regarding their intent to take leave. The Program Advisor can work with the student to develop a request for leave to be submitted to the ECPS Director of Graduate Programs in writing. The ECPS Director of Graduate Programs or Head of the Department should submit the written recommendation for leave to the Graduate and Postdoctoral Studies. An explanation of the reason for the leave must be included. Recommendations should outline the student's progress in the program, and the time anticipated for completion of all requirements.

Graduate students "On Leave" are not eligible to receive awards. For more information, please see the policy on Awards and Financial Aid for Students (later in this document and on the ECPS website). The leave period is not included in the time period for award tenure.

Parental Leave. A graduate student who is bearing a child or who has primary responsibility for the care of an infant or young child immediately following a birth, or adoption of a child is eligible for parental leave. A request for parental leave should be made through the student's Department for a minimum leave of four months to a maximum leave of twelve months. Where possible, students enrolled in course work should coordinate their requests with the beginning of an academic term. The leave period is not included in the time period for completion of the degree.

Parental Accommodation. Graduate students with substantial parenting responsibilities for a newborn or newly adopted child under the age of six during their course of study may apply for an eight-week parental accommodation period. Students must be registered in full-time graduate programs, in good standing and making satisfactory progress toward the completion of their degree. Students must have completed at least one term of full-time study in their program. The policy makes it possible for a student to maintain full-time student status during an eight-week period surrounding the arrival of a new child under the age of six (newborn or newly-adopted), with all the benefits of such status, by standardizing a minimum level of academic accommodation during that period. Requests must be made no later than 30 days before start date. Requests must be approved by the Dean of Graduate and Postdoctoral Studies.

Leave to Pursue Concurrent Programs. Following academic consultation, graduate students may apply for leave of absence from one program to pursue a second program. The student would be responsible for leave of absence fees as well as tuition fees for the second program. Eligibility for the first program would be extended by the span of time on the leave of absence.

Extensions

University regulations establish a 5-year time limit for the completion of a Master's program and a 6 year time limit for the completion of a Doctoral program. The time that the student is on approved leave does not count in the determination of the time limit. Extenuating circumstances not of the candidate's making may justify allowing the student additional time. A request for a one-year extension will be received favourably if it is fully justified and supported by the Department. A second year's extension requires a compelling rationale from the Department and an explanation of the special circumstances that would justify an exception, together with a schedule showing how the thesis would be completed in the period requested. Extensions will not be granted beyond two years.

Transfers

Transfers between the SCPS Masters Programs. Students may request a transfer from the SCPS M.A. program to the SCPS M.Ed. program or from the SCPS M.Ed. program to the SCPS M.A. program. However, this is very unusual and may extend your time in the program as additional coursework may be required. When making a transfer from the M.A. to the M.Ed. program students must recognize an additional year involving a 10-month internship is required. When requesting a transfer from the M.Ed. program to the M.A. program the student must outline their proposed research focus and have identified a potential Research Supervisor as a part of the formal, written request. This request must be received by December 1st and transfer requests will be considered along with admissions for the upcoming year. Requests for both types of transfers should be presented formally in writing to the student's SCPS program advisor for consideration by the SCPS faculty. ***Requests for transfers must be completed during the first 24 months of the program.*** Students who want to transfer from the M.A. to the M.Ed. program should recognize that this will impact their consideration for the Ph.D. program should they wish to pursue Ph.D. study at a later time as a M.A. thesis is a pre-requisite of the UBC Ph.D. Program in School Psychology and additional coursework may also be required.

Transfers between Areas within the Department. Transfers between Areas of program specialization within the Department (e.g., SPED to MERM, CNPS to SCPS) are permitted during the first 24 months for a full-time student, or up to the successful completion of 24 credits for a part-time student. Requests to transfer between specializations should be directed to the Department Director of Graduate Programs. Requests will be forwarded to the appropriate Area Admissions Committee. Request for transfers *into* the SCPS program are considered once a year at the time regular admissions are due (December 1st). The request will be reviewed along with other applicants to the SCPS program. Transfers across specializations are not automatic and may only be considered during the annual review of admissions to the Area of Specialization. Recommendations from the Department for transfer are directed to Graduate and Postdoctoral Studies and must include an academic justification from the Director of Graduate Programs or Head of the Department.

SCPS Program Degree Requirements

SCPS Ph.D. Program Requirements (Students entering 2018-2019)

The Ph.D. program in School Psychology requires 3 years of full-time resident study and the completion of a year-long pre-doctoral internship. Students typically complete the comprehensive examination, dissertation proposal and apply for internship in year three of the Ph.D. program. The internship is typically completed in year 4 of the Ph.D. program. Some students elect to take their fourth year on campus to complete their doctoral dissertation research, depending on the nature of their research, before internship and complete their

internship in their 5th year. The extension to a 5th year may also occur when students have prerequisites to take as a part of their Ph.D. program or when students take additional coursework or practicum.

Program Prerequisites.

Because the UBC M.A. program is considered as a part of the Ph.D. program, completion of UBC School Psychology M.A. or equivalent program including courses listed below is required. Students admitted to the Ph.D. program should meet with their academic program advisor upon admissions to the program (and no later than the first semester of their doctoral study) to identify if prerequisites have been met. Students may be asked to meet with instructors for the courses and/or provide documentation such as course syllabi, work samples, etc., to demonstrate that they have met the prerequisites.

School Psychology Practice Coursework

Professional, Ethical and Legal Issues In School Psychology (EPSE 550 (3))
School Based Consultation (EPSE 551 (3))
Practicum in Cognitive Assessment (EPSE 554 (3))
Curriculum-Based Assessment and Intervention (EPSE 531 (3))
Academic Assessment (EPSE 534 (3))
Social, Emotional, and Behavioural Assessment (EPSE 535 (3))
School-Based Interventions (EPSE 552 (3))
Practicum in School Psychology I (EPSE 561a (1))
Practicum in School Psychology II (EPSE 561f (9))
Masters Internship in School Psychology (EPSE 589 (9)) OR
Intensive School-Based Practicum (If going directly to the Ph.D. program from the M.A.)
(EPSE 598 (3))

Research Coursework

Basic Principles of Measurement (EPSE 528 (3))
Two of the Four Courses: Experimental Designs and Analysis in Educational Research (EPSE 592 (3)); Correlational Designs and Analysis in Educational Research (EPSE 596 (3)); Design & Analysis of Research with Small Samples and Single Subjects (EPSE 593 (3)); OR Qualitative Methods in Educational Psychology and Special Education (595)).
Research Thesis (EPSE 599 (6))

Psychological Bases Coursework*

Applied Child & Adolescent Psychopathology (EPSE 507 (3))
Theories of Cognitive and Affective Abilities (EPSE 553 (3))

*Graduate or senior undergraduate coursework in Human Development and History and Systems of Psychology is also required as a prerequisite to admission to the Ph.D. program.

Ph.D. Program Required Courses.

The Ph.D. Program of Graduate Study (PGS) for each student is developed to reflect program requirements and individual student career goals, as well as professional and academic background and preparation. For students who have completed the requirements of the UBC M.A. in School Psychology, the following program components would apply:

School Psychology Practice Coursework

Community Systems (EPSE 633 (3))*

One course on multicultural Issues (e.g., multicultural counselling, multi-cultural issues social work, indigenous studies, families & diversity) (3)

Three Advanced Professional Practice Courses (approved by program committee) (9)

Measurement Evaluation and Research Methodology Coursework & Experience

Once qualitative research methodologies (e.g., EPSE 595) (3) [If a qualitative methods course was not taken in their Masters program]

One quantitative research methods course (e.g., EPSE 682, EPSE 593, EPSE 681, EPSE 597) (3)

One additional advanced measurement, evaluation or research methods course, appropriate to the student's goals (requires approval by program committee) (3)

Dissertation (EPSE 699) (0)

Practicum/Internship

Supervision Practicum (EPSE 688) (3)

Specialty Practicum (EPSE 687) (3) [Minimum 1; 2 required if a MA internship was not completed]

Pre-Doctoral Internship in School Psychology (EPSE 689) (9)

Psychology Bases Coursework*

Biological Bases of Behaviour (e.g. Applied Developmental Neuropsychology (EPSE 568 (3))

* Note: Two semesters of undergraduate or one semester graduate level biological bases courses can be used to meet this requirement. EPSE 633 meets the social bases of behaviour requirement. History and Systems of Psychology is a pre-requisite to the Ph.D. program. If taken as an upper division undergraduate or graduate level course, it does not have to be taken in the PhD. The cognitive and affective bases area is met with EPSE 553 and individual differences is met with a number of courses in the program including EPSE 507 and undergraduate pre-requisites. Students are encouraged to check the registration requirements for the province/state in which they intend to practice to determine the extent to which bases requirements for registration/licensure may differ from BC.

Comprehensive Exam

39 Credits *Minimum beyond the UBC M.A.*

Ph.D. Proposed Program Sequence.

While there is no specified sequence for doctoral coursework, doctoral students typically complete course prerequisites (if any) and begin their professional practice and research coursework along with the beginning of their supervision practicum in Year One. In Year Two, students typically complete research and professional practice coursework along with initial specialty placements and complete their supervision practicum. Comprehensive examinations (detailed later in this handbook) are typically completed at the end of Year Two or the beginning of Year Three (when the majority of coursework is completed) followed by completion of a dissertation proposal (detailed later in this handbook). Students are encouraged to complete their dissertation (or at least their data collection, if any) prior to beginning their internship. Students must have successfully completed all coursework, comprehensive exams, and their dissertation proposal before beginning their internship. Students applying through APPIC

(which is required by the program) must reach candidacy before applying for internship through APPIC (typically November of year 3).

Ph.D. School Psychology Coursework Areas.

Systems Coursework. Students are required to take one course on community systems (EPSE 633) offered in alternating years. This course also meets the requirements for social basis of behaviour/community psychology and has a strong emphasis on health and mental health systems outside of the school. Given this doctoral level seminar is targeted for students in the SCPS program, students typically take this course to meet this program requirement. However, in special circumstances another course may be substituted with permission of the core SCPS faculty (typically reviewed by the EPSE 633 instructor first) as long as the objectives are similar to those in EPSE 633 (they go beyond just a graduate level social psychology course).

Multicultural/Diversity Coursework. Students in the Ph.D. program are required to complete at least one course in the area of multicultural/diversity issues. Students are encouraged to work with their advisors to identify a course that best meets their long-term professional goals. Some possible options are highlighted below.

Advanced Professional Practice Coursework. Students in the Ph.D. program are encouraged to use the core program outlined as a starting point in developing a program of doctoral study that assists them in meeting their own professional goals. One area where doctoral students individualize their program is in the area of Advanced Professional Practice courses. These are courses the student selects in consultation with their program advisor and program supervisory committee that create an area of clinical focus or specialization for the student. Students are encouraged to think carefully about their short and long term professional goals and select courses that will help facilitate them in meeting these goals. It is intended that these courses assist the student in obtaining the skills needed to secure desired specialty practicum placement and internship. As such these courses typically address areas of clinical practice such as working with students with a variety of different special needs, child therapy, working with young children, specialty assessment coursework, specialty intervention coursework and the like. The courses offered change regularly. Students should carefully review relevant offerings in the ECPS Department but should also explore coursework in other programs and departments including (but not limited to): Counselling Psychology (CNPS), Language and Literacy Education (LLED), Special Education (EPSE), Curriculum Studies (CUST), Educational Leadership (EDST), Psychology (PSYC), Family Studies (FMST), Social Work (SOWK); Nursing (NURS), Sociology (SOCL). Note that many departments offer special topics courses that vary from term to term using 504, 508, 565 or 604 numbers. Students should be aware that there may be prerequisites and/or restrictions for some of these courses. Some students explore courses at other universities in Western Canada through the Western Deans Agreement (WDA). All courses must be approved by the student's advisory committee. Courses for consideration in meeting the Advanced Professional Practice Coursework requirements include (but are not limited to) the courses listed below:

Some possible Professional Practice Courses

Course	Credits	Title
EPSE 506	3	College and University Teaching
EPSE 565*	3	Special Topics: Assessment of Young Children
EPSE 565*	3	Special Topics: Interdisciplinary Practice
EPSE 580	3	Directed Study (selected topic with instructor)
CNPS 514	3	Counselling Adolescents

CNPS 545	3	Family Counselling
CNPS 564	3	Group Counselling
CNPS 594	3	Cross-Cultural Counselling
PSYC 556	3	Psychological Treatment of Childhood Disorders
FMST 580	3	Special Topics: Parent-Child Interactions
LLED 526	3	Second Language Assessment
LLED 554	3	Assessment in Reading and Other Language Arts
ECED 585	3	Early Childhood Assessment

* Some examples of recently offered EPSE 565 courses

Measurement, Evaluation and Research Methodology Coursework & Experience. All doctoral students must take 9 credits in measurement, evaluation, and research methodology/statistics beyond the M.A. requirements. At least one course must be in the area of quantitative methods and at least one course must be in the area of qualitative methods (unless a qualitative course was taken in their M.A. program). Students should work with their advisor/supervisor to select courses that best meet their long-term professional goals. In some terms, special topics courses are offered that may meet the requirement. Courses that meet the research methodology requirements include (but are not limited to) the courses indicated below.

Some possible Measurement, Evaluation and Research Methodology Courses

Course	Credits	Title
EPSE 529	3	Test Construction
EPSE 591	3	Theory and Practice of Program Evaluation
EPSE 593	3	Design & Analysis of Research with Small Samples and Single Subjects
Course	Credits	Title
EPSE 594	3	Meta-Analysis: Qualitative Research Synthesis
EPSE 597	3	Factor Analysis and its Research to Education
EPSE 580	3	Directed Study (special topic developed with instructor)
EPSE 681	3	Topics in Educational Research and Measurement
EPSE 682	3	Multivariate Designs & Analysis in Educational Research
EDST 565b	3	Advanced Seminar in Qualitative Data Analysis
EDST 595	3	Conceptual Analysis in Educational Research
EDUC 503a	3	Ethnography and Education
EDUC 512b	3	Action Research
NURS 550	3	Qualitative Research Methods
NURS 624	3	Advanced Concepts in Qualitative Research Methods
PSYC 546E	3	Seminar In Psychological Problems: Multiple Regression
PSYC 546J	3	Seminar in Psychological Problems: Multilevel Modeling
PSYC 546Y	3	Seminar in Psychological Probs: Structural EQ Modeling
SOWK 554	3	Qualitative Methods in Social Work Research

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://ecps.educ.ubc.ca/merm/sub-specialization-merm>

School Psychology M.A. Program Requirements:

There were no M.A. Admissions for 2018-2019. The program requirements for the M.A. program are currently undergoing revision. The revised program will be placed on the website when available. We anticipate the new program will be in place for a fall 2020 admissions.

School Psychology M.Ed. Program Requirements.

There were no M.Ed. Admissions for 2018-2019. The program requirements for the M.Ed. program are currently undergoing revision. The revised program will be placed on the website when available. We anticipate the new program will be in place for a fall 2019 admissions.

Practicum

Criminal Record Check

All school psychology practicum students must have a criminal record check completed through the PRTC administration office (1108a Scarfe Building, phone 604-822-5384) prior their first term in the program. The application deadline is July 31st to allow sufficient time for the results to be returned to the SCPS Masters Practicum and Internship Coordinator prior to beginning placements in the schools. This criminal record check cannot be done at a local police station or RCMP office. If you will not be in town before July 31st please contact the SCPS Practicum and Internship Coordinator directly.

The *Consent to a Criminal Record Check* with your original signature must be completed, and if applicable the *Credit Card Payment Authorization* (both available from the PRTC Administration office or SCPS Practicum and Internship Coordinator) and send or hand deliver them to the PRTC Administration office (1st Floor, 1108a Scarfe Building), as soon as possible. You are responsible for covering the cost for this service which is \$40 CAD, payable by a credit card, a personal cheque (payable to UBC), or cash.

The criminal record clearance results completed through this process will be valid for five years. Please undertake to have this completed as soon as possible upon admission to the program, as it can take several weeks for the results to come back from the Ministry of Public Safety and the Solicitor General's office. You will not be able to begin practicum hours until this check has been completed and the results received by the SCPS Graduate Secretary. If you are from a country other than Canada, you are required to contact the authorities and have the check completed in your home country. If this is the case, please inform the SCPS Masters Practicum and Internship Coordinator. ***Note that given these are only good for 5 years, you may need complete an additional records check in their Ph.D. program if they are doing clinical work in the community.***

Practicum Commitment

Students on practicum are working in the role of a school psychology professional. As such, their behaviour needs to be consistent with expectations of the professional role. This includes how they present themselves as well as their commitment to meeting all expectations of the professional practicum activities. ***Students should be aware that most practicum experiences do not follow the traditional university calendar*** (e.g. 13 weeks beginning in September or January and ending early December or April). Further, the student should expect to put in more time in field work and outside-of-class activities than are associated with typical didactic courses. Practicum experiences typically follow the schedule of the school or agency (and not that of the university). This means, for example, that if a student is on practicum and if the site does not have the same winter break as the university, the student will typically follow

the schedule of the agency for their winter break and not the schedule for the university for the practicum activities. This may also mean that while classes on campus end in early December or April, students are expected to meet the requirements described in the *Masters Practicum Agreement* located in the SCPS program website. The descriptions below are an overview and highlights of the experiences and expectation and hours described below are considered a **minimum** of the respective practicums. Each year the student will defer to the specific requirements in the syllabus for the term they are enrolled in the course. Students must reach competency and complete the practicum requirements as defined by the practicum experience before a final grade will be assigned. This may require a student to complete additional requirements before a grade is assigned.

Liability and Practicum

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 student at UBC, they are also covered through the liability coverage for practicum students as specified by the university.

Ethical Conduct and Practicum

All UBC SCPS practicum experiences are conducted in a manner consistent with the *Canadian Code of Ethics for Psychologists* (CPA, 2017), *American Psychological Association Ethical Principles and Code of Ethics* (APA, 2017), *Code of Conduct for the College of Psychologists of British Columbia* (2014), and the *Professional Conduct Manual for the National Association of School Psychologists* (NASP, 2010) and should follow criteria for delivery of psychological services, record-keeping and confidentiality procedures, legal mandates and requirements of the agency.

EPSE 561f: Masters Practicum in School Psychology

Overview, Required Hours, and Time Commitments. This is a supervised, integrated experience in psychosocial and psycho-educational assessment and intervention for school-aged children and youth. The course is intended to provide opportunities for students to integrate and apply knowledge and skills acquired through previous coursework in the context of general school psychology practice. The primary goal is for students to develop competency and confidence in addressing the psychosocial and psycho-educational needs of children and youth in school settings.

The practicum includes supervised experiences in conducting comprehensive psycho-educational and psychosocial assessments, as well as developing, implementing, and evaluating interventions using a multi-method, multi-source, problem-solving approach. This multi-method/multi-source approach may include a review of existing information/records, systematic observations in a variety of settings, interviews of parents, school personnel and other referral sources, administration of rating scales, standardized norm-referenced, criterion-referenced, curriculum-based, and informal assessment tools. Emphasis is placed on assessment and intervention (primary, secondary, and/or tertiary) at an individual, small group, class, or school-wide level. In addition, students receive supervised experience in interpreting results to parents, school staff and other referral agencies and in writing comprehensive reports. Students also participate in IEP and school-based team meetings. Students will complete a **minimum of 480 hours**, across the academic school year (Sept. - May) approximately 2 to 2.5 days per week in school and clinic settings with additional hours for report writing and supervision. Note that the practicum will continue until all requirements are met at a competency level.

Practicum Activities (note that the objectives are provided on the course syllabus)

1. Attendance and participation in weekly class sessions.
2. A *minimum* of **2 comprehensive individual psycho-educational/psychosocial assessment cases**. Students will need to demonstrate competency in using a problem solving process for conceptualizing and addressing referral concerns. This process should involve the formulation of an appropriate plan for assessment and intervention. Assessment in this context is broadly defined as including, consultation, intervention, and direct service.
3. A *minimum* **individual assessment and intervention case** (e.g., class-wide, school-wide) consultation that includes a class-wide academic assessment/intervention (initial assessment, consultation, intervention development and implementation, progress monitoring/intervention evaluation).
4. **Two Case conceptualization activities**: Students will do two case conceptualization activities. These will consist in interpreting existing and writing or completing a report based on the data that will be provided.

EPSE 598: Intensive Field Practicum In School Psychology

The Intensive Field Practicum is an essential component of the Masters-level graduate program and is the culminating Masters training experience for students continuing directly to Ph.D. study in School Psychology at UBC. The practicum is only an option for M.A. students approved to continue directly to the Ph.D. program in Year 3. All other Masters students complete the Masters Internship in School Psychology (EPSE 589). The Intensive Field Practicum in School Psychology provides students with the opportunity to take substantial responsibility for carrying out professional functions as school psychologists in the context of appropriate supervision. The practicum further facilitates the development and integration of knowledge and skills gained from classroom and practicum work.

The practicum student operates within the requirements of the school district and under the direct supervision of the Field Supervisor. Typically, the practicum student works under the administrative control of the school district. Throughout all aspects of the practicum experience, the agency and Field Supervisor maintain administrative responsibility for activities undertaken by the practicum student. Practicum supervision is the responsibility, primarily, of the agency and the identified Field Supervisor. The practicum will typically be completed in the fall of Year 3 of the M.A. program and requires an intensive time commitment over a minimum of 6 weeks. Although the exact number of days on site and duration of the practicum will vary with the site, a minimum of 250 hours are required. This is typically completed by spending 3 to 5 days on site for 6 to 10 weeks. Although specific time commitments will vary with the site, the student should spend enough time on site on a weekly basis to experience the breadth of services provided.

The practicum should provide experience in the range of prevention, assessment, intervention and consultation activities conducted with and for children, adolescents, and their families. Activities that provide psychological services to adults who are not associated with a child or adolescent in need of service are not appropriate. Additional activities *may* include school psychology or special education research, inservice and professional development activities, and administrative functions. Although the case load varies between settings, Students typically have responsibility for four complete case referrals during the field practicum and may participate in other supervised cases or case related activities.

EPSE 687: Doctoral Field Experience-Specialty Placement

The Doctoral Field Experience: Specialty Placement is a core component of the Ph.D. program in School Psychology. The practicum builds upon prior practicum experiences at the Masters level and coursework at the doctoral level. The practicum facilitates the development and integration of knowledge and skills gained from prior course and practicum 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.

In contrast to Masters level practicum experiences, the Doctoral Specialty Placement may or may not occur in a traditional school setting. The practicum student typically operates within the requirements of the agency and under the direct supervision of the Field Supervisor. Typically, the student works under the administrative control of the agency. Throughout all aspects of the practicum experience, the agency and Field Supervisor maintain administrative control and responsibility for activities undertaken by the practicum student. Doctoral Specialty Placement supervision is the responsibility, primarily, of the agency and the identified Field Supervisor but in some instances may be paired with additional supervision by a university supervisor.

The practicum typically occurs between the midway point and end of the student's required doctoral coursework (2 and 3rd years), including successful completion of the intensive school-based practicum/internship at the Masters level or equivalent. Students who did not complete the Intensive School-Based Experience/Internship in School Psychology at the Masters level are required to do a 2nd specialty practicum and may be required to add an additional school-based component to the Doctoral Specialty Placement resulting in additional required practicum hours. While one Doctoral Specialty Placement is required for completion of the Ph.D., many students may elect to do additional Doctoral Specialty Placements to help facilitate meeting their own long-term professional goals and accrue additional practicum hours for internship applications. 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 250 hours is required. This is typically completed by spending 1 to 3 days on site for 4 to 8 months. While specific time commitments will vary with the site, the student should spend enough time on site on a weekly basis to experience the breadth of services provided. In addition, they should spend a length of time that allows them to gain an appreciation for duration of service provision and the opportunity to see some activities through to completion. *Students should be aware that while it may be optimal for the student to complete practicum hour in the summer months this is frequently not desirable for the agencies.* They should also note that some students elect to go outside of the lower mainland of British Columbia and travel to other locations to complete their practicum requirements. The practicum activities will vary greatly with the setting and professional goals of the student but the placement should provide experiences in a number of psychological services including assessment, intervention and consultation activities conducted with and for children, adolescents, or their families.

EPSE 688: Supervision of School Psychology Practice

Supervision of School Psychology Practice is a core component of the Ph.D. program in School Psychology. Supervision has become an increasingly important role of the doctoral level school psychologist, requiring both theoretical and conceptual understanding for the supervision process, as well as the acquisition of the necessary supervisory competencies. Both knowledge of supervision models and practice and skills to implement them is required. The practicum builds upon prior didactic and practicum experiences at the masters level and coursework at the doctoral level. This course involves a didactic component (seminar) and practicum. The practicum facilitates the development and integration of knowledge and skills gained from prior course and practicum work. It provides the doctoral student with the opportunity for supervised

experience as a supervisor and is designed to improve their supervision and supervisee skills, facilitate their transition to the Pre-Doctoral Internship and subsequent independent practice as a psychologist.

The supervision practicum occurs during the first two years of doctoral study in a developmental manner. One Supervision of School Psychology Practice course (3 credits) is required for completion of the Ph.D., students may elect to complete an additional supervision hours to help facilitate meeting their own long term professional goals. Students serve as trainee supervisors and instructors with faculty members who are teaching a masters level school psychology course (or diploma level course) with a significant practicum component. In addition, the students participate in the supervision seminar during their first two years in the program. The seminar provides the opportunity to present and receive feedback on their supervisory skills, and discuss research and theoretical readings pertaining to school psychology supervision. Approximately 6 three-hour seminars are scheduled throughout each academic year.

The Practicum requires an intensive time commitments for short periods off and on during the first and second year of doctoral study. Although the exact number of days engaged in supervision and duration of the practicum will vary with the course and individual goals, a minimum of 250 hours are required across the two years. Students spend a minimum of 1 hour per week in face-to-face supervision with the instructor they are working with during their time supporting the practicum. Specific time commitments will vary with the supervision experiences selected by the student and their individual goals. Students engage in a wide array of experiences over the course of their two years of supervision practicum these will include but are not limited to: lectures on clinical skills in courses with a significant applied component, lab supervision, individual and small group supervision of master's and diploma level students, school and clinic based supervisory activities, case conceptualization presentations for practicum students and interns, video reviews, video feedback, role plays, and report editing. The practicum activities will vary greatly with the course with which they are working and professional goals of the student. However, the placement should provide experiences in a number of psychological services including assessment, intervention and consultation activities conducted with and for children, adolescents, or their families.

Exploring Potential Practicum Placements

Practicum Coordinator/University Supervisors. Each year the School Psychology Faculty identifies faculty members responsible for coordinating the Masters and Doctoral Practica and Internship experiences in the UBC School Program.

Masters Practicum and Internship Coordinators. In 2018-2019, Dr. Serge Lacroix is the EPSE 561f instructor and will arrange school placements and coordinate cases with field supervisors. Dr. McKee will coordinate the EPSE 589 internship. He will meet with students to review placement preferences in the spring, make assignments in the spring/summer and lead the Friday seminars that are part of the Internship Program.

Doctoral Practicum and Internship Coordinator. In 2018-2019, Dr. Weber will serve as the doctoral practicum and internship coordinator. She will coordinate the Supervision Practicum (EPSE 688) and work with students individually to identify EPSE 687 placements. She, in conjunction with Dr. Ford, will also work with students exploring internship through APPIC and EPSE 689 enrollment.

While these individuals serve as lead instructors and points of contact for the respective practicums, students are encouraged to discuss options and work closely with both their

Advisor/Research Supervisor and the UBC Practicum and Internship Coordinators to explore possible practicum and internship placements that fit with their professional goals.

Recent Intensive Masters Practicum (EPSE 598) Placements

Placement	Location
Jewish Vocational Services of Toronto	Toronto, ON
Child Guidance Centre	Winnipeg, Manitoba
Langley School District	Langley, BC
Maples Adolescent Treatment Centre	Burnaby, BC
Maple Ridge School District	Maple Ridge, BC
North Vancouver School District	North Vancouver, BC
Richmond School District	Richmond, BC
Catholic Independent School District	Vancouver, BC
Vancouver School Board	Vancouver, BC
West Vancouver School District	West Vancouver, BC
Department of Education-Government of Yukon	White Horse, Yukon
Conseil scolaire francophone de la Colombie Britannique	North Vancouver, BC

Recent and Potential Doctoral Specialty Practicum (EPSE 687) Placements

Placement	Location
Hamber House	Vancouver, BC
Greater Vancouver Street Youth	Vancouver, BC
Youth Forensic Psychiatric Services	Burnaby, BC
Maples Adolescent Treatment Center	Burnaby, BC
Child & Youth Mental Health (CYMH)-East Ravensong	Vancouver, BC
Child & Youth Mental Health (CYMH)-East Hastings	Vancouver, BC
Child & Youth Mental Health (CYMH)-Surrey Newton	Vancouver, BC
Child & Youth Mental Health (CYMH)-Abbotsford	Abbotsford, BC
Child & Youth Mental Health (CYMH)-Langley	Langley BC
Child & Youth Mental Health-Pacific Spirit Community Health Centre MCFD	Vancouver, BC
Simon Fraser Society for Community Living-Infant Development Program	Coquitlam, BC
Sunshine Coast Community Services, Special Services to Children	Gibsons, BC
Bellingham Public Schools	Bellingham, WA
Vancouver School Board	Vancouver, BC
Surrey/Newton Child and Youth Mental Health	Surrey, BC
Sunny Hill Children's Health Centre,	Vancouver, BC
Provincial Deaf/Blind Program	Victoria, BC
American Printing House for the Blind	Kentucky, USA
Hospital for Sick Children	Toronto, ON
Life and Career Centre, Robson Square	Vancouver, BC
Montfort Hospital Pediatric Clinic	Ottawa, ON
ABA Learning Centre	Vancouver, BC
Living Effectively with Anxiety and Panic (LEAL)Clinic	Vancouver, BC
Kurtz Psychological Consulting Private Clinic	New York City, NY
BC Children's Hospital Mood & Anxiety Clinic	Vancouver, BC
Infant Child and Youth Mental Health Program	Richmond, BC
Cedarwood Counselling Clinic	Surrey, BC

Mountainside Secondary School	North Vancouver, BC
North Fraser Youth Day Treatment Program	Coquitlam, BC
Kennedy House	Surrey, BC
Applied Behaviour Analysis Teaching Home, Arcus Community Resources	Maple Ridge, BC
UBC Hospital Psychosis Program & Mood Disorders Inpatient Program	Vancouver, BC
Squamish Nation	North Vancouver, BC
PRTC Neuropsychological Assessment Clinic	Vancouver, BC
The Wishing Star Developmental Clinic	Surrey, BC

Recent Doctoral Student Supervision Practicum (EPSE 688) Assignments

Course Number	Course Title
EPSE 421	Assessment of Learning Differences
EPSE 554	Practicum in Cognitive Assessment
EPSE 561f	School Psychology Practicum
EPSE 551a	School-based Consultation
EPSE 531	Curriculum-Based Assessment & Intervention
EPSE 534	Academic Assessment in Schools
EPSE 535	Social Emotional Assessment in Schools

Practicum Approval & Agreements

The UBC Master's or Doctoral Practicum and Internship Coordinator has the formal responsibility for setting up the practicum placement with the exception of the master's level (EPSE 561F) practicums which are set up by the course instructor. The UBC Master's or Doctoral Practicum and Internship Coordinators must approve arrangements for the practicum placement, prior to any formal agreement between the student and the site. Once the practicum placement is approved, the student will work with the Field Supervisor to develop a written practicum agreement and practicum plan. The Practicum Agreement provides the framework for the formal relationship among the parties to the agreement, the practicum student, the agency and the School Psychology Program. Following approval of the Practicum Agreement, a more detailed Practicum Plan is developed and approved by the student, Field Supervisor, and UBC Master's or Doctoral Practicum and Internship Coordinator. The Practicum Agreement and a sample is available from the respective Practicum and Internship Coordinators or on the Program website

Once the practicum plan is approved, it must be signed by all parties involved (e.g. Practicum Student, Field Supervisor, and UBC Practicum and Internship Coordinator). This should occur during the first few weeks of the practicum.

Practicum Plan

No later than the end of the second week of the practicum placement (except EPSE 561F), the Practicum Student is required to submit to the respective UBC Practicum and Internship Coordinator a written Practicum Plan developed with and approved by the Field Supervisor. The Practicum Plan should outline the intended practicum activities with a description of the experiences, settings and populations likely to be involved. Specific goals, objectives and how the goals and objectives will be evaluated should be included in the Practicum Plan. The plan should also describe the supervision arrangements including a plan of who will provide supervision and how it will be scheduled. Any training activities that are anticipated as part of the practicum should also be described. This could include both inservice opportunities or other training in which the student may be a participant and any training the Practicum Student might provide. A sample Practicum Plan is included on the SCPS program website.

Practicum Supervision

Practicum supervision by the agency is the prime responsibility of the Field Supervisor, who acts as the liaison between the Practicum Student and the University. [Note: For EPSE 561F the University Supervisor may serve as the Field Supervisor]. The Field Supervisor is typically a doctoral level psychologist who has certification or registration/licensure in School Psychology. However, the BC College of Psychologists (and CPA) requires that Field Supervisors be a qualified Registered Psychologist for practicum hours to be approved by the College. Furthermore, the Field Supervisor should have demonstrated teaching and supervisory skills, and have worked as a psychologist for more than two years and in the present setting for at least one year. Typically, a variety of supervision activities occur throughout the week, at a ratio of approximately one hour of supervision for each five hours of direct client contact. Supervisors must meet with students for at least one hour of scheduled direct face-to-face supervision per week. 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 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 School Psychology Faculty. ***At all times during the practicum, the Field Supervisor maintains full responsibility for the casework undertaken by the Practicum Student. Although case reports prepared by the Practicum Student will indicate the involvement of the student and their status as a practicum student, the Field Supervisor maintains full responsibility for the case report.*** Supervision is provided with the specific intent of dealing with psychological services rendered directly by the practicum student.

The UBC Practicum and Internship Coordinator will provide the contact between the University and the agency. The Practicum Student, Field Supervisor, and UBC Practicum & Internship Coordinator normally confer jointly at least three times during the practicum: initially to establish the objectives and activities of the practicum, at the midpoint of the practicum for formative evaluation, and again toward the end of the practicum for summative evaluation. This may occur by telephone for more distant practicum sites. The UBC Practicum and Internship Coordinator is available to both the Practicum Student and the Field Supervisor for consultation at any time during the practicum.

Practicum Enrolment

While on any practicum, students must register for UBC course credits (EPSE 561, 598, EPSE 687, EPSE 688) 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 Practicum and Internship Coordinator (or instructor in the case for EPSE 561c or EPSE 561F) 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. Upon completion of the practicum, the student together with their supervisor must complete a Practicum Completion Form and turn it in to the Practicum Coordinator. Once all documents (logs, evaluations, work samples, practicum completion form) are reviewed by the UBC Practicum and Internship Coordinator, a grade will be assigned.

Practicum Logs

All students in the UBC SCPS program are required to keep a detailed log of their experiences for each practicum. Students are encouraged to use the Time2Track log (<https://time2track.com>). This system allows a way to track hours that can be in other reporting requirements (e.g. courses, annual reviews, APPIC). Students complete logs for all practicum

and internship experiences. They are required to turn in a summary of hours for each practicum completed (see SCPS Website) to the respective course instructor for master's practicums and to the Doctoral Practicum and Internship Coordinator for EPSE 687 and 688. Your field supervisor may also require you to turn in logs. Students are also required to turn in a summary of hours completed each year on their Annual Student Review in May. Students who complete cases through the PRTC and want through to count toward program and APPIC practicum hours must complete the PRTC hours log and turn it in to the PhD Practicum/Internship Coordinator annually. For practicum hours to count for your APPIC application you must have a practicum agreement on file with the PhD Practicum and Internship Coordinator, which includes a requirement of appropriate supervision.

Practicum Student Evaluation

Field supervisors are required to provide the University Practicum and Internship Coordinator with a written evaluation of the Practicum Student's performance on two occasions – a formative evaluation at the mid-point of the Practicum, and a summative evaluation at the end of the Practicum. In the case of EPSE 561 the University Practicum Supervisor is the Field Supervisor ***In the event that a student is not making satisfactory progress at any time during the Practicum, the Field Supervisor should contact the University Practicum Coordinator immediately.*** Such concerns are also typically shared with the SCPS area faculty as part of on-going student review

A *School Psychology Practicum Evaluation Form* is completed by the practicum supervisor and discussed with the Practicum Student. ***The Practicum Student and Practicum Supervisor are jointly responsible for making sure copy of the completed Practicum Evaluation Form and the Practicum Completion Form are on file with the SCPS Practicum and Internship Coordinator and the final evaluation is placed in their cumulative student file with the SCPS Graduate Secretary.*** Field Supervisors typically complete an additional, open-ended, evaluation of the Practicum Student's performance and brief description of the activities undertaken in the Practicum. The latter evaluation typically is accomplished by an Addendum to the *School Psychology Practicum Evaluation Form* and a letter sent to the UBC Practicum and Internship Coordinator.

The University Practicum and Internship Coordinators maintain a file of the contacts with the Field Supervisors and Practicum Students, including a copy of all documents related to the practicum, and is responsible for assigning a grade for student performance on the Practicum and placing all documents in their Student File with the SCPS Graduate Secretary. In the case of EPSE 561, the University Practicum Supervisor/Instructor assigns the grades and completes required documents. Overall student performance is based on satisfactory attainment of program objectives for professional preparation, and completion of Practicum Student objectives, including demonstration of competence in clinical and professional practice. The summative evaluation provided by the Field Supervisor provides part of the information used to grade overall student performance.

If all work is satisfactory, a grade of "P" or Pass will be assigned (for all practicum courses except EPSE 561 where letter grades are assigned). If practicum performance is not satisfactory additional work including additional cases or remedial practicum experiences will be required. This will include additional time and practicum experience until the practicum work is deemed satisfactory or "Pass". If the student is not able to achieve Pass-level work, they will be assigned a Fail grade and are subject to immediate review by the SCPS area faculty committee.

Practicum 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 the respective University Practicum and Internship Coordinator of the decision to appeal an evaluation. In the case of disagreement over a grade from the Practicum and Internship Coordinator, 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.

How to Be a Successful Practicum Student

The following information was published in the APAGS newsletter in October 2006 submitted by Don Rosen, Ph.D., ABPP Diplomate in Counselling Psychology Director, Texas Woman's University Counselling Center Denton, Texas. The original can be found at: <http://www.apa.org/apags/profdev/goodpracstudent.html>. The faculty in School Psychology at UBC thought it would be helpful to share with our students as they participate in their practicum experiences.

Many graduate students in professional psychology find themselves going off to a first practicum very early in their graduate experience. Programs vary greatly in how much time is allotted graduate students to orient them to the profession and to provide a set of values and expectations for working as representatives of the program outside the department. Because students will find that experiences in practicum are professionally cumulative and will follow them into their career, getting a good start is extremely important. What follows is a set of thoughts and values that most agencies that provide therapy services to clients and supervision to graduate students will endorse. The list is not comprehensive, but can help you begin an internal dialogue to help you be your best

1. Practicum is a job – the agency where you go hopes you will have good employee behaviour even though they aren't paying you, so be mindful of
 - Attendance – be there, on time, don't cut corners with your time – Be sure you can be at the agency when you are supposed to be there. Being late to a client appointment because a professor's lecture ran late means you did not plan your schedule effectively.
 - Policies and procedures – know the rules of the agency – paperwork, process, file handling, supervision, etc. Follow the rules. In most cases they were created for good reasons. It's OK to ask your supervisor about the history of a policy or procedure and even to raise concerns about its effectiveness. It's probably less OK to let everyone know that if it was your agency, you'd change everything and that the current policies and procedures are bad.
 - "But I have too much work besides practicum" – this is not the place to try to cut a few minutes or miss a meeting or two. If you're too busy with other things to give practicum the time you need, don't do the practicum. Graduate programs are notorious for over-selling your abilities ("You can do it, everybody does.") and under-selling the time involved in things ("It won't take as much time as that."). If a practicum site expects you to be at that site 15 hours per week – remember that equates to two full business days out of your week. Trying to take 3 or 4 graduate

- classes (one of them a practicum) may make it impossible for you to do all the things you need to do (including providing high quality services to your clients).
- The Calendar – be absolutely sure it's correct – never miss an appointment with a client because of "I didn't know". Missing an appointment is unprofessional.
2. Supervision is invaluable, no matter what – so use it well.
 - Attitude is one of the most important attributes of a practicum student that supervisors look at. Having the attitude, "You have nothing to teach me," will surely lead to disaster. "I really want to get the benefit of your experiences" will most likely be very helpful to you and your supervisor.
 - Be prepared – negotiate with your supervisor how supervision will be conducted and then prepare for each session as if it was the most important one you will ever have. Do you need to review tapes? How far in advance do you need to get tapes to your supervisor? What written materials do you need to bring? Are there supervision forms to complete? Being prepared communicates that you care about your work and your clients.
 3. Structure your time to be most effective.
 - Scheduling clients – Each agency may have its own rules about how clients are scheduled. In addition, you may want to think about what would work best for you. Thinking about and talking with supervisors about how many clients to schedule in a row, what times of the day you are most alert and can be "present" with clients, will make your life a lot easier
 - Leave time for paper work, tape review, questions, phone calls, and thinking. Agencies may or may not leave structured time for you to do this. Many of the agencies that do leave time don't leave all that you will really need, knowing that all clients will not show for appointments and expecting you to use free time effectively. But, no matter how much or how little time you are allotted, it is still your responsibility to complete all the administrative tasks required of you.
 4. Do your work.
 - Be reliable – your word is all you have. If you make a promise, keep it. If you can't do something, don't promise to do it. Rather, negotiate with the person making the request and work out a suitable contract that's agreeable to both of you. There is always a tendency to say "yes" to all requests so that you feel that you are maximizing your training experience. However, ask any supervisor and they will tell you that one of the developmental tasks of trainees is to learn when to say "no."
 - Ask for what you need – if you see a problem coming, don't wait. As an example, if your child has a major soccer game at school in a month that you really want to watch but you have client hours scheduled, talk with your supervisor well in advance and see if the agency can be flexible. Don't ask the day before when it means canceling a scheduled client at the last minute. Also, if you know something that might help you, discuss it with your supervisor and attempt to work it out.
 5. Remember, people do you a big favour by supervising you.
 - You are your supervisor's liability – This is one of those unspoken things about our profession. Those that supervise are legally and ultimately responsible for what happens to your clients. They are adding to their own risk of being involved in litigation just by agreeing to be a supervisor. Don't take this gift for granted. As practicum students don't perform well, supervisor migraines increase proportionately
 - Supervision is fun, but it is a lot of work and it's easier just to see a few more clients than to supervise. This is also an unspoken. Yes, supervising provides more variety and different challenges, but, if the challenges get too great, it's just easier to see more clients to fill up our schedules. Remember, if no one wants to supervise, you

- can't progress through your program. The people who came before left a legacy and you will leave one as well for those who come after.
- Supervisors have the right *and the obligation* to give you feedback – positive or negative – and that's what you're there for. It is a requirement of supervisors to give feedback to and guide the professional growth of those they supervise. From their perspective, they are looking at and evaluating potential future colleagues. Seems obvious, right? Perhaps you might be surprised to know how many times supervisees resent the feedback they get from supervisors. Please remember that just because you are a good student academically doesn't mean that will translate directly into demonstrating good counselling skills. Being an academic and being a therapist are two different things. Take any and all feedback your supervisor gives you. If you want to go above and beyond taking the feedback they give you, consider it, use it, and be grateful for it.
6. Dress appropriately for the agency.
 - Most agencies understand that your wardrobe may not be as sophisticated as the rest of the staff, but you should be aware of the lower limits of acceptability. Remember, the agency is trying to project a particular image to the community it serves. If you go to an upscale private practice, expect to wear more than jeans and a nice shirt. If you don't have clothes, consider a hospital ER – they might provide scrubs or a lab coat.
 - Also be aware of any special dress codes – casual days, etc. It will help you feel like you are fitting in to come dressed in jeans the day everyone else does.
 7. Remember, you are a visitor.
 - Ultimately, you will probably be a very short term employee of the agency. As they say in backpacking, only pack in what you plan to pack out. Leave the agency as good or better than you found it by the work you do and the relationships you form with staff. This will prove both you and the agency with the best possible experience. It will also help your department maintain good relationships with practicum sites.
 - And just when you thought you couldn't care less about these people because your practicum is over...you will remember that these are the people who will provide you with recommendations for your internship or other practica. Other sites where you will want to practice will want to hear from those who have supervised your work previously. Letters from professors in your department are all well and good, but if they haven't actually supervised you one-on-one with clients in an agency, they really can't speak directly to your counselling skills. Letters of recommendation from direct supervisors of your clinical work carry more weight. Plan accordingly.

Good luck to you as you head off to your placements! Have a great experience and learn as much as you can. Let your supervisor and the agency help you to become the best School Psychologist you can be.

Internship

Overview of the Internship Experiences

All three SCPS programs have an internship requirement. Specific requirements for the internship at the Masters and doctoral levels are detailed below. The internship requirements at the master's level are designed to meet the internship requirements for certification as a school psychologist in British Columbia with the BC Association of School Psychologists. The requirements for the pre-doctoral internship in school psychology are designed to meet the internship requirements for registration as a Psychologist with the College of Psychologists of

British Columbia and follow guidelines set up by APPIC. If students anticipate working outside of British Columbia or seeking other credentials upon completion of their degree requirements, relevant credential requirements for that location should be consulted as programs are developed.

Exploring Potential Internship Placements

Each year, one member of the faculty is assigned the responsibility of facilitating applications to potential internship placements at the master's level and the Director of Training for the PhD Program is responsible for doctoral internships. The student should work closely with both the faculty internship coordinator and their own advisor/supervisor in identifying possible internship placements. The faculty in School Psychology provide support for students during the process of selecting an internship. Internships for students at the Masters level are typically in school-based settings and are most often undertaken through the BC School Psychology Internship Program. ***Students at the doctoral level are expected to apply for internships through the Association of Psychology Postdoctoral and Internship Centers (APPIC) and may choose to complete their internships as school psychologists working in school-based and/or non-traditional settings.*** If an internship is not secured through APPIC the internship coordinator will work with the student to identify an appropriate internship placement. Students in the Ph.D. program are encouraged to reflect throughout their graduate study on the type of setting where they would like to complete their internship and make certain that they develop a Program of Graduate Study (PGS), and appropriate practicum and other clinical experiences that facilitate their success in obtaining an internship in their desired setting. Once an internship site is selected, the internship coordinator will present the proposed placement to the faculty members of School Psychology Program Committee for final approval.

Eligibility to Apply for Internship

To apply for internships, students must have the formal approval of the School Psychology Faculty. Students in the Master's programs must request permission to apply for internships in the spring for internships that begin in September. Doctoral students applying for internships through APPIC must seek approval in the fall of the year before they begin internship. This request should come to the School Psychology Faculty through the student's academic advisor or research supervisor for master's students and the Director of the PhD program for the doctoral students.

Eligibility to Begin Internship

Ph.D. Student Internships. The Pre-Doctoral Internship occurs after completion of all other program requirements, and with approval of the School Psychology Faculty. To be eligible to begin internship, a student must demonstrate appropriate applied professional skills and must have successfully completed the following:

- All academic coursework and practicum experiences on the program of study
- Comprehensive examinations
- Demonstrated an understanding of and commitment to uphold the ethical principles of the *College of Psychologists of British Columbia*, the *Canadian Psychological Association (CPA)*, the *American Psychological Association (APA)* and the *National Association of School Psychologists (NASP)*.
- Approval of the dissertation proposal (**the student must have successfully reached doctoral candidacy**)
- For students applying through APPIC (required) most sites require students to have reached candidacy to be competitive. This means that they must reach research candidacy in November of the year before they plan to begin their internship.

Thesis/Dissertation Requirements and Internship

For Masters students, all coursework and practicum experiences must be successfully completed before beginning internship. Students in the M.A. program are expected to complete their thesis proposal **prior to beginning** their internship. If the proposal is not defended and research approved, the student must submit a timeline for approval and submission of their thesis proposal and have it approved by the SCPS faculty one month prior to beginning the internship. Further students are encouraged to have thesis data collected before beginning internship.

For Ph.D. students, students must have advanced to candidacy (i.e., all coursework completed and comprehensive examination passed and the dissertation proposal approved) before they may begin the Pre-Doctoral Internship. Doctoral students are expected to apply for internships through the APPIC process. Note that many APPIC sites require comprehensive exams to be completed and the doctoral dissertation proposal to be approved prior to application (typically in late November or early December the year prior to beginning internship).

Internship Requirements

The requirements of internship in school psychology are in accordance with the College of Psychologists of BC requirements for registration. It is a program requirement that the internship meet the requirements set forth by the *College of Psychologists of BC* and the *Canadian Psychological Association (CPA)* for students at the Ph.D. level. In addition, guidelines set forth by the *Council of Directors School Psychology Programs (CDSPP)*, the *Association of the Psychological and Internship Centers (APPIC)*, and the *Internship Directory of the Joint Committee on Internships for the Council of Directors of School Psychology Programs*, and *National Association of School Psychologists (NASP)* are also considered when establishing internship requirements. Any deviations from these guidelines are strongly discouraged and must be approved by the School Psychology Faculty.

Students occasionally express a desire to fulfill all or part of the internship requirements by working for the school district or agency in which they are presently employed. **Such internship arrangements are strongly discouraged.** Students wishing to complete an internship in a district or agency in which they are or have been employed must appeal in writing to the School Psychology Faculty. The appeal should be presented to the faculty by the student's advisor or research supervisor. Should a student be granted approval to pursue an internship in a setting in which they are presently employed, he or she must demonstrate that he or she will be functioning in a **new capacity** under the direction of a qualified registered psychologist(s) who can and will provide direct, objective supervision.

Masters internships are typically in school settings. Doctoral students may seek internships in non-school settings. These internships must primarily involve psychological services to children and youth and must be supervised by a registered psychologist. For students without a prior internship in a school setting (that is students who enter the program without a Masters degree in School Psychology) at least 600 internship hours must be in a school setting or deal with school-related issues. A review of credentials of potential supervisors in non-educational settings will be necessary before contractual discussions are finalized.

Looking and Applying for an Internship

Typically, students work with both the Internship Coordinator and their Research Supervisor/Advisor in exploring internship options. Students at the doctoral level should begin their search for internship approximately one and a half years in advance. In locating an appropriate internship setting Ph.D. students are expected to apply for internship through

APPIC. Doctoral internships not accredited by CPA or APA are expected to meet program requirements as outlined by CDSPP, CPA, and the BC College of Psychologists. Ph.D. students seeking non CPA/APA/APPIC school-based internships should meet with the Internship Coordinator to discuss the process of contacting and interviewing with school districts and agencies in the area. It is the student's responsibility to follow through with the application process of the individual school districts and/or agencies. Individually arranged internships will require an Internship Agreement (discussed below) between the agency and UBC, arranged by the Internship Coordinator.

While students at the masters level typically do local internships through the BC School Psychology Internship Program it is possible to complete internships outside of the lower mainland of BC if the site meets program requirements and those of CDSPP, NASP, CPA, and the BC College of Psychologists. Students at the masters level typically begin their search for internship approximately 6 to 9 months prior to beginning the internship.

To assist in completing internship applications, students are strongly encouraged to maintain detailed logs of their professional experiences beginning their first semester of graduate training. Reviewing the APPIC application early in the program will help students determine the types of information to record. The school psychology program has developed a common practicum log (discussed earlier) to assist students in keeping track of their practicum experiences in preparation for internship application, but it is the student's responsibility to ensure that his/her documentation meets the application requirements for any given internship site.

Recent Pre-Doctoral Internship Placements

Placement	Location
Tri Cities Child and Youth Mental Health	Coquitlam, BC
Sunshine Coast School District ABA Learning Centre	Gibsons, BC Langley, BC
Conseil scolaire francophone de la Colombia Britannique	North Vancouver, BC
Abbotsford Child and Youth Mental Health	Abbotsford, BC
Social Development Centre; Tri Cities Child and Youth Mental Health	Port Moody, BC
Coquitlam School District	Coquitlam, BC
Langley Child and Youth Mental Health	Langley, BC
Heartland Area Education Agency 11	Johnston, IA USA
Abbotsford Child and Youth Mental Health	Abbotsford, BC
Fraser Child and Youth Community-Based Psychology Residency Program (CYMH)- [CPA accredited]	Metro Vancouver, BC
Illinois School Psychology Internship Consortium – Southern Illinois School of Medicine [APA accredited]	Springfield, IL, USA
Delta School District and Provincial Outreach Program for Autism and Related Disorders (POPARD)	Delta, BC and Province of BC
Fort Worth Independent School District [APA accredited]	Fort Worth, TX, USA
Waterloo Region Psychology Consortium [APPIC]	Waterloo, ON
South Island Pre-doctoral Internship Consortium in Clinical & Counselling Psychology [APPIC]	Saanich, BC
Hospital for Sick Kids [CPA accredited]	Toronto, ON

Hamilton Health Sciences- McMaster's Children's Hospital [CPA accredited]	Hamilton, ON
Child Guidance Center of Southern Connecticut [APA accredited]	Stamford, CT

Recent Master's Internship Placements

Placement	Location
Philadelphia Public Schools	Philadelphia, PA USA
Catholic Independent School District Vancouver Archdiocese	Metro Vancouver, BC (various sites)
Sunshine Coast School District	Gibsons, BC
Randolph Lopez School of Hope and McCam Child Development Centre	Kingston, Jamaica
Surrey School District	Surrey, BC
Maple Ridge-Pitt Meadows School District	Maple Ridge, BC
Delta School District	Delta, BC
Vancouver Metro Jewish Schools	Vancouver and Richmond, BC
Provincial Outreach Program for Autism and Related Disorders (POPARD)	Delta, BC
Langley School District	Langley, BC
Burnaby School District	Burnaby, BC
Douglas College Centre for Students with Disabilities	New Westminster & Surrey, BC
Vancouver Island Catholic School Board	Victoria, BC
Sooke School District	Sooke, BC
Simon Fraser University Centre for Students with Disabilities	Burnaby, BC
Conseil scolaire francophone de la Colombie-Britannique	North Vancouver, BC
Greater Victoria School District	Victoria, BC
York Region School District	Aurora, Ontario
Cowichan Valley School District	Cowichan, BC
Jewish Independent Schools	Vancouver & Richmond, BC
Society of Christian Schools	Metro Vancouver (various sites)
Thames Valley District School Board	London, Ontario
Chilliwack School District	Chilliwack, BC
Able Developmental Clinic	West Vancouver and Surrey, BC
Wishing Star Psychology Clinic	Surrey, BC
Nanaimo Ladysmith School District	Nanaimo, BC
Kenneth Gordon Maplewood School	North Vancouver, BC
Asante Centre	Maple Ridge, BC

Course Enrolment for Internship

While on internship, students must register for 3 credits of UBC course credit (EPSE 589 or 689) per semester for a minimum 9 credits of internship. Upon completion of the internship, Interns must complete an Internship Completion Form and turn it in to the Internship Coordinator. Following completion of internship, students who have not completed the dissertation requirement, must maintain continuous enrolment until they officially graduate.

Liability, Ethical Conduct, and Internship

Typically, school agencies assign internship students the status of “Intern” and provide the usual protection and coverage for liability and indemnity afforded all employees working in the agency. Interns are required to undergo a criminal record check prior to the internship. The internship is conducted in a manner consistent with the *Canadian Code of Ethics for Psychologists* (CPA, 2001), *American Psychological Association Ethical Principles and Code of Ethics* (APA, 2002), *Code of Conduct for the College of Psychologists of British Columbia* (2005), and the *Professional Conduct Manual for the National Association of School Psychologists* (NASP, 2000) and should follow criteria for delivery of psychological services, record-keeping and confidentiality procedures, legal mandates and requirements of the agency.

EPSE 689: Pre-Doctoral Internship in School Psychology

Overview. Students culminate their graduate studies in School Psychology with one full academic year of supervised internship, including no less than 1600 hours in an approved setting (see note below). The Ph.D. or Pre-Doctoral Internship is an essential component of the graduate program in School Psychology. This internship is the culminating training experience to prepare psychologists to assume professional practice roles as psychologists in multiple settings. The internship provides students with the opportunity to undertake the responsibilities and functions of professional psychologists under appropriate supervision. The internship further facilitates the development and integration of knowledge and skills gained from initial practicum work. Internship requirements may be fulfilled by completing one full-time academic year or two years of half-time internship experience.

In contrast to other practicum experiences, ***the Pre-Doctoral Internship occurs primarily apart from the program and students work under the administrative control of the internship setting.*** Typically, the internship student is hired as an employee of the agency and operates as an Intern within the agency, under the direct supervision of the Field Supervisor. Rates of remuneration and specific responsibilities are negotiated between the agency and the Intern, prior to the start of the Internship. Throughout all aspects of the internship experience the agency and Field Supervisor maintain administrative control and responsibility for activities undertaken by the Intern. The agency should inform the Intern (and the Intern should inform all other supervisors and the Internship Coordinator) of any administrative or professional responsibilities to be assigned to the Intern, in addition to those agreed to in the Internship Agreement. Internship supervision is the responsibility, primarily, of the internship setting and the identified Field Supervisor(s).

Setting Requirements, General Range of Activities and Time Allocation. The UBC School Psychology Pre-Doctoral Internship must conform to the general guidelines for doctoral level internships established by the Council for Directors of School Psychology Programs and the Association of Psychology Postdoctoral and Internship Centres (APPIC). Interns may also want to consult the requirements for registration/licensure in a jurisdiction where they plan to work upon graduation (e.g., BC College of Psychologists Requirements for Internship). The internship should provide experience in the range of prevention, assessment, intervention, and consultation activities conducted with and for children, adolescents, or their families. Activities that provide psychological services to adults who are not associated with a child or adolescent in need of service are not appropriate for the Pre-Doctoral Internship in School Psychology. Additional activities *may* include planned research and evaluation activities, in-service and professional development activities, and administrative functions. As the case load and nature of the School Psychologist role varies between settings, interns normally have diverse responsibilities.

In order to ensure the quality of the internship experience for both the employer and the student, it is the requirement of the School Psychology Program at UBC that:

- The Intern shall work on a full-time basis (e.g., 4 days per week) in an approved service unit or facility for a minimum of 1600 hours and shall follow the employer's calendar during that time period. The internship must be completed in no less than 9 months and no more than 24 months.
- Students must be released for at least one-half day per week in order to conduct research and university related business.
- With the approval of the School Psychology Faculty, an Intern may develop an internship with more than one rotation or placement in more than one setting. This may be desirable, for instance, if the internship is in a school setting for the academic year and a special rotation is developed for the summer months.
- The internship setting shall pay the Intern a reasonable salary for services rendered. When appropriate, the employer will reimburse the Intern for transportation costs for job-related activities.
- The Intern shall be under the administrative control of the internship setting, the academic control of the university, and the joint professional control of the field and university supervisors.
- The field supervisor shall arrange with the Intern to establish regular weekly meetings for the purposes of supervision and mutual feedback. The field supervisor shall also read and sign all written case reports produced by the Intern.
- The Field Supervisor shall provide the university with: (a) a written evaluation of the Intern's performance at least once each term (typically at end of term); and (b) work samples which are indicative of the Intern's performance. In addition the Field Supervisor is encouraged to consult with the University Internship Coordinator at any time concerning the progress of an Intern.
- The internship should provide experiences in a range of activities including assessment, prevention, direct and indirect intervention, and consultation activities conducted with and for children, adolescents, adult learners, and their families. Additional activities include psychological research, supervision, education, and administrative functions.

The following are recommended guidelines for the distribution of the Intern's time:

- The Intern should spend at least 10% (approximately 160 hours) and no more than 50% (approximately 800 hours) of the time in any one of the primary school psychologist activities: assessment, prevention/intervention, and consultation.
- At least 25% (approximately 400 hours) of the Intern's time must be spent in direct client contact. [Note: This is the CDSPP Guideline. Specific provinces and state guidelines may require more direct contact hours. For example, the BC College of Psychologists requires at least 30% of the Intern's time be spent in direct client contact]
- A **minimum** of two hours each week must be spent in regularly scheduled formal, face-to-face individual supervision activities with the Intern. (see Supervision section below for details).
- The Intern reports directly to and takes direction from the Field Supervisor with respect to clinical workload.
- The Intern may spend up to 30% (approximately 480 hours) of the total time in secondary professional activities: research, dissertation, supervision, providing supervision, education learning activities, and administration. (See also Item 1.)
- Because the internship is a training experience, it should include additional structured learning activities. These include:

Research: Participation in research activities is allowed as part of the internship. Up to 25% of the time may be spent in research activities if this is permitted by the sponsoring internship agency. These may include only the following:

- Dissertation Research -If the dissertation topic is not in keeping with the program of the internship agency, then the research activities should not impinge on that of the Intern's time devoted to direct service to the agency, nor should it impinge on any other activities of the agency and its staff.
- Participation in on-going research projects carried out under the supervision of a professional employee of the internship agency.

Scheduled learning activities: An average of two hours per week (in addition to two hours of individual supervision) may be spent by the Intern in scheduled learning activities. These may include the following:

- Case conferences
- Seminars dealing with professional issues
- In-service training
- Observing other agency units in delivery of services
- Meetings with professionals other than school psychologists (e.g., persons from other disciplines or other agencies)
- Professional conventions

EPSE 598: Intensive Practicum for Students Continuing Directly into the UBC Ph.D. Program from the UBC Master's Program without a Master's Internship

Process for Requesting Direct Progression. A 1200-hour internship is required for all students in the UBC M.Ed., and M.A. programs. This is typically completed in the third year of Master's study after all coursework is completed. For students in the M.A. program, their thesis proposal must be approved **before** beginning internship. (see Masters Internship Document approved by SCPS Program Faculty November 23, 2006).

M.A. students may, however, elect to apply to the Ph.D. program and begin the doctoral program directly after completion of their M.A. without completing a 1200-hour internship. Those students would instead complete an intensive 250-hour practicum as a part of their M.A. in the fall (September) of their 3rd year of M.A. study. They would then accrue additional practicum hours in their Ph.D. program. This will include the one required specialty placement required in the program and at least one additional practicum placement in a school or non school setting as deemed appropriate by their advisory committee to support their competitiveness for Pre-Doctoral Internship and their long term professional goals. Those students wishing to be considered for Ph.D. study directly from their M.A. degree without an internship should discuss this with their advisors and supervisors in the fall of their 2nd year or sooner. The Director of the Ph.D. program will schedule a meeting with interested students to discuss the process and answer questions each spring and early fall (if there is need). Students would apply for admission on December 1st of their 2nd year and indicate on their intent to begin the Ph.D. program in January of the following year. Students should highlight their professional (including research) goals, the area of proposed research focus in their doctoral study, as well as their progress to date and a projected timeline for completion of their M.A. requirements in their application. Note that students in the M.Ed. program may apply for direct admissions and EPSE 598 intensive practicum if they have completed a prior master's degree with a thesis.

Applications will be reviewed by the SCPS Admissions Committee in January and February as part of the annual admissions cycle. Student's will be notified in late February or early March as to whether: 1) the faculty supports their application for Ph.D. study with an intensive practicum

instead of internship; 2) there is a need for additional information on the student's progress before a decision can be made; or 3) recommends that the student complete an internship before continuing on to Ph.D. study.

As students at UBC are not allowed to enrol in a master's and doctoral program concurrently, all master's degree requirements must be completed prior to beginning the Ph.D. program in January of their third year of M.A study. This means that the M.A. thesis must be successfully defended and filed by the end of December or at the very latest by the end of January. If the M.A. thesis is not completed by January 31st, a deferral is not possible. Students who do not complete their M.A. thesis by January of their 3rd year of graduate study must reapply for admissions to the Ph.D. program.

EPSE 589: Masters Internship in School Psychology

Overview. The Masters Internship is an essential component of the graduate program in School Psychology. This internship is the culminating training experience to prepare School Psychologists at the master's level to assume professional practice roles in school settings. The Master's Internship provides students with the opportunity to undertake responsibility for professional functions as school psychologists under appropriate supervision. The Masters Internship further facilitates the development and integration of knowledge and skills gained from initial practicum work.

In contrast to other practicum experiences, ***the Masters Internship occurs primarily apart from the program and students work under the administrative control of the internship setting.*** Typically, the internship student is hired as an employee of the agency and operates as an Intern within the agency, under the direct supervision of the Field Supervisor. Rates of remuneration and specific responsibilities are negotiated between the agency and the Intern, prior to the start of the Internship. Throughout all aspects of the internship experience the School District and Field Supervisor maintain administrative control and responsibility for activities undertaken by the Intern. The school district should inform the Intern (and the Intern should inform all other supervisors and the Internship Coordinator) of any administrative or professional responsibilities to be assigned to the Intern, in addition to those agreed to in the Internship Agreement. Internship supervision is the responsibility, primarily, of the internship setting and the identified Field Supervisor(s).

Requirements and Guidelines. In order to ensure the quality of the internship experience for both the employer and the student, it is the requirement of the School Psychology Program at UBC that:

- The Intern normally works on a full-time basis in an approved service unit or facility for a minimum of 1200 hours and shall follow the employer's calendar during that time period. Students may apply to complete their internship on a half-time basis over two consecutive school years. The internship must be completed in no less than 9 months and no more than 24 months.
- **Although students can meet program and BCASP requirements with a 1200 hour Internship, students must be aware that an additional hours of supervised practice may be required for eligibility to register as a Psychologist in some jurisdictions.** If the student wants to obtain the additional hours as a part of the masters internship, the UBC Practicum and Internship Coordinator will work with the student to find ways to accrue the additional hours.
- With the approval of the School Psychology Faculty, an Intern may develop an internship with more than one rotation or placement in more than one setting with a minimum term in a rotation of 3 months.

- The internship setting shall pay the Intern a reasonable salary for services rendered. When appropriate, the employer will reimburse the Intern for transportation costs for job-related activities.
- The Intern will be under the administrative control of the internship setting, the academic control of the university, and the joint professional control of the field and university supervisors.
- The Field Supervisor shall arrange with the Intern to establish regular weekly meetings for the purposes of supervision and mutual feedback. The field supervisor shall also read and sign all written case reports produced by the Intern.
- The Field Supervisor shall provide the university with: (a) a written evaluation of the Intern's performance at least once each term (typically at end of term). In addition the Field Supervisor is encouraged to consult with the University Internship Coordinator at any time concerning the progress of an Intern.
- The internship should provide experiences in a range of activities including assessment, prevention, direct and indirect intervention, and consultation activities conducted with and for children, adolescents, adult learners, and their families. Additional activities include psychological research, supervision, education, and administrative functions.

The following are recommended guidelines for the distribution of the Intern's time:

- The Intern should spend at least 10% (approximately 120 hours) and no more than 50% (approximately 600 hours) of the time in any one of the primary school psychologist activities: assessment, prevention/intervention, and consultation.
- At least 25% (approximately 300 hours) of the Intern's time must be spent in direct client contact. [Note: This is the UBC Guideline. Specific provinces and state guidelines may require more direct contact hours. For example, the BC College of Psychologists requires at least 30% of the Intern's time be spent in direct client contact]
- A **minimum** of two hours each week must be spent in regularly scheduled formal, face-to-face individual supervision activities with the Intern. (see Supervision section below for details).
- The Intern reports directly to and takes direction from the Field Supervisor with respect to clinical workload.
- The Intern may spend up to 30% (approximately 360 hours) of the total time in secondary professional activities: research, providing supervision, education learning activities, and administration. (See also above)
- Because the internship is a training experience, it should include scheduled learning activities. An average of two hours per week (in addition to two hours of individual supervision) may be spent by the Intern in scheduled learning activities. These may include the following:
 - Case conferences
 - Seminars dealing with professional issues
 - In-service training
 - Observing other agency units in delivery of services
 - Meetings with professionals other than school psychologists (e.g., persons from other disciplines or other agencies)
 - Professional conferences

Internship Agreement

The Internship Coordinator and the student's Research Supervisor/Advisor must approve arrangements for the internship placement, prior to any formal agreement between the student and the site. The Internship Agreement provides the framework for the formal relationship

among the parties to the agreement, the student Intern, the internship agency and the School Psychology Faculty. Following approval of the internship agreement, a more detailed Internship Plan (described below) is developed and approved by the student, Internship Supervisor and University Internship Coordinator. For students doing Pre-doctoral internship through APPIC the APPIC agreement will meet the program needs for agreement. For non APPIC internships agreement includes the following elements:

- Information identifying the relevant individuals who are party to the agreement and their contact information
- A description of the internship setting
- A statement of objectives for the internship in the particular setting
- A statement detailing how the internship adheres to program internship requirements (e.g., hours of contact)
- A statement of intended internship activities
- A statement of the administrative arrangements for the Intern's position in the agency (e.g., status, title, administrative responsibilities, remuneration)
- A statement of the supervision arrangements with the names and qualifications of the supervisors identified
- A statement of the evaluation procedures for the internship

Internship Plan

Goals, Objectives & Evaluation Plan. No later than the end of the first month of the internship placement, the Intern is required to submit to the Internship Coordinator a written Internship Plan developed with and approved by the Field Supervisor. The Internship Plan (available on SCPS program website) should outline the intended internship activities with a description of the experiences, settings and populations likely to be involved. Specific goals, objectives and how the goals and objectives will be evaluated should be included in the Internship Plan. The plan should also describe the supervision arrangements including a plan of who will provide supervision and how it will be scheduled. Any training activities that are anticipated as part of the practicum should also be described. This could include both inservice opportunities or other training in which the student may be a participant and any training the internship student might provide.

Internship Supervision

Internship supervision by the agency is the prime responsibility of the Field Supervisor, who acts as the liaison between the Intern and the University. The internship supervisor is an experienced master practitioner who is either a registered psychologist with the College of Psychologists of BC or a certified school psychologist with the BC Association of School Psychologists. Furthermore, the Field Supervisor should have demonstrated teaching and supervisory skills, and have worked as a psychologist for more than two years and in the present setting for at least one year. Normally, supervision activities occur throughout the week, at a ratio of approximately one hour of supervision for each five hours of direct client contact. At least 2 hour per week of regularly scheduled, face-to-face individual supervision are provided by one or more psychologists. The Field Supervisor may be an employee of the internship agency or an affiliate of the agency who carries major responsibility for cases being supervised. In some unusual circumstances, when a qualified supervising psychologist is not available at the site, some contracting of supervision may be allowed. Any supervisor who is not an employee of the internship agency must be approved by the UBC School Psychology Faculty. ***At all times during the practicum, the Field Supervisor maintains full responsibility for the casework undertaken by the Intern. Although case reports prepared by the Intern will indicate the involvement of the student and their status as a Psychology Intern, the Field Supervisor maintains full responsibility for the case report.*** 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, except as required as conditions of employment.

Interns are required to maintain a detailed log of all internship activities, including contacts, decision-making, and supervision activities. The detailed log is seen as an essential element of supervision and will be submitted to the Internship Coordinator at the conclusion of the Internship. Interns are required to submit a copy of their updated log monthly and provide a brief written reflection/summary of their internship activities to the Internship Coordinator (usually by email). At the conclusion of the internship, students submit to the Internship Coordinator the final detailed log and copies of documents (e.g., case reports, teacher/parent handouts, and intervention plans or other samples of their work) developed during the internship. In order to preserve confidentiality, these should be blinded. A description of log requirements and samples will be provided by the Internship Coordinator. The internship setting may also require the use of an agency-specific log that may or may not meet the requirements of the practicum.

The Internship Coordinator will provide the contact between the University and the internship agency. The Intern, Field Supervisor, and Internship Coordinator normally confer jointly at least three times during the internship: initially to establish the objectives and activities of the practicum, at the midpoint of the internship, and again toward the end of the internship. This may occur by electronic means for distant internship sites. The Internship Coordinator is available to both the Intern and the Field Supervisor for consultation at any time during the practicum.

Intern Evaluation

Field Supervisors are required to provide the University Internship Coordinator with a written evaluation of the Intern's performance on two occasions – a formative evaluation at the midpoint of the internship, and a summative evaluation at the end of the internship. In the event that a student is not making satisfactory progress at any time during the internship, the Field Supervisor should contact the University Internship Coordinator immediately. The university provides a standard School Psychology Internship Evaluation Form to be completed by the Field Supervisor and discussed with the Intern. The Intern is responsible for providing a copy of the evaluation to the University Internship Coordinator. Field Supervisors normally complete an additional, open-ended, evaluation of the Intern's performance and brief description of the activities undertaken in the internship. The latter evaluation typically is accomplished by means of a letter sent to the University Internship Coordinator.

The University Internship Coordinator maintains a file of the contacts with the Field Supervisor and Intern, including a copy of all documents related to the internship, and is responsible for assigning a grade for student performance on the internship. Overall student performance is based on satisfactory attainment of program objectives for professional preparation, and completion of internship objectives including demonstration of competence in clinical and professional practice. 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 Internship Coordinator, and at the internship site for evaluation by representatives of the CPA/APA, the BC College of Psychologists, or UBC if needed.

Intern Evaluation Appeal Process

In the event that a student wishes to appeal a Field Supervisor's evaluation, procedures for appeal should be followed in the internship setting first. The Intern should also inform the University Internship Coordinator of the decision to appeal an evaluation. In the case of disagreement over a grade from the University Internship Coordinator, 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.

Internship and Practicum Timelines

	Application materials	Apply to	Application Date	Prerequisites to begin	Placement	Special Considerations
EPSE 598	<ul style="list-style-type: none"> • Current CV • Practicum hours summary log • 2 practical work samples • Current criminal record check (within 2 years) • Brief statement of goals for Practicum 	Masters Practicum & Internship Coordinator	March 1 st (Apply to program by December 1 st for direct admission to PhD)	<ul style="list-style-type: none"> • Evidence of successful trajectory on EPSE 561f (480 hours) • Program support for application to PhD program 	<ul style="list-style-type: none"> • School-based placement during period September – December • 3-5 days/week for minimum 250 hours 	<ul style="list-style-type: none"> • Written request to move directly to PhD • Apply to SCPS faculty by December 1st • Notification mid to late February • Must complete thesis defence by January 31st of year three
EPSE 589	<ul style="list-style-type: none"> • Current CV • Practicum hours summary log • 2 practical work samples • Current criminal record check (within 2 years) • Brief statement of goals for Internship 	BC School Psychology Internship Program/ Practicum & Internship Coordinator	Internship Program: February 1 st Out of Metro and Alternative placements: Notice by November 15 th	<ul style="list-style-type: none"> • Evidence of successful trajectory on EPSE 561f (480 hours) 	<ul style="list-style-type: none"> • School-based placement during period September – June 4 days/week on site, for minimum 1200 hours for Master's (note 1600 for BCCP) 	<ul style="list-style-type: none"> • Must have thesis proposal defended prior to start of internship • Normal contract for 0.8 FTE in school district or agency. Supervision, Pro-D and internship program meetings on 5th day. • Program goal for June 1st

						placement confirmation.
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	Application materials	Apply to	Application Date	Prerequisites to begin	Placement	Special Considerations
EPSE 687	<ul style="list-style-type: none"> • Current CV • 2 practical work samples • Current criminal record check (within 2 years) 	Doctoral Practicum & Internship Coordinator	<p>Meet with Doctoral Practicum and Internship Coordinator by at least a semester before beginning a placement</p> <p>Enrol in EPSE 687 the first term you begin practicum</p>	<ul style="list-style-type: none"> • Successful supervised clinical practicum preparation • Registered in doctoral program 	<ul style="list-style-type: none"> • Placement in a school or agency for advanced clinical training in an area of special int. • 250 hours minimum at minimum 1-2 days per week over 4-8 mos. 	<ul style="list-style-type: none"> • Look to ensure you have enough school hours across masters and PhD programs. • Look to placements in line with long term goals for internship and work beyond internship.
EPSE 688	<ul style="list-style-type: none"> • No formal application, enrol first and second year and meet with EPSE 688 Course Coordinator • Current criminal record check (within 2 years) 	Meet with EPSE 688 course coordinator	No application. Enrol first and 2nd year	<ul style="list-style-type: none"> • Admission to PhD program 	<ul style="list-style-type: none"> • Consultation with practicum instructors and Practicum & Internship Coordinator • Placement in clinically-intensive masters course 	<ul style="list-style-type: none"> • Note the intensive time commitment: A minimum of 250 hours • Varied requirements during the two years enrolled • Participation in a supervision seminars, and all seminars during registration in 688
EPSE 689	<ul style="list-style-type: none"> • Current CV • Practicum hours summary log • Criminal record check (current) • APPIC application 	<ul style="list-style-type: none"> • APPIC site Applic, 	<ul style="list-style-type: none"> • APPIC ~ November 1st 	<ul style="list-style-type: none"> • Reached Candidacy (note that many APPIC sites want you to have reached candidacy to apply not begin) 	<ul style="list-style-type: none"> • School- or agency based placement 4 -5 days/week on site, for minimum 1600 hr • Internship Agreement before start not APPIC site • Internship Plan end of first month if not at an APPIC site 	<ul style="list-style-type: none"> • Must reach candidacy to apply for internship.

The Psychoeducational Research and Training Centre

Overview

The Psychoeducational Research and Training Centre (PRTC) is a university-based setting for research and clinical training within the Faculty of Education. The PRTC supports graduate training in psychoeducational assessment and counselling, maintains an up-to-date Test Library of assessment instruments and related resource materials, provides service and leadership in the profession and community, and facilitates research in education. The PRTC is a key component of the clinical and research training for students in the UBC School Psychology program. A brief overview of the PRTC is provided below.

PRTC Test Library & Hotline (Including referrals for School Age and Adult Services)
(604) 822-1364 prtc.testlibrary@ubc.ca prtc.educ.ubc.ca

Facilities and Services

Research & Training Facilities. The PRTC houses rooms equipped with video and audio equipment for research and training in counselling, school psychology and related disciplines. The rooms can be reserved for clinical training activities, coursework or research by approved UBC faculty and students, and can be monitored from two different seminar rooms for supervisory and teaching purposes. A larger conference room, complete with one-way mirrors, a separate viewing gallery and a remote controlled video camera can also be reserved.

PRTC Hotline. The PRTC Hotline is a unique support service available to UBC faculty and school professionals. The PRTC staff respond to requests for information on tests and assessment procedures, provide links to research and professional literature, and offers some limited consultation on psychoeducational assessment and intervention.

Research in the Schools. To facilitate research in education, the PRTC encourages the development of research partnerships with schools and professionals in the field to work together on studies of mutual interest. Our hope is to provide a Centre in which faculty and graduate students in education can work collaboratively with district and school staff and professionals in the field to develop, collect, analyze and/or disseminate research in education.

Psychoeducational Assessments. As part of the graduate training program in School Psychology, psychoeducational assessments are conducted through the PRTC each year for children and youth who are experiencing difficulties in school. These assessments are completed by graduate students under the supervision of faculty members, and are primarily aimed at evaluating the nature of children's learning problems through standardized, formal and informal assessments. Parents receive a full assessment report and participate in a case conference to review the results of the assessment and their educational implications. Case conferences with school personnel can also be arranged. A fee is charged for such services. More limited educational screening and assessments may also be available through ongoing research projects.

PRTC Adult Assessment, Child and Youth Assessment, and Neuropsychological Assessment Clinics. In addition to assessment services offered as part of course practica, the PRTC Assessment Clinics offer psychoeducational assessments and/or consultation for children, youth and adult students (including post-secondary) who have questions about their cognitive, academic, social-emotional, or behavioural strengths and weaknesses in order to provide diagnoses and/or to develop strategies to meet their individual learning needs. Young clients are referred by their parents, community agencies, or practitioners in schools and

agencies; while many adult clients (post-secondary students) are referred either by themselves or on the recommendation of a secondary school or post-secondary institution. Clinicians are interns, senior graduate students, current doctoral students, or recent graduates from the UBC school psychology training program. Interns commonly fulfil this rotation during the summer months. Waiting lists are minimal and the assessment process is expected to be completed within about two weeks following completion of the testing process. A fee is charged for these services. PRTC Institutes & Workshops. The PRTC periodically sponsors research institutes and extended workshops, often in collaboration with community partners.

Self-Study Workshops. The PRTC sponsors a series of self-study workshops as a forum for practicing professionals, university faculty, and graduate students to meet to consider psychoeducational issues. These half-day workshops, take the form of a moderated discussion of a topic (e.g., Learning Disabilities, Fetal Alcohol Syndrome and Effects, and Bully-Victim problems). There is normally a small fee for these workshops, including the cost of a light lunch, and advance registration is required.

Test Library. The PRTC maintains an up-to-date test library of standardized tests, assessment instruments, reference materials and other resources. A complete inventory of PRTC Test Library holdings is available at the PRTC website. Use of the PRTC Test Library is restricted to qualified UBC faculty and students, but professionals can make arrangements to review materials at the Centre. The PRTC staff can also assist faculty and student researchers in identifying publishers and obtaining relevant forms and addresses for the purchase of assessment instruments for research purposes.

The BC School Psychology Internship Program

The **BC School Psychology Internship Program** was initially developed, and members solicited, through a single coordinating site in the Psychoeducational Research & Training Centre in the Faculty of Education at the University of British Columbia. The Consortium was developed in conjunction with the UBC school psychology training program with the purpose of identifying placement sites for interns, at both master's and doctoral levels, and ensuring common standards for practice and outcome competencies within the internship experience. In effect, a form of internship program has existed since 2008 with ongoing growth and development leading to the recognition of two distinct internship training programs: one master's and the other pre-doctoral.

The Psychoeducational Research & Training Centre, as the coordinating agency, establishes a cooperative relationship with and among all Consortium agencies and assumes responsibility for coordinating the development of policies and procedures, including agreements with participating agencies, and coordination of intern recruitment and placement.

The Training Program model is based on a developmental process that supports interns in navigating the critical continuum from knowledgeable student to competent, autonomous practitioner. We facilitate this transition drawing on our core commitments to:

- a variety of placements in schools and agencies,
- guided activities to meet expectations across a comprehensive range of competencies,
- supervision by highly qualified and experienced professional psychologists,
- a 10-month program to provide advanced skills training in areas relevant to the broad practice of school psychology, and
- participation in monthly group supervision sessions.

We recognize the interrelatedness of all participants including site administrators, supervisors, interns, and university training program faculty members. Our integrated model supports the vision of school psychology as a team/community-oriented profession with a focus on serving children, youth, and adults with diverse needs in multiple settings.

The Internship Training Program commits to placing master's interns from the host academic training program at UBC. Most interns seek placements in the Metro Vancouver area or on Vancouver Island. Interns who may wish to serve their internship in other jurisdictions (e.g., Ontario) are supported in this request and contact is maintained with the affiliated school district or agency throughout the internship year. Interns typically maintain involvement in the advanced skills training activities in person (for those in the lower mainland) and via electronic means when direct access is not feasible.

For each intern, every effort is made to individualize training opportunities to suit the particular interests and needs of the intern, and to provide supervision to support effective service delivery and increasing professional autonomy. Each intern is involved in the development of an internship plan to reflect their individualized path to meeting the goals, objectives, and activities required by the Training Program over the course of the internship year. For additional information on the Internship Consortium including the most current Internship Consortium Handbook visit the SCPS website.

Ph.D. Comprehensive Examinations in SCPS

Purpose

The doctoral comprehensive examination in school psychology is designed to meet three objectives. These objectives are consistent with the School Psychology program philosophy that focuses on the development of doctoral students within a scientist-practitioner framework.

- **Demonstration of a *breadth* of knowledge in School Psychology.** The comprehensive examination allows students to integrate knowledge in school psychology from their coursework and practicum experiences as well as their own independent readings and experiences.
- **Demonstration of *depth* of knowledge in School Psychology.** The comprehensive examination assists students in the synthesis and critical evaluation of knowledge in school psychology. Students are required to apply knowledge to real and hypothetical situations and synthesize, analyze, and critically evaluate material from coursework, research literature and experiences in school psychology and related domains.
- **Evaluation of competencies in core areas of School Psychology.** The comprehensive examination provides the school psychology area faculty with a cumulative evaluation of each doctoral student. Successful completion of the comprehensive examination provides a demonstration that professional competencies in core areas of school psychology have been attained, consistent with study and learning at the doctoral level.

Components of The Comprehensive Examination

A. Overview of the Comprehensive Examination

The comprehensive examination in School Psychology consists of preparation for the examination, a written proposal, written presentation (Literature Review Paper and Psycho-educational Case Report) and a final oral examination of the written presentation documents. Details of these components are provided below. It is expected that the case study will be completed in no more than a six-month period at or near the end of the student's formal program course work. Successful completion of the comprehensive examination and oral defence of the dissertation research proposal are the final requirements for admission to candidacy.

B. Expectations & Primary Components of the Comprehensive Examination

- **Overview.** The student will complete a *psycho-educational case* selected in consultation with the student's comprehensive examination committee (described below). The written presentation of the case will consist of two major components: 1) Literature Review Paper and 2) Psycho-educational Case Report. Students may elect to conduct an assessment focused or an intervention focused case. Details of these components are described below.
- **Literature Review Paper.** The literature review paper emphasizes links between relevant research and selected aspects of the case conducted. The particular focus of the case depends on the nature of the referral problem described, but students are free to choose whether the primary emphasis of the literature review component of the comprehensive examination is on intervention or assessment issues relevant to the case. The Literature Review Paper should be a focused critical review paper. Students are encouraged to identify one aspect of the case and develop a paper around the topic in consultation with the examination committee. The student will be asked questions about the paper at the final oral examination including aspects of the Literature Review Paper that may have informed conceptualization and assessment and intervention procedures for their case.
- **Options for the Case Report.**
 - **Assessment Focused Case.** If this option is selected the student will conduct a psycho-educational assessment of an individual referred for assessment due to cognitive, academic, social, emotional, and/or behavioural concerns. The student will conduct the assessment and prepare a concise psycho-educational assessment report including typical sections of a complete psycho-educational assessment report (e.g., referral and background information, description of assessment procedures, results obtained, eligibility and/or diagnosis, and implications for intervention). Specific assessment measures and procedures will vary from case to case and may include standardized norm-referenced measures (e.g. achievement, cognitive, social, emotional, behavioural), informal assessment measures, curriculum-based measures, direct observations, rating scales, interviews, and other measures or procedures relevant to the case. Thus, a variety of techniques may be used, yet the specific measures and procedures should be relevant to the nature of referral questions and focus of the case. The student should also demonstrate their ability to apply B.C. Ministry of Education Special Education Services eligibility and diagnostic procedures¹ as appropriate. Within approximately two weeks of the completion of the written case report the student will present the case at the final oral examination with the examination committee

¹ This will typically involve using the most current edition of the DSM

for further discussion of the assessment, including the assessment process, case report, and decisions made. The goal is for students to move beyond the typical assessment to demonstrate their ability to analyze, interpret, and critically evaluate their work with a single client in light of and with links to the review of relevant theory, research, and practice.

- ***Intervention Focused Case.*** If this option is selected the student will conduct a psycho-educational intervention of an individual or small group demonstrating cognitive, academic, social, emotional, and/or behavioural concerns. The student will conduct the intervention and prepare a concise psycho-educational intervention report including typical sections of a complete psycho-educational intervention report (e.g., referral and background information, description of assessment and intervention procedures, results obtained, and recommendations/implications for future interventions). Specific intervention procedures will vary from case to case. The report should include a detailed description of intervention procedures, a rationale for the intervention/consultation strategies attempted/recommended, and a brief presentation of evidence of the strategies' effectiveness, based on the more comprehensive Literature Review Paper analysis and critical evaluation of relevant research, theory, and practice in the area. The assessment measures in an intervention-focused case should provide information directly relevant to intervention. Effectiveness should be clearly documented using an appropriate evaluation design (e.g., single case study design) with pre-post measurement and/or formative assessment of key outcome variables.

Preparing for the Comprehensive Examination

A. Identifying an Examination Chair and Clinical Supervisor for the Comprehensive Examination.

One member of the core school psychology faculty will serve as chair of the examination committee. The examination chair is typically the advisor or research supervisor of the student. Most often, the examination chair also serves as the clinical supervisor for the exam. If, given the focus of the exam and case the advisor/research supervisor is not the best person to provide clinical supervision for the exam, the examination chair and advisor/research supervisor will work with the student to identify an appropriate clinical supervisor for the exam.

B. Comprehensive Examination Committee

The comprehensive examination committee will consist of three faculty members, selected by the student in consultation with the comprehensive examination chair of the committee, at least two of whom are members of the School Psychology faculty. As indicated above the chair must be a core member of the School Psychology program faculty, and at least one committee member must serve as the clinical supervisor for the exam. An additional committee member from the field who is approved by the two School Psychology faculty members on the committee may also be included as a fourth committee member.

C. Identifying a Case.

The student, working closely with their comprehensive examination chair and clinical supervisor, will explore options for locating a case. There are a number of possibilities for identifying a case that include, but are not limited to: 1) a case from their specialty placement, 2) a referral to the Psycho-educational Research and Training Centre (PRTC), or 3) a referral from other sources such as a faculty member or a school district.

Given the timing of the comprehensive examination and the doctoral specialty practicum, students are encouraged to explore options for a case while on practicum or have discussed with their advisor early in the process. While either the student or the examination chair and clinical supervisor (or another faculty member) may identify the case, the exam chair and/or clinical supervisor should have some initial contact with the client's legal guardian to review the expectations for the exam and case. This will include a discussion of the persons involved with the case, duration of the experience, fees, issues of confidentiality, supervision, etc. before the student begins the formal intake process for the case. This discussion will contribute to the parent/guardian having "informed" consent for the student's work with the identified client. If the clinical supervisor for the case is not a member of the core SCPS faculty they should meet early in the process with the doctoral student and the examination chair to clarify the process and roles.

D. Preparatory Meetings.

The student should meet with their comprehensive exam chair **early** in the process to help identify a case and select the examination committee. Based on those discussions there may be a need for informal discussions in person or via email with members of the committee to help focus the examination proposal. This portion of the process will vary with the needs of the case, the graduate student, the supervisor, and committee. Students will also typically meet, at least briefly, with the client/guardian (or other relevant participants in the process) of the case to help identify and better clarify the reason for referral in the case of an assessment or target area in the case of an intervention. When a delay is anticipated between the time of referral and the proposal meeting, the student, with the approval of the exam chair and clinical supervisor, may initiate the formal assessment and/or intervention process prior to the proposal meeting. The student should not get too deep into the work on the case until the proposal meeting is held and the proposal is approved by the committee.

E. Potential Case Study Focus and Literature Review Topics.

A list of recent case foci and literature review topics are listed on the UBC school psychology website: <http://ecps.educ.ubc.ca/school-psychology/scps-forms-documents/>.

Comprehensive Examination Proposal

A. Components of the Proposal.

The expected focus of the case should be clearly described in a brief written proposal to the student's comprehensive examination committee. The student will work closely with the exam chair and clinical supervisor to prepare a written proposal, and the exam chair will review the proposal for approval prior to sending it to the committee. The proposal will have two main sections: 1) Proposed Review of Literature focus and 2) Case focus. It is anticipated that the length of the exam proposal will be approximately 4 to 6 pages total and will be distributed to the committee approximately 2 weeks before the Proposal Meeting. Note that while some preliminary work with the client may occur before the proposal meeting such as a parent intake or initial meeting with the student, with consultation with the supervisor to better understand how to frame the proposal, the graduate student should not begin significant assessment or intervention work on the case until after the committee has met and reviewed the proposal.

- **Proposed Literature Review.** It is recognized that it may be difficult to determine the specific focus of the literature review until the graduate student is more involved in the case. However, students are encouraged to reflect on their case in its early phases and identify a relevant area of focus for the paper. It is anticipated that the paper will

ideally enhance some aspect of the case but also provide direction for future practice and research.

- **Proposed Case.** In their proposal for the case component the student will provide an overview of the reason for referral, case progress and information collected by the time of the proposal meeting, proposed assessment and/or intervention procedures with brief rationale, and potential follow up procedures.

B. Proposal Meeting.

The student will distribute the proposal to exam committee members approximately 2 weeks in advance of the meeting. The committee will meet with the student for approximately one hour to discuss the proposal and approve the proposed plan for the Review of Literature and Case. Once approved the exam chair will complete the Comprehensive Examination Proposal Approval Form (see SCPS website at <http://ecps.educ.ubc.ca/school-psychology/scps-forms-documents/>) with signatures of all members of the committee and the student. The Comprehensive Examination Approval Form will be placed in the student's file with the SCPS Graduate Secretary. The Approval Form will serve as a record of the approval to move forward with the review paper and case and specify conditions (if any). If there is a need for any significant changes while the student is conducting the case or completing the Review of the Literature, the student should discuss the changes with their exam chair to develop a revised plan and seek approval from the exam committee. Amendments or changes may be done in a meeting or more informally via email discussions with the exam committee following a plan and timeline agreed upon by all members of the exam committee (including the student). Following approval of the proposal by the committee, the student will complete the Case and Review of the Literature over a period of approximately 6 months. Note that the case and the paper go together. There is one proposal meeting that addresses both components of the comprehensive examination.

The final comprehensive examination document will include the Review of Literature and references, and the Case Report. It is expected that the Review of Literature document will follow APA style guidelines. The Case Report will follow a format consistent with previous training and supported by the supervisory committee.

Conducting the Case

A. Supervision

As graduate students in psychology, students are expected to follow appropriate legal and ethical guidelines in completing their Case. ***Students are expected to have regular (at minimum bi-weekly) on-going, face-to-face supervision with their clinical supervisor for the duration of the case.*** If the clinical supervisor is different from the chair of the examination committee the chair of the committee should also be given regular updates as they move forward with the case. Because this is a comprehensive examination the primary objective of the supervision meetings is to keep the supervisor informed and up to date on the case. The student at this level should expect to conduct the case with minimal direct supervision and direction from the exam chair and clinical supervisor; however, ethics of the profession dictate that the clinical supervisor maintains responsibility for the case and actions of the student and may take a more direct role in supervision and provision of services when deemed necessary. As such the clinical supervisor must have regular supervision meetings as highlighted above. Additionally, ethics of the profession may require the clinical supervisor to have at least some direct, face-to-face contact with the client during the course of the case. Students must maintain detailed case notes and

logs for supervision. These logs and case notes should be available to the exam committee at the time of the final oral exam, following proper legal and ethical procedure to ensure client confidentiality of notes.

In some situations it may be necessary to appoint a field-based clinical supervisor outside of the university to provide clinical supervision the case. When this occurs that person is typically invited to serve on the exam committee. Any outside clinical supervisor should be a registered psychologist. It is the responsibility of the examination chair to communicate the nature of supervision and their level involvement in the case with the field-based clinical supervisor.

B. Graduate Student Registration with the PRTC

If the graduate student needs to access materials, purchase protocols, book testing rooms, they must be registered with the PRTC the term they are doing the case. Once a Case Opening Form is filed with the PRTC secretary, an account for protocols can be set up by the PRTC staff. The completed Consent Form should be included in the PRTC file as soon as it is available.

C. Costs

The PRTC charges \$650 for assessment cases run through PRTC. If the case is not run through the PRTC other arrangements for costs must be arranged. This should be discussed with the examination chair and as needed with the clinical supervisor.

D. Sharing Results with the Client

The exam chair and clinical supervisor, in collaboration with the student, will determine when it is appropriate to discuss results and release the Case Report to the client. Results are often not shared with the client/guardian/relevant parties until the case is completed and reviewed by the examination committee. However, in situations where there is a pressing need to share results, the student may, with the approval of the exam chair and clinical supervisor, release results prior to the formal Oral Examination. The written case report is reviewed by the examination committee and discussed at the oral examination. Revisions to the Case Report may be required. After the Case Report is approved by the supervisor(s), a written copy of the report may be distributed to the client. This may involve an additional meeting with the client (in the case of a child). The client/guardian may also request the results be shared at a meeting with the school or other agencies. No written copy of the Case Report should be distributed until it is approved and signed by the case clinical supervisor (and other committee members, if applicable) and approved by the examination chair.

The oral examination is not intended to delay the distribution of the Case Report beyond typical case timelines; when there is a significant delay between the completion of case activities and the oral examination, the exam chair and clinical supervisor may approve the distribution of the Case Report prior to the formal exam. In this scenario, the student and exam chair are encouraged to informally consult the examination committee prior to distributing the Case Report.

Preparing the Review of the Literature Paper

The Review of Literature Paper emphasizes links between relevant research and selected aspects of the case conducted. As highlighted above the particular focus of the Review of the Literature depends on the nature of the referral problem described. Students are free to choose whether the primary emphasis of the Review of Literature component of the

comprehensive examination is on intervention or assessment issues relevant to the case. The Review of Literature Paper should be a focused critical review of the literature. There are different types of literature reviews and students are encouraged to discuss an appropriate type of literature for their paper with the comprehensive examination committee. Students should identify one aspect of their Case and develop a paper around the topic in consultation with their examination chair and committee. For samples and suggestions of what to include in such a paper and how to organize the review, students are encouraged to look at review papers in journals such as *Psychological Bulletin* or *Review of Education Research* for ideas on format and typical length. While the length of the paper will vary with the topic, students are encouraged to keep their reviews focused and concise with a typical Review of the Literature paper between 25 and 30 double-spaced pages including references. The paper should be written consistent with the current *American Psychological Association Publication/Style Manual*, including attention to guidelines for self-plagiarism (e.g., “the core of the new document must constitute an original contribution to knowledge,” p. 16). The Review of Literature should be novel and not substantially overlap with prior course assignments or student theses.

Final Oral Evaluation of the Comprehensive Examination

A. Overview.

The comprehensive examination chair will schedule a date for the final oral examination for the comprehensive examination with the student and members of the examination committee. This meeting will typically occur within two weeks following submission of the Case Report and the Review of the Literature. The final oral examination for the comprehensive examination is scheduled for two hours and typically begins with a brief presentation of the Case by the doctoral student. The examination committee then has an opportunity to ask questions and engage the student in a discussion of the written Case Report as well as the oral presentation and defence by the student and the Review of the Literature paper. Following the oral examination the student will be asked to leave the room while the examination committee meets in camera to render a pass/fail decision regarding the comprehensive examination, based on the criteria stated below. The student is then invited back into the room and examination committee provides feedback to the student including the results of their decision.

B. Evaluation

Each member of the examination committee will evaluate the exam as either pass or fail, on the basis of the following criteria, as appropriate for a given case:

- Demonstration of in-depth understanding of the chosen area(s) of focus and related knowledge and skills
- Evidence of knowledge of and competence in ethical and legal bases of professional practice
- Demonstration of knowledge and competence in skills relevant to the area under study
- Demonstration of the ability to identify and critically analyze literatures to address a significant question or issue within School Psychology
- Demonstration of ability to link and integrate theory/research and application/practice
- Evidence of the ability to utilize multiple frameworks to understand the origins and development problems and their resolution in individuals and systems
- Evidence of ability to consider multiple points of view both in the study of problems and the presentation of results

- Demonstration of high standards of written communication, with clear and concise written presentation utilizing APA style where relevant as well as clear and concise oral presentation.

For the comprehensive examination to be deemed a “pass”, at least two of the three committee members must support a decision of competency, based on the criteria identified above (in the case of a four member committee at least 3 of the 4 must support a decision of “pass”). In the event that the comprehensive examination is not deemed a “pass”, the examination committee will recommend a supplementary procedure and establish a time line for completion. The committee may recommend *revisions* to the document, with or without re-examination, or the committee may recommend *further inquiry* on the part of the student, with preparation of a revised document (re-write), normally with a written and oral re-examination. A re-examination will normally follow the same procedures as the initial comprehensive examination, but may be abbreviated with consensus agreement of the student and members of the examination committee. Only one re-write is permitted.

If the student’s revision/further inquiry are not acceptable (using the criteria highlighted above) the result will be a “fail” grade for the comprehensive examination. Since successful completion of the comprehensive examination is a program requirement, students who are assigned a “fail” grade on the comprehensive examination will be required to withdraw from the program. Appeals of examination results should follow the appeal procedure identified in the university calendar as “Senate Appeals on Academic Standing”.

Final Documentation

Upon successful completion of the comprehensive examination the examination chair completes the Comprehensive Examination Completion Form and all members of the examination committee sign the form. A copy of the Examination Completion Form along with the Review of the Literature Paper should be placed in the doctoral students file with the SCPS Graduate Secretary. A final copy of the signed report, as well as consent and release forms (if applicable) should be placed on file within the PRTC (unless other arrangements have been made in the case of a client not seem as a part of the PRTC and a report not on PRTC letterhead) and a copy is provided to the client/guardian. The doctoral student and the examination chair should also keep copies of the completed Case report and Review of the Literature paper.

Ph.D. Dissertation and M.A. Thesis Research

Ph.D. Dissertation

Selecting a Dissertation or Research Supervisor. As early as possible in their program of study, students should identify a faculty member from the department who is willing to act as their Research Supervisor and work with them to develop the dissertation proposal. The Research Supervisor need not be the student's Program Advisor. However for students in SCPS if a Research Supervisor from outside the core SCPS faculty is selected, the student must identify a Program Advisor from the core SCPS faculty. Students are encouraged to review the information [Choosing a Supervisor](https://www.grad.ubc.ca/prospective-students/application-admission/finding-supervisor) on Graduate and Postdoctoral Studies website: <https://www.grad.ubc.ca/prospective-students/application-admission/finding-supervisor>

The Research Supervisor will oversee the development and completion of the Dissertation. The Research Supervisor must be a member of the Department, normally one affiliated with the student's area of specialization, with relevant substantive knowledge in the student's area of study. Frequently, the Program Advisor can serve as the Dissertation Supervisor.

It is the responsibility of the student to approach relevant faculty members and discuss the possibility of service as Research Supervisor. Once a faculty member has agreed to serve as the student's Research Supervisor, this agreement must be verified by Identification of the Research Supervisor on the student's Program of Graduate Studies (PGS). It is important that the student identifies and consults with his/her Research Supervisor when he/she is prepared to begin to work on the dissertation, but prior to the development of a Dissertation Proposal.

Selecting a Research Committee.

In consultation with the Research Supervisor, the student must also specify a Research Committee. This should be done as early as possible in the student's program. Each student's Research Committee consists of a minimum of three faculty members, including at least one member of the SCPS Area faculty.

One of the members of the Research Committee is the student's Dissertation Supervisor, who accepts primary responsibility for overseeing the Dissertation. The second and third members of the Research Committee are faculty members with knowledge and expertise within the student's chosen area of study that can provide advice and assistance throughout the conduct of the dissertation. Additional individuals can be appointed to the committee in special circumstances.

The Dissertation Supervisor typically serves as Chair of the student's Research Committee, but the Chair must be a member of the Department, and should be an individual with research and/or relevant substantive knowledge in the student's program and dissertation area. This is an important part of the basis for successful completion of the degree, and neither students nor faculty should minimize its importance. Other members of the Research Committee should be selected to supplement the expertise and experience of the Research Supervisor. Although a full-time, senior member of faculty must chair each supervisory committee, the committee may include individuals who are not full-time faculty members. In particular, professors emeriti, honorary faculty, adjunct faculty and off-campus professionals who are academically qualified to advise graduate students may be members of the committee if approved by the Dean of Graduate and Postdoctoral Studies.

The student must notify the Department Graduate Office, of the Research Committee

membership and specify committee members on the PGS. If changes in committee membership occur after the initial supervisory committee is formed, the Department Graduate Office should be notified and the PGS should be amended. This is usually accomplished through a memo to the Director of Graduate Programs from the Research Supervisor.

Much of the work of the Research Committee is typically accomplished by means of informal meetings between the candidate and members of his/her Research Committee. Other meetings or working sessions of the Research Committee may, of course, be held at the discretion of those involved.

Dissertation Proposal Meeting. The Dissertation Proposal is viewed as a "Letter of Agreement" between the student and his/her Research Committee. As such, it is to be a written document containing a clear statement of the intended Dissertation topic, justification of the intended topic by reference to and critical evaluation of related research and theory, and careful description of the procedures intended for use in the exposition of the Dissertation project. Often, students choose to develop a proposal that will serve, with very little modification, as the initial three chapters of their Dissertation, but this is not a formal requirement. The format of presentation of the proposal will vary, depending on the problem, the student's style, and the character of the Research Committee, although proposals should follow APA (American Psychological Association) style.

A completed Dissertation Proposal should be submitted to the student's Dissertation Committee at least 3 weeks prior to the Proposal Hearing (Meeting). The proposal is then formally presented and defended at a meeting of the Research Committee to which others may be invited if the student and his/her Committee deem it desirable. The student defends his/her selection of a problem and his/her intended procedures for evaluating this problem empirically. The Proposal Hearing is as important as the ultimate defence of the Dissertation itself. Collecting the Dissertation data, or otherwise proceeding with subsequent steps in the production of a Dissertation, is contingent upon the acceptance of the Dissertation Proposal by the Research Committee. Thus, students must not proceed with their proposed research project until after their Dissertation Proposal has been successfully defended and approved.

Typically, all other degree requirements (including comprehensive examinations) must be completed prior to the Proposal Hearing. However, in some situations, depending on the nature of the proposed research the Proposal Hearing may occur earlier in the student's program.

Upon successful defence of the Dissertation Proposal, the Dissertation Proposal Completion Form (available on SCPS program website) must be completed and signed by all member of the supervisory committee signifying that all parties concerned have agreed to the terms of reference for the Dissertation as outlined in the Dissertation Proposal. It is acknowledged here that changes (especially in the 'Procedures' aspect) often are introduced during the operational phases and thus the proposal is not binding in any strict sense. Signatures of the student and the Research Committee members, however, do indicate that all parties have agreed in good faith to the problem and the general procedures described in the Dissertation Proposal. Any subsequent changes are to be negotiated as the need arises between the student and the Research Committee. A copy of the Dissertation Proposal Completion Form is to be filed by the student in the student's file in the Department Graduate Office following a successful Dissertation Proposal Hearing.

Intervening work may be, and often is accomplished by means of informal meetings between the student and members of his/her Research Committee. Other meetings--work sessions--of the Research Committee may, of course, be held at the discretion of those involved.

It is a requirement of the SCPS Program that a Departmental Examination be conducted prior to the submission of the dissertation document to Graduate and Postdoctoral Study for external review. The purpose of the examination is to ensure that the candidate and the dissertation document are ready to move forward for final oral examination. Members of the examination committee will include the supervisor and at least one member of the supervisory committee (ideally two). In addition, a Departmental Examiner must be appointed. This person, a member of the ECPS department faculty, must not be, or have been a member of the supervisory committee, nor connected with the supervision of the thesis. They should not have been associated with the Candidate, except for typical contact in courses or other non-dissertation activities within the department. The student should follow the presentation procedures outlined for the Final Oral Exam (described below) for the Department Examination.

It is the responsibility of the graduate student to make sure all members of the examination committee have a copy of the dissertation document at least three weeks in advance of the Departmental Examination. The Departmental Examination is open to all members of the University. Notice of the examination will be posted on the ECPS Department website by the Dissertation Supervisor announcing the title of the dissertation, date and place of the examination, and members of the supervisory and examination committees along with an abstract of the dissertation. It is the responsibility of the Dissertation Supervisor that this information be shared with the department staff for posting at least two weeks in advance of the Departmental Examination.

At the end of the examination, the candidate and guests will be asked to leave the room while the members of the examination committee determine if the candidate and the dissertation are ready to proceed to the Final Oral Exam. The examination committee will provide feedback to the student to help them prepare their document and presentation for the final oral examination. In some circumstances the candidate may be asked to do another departmental examination before proceeding to Final Oral Examination.

Preparation of the Dissertation Document for Final Oral Exam.

Timelines. Preparing for the final oral examination requires careful monitoring of timelines by both the doctoral candidate and the research supervisor. The doctoral candidate should become familiar with the specific deadlines each year posted on the Graduate and Postdoctoral Studies website. grad.ubc.ca/current-students/final-doctoral-exam/doctoral-deadlines

The following are highlights of the timelines in planning for the final doctoral Oral Examination.

- 3 months before submission of the dissertation to the office of Graduate and Postdoctoral Studies for External Examination, the Research Supervisor and Department Graduate Advisor must submit the Appointment of External Examiner form to Graduate and Postdoctoral Studies.
- Once the departmental examination is successfully completed, the research supervisor should notify the Department Graduate Secretary
- Minimum 6 weeks before the Oral Exam the Dissertation and Departmental Memo is submitted to the Graduate and Postdoctoral Studies for submission to the External Examiner. Note that 6 weeks is the earliest that the final oral exam can be scheduled after the thesis has been transmitted to the external examiner by the Graduate and Postdoctoral Studies.

- During the 2 to 3 weeks after submission of the dissertation (or earlier), the research supervisor confirms 2 University Examiners and their availability, copies of dissertation are distributed to the Examining Committee, and student completes the Programme template and sends to supervisor for approval
- Minimum of 4 weeks before Oral Exam the student/research supervisor book date and time of Oral Exam with Graduate and Postdoctoral Studies, submit Examination Programme and submit the Approval of University Examiners form to Graduate and Postdoctoral Studies.
- One week prior to the exam date the Research Supervisor and Examining Committee receive the External Examiners Report and exam Programme from Graduate and Postdoctoral Studies and student prepares the Doctoral Dissertation Approval form for the Examining Committee Signatures.

NOTE: Different deadlines may apply for peak periods. Please see guidelines put out by Graduate and Postdoctoral Studies for deadlines to meeting Graduation each year.

The Examination Committee. Consists of: 1) External Examiner(s), usually not physically present; 2) The Chair, who will be the Dean of Graduate and Postdoctoral Studies or his/her nominee and who is a full voting member of the committee; 3) A minimum of 2 to a maximum of 4 members from the Candidate's Supervisory Committee (typically including the Research Supervisor(s) and at least one member who is neither a Supervisor nor a Co-supervisor); 4) University Examiners (one from the Candidate's home department, and one from outside the department): At the discretion of the Dean, members may be added to the proposed committee.

A Quorum for the Oral Examination consists of: 1) Chair of the Committee; 2) 2 University Examiners; 3) 2 Supervisory Committee Members. The Research Supervisor is responsible for ensuring that a quorum will be present at the Oral Exam. An Oral Exam may not proceed if a quorum is not present, unless approved by the Dean of Graduate and Postdoctoral Studies. Please notify Graduate and Postdoctoral Studies immediately of any difficulties obtaining a quorum.

Proposing an External Examiner. Three months before the completion of the thesis, the Research Supervisor and the Department Head should submit the standard form *Appointment of External Examiner for Doctoral Dissertation* (available on the G+PS website) to the Graduate and Postdoctoral Studies office. Signatures of both the Research Supervisor and the Department Head or Graduate Advisor are required on the form (note that two different signatures are required). The Candidate must not be told the name or location of the External Examiner(s) until after the dissertation has been submitted to Graduate and Postdoctoral Studies.

Qualifications of an External Examiner. It is the Department's responsibility to recommend experienced and well-qualified experts who are not associated or affiliated with UBC as External Examiners. External Examiners should have established reputations in the area of the dissertation research and should be able to judge whether a dissertation is acceptable at a university comparable to UBC. External Examiners should be of Associate or Full Professor rank if they are at a university, or be of comparable stature if they are not at a university. They should typically not have been used as External Examiner(s) by the Department for a period of at least 5 years.

Arm's Length Requirements for External Examiner. The Research Supervisor, the Department Head and the Candidate must not make personal contact with the External Examiner(s). All communications with the External Examiner(s) should be conducted through Graduate and Postdoctoral Studies until after the Oral Exam. Any contact initiated by the External Examiner(s) must be redirected to the Dean of Graduate and Postdoctoral Studies.

External Examiner's Attendance at the Oral Examination. The External Examiner's attendance is always welcomed. In some cases, attendance may be required by the Dean of Graduate and Postdoctoral Studies. Due to budget reductions, however, Graduate and Postdoctoral Studies will provide financial aid to only in special cases where there are new programs or unusual circumstances requiring extra input and attention. In these cases, the contribution of the Faculty will typically be 50% of the travel cost, up to a maximum of \$250.

Proposing the University Examiners. Upon completion of the dissertation, the Research Supervisor and/or the Department Head should consult appropriate UBC faculty members to nominate them as University Examiners. The University Examiners must be contacted directly by the Research Supervisor or Department Head. Their consent to serve should have been obtained and their availability to attend the final Oral Exam at the time scheduled by the supervisor should have been determined prior to submitting this form and the Examination Program. Once the University Examiners are agreed upon, the Approval of University Examiners for Doctoral Dissertation form should be submitted at least 4 weeks prior to the Oral Exam.

Qualifications of the University Examiners. The Department is responsible for recommending well-qualified, objective examiners. At least one Examiner should typically be from the Candidate's Department while at least one must be from another department, i.e., has no appointment or other affiliation with the Candidate's or Supervisor's Department or School. The departmental University Examiner(s) should be familiar with the discipline, while the non-departmental University Examiner(s) should preferably be expert in a field closely related to the dissertation research. For Faculties not divided into formal departments, one University Examiner should be from the Faculty in which the thesis is written, and one must be from outside that Faculty. All University Examiners should be of either Full or Associate Professor rank and a member of a department that offers doctoral degrees.

Arm's Length Requirements for University Examiners. The proposed University Examiners must not be, or have been, members of the Supervisory Committee, nor connected with the supervision of the thesis. They should not have been associated with the Candidate, except for normal contact in courses or other non-dissertation activities within the university. They must also not be related to the Supervisor, and, except in special circumstances which are fully justified in writing, should not be close collaborators with the Supervisor(s).

If a recommended University Examiner does not meet these requirements, a special written request, including a detailed justification, must be sent to the Dean of Graduate and Postdoctoral Studies by the Department Head or Graduate Advisor for approval at least one week prior to submitting the Examination Program information.

Submitting the Dissertation Prior to Final Oral Examination. To be submitted to the office of Graduate and Postdoctoral Studies:

- 2 copies of the dissertation
- Memo from Department Head (details below)

- UBC Account Number to be charged for courier expenses

With the submission of the dissertation to Graduate and Postdoctoral Studies, the Department Head must confirm by memo that the dissertation has been read and checked by the Supervisory Committee to ensure that it is ready for transmittal to the External Examiner(s), that all departmental requirements for the degree have been met and that the Candidate is currently registered. Note that a dissertation will not be transmitted to the External Examiner(s) without this written confirmation. A UBC account number for the courier charges is required.

Distributing the Dissertation to the Examination Committee. It is the responsibility of the Research Supervisor to see that all other members of the Final Oral Examination Committee receive a copy of the dissertation at least 4 weeks before the Oral Exam.

Distributing the Dissertation to the External Examiner(s) and Chair. The Dean's Office will courier a copy of the dissertation to the External Examiner(s) and deliver a copy to the Chair of the Oral Exam.

Setting the Date for the Final Oral Examination. The earliest date for the Oral Exam is 6 weeks after the dissertation is transmitted to the External Examiner(s). Once the dissertation has been submitted to Graduate and Postdoctoral Studies, arrangements should then be made to set up the date and time of the final Oral Exam. The Research Supervisor is responsible for arranging a mutually convenient time with the rest of the Examination Committee, including the University Examiners (but not the Chair), and for booking a room with the Doctoral Orals Officer in the Dean's office at (604) 822-3989. Note that a period of at least 3 hours is required for the Oral Exam on the part of all members of the Examination Committee.

The Final Oral Examination Program. The Program must be submitted to Graduate and Postdoctoral Studies at least 4 weeks before the Oral Exam. The office of Graduate and Postdoctoral Studies will insert the name of the Chair of the Examination Committee, the date and place of the Oral Exam, and, possibly, the University Examiners.

The Program should ideally be submitted in electronic form, either on disk, (accompanied by hard copy) or by e-mail. A template is available from the Doctoral Orals Officer. If electronic form is not possible, a camera ready version should be submitted.

The Program is a public document, so care should be taken to check the accuracy of content and spelling and appropriateness of expression. Preparation of this material is the Candidate's responsibility, but it must be approved by the Research Supervisor before it is submitted to Graduate and Postdoctoral Studies.

The External Examiner's Report. The External Examiner's report is sent directly to the Dean of Graduate and Postdoctoral Studies. Graduate and Postdoctoral Studies distributes copies of a positive report to the Department Head and all members of the Examination Committee as soon as it is received, (except in the case of a category 4 re-submission, in which case all reports must be in). This report is Confidential. If the External Examiner's report is negative, the Dean of Graduate and Postdoctoral Studies will discuss it with the Chair, Research Supervisor and/or other appropriate individuals. A negative review may require cancellation of the scheduled Oral Exam. The evaluation by the External Examiner(s) must be taken into account in the final evaluation of the Examination Committee. The contents of the report(s) must not be discussed with the Candidate before the Oral Exam.

The Final Doctoral Oral Examination

<https://www.grad.ubc.ca/current-students/final-doctoral-exam/final-oral-defence>

Overview. The purposes of the Oral Exam are: (a) 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; (b) to communicate the results of the work to the campus at large.

The Research Supervisor should ensure that the Candidate is aware of the procedure to be followed in the Oral Exam. The Candidate should present a synopsis of the dissertation of about 20 minutes and must not exceed 30 minutes. In preparing the remarks, the Candidate should keep in mind that the oral defence is public, and that technical jargon and similar discipline-specific terminology should be avoided. The Candidate may use the white board and/or an overhead or slide projector (all available in Graduate Studies' examination rooms). There is one TV and VCR available, which must be booked one week in advance of the Oral Exam. Any other equipment required is the Candidate/Research Supervisor's responsibility. The Candidate may speak from notes, but must not read the synopsis. The Chair is asked to enforce this rule.

The Candidate should be prepared for the question period which follows the presentation of the synopsis. During the question period, the Candidate is asked a broad range of questions dealing with such topics as underlying assumptions, methodology, comparison with other work, implications of the findings, etc. The questions will originate from members of the Examination Committee (including the Supervisor and the Chair). Normally, the External Examiner(s) is/are not present. The Chair will ensure that comments and questions submitted by the External Examiner(s) are put to the Candidate. [Questioning typically lasts 1.5 to 2.5 hours.]

Arm's Length Requirements for Oral Exam. The proposed External Examiner(s) must not be, or have been, closely associated with the Candidate as colleagues, research supervisors, collaborators, co-authors, employers, or the like. Nor should they be former students, research supervisors or current research collaborators of the Supervisor. Exceptions to this rule must be requested in writing and receive approval from the Dean of Graduate and Postdoctoral Studies.

For dissertations written in languages other than English (or French) the Oral Exam, due to its public nature, will be conducted in English (or French). The Candidate's oral proficiency in the language of the examination must be such that there can be full communication between the Examination Committee and the Candidate. For dissertations in language departments, some questions can be posed or answered in the language concerned, provided that the Examination Committee can follow proceedings in this other language.

A separate booklet, *Instructions for the Chair of Final Doctoral Oral Examinations*, is provided to the Chair. Once a Chair has been found for the Oral Exam, Graduate and Postdoctoral Studies will distribute copies of the Program to the Candidate, the Department, the Examination Committee and to every department on campus. A copy will be posted outside the examination rooms.

Evaluation Protocol. The role of the examining committee is to evaluate two components: the candidate's performance during the oral exam and the level and nature of revision required prior to final submission of the dissertation.

Oral Examination. 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 Approval. 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. 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 Graduate and Postdoctoral Studies within one month of the exam.
- 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 Graduate and Postdoctoral Studies within six months of the exam date.
- 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 thesis, and the procedure should be outlined in the Chair's report. Further instructions for final submission will come from Graduate and Postdoctoral Studies.
- The dissertation is failed and re-examination on this research is not permitted.

Chair's Report. It is emphasized that the Chair is appointed by the Dean as a representative of 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 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 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.

M.A. Thesis

M.A. Thesis Overview. As early as possible in their program of study, students should identify a faculty member from the department who is willing to act as their Research Supervisor and work with them to develop a thesis proposal. The Research Supervisor need not be the student's program Advisor. However for students in SCPS if a research supervisor outside the core SCPS faculty is selected, the student must identify a Program Advisor from the core SCPS faculty.

After the student has completed most of his/her coursework, and tentatively identified a research topic for the Thesis, the Research Supervisor and the student will establish a Thesis Research Committee. This Research Committee will supervise the student's research and completion of the Thesis. The Research Committee is chaired by the Research Supervisor and consists of a least one additional faculty member, one of whom must be from the SCPS area if the supervisor is not a core member of the SCPS faculty. Under special circumstances approved by the Graduate Advisor and with permission of the Dean of Graduate and Postdoctoral Studies, the Research Committee may include a person who is not a member of the UBC's Graduate and Postdoctoral Studies.

A major part of the M.A. student's work will consist of a Thesis summarizing the results of original research. The M.A. Thesis is intended to serve as a vehicle for developing the student's research and scholarly capability. Ideally, the Thesis involves the student in all the rigors of critical reading, evaluation and analysis of research and theoretical literature, problem definition, research design and analysis, and the written and oral presentation of findings and conclusions. The nature of research may be theoretical, empirical, historical, qualitative, ethnographic, or analytical, according to what is appropriate to the student's area of study.

The Behavioral Sciences Review Board (BREB) of the University must approve the acceptability of all studies (including theses) which involve human subjects. This approval is required when any human being is subjected to experimental procedures or when an invasion of privacy may be involved (e.g., by examination of records, by interview, or by administration of a questionnaire). Both Human Subjects (ethics) approval and approval of the Research Committee must be secured prior to embarking on a research project.

The completed Thesis is submitted to Graduate and Postdoctoral Studies between 8:30 and 3:30 Monday to Friday. The submission process takes approximately 20 to 30 minutes. The final thesis document must in all ways comply with the University requirements. When students are preparing the final thesis document, they should consult the Graduate and Postdoctoral Studies website for details on thesis preparation and submission. For specific information on preparation and submission of the Master's thesis, see the Graduate and Postdoctoral Studies website at: <https://www.grad.ubc.ca/current-students/dissertation-thesis-preparation>

Thesis Development and Supervision. A designated Research or Thesis Supervisor and Research Committee will supervise development and completion of the M.A. Thesis. The procedures for formation, membership, and changes in the Research Committee are as follows:

Thesis or Research Supervisor. At least one faculty member, acting in the capacity of Thesis Supervisor will oversee the development and completion of the Thesis. The Thesis Supervisor must be a member of the Department, normally one affiliated with the student's area of specialization, with relevant substantive knowledge in the student's area of study. Frequently,

the Program Advisor can serve as the Thesis Supervisor.

It is the responsibility of the student to approach relevant faculty members and discuss the possibility of service as Thesis Supervisor. Once a faculty member has agreed to serve as the student's Thesis Supervisor, this agreement must be verified by Identification of the Thesis Supervisor on the student's Program of Graduate Studies (PGS). It is important that the student identifies and consults with his/her Thesis Supervisor when he/she is prepared to begin to work on a Thesis, but prior to the development of a Thesis Proposal.

Research Committee. In consultation with the Thesis Supervisor, the student must also specify a Research Committee. This should be done as early as possible in the student's program. Each student's Research Committee consists of a minimum of two faculty members, including at least one member of the SCPS faculty (the supervisor and one additional faculty for two total members of the supervisory committee).

One of the members of the Research Committee is the student's Thesis Supervisor, who accepts primary responsibility for overseeing the Thesis. The second member of the Research Committee is a faculty member with knowledge and expertise within the student's chosen area of study that can provide advice and assistance throughout the conduct of the Thesis project.

Typically, the Thesis Supervisor serves as Chair of the student's Research Committee, but the Chair must be a member of the Department, and should be an individual with research and/or relevant substantive knowledge in the student's program and Thesis area. This "expertise match" is an important part of the basis for successful completion of the degree, and neither students nor faculty should minimize its importance. Other members of the Research Committee should be selected to supplement the expertise and experience of the Chair. Although a full-time, senior member of faculty must chair each supervisory committee, the committee may include individuals who are not full-time faculty members. In particular, professors emeriti, honorary faculty, adjunct faculty and off-campus professionals who are academically qualified to advise graduate students may be members of the committee if approved by the Dean of Graduate and Postdoctoral Studies.

The student must notify the Department Graduate Office, of the Research Committee membership and specify committee members on the PGS. If changes in committee membership occur after the initial supervisory committee is formed, the Department Graduate Office should be notified and the PGS should be amended. This is usually accomplished through a memo to the Graduate Advisor from the research supervisor.

Much of the work of the Research Committee is typically accomplished by means of informal meetings between the candidate and members of his/her Research Committee. Other meetings or working sessions of the Research Committee may, of course, be held at the discretion of those involved.

Examination of the Thesis.

Student performance on the M.A. Thesis is formally examined on two occasions: the defence of the proposal or Thesis Proposal Hearing and the Final Oral Examination or defence of the completed Thesis.

Thesis Proposal Meeting. The Thesis Proposal is viewed as a "Letter of Agreement" between the student and his/her Research Committee. As such, it is to be a written document containing a clear statement of the intended Thesis topic, justification of the intended topic by reference to

and critical evaluation of related research and theory, and careful description of the procedures intended for use in the exposition of the Thesis project. Often, students choose to develop a proposal that will serve, with very little modification, as the initial three chapters of their Thesis, but this is not a formal requirement. The format of presentation of the proposal will vary, depending on the problem, the student's style, and the character of the Research Committee, although proposals should follow APA (American Psychological Association) style.

A completed Thesis Proposal should be submitted to the student's Thesis Committee at least 2 weeks prior to the Proposal Hearing. The proposal is then formally presented and defended at a meeting of the Research Committee to which others may be invited if the student and his/her Committee deem it desirable. The student defends his/her selection of a problem and his/her intended procedures for evaluating this problem empirically. The Proposal Hearing is as important as the ultimate defence of the Thesis itself. Collecting the Thesis data, or otherwise proceeding with subsequent steps in the production of a Thesis, is contingent upon the acceptance of the Thesis Proposal by the Research Committee. Thus, students must not proceed with their proposed research project until after their Thesis Proposal has been successfully defended and approved. Normally, all other degree requirements (except internship) must be completed prior to the Proposal Hearing.

Upon successful defence of the thesis proposal the supervisor will complete the *Thesis Proposal Completion Form*. The form should be signed by all members of the supervisory committee signifying that all parties concerned have agreed to the terms of reference for the Thesis as outlined in the Thesis Proposal and a brief summary of the meeting should be attached. A copy of the thesis proposal completion form is on the SCPS program website. It is acknowledged here that changes (especially in the 'Procedures' aspect) often are introduced during the operational phases and thus the proposal is not binding in any strict sense. Signatures of the student and the Research Committee members, however, do indicate that all parties have agreed in good faith to the problem and the general procedures described in the Thesis Proposal. Any subsequent changes are to be negotiated as the need arises between the student and the Research Committee.

A copy of the signed *Proposal Completion Form* is to be filed by the student in the student's file in the Department Graduate Office following a successful Thesis Proposal Hearing. Intervening work may be, and often is accomplished by means of informal meetings between the student and members of his/her Research Committee. Other meetings--work sessions--of the Research Committee may, of course, be held at the discretion of those involved.

Final Oral Examination. Prior to the presentation of the completed Thesis and the Final Oral Examination, the candidate's Research Committee must be satisfied that the Thesis has been satisfactorily completed. At this time, the Research Committee selects an appropriate Departmental or extra-departmental examiner to serve on the thesis examining committee and determines a date for the Final Oral Examination. The Committee responsible for evaluating the thesis must include a minimum of two people: the thesis supervisor or designate, and a person who is not involved in advising the student in his or her research. The Final Oral Examination is an open examination and is advertised at least two weeks prior to the defence on the ECPS website. It is the responsibility of the Supervisor to make sure the information is shared with the appropriate staff member for posting. At this time the students should also make a copy of the Thesis available for review in the Department Graduate Office. At the Final Oral Examination, the candidate makes an oral presentation, normally of 20 – 30 minutes duration, often supplemented with audio-visual material, and responds to questions related to the topic. Following the Final Oral Examination, some revisions to the thesis may be required and

in some cases the Thesis may need to be re-examined. A student's Thesis must be prepared according to the procedures outlined on the Graduate and Postdoctoral Studies website: <http://www.grad.ubc.ca/current-students/dissertation-thesis-preparation> The document should also conform to APA (American Psychological Association) style requirements unless those requirements are inconsistent with the procedures outlined by G+PS.

Graduate and Postdoctoral Studies requires that an examiner who is not involved in advising the student in his or her research assess the M.A. Thesis. This Departmental or extra-departmental examiner from within the UBC academic community will be appointed by the Research Supervisor to join the Examination Committee, based on recommendations from the candidate's Research Committee. The examiner will be selected for his/her general expertise in the area of the thesis topic and related areas.

The Thesis Supervisor arranges for a time and date for the Final Oral Examination through the Department Graduate Office. At least two weeks before the Final Oral Examination the candidate must supply enough copies of the approved form of the Thesis for delivery to each member of the candidate's examination committee. The candidate should make arrangements for any audio-visual needs for the final oral at least one week before the Final Oral Defence.

The Final Oral Examination is open to all members of the University. Notice of the examination will be posted on the ECPS website by the thesis supervisor announcing the title of the candidate's thesis, date and place of the examination and the members of the Examination Committee. The Research Supervisor is to forward the program information and an Abstract of the Thesis to the Department Graduate Office at least two weeks prior to the defence. The Examining Committee will consist of a quorum of the candidate's Research Committee, including the Thesis supervisor, and the external examiner.

Following the presentation, members of the Examination Committee may ask questions of the candidate with reference to the thesis or to areas related to the thesis topic. After completion of this questioning, the candidate and visitors will be asked to leave the examination room so that the Committee will decide if the thesis is assigned as "Pass with Honours"; "Pass" or "Fail". After deliberations are completed, the candidate will be invited to meet the committee. In the case of a "fail", the committee will make a recommendation as to whether the thesis needs to be rewritten using the data from the original study or alternatively that the student must begin the entire thesis process with a new topic. In either case, the rewritten document would follow the same protocol described previously.

[The Masters Thesis Approval form](#) must be completed and have at least two signatures for approval, the supervisor and at least one member of the examination committee. In the instance of a pass with major or minor revision decisions, the signature of the Chairperson of the candidate's Research Committee is withheld until final revisions are made. The Masters Thesis Approval form may be found: <http://www.grad.ubc.ca/forms/masters-thesis-approval>

Upon receipt of a copy of the signed Thesis by Graduate and Postdoctoral Studies, the candidate will have completed all M.A. degree requirements. Students are encouraged to review the [Thesis Submission Checklist](#) well in advance of filing the final thesis document: <http://www.grad.ubc.ca/current-students/dissertation-thesis-preparation/resources-thesis-preparation-checking>

Research Ethics

Overview. What types of research need an ethical review? All research conducted at UBC facilities (including UBC's affiliated hospitals) or undertaken by individuals connected to the University, that involves human subjects, animals or bio-hazardous materials must be reviewed and approved by a UBC sanctioned Research Ethics Board or Committee. In some cases, a research project may need to be reviewed by more than one Board or Committee. For example, research that involves human blood may require review by both the Bio-Safety Committee and the Clinical REB. Please contact the Managers for the Committees or Boards if you think this may apply to your research. The UBC Research Ethics Boards that review research involving human participants have signed a one board of record agreement allowing approvals by one UBC-affiliated REB to be recognized by the other UBC-affiliated REBs. Research conducted by the same researcher at multiple UBC sites needs ethical approval from one UBC-affiliated REB only. Most sites will, however, require separate institutional approval for resource allocation purposes.

UBC Research Ethic Boards (REBs). UBC currently has seven Research Ethics Boards that review and approve research studies conducted under the auspices of UBC that involve human participants. Click on the applicable Board on the left side-bar to obtain more information related to these Boards, including guidelines and sample application forms and /or a link to the applicable Board web-site.

Behavioural REBs. (Panel A and Panel B BREB) review research that is non-clinical in nature and that does not involve any invasive procedures. These types of studies include studies involving the conduct of interviews, administration of questionnaires, tests, observations and experimental manipulations in the humanities, behavioural and social sciences.

BC Cancer Agency REB, the Children & Women's REB and the Providence Health Care REB review research being conducted at these sites. If a UBC affiliated researcher wishes to conduct research at ONLY one of these sites, they must submit their ethics application to that site. UBC affiliated researchers who wish to conduct research at multiple UBC affiliated sites have the option of having their study reviewed by any UBC-affiliated REB. It is recommended, however, that they utilize the Board associated with the Institution where they hold their primary appointment.

Clinical Research Ethics Board reviews research that involves clinical interventions such as the testing of drugs, medical devices, rehabilitation exercise programs, and/or the analysis of clinical data obtained from medical records or studies of a clinical nature involving the linkage of data from existing databases. The CREB reviews clinical research being conducted at the UBC Hospital (Point Grey) site, and Vancouver Coastal Health Authority sites, as well as clinical research that is not required to be reviewed by BC Cancer Agency REB, Children & Women's REB or the Providence Health Care REB as noted above.

Please consult with the administrative staff of the appropriate REB if you are not sure which REB you should apply to.

How do I apply for an ethical review? The UBC Behavioural Research Ethics Board (BREB) uses an all-electronic secure web based REB document management system, called Researcher Information Services (RISe). RISe is now operational for the UBC Animal Care Committee and all four of the UBC Research Ethics Boards. All submissions and department approval of ethics applications to the BREB must use RISe. Also all amendments, renewals,

and requests for acknowledgment to previously approved applications must use RISE System. Information for RISE users is available on the ORS website at: breb.rise@ors.ubc.ca. To access the RISs go to: <http://rise.ubc.ca/rise>

Who is the Principal Investigator for research conducted by students? For graduate thesis 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.

What is the Tri-Council Policy Statement – Second Edition (TCPS-2) Tutorial? Graduate students and medical residents (involved in human subject research) will be required to complete the TCPS-2 Tutorial before an application is submitted to the BREB. Principal Investigators have overall responsibility for the ethical conduct of research projects. It is necessary for all Principal Investigators to be thoroughly familiar with the Tri-Council Policy Statement for the Ethical Conduct for Research Involving Humans- Second Edition (TCPS-2) and they too may benefit from the TCPS-2 tutorial especially when supervising graduate students or teaching research methodology courses. The aim of this requirement is to improve understanding of Tri-Council Policy Statement for the Ethical Conduct for Research involving Humans (TCPS-2) in the research community and, in particular, to ground junior researchers in appreciation of ethical principles and ethical conduct from the start of their careers. Another benefit may be that applications to the BREB will have fewer basic flaws than in the past. The TCPS-2 tutorial is free and can be completed in about two hours. Here are the weblinks. TCPS-2 document: <http://www.pre.ethics.gc.ca/eng/policy-politique/initiatives/tcps2-eptc2/Default/TCPS-2> tutorial: <https://tcps2core.ca/welcome>

How long does a review take?

Full Board: Most of the correspondence resulting from the meetings of the Behavioural Research Ethics Board will be sent out within 2 weeks of the meeting. Note that the deadline for submission is about a month before the meeting so total time will be about 3 weeks.

Minimal Risk Review: Applications that meet the Minimal Risk criteria are sent to two members of the Behavioural Research Ethics Board to review and the average time from submission to response is 3 weeks.

Amendments/Renewals/Replies to Provisos: are reviewed by the Chair or Co-Chair weekly. Turnaround is 1 to 2 weeks.

Supervisor on Sabbatical Leave

There are two types of sabbatical, and each one has a different impact on the graduate 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.

If the supervisor leaves the university due to retirement, sabbatical or extended sick leave, the program must appoint a replacement. A discussion regarding the role of the supervisor who leaves should be discussed with the student and new supervisor. Paperwork should be filed to document any changes.

SCPS Student Portfolios

Requirements for M.A. Students

As part of the final internship/intensive practicum requirements, all M.A. students must complete several portfolio requirements. These documents should be included with the final EPSE 589 materials.

1. Up-to-date Professional Resume or Vita
2. Current Transcript and Other Evaluations of Your Work
3. Competencies: Demonstration of the students training and development of competencies in each of the eleven outcome areas identified by NASP (detailed below):
 - Data-Based Decision-Making and Accountability
 - Consultation and Collaboration
 - Effective Instruction and Development of Cognitive/Academic Skills
 - Socialization and Development of Life Skills
 - Student Diversity in Development and Learning
 - School and Systems Organization, Policy Development, and Climate
 - Prevention, Crisis Intervention, and Mental Health
 - Home/School/Community Collaboration
 - Research and Program Evaluation
 - School Psychology Practice and Development
 - Information Technology

Attainment of these competencies can be documented in a variety of ways, with emphasis on self-evaluation of your current level of competence in each area and a plan for continuing professional development to attain independent mastery in that area. Regardless of the specific approach taken to the self-evaluation of competence in each of the areas, the student can refer to permanent products as evidence of their competencies across the 11 areas (e.g., relevant work-samples, evaluations of your work). Similarly, and where appropriate, students should indicate areas where they have goals for continuing professional development. The competencies section should include a summary grid listing the competencies, related courses, learning activities and work samples.

Evaluation of Student Progress

Definition of Satisfactory Progress

Doctoral Programs. As specified by Graduate and Postdoctoral Studies in the University Calendar, a minimum of 68% (B-) must be achieved in all course work taken for credit. Where a grade of less than 68% (B-) is obtained in a course, and on the recommendation of the graduate program and the approval of the Dean of Graduate and Postdoctoral Studies, the student may repeat the course for higher standing or take an alternate course. If the ECPS Director of

Graduate Programs does not make such a recommendation, or if the recommendation is not approved by the Dean of Graduate and Postdoctoral Studies, the student will be required to withdraw. A student who obtains a grade of less than 68% in more than one course will normally be required to withdraw. If progress in research is unsatisfactory, a student will 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 for a doctoral program. When repeating a failed required course, a minimum mark of 74% must be obtained. Higher minimum marks may be required by the graduate program or Graduate and Postdoctoral Studies. 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.

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,342,615>

Master's Programs. As specified by Graduate and Postdoctoral Studies in the University 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 Graduate and Postdoctoral 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 Graduate and Postdoctoral 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.

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,342,615>

ECPS Grades for Graduate Courses

The following grading procedures have been approved by the ECPS Department faculty for use in all ECPS courses. Individual course instructors may have additional expectations but this serves as the foundation for all ECPS 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 [Masters] 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 masters degree programs, a minimum of 60% must be obtained in any course in a masters program for the student to be granted pass standing. However, only 6 credits of pass standing may be counted towards a masters program. For all other courses, a minimum of 68% must be obtained. For students in doctoral programs, a minimum of 68% (B-) must be achieved in all course work taken for credit.

Academic Honesty and Academic Misconduct

Academic Honesty. The following excerpts are taken from Chapter 5 of the 2006-2007 UBC Calendar, on Academic Regulations. Available at:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,286,0,0>

Students should be familiar with this information.

2.1 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.

2.2 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.

2.3 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.

Academic Misconduct. Students are responsible for informing themselves of the guidelines of acceptable and non-acceptable conduct for graded assignments established by their instructors for specific courses and of the examples of academic misconduct set out below. Academic misconduct that is subject to disciplinary measures includes, but is not limited to, engaging in, attempting to engage in, or assisting others to engage in, any of the actions described below.

Cheating, which may include but is not limited to:

- Falsification of any material subject to academic evaluation, including research data;
- Use of or participation in unauthorized collaborative work;
- Use or possession in an examination of any materials (including devices) other than those permitted by the examiner;
- Use, possession, or facilitation of unauthorized means to complete an examination (e.g., receiving unauthorized assistance from another person, or providing that assistance); and
- Dishonest practices that breach rules governing examinations or submissions for academic evaluation (see the ***Rules Governing Formal Examinations***).

Plagiarism, which is intellectual theft, occurs where an individual submits or presents the oral or written work of another person as his or her own. Scholarship quite properly rests upon examining and referring to the thoughts and writings of others. However, when another person's words (i.e. phrases, sentences, or paragraphs), ideas, or entire works are used, the author must be acknowledged in the text, in footnotes, in endnotes, or in another accepted form of academic citation. Where direct quotations are made, they must be clearly delineated (for example, within quotation marks or separately indented). Failure to provide proper attribution is plagiarism because it represents someone else's work as one's own. Plagiarism should not occur in submitted drafts or final works. A student who seeks assistance from a tutor or other scholastic aids must ensure that the work submitted is the student's own. Students are responsible for ensuring that any work submitted does not constitute plagiarism. Students who are in any doubt as to what constitutes plagiarism should consult their instructor before handing in any assignments.

As defined within UBC policies (<http://www.vpacademic.ubc.ca/integrity/policies.htm>), 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 <http://learningcommons.ubc.ca/academic-integrity/>

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

Submitting the same, or substantially the same, essay, presentation, or assignment more than once (whether the earlier submission was at this or another institution) unless prior approval has been obtained from the instructor(s) to whom the assignment is to be submitted.

Impersonating a candidate at an examination or other evaluation, facilitating the

impersonation of a candidate, or availing oneself of the results of an impersonation.

Submitting false records or information, orally or in writing, or failing to provide relevant information when requested.

Falsifying or submitting false documents, transcripts, or other academic credentials.

Failing to comply with any disciplinary measure imposed for academic misconduct.

Admission to Doctoral Candidacy

The basic requirements for a doctoral student to be admitted to candidacy are: 1) all required coursework has been successfully completed; 2) the comprehensive examination has been passed; 3) the supervisory committee has certified that the thesis proposal has been approved.

Students are expected to complete their comprehensive examination within 24 months from the date of initial registration. A student who is not admitted to candidacy within 36 months from date of initial registration must withdraw from the program. Extension of this period may be permitted by the Dean of Graduate and Postdoctoral Studies in exceptional circumstances.

As soon as a student has satisfied all requirements, the graduate program must recommend to the Graduate and Postdoctoral Studies that the student be admitted to candidacy. This status is then entered on the University's Student Information System (SISC). "Advancement to candidacy" and the date which this status was met will appear on the student's transcript.

Maximum Time for Completion

Doctoral Students. Doctoral students at UBC are required to finish their program within 6 years, with a possibility to extend their studies for a 7th year. Doctoral students taking longer than six years to finish their degrees are required to withdraw from their program, unless they apply in advance for a 1-year program extension (extension fees apply). Extensions beyond year are rare and are awarded only under special circumstances. While these are the maximum times permitted by Graduate & Postdoctoral as a CPA accredited program students are strongly encouraged to reach candidacy in 2 to 3 years with a one year internship (total four years). The nature of some doctoral research may require additional time resulting in a total of 5 years (60 months). 48 to 60 months is the goal for Ph.D. program completion.

Master's Students. Master's students at UBC have 5 years to finish their degrees, with the possibility of extension to 6 years. Master's students taking longer than five years to finish their degrees are required to withdraw from their program, unless they apply in advance for a 1-year program extension (extension fees apply). Students are typically on campus for 2 years and then take 1 year for internship and completion of their thesis if in the M.A. program. Thus, 3 years (36 months) is the goal for program completion of the M.Ed. and M.A. programs

Review of SCPS Student Progress

Purpose of the Review. Although student progress is reviewed on an ongoing basis, all students in the School Psychology program also will participate in a formal Annual Review of Student Progress once per year. The purpose of these reviews is to:

- Provide the students with feedback on their academic and professional strengths and areas in need of further development.
- Provide faculty with information on student progress so as to help the student successfully meet their academic and professional goals in a timely manner.
- Guide student progress and, if needed, provide a basis for developing plans to address areas in need of further development.

On-Going Review.

- The SCPS Area faculty meets once per month for an area meeting. As a part of the monthly area meeting, an in camera (faculty only) time is set aside each month to discuss student progress if needed.
- If there are concerns, the Program Advisor will arrange for a time to share concerns with the student. Another member of the faculty, such as a research supervisor who is not a member of the SCPS Area faculty, may be asked to attend the meeting as well.
- It is hoped the on-going review will serve as a vehicle to identify potential problems or difficulties early, engage appropriate preventive mechanisms, and provide supports and initiate monitoring where needed.
- In the case of more significant concerns the Formative Feedback Questions may be completed. If there are continued concerns a SCPS Program Student Growth Plan may be developed.

Formative Feedback to Students. On occasion there is a need to provide feedback early when there is a concerns with a student's progress. As highlighted the faculty meet monthly. The following process was developed to help monitor the student's feedback and develop a plan for feedback as needed before a formal Student Growth Plan is developed. The purpose of this form is to provide formative feedback to students in the UBC School Psychology program in the presence of a faculty member's concern. A School Psychology faculty member should complete this form if a concern arises regarding a student in their course. The faculty member should bring the completed form to the next area meeting, during which time the concern will be discussed by the area faculty (in camera) and an action plan will be developed. A copy of the form (digital or hard) will also be provided to the student's program advisor.

1. What would you consider to be this student's strengths, as observed in your course?
2. Are there any specific areas in which you would like to see this student grow? Areas to consider may include one or more of the following: skills related to assessment, consultation or intervention; interpersonal communication or professionalism; level of engagement with academic or programmatic content.
3. Please provide at least two examples for any responses provided to question 2.
4. Have you spoken or communicated with this student about your concerns? (If possible, provide documentation)
5. What would you recommend be provided as support for this student's growth in these areas?
6. Is there any additional feedback you would like to provide to regarding this student?

Annual Year End Review

- Students will complete the ECPS Annual Student Review and turn in both paper and electronic copies of the Annual Student Review along with their log and c.v. to their Program Advisor (and Research Supervisor if different from their Program Advisor) and SCPS Graduate Secretary
- The Program Advisor/Research Supervisor will review the Annual Student Review and be prepared to provide a brief summary to present to the area faculty at the annual review meeting.
- The SCPS Area Coordinator will gather information on the progress and performance of school psychology students from non-school psychology faculty teaching core SCPS courses (e.g. EPSE 528; EPSE 568)
- The Program Advisor will gather information from the student's research supervisor if the supervisor is not a member of the core SCPS program faculty.

- An Annual Student Review meeting will be scheduled in June. All members of the core SCPS faculty will attend the meeting. If requested by either the faculty or student, the student's Research Supervisor (if they are not a member of the SCPS faculty) may also be asked to attend the review session.
- The focus of the meeting will be on student progress and goals attainment as well as to target areas for future academic and professional skill development. (i.e., review and revision of an SCPS Program Student Growth Plan).
- The Program Advisor will take notes during the meeting with the faculty.
- Within one month of meeting with the area faculty, the student's Program Advisor will meet individually with the student to review feedback and finalize (sign) the Annual Student Review document.
- If the need for a SCPS Program Student Growth Plan is indicated at the annual review by faculty one will be developed by the Program Advisor and the student with input from the SCPS area faculty (and Research Supervisor when appropriate).
- After the individual review (and edits if needed) the Annual Student Review document will be signed by the student, their Program Advisor and their Research Supervisor (if different from the Academic Advisor).
- If a SCPS Program Student Growth Plan has been developed, it will be attached to the Annual Student Review document
- A signed copy of the Annual Student Review will be given to the student, one will be kept by the Program Advisor (and a copy to the Research Supervisor if different from the Program Advisor), and the original is given to the graduate secretary for placement in the student's file.

Remediation of Student Difficulties

Overview. The SCPS Faculty take 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 SCPS core faculty meet annually to review all students' progress. They also 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 SCPS 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 SCPS Program Coordinator in the case of Masters students and the SCPS 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 SCPS 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 SCPS Area Coordinator or the SCPS Ph.D. Program Director at any time. In the case of concerns regarding practicum and internship, the student is encouraged to contact the SCPS 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 SCPS 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 SCPS Program for discussion and approval. If the Research Supervisor is not a member of the core SCPS 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 SCPS 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 SCPS 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 and Postdoctoral 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 SCPS Area Coordinator (in the case of master's students) or the SCPS 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:

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

Resources and Steps for SCPS Student Concerns

If a student has a concern that involves a faculty member, peer, or non-faculty supervisor, here are multiple resources and steps that can be followed to seek resolution. As a general rule, the best option is to resolve your concern as close to its "source" as possible. This means that you should attempt to speak directly to the individual about whom you have a concern (which is step 2 in the process outlined below). As you can see, it is also advisable to speak with your program advisor or course instructor first, especially if you are unsure or uncomfortable with approaching the individual about whom you have the concern. Please document your concern in writing as well as any attempts you make to resolve your concern. Finally, you can access these resources at any point in the process, even before you follow the steps below:

- Visit the UBC Office of the Ombudsperson for Students (<http://ombudsoffice.ubc.ca/>) to obtain confidential advice.
- Talk with the ECPS graduate student advisor and/or the SCPS student area peer advisor and representative.

The following steps are recommended as you attempt to resolve concerns. Please attempt to follow this process in the order of the steps as closely as possible, without skipping steps. The higher steps, such as those that involve contacting administration (Steps 4-6), are added here only in the rare situation in which your concern is not resolved at an earlier step:

1. Discuss your concern with your program advisor or course instructor.
2. Express your concern to the faculty member, peer, or supervisor to seek resolution. It is possible your advisor may join you for this conversation in situations involving other faculty members.
3. Typically the next step if there is need is that students in the master's program report your concern to the program area coordinator (**Current Coordinator:** Dr. Laurie Ford,) or Doctoral program director (**Current:** Dr. Laurie Ford; laurie.ford@ubc.ca). Because Dr. Ford is in both roles for 2018-2019 student in either program may also report to the Doctoral Practicum and Internship coordinator (Current: Dr. Rachel Weber: rachel.weber@ubc.ca)
4. Contact the ECPS Department Head about your concern (**Current:** Dr. Shelley Hymel; shelley.hymel@ubc.ca).
5. Reach out to Dr. Serge Lacroix (serge.lacroix@ubc.ca) and/or Cay Holbrook (cay.holbrook@ubc.ca), the ECPS co-directors of Graduate Studies.

6. Inform Dr. Mary Bryson, Senior Associate Dean, Administration, Faculty Affairs & Innovation of your concern and its lack of resolution (mary.bryson@ubc.ca).

UBC Policy #3 on Discrimination and Harassment

All policies are passed by the UBC Board of Governors.
(universitycounsel.ubc.ca/policies/index/)

The University of British Columbia has responsibility for and is committed to providing its students, staff and faculty with an environment dedicated to excellence, equity and mutual respect; one that is free of Discrimination and Harassment; and one in which the ability to freely work, live, examine, question, teach, learn, comment and criticize is protected. Academic Freedom and freedom of thought, belief, opinion and expression carries with it the expectation that all Members of the University Community will conduct themselves in a responsible manner so as not to cause, condone or participate in the Discrimination or Harassment of another person or group of persons. The University's commitment to maintaining and respecting human rights at every level of the institution is central to this Policy.

The fundamental objectives of this Policy are to prevent Discrimination and Harassment on grounds protected by the B.C. Human Rights Code, and to provide procedures for handling complaints, remedying situations, and imposing discipline when such Discrimination or Harassment does occur. Concerns regarding discrimination or harassment that do not involve any of the grounds prohibited by the B.C. Human Rights Code are not covered by this Policy. Such concerns may be addressed by other University policies or procedures, including the UBC Statement on Respectful Environment for Students, Faculty and Staff, collective agreements, employee handbooks, and student codes of conduct, and should be taken to the appropriate Administrative Head of Unit, student or employee association, union or human resources office.

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

- Read UBC's Policy #3 on Discrimination and Harassment:
<http://universitycounsel.ubc.ca/files/2013/08/policy3.pdf>
- Phone the Equity Office (822-6353) to make an appointment with an Equity Advisor. More information on the Equity Office can be found at:
<http://equity.ubc.ca>

Awards and Financial Aid

Several kinds of formal awards and financial aid are available and are described below. All are highly competitive. Learn more: ecps.educ.ubc.ca/students/current-students/awards-financial-aid/

Fellowships and Scholarships²

SSHRC/CIHR/NSERC Fellowships. These fellowship competitions are open to doctoral

² Specific timelines, requirements, competitions, and available funds varies from year to year based on the funding available. The information provided in this handbook is typical of the last few years. Students are encouraged to discuss these with their advisors and also explore the departmental and

students or masters students. Masters students planning to begin a doctoral program the following September can also apply. Applications for Ph.D. SSHRC/CIHR/NSERC awards are due at the end of September and applications for the M.A. awards are typically due in early December with all applications initiated by the student.

Graduate Support Initiative. This initiative is a system for funding graduate students through entrance scholarships, multi-year funding packages, tuition awards and scholarship top-ups. GSI funding cannot be used as payment for employment; nor will it replace funding for TA-ships. Funding for the GSI will be phased in as the PhD Tuition Fee Award is phased out over the next several years.

Pacific Century Graduate Scholarship. These scholarships are funded by the Province of British Columbia. These merit-based graduate scholarships are to reward scholarly and research excellence and are available to students in research-intensive graduate programs at both the master's and PhD levels. Winners of these scholarships will receive \$10,000 from the Pacific Century Graduate Scholarship together with additional funding from other University scholarship sources, for a combined total scholarship value of \$17,000 per year. Scholarships may be renewed for a second year for eligible students who maintain good academic standing.

Four Year Doctoral Fellowships. UBC introduced the Four Year Doctoral Fellowship (4YF) program in the 2010-2011 academic year. A goal of the program is to ensure that the best PhD students are provided with financial support of at least \$18,000 per year for the first four years of the PhD studies. This program will allow UBC to continue to attract and support outstanding domestic and international PhD students, and provide those students with stable, base-level funding for the first four years of their PhD studies and research.

Graduate Entrance Scholarships. These scholarships are offered by graduate programs and departments to the best and brightest incoming master's and doctoral students for full-time graduate study or research at UBC.

Graduate Assistantships

Graduate Teaching Assistantships (GTA). A variety of assistantships are available. These usually involve teaching, under the supervision of a faculty member. In our department these are typically awarded to doctoral students.

Graduate Research Assistantships (GRA) and Graduate Academic Assistantships (GAA).

It is possible to obtain funding by working on an individual professor's research project or other academic duties. Indication of interest in participating in these projects can be made directly to Department Faculty members or through the Department Head.

GTA, GRA, and GAA opportunities are advertised on the ECPS website:

ecps.educ.ubc.ca/people/jobs/

Loans and Bursaries

Canada Student Loans and Bursaries. For information regarding Canada Student loans and Bursaries, application forms and information are available from:

Awards and Financial Aid
1036-1874 East Mall

Office of Research in Education (ORE) websites as well as postings on faculty and departmental mailing lists.

Brock Hall
Vancouver, B.C. V6T 1Z1
Telephone: (604) 822-5111

The application deadline for student loans is at the end of June. You must have a student loan to apply for a bursary.

For More Information. You can obtain more information about awards or scholarships by checking the awards web site at: <http://students.ubc.ca/finance/awards.cfm>

Use of Language in Oral and Written Communication

Non-sexist Language

Please incorporate and use *non-sexist language* [also called gender inclusive language] in your oral and written language. This language positions women and men equally, it does not exclude one gender or the other, nor does it demean the status of one gender or another. It does not stereotype genders [assuming all childcare workers are female and all police officers are male], nor does it use false generics [using mankind instead of human kind, or using man-made instead of hand crafted]. In addition, this language requires an attention to gender balance in personal pronouns, for example, use "he and she" rather than "he" or balance gendered examples in a paper, referring to both male and female examples. You may also recast subjects into the plural form, e.g., when a student raises his hand/when students raise their hands.

Person First Language

Please incorporate and use *person first language* in your oral and written language. Disabilities and differences are not persons and they do not define persons, so do not replace person-nouns with disability-nouns. Avoid using: the aphasic, the schizophrenic, stutterers, the hearing impaired. Also avoid using: cleft palate children, the hearing impaired client, the dyslexic lawyer, the developmentally disable adult. Instead, emphasize the person, not the disability, by putting the person-noun first: the lawyer who has dyslexia, persons who stutters, the children described as language impaired, the teacher with a hearing impairment.

UBC Access and Diversity

We strive to include all students, including those with special learning needs in all aspects of our program. Please let faculty know (or have the UBC Centre for Accessibility <https://students.ubc.ca/about-student-services/centre-for-accessibility> let faculty know) if you have a disability documented with the UBC Centre for Accessibility and/or if you need any special accommodations in the curriculum, instruction, or assessment of a course to enable you to fully participate. We adhere to *UBC Policy 73: Academic Accommodations for Students with Disabilities*. This information is located at: <https://students.ubc.ca/enrolment/academic-supports/academic-accommodations-disabilities>. We will respect the confidentiality of the information you share and work with you so your learning needs are met.

The University is committed to providing access for students with disabilities while maintaining academic standards. As the provision of academic accommodations can be complex given the range of possible instructional/exam formats, this goal is often best accomplished through collaborations between you, the student and an Access and Diversity Advisor. Each partner in the collaboration brings an important perspective: the student has a unique, personal knowledge of his/her disability, the instructor has content knowledge and an

understanding of the required outcomes and the Access and Diversity professional has a broad-based knowledge of disabilities and their impact on academic performance.

In particular you have a responsibility to:

- Ensure that your courses or programs are accessible to students with disabilities. Example: vocalize overhead information for blind, visually impaired and other students with disabilities.
- Discuss the range of recommended accommodations with the student within 10 days of notification of a request for the accommodation. Example: arrange a meeting with a student to discuss accommodations.
- Implement reasonable accommodations for students with disabilities. Example: allow taping of lectures for those students who require the same.
- Facilitate exam accommodations in accordance with the student's disability. Example: permit the student additional time for exams when stated on their accommodation form.
- Familiarize yourself with relevant University policies and procedures. Example: review the University's Policy on Academic Accommodation for Students with Disabilities.
- Inform yourself about different types of disabilities.
- Treat the information obtained about a student with a disability as confidential according to the Freedom of Information and Protection of Privacy Act.

Faculty responsibilities apply to students who have self-identified themselves to the faculty member. The student needs to inform the faculty of their disability and required accommodations. Frequently, students will present a letter from Access and Diversity, which identifies various academic accommodations for the student. It is important that this information be held in confidence. As a result, faculty members should not discuss a person's disability or accommodations in the presence of other students or faculty. Any discussion should be held in private to ensure that confidentiality is maintained. Frequently, students will present faculty with a letter from Access and Diversity which identifies various academic accommodations for the student. It is important that this information be held in confidence. As a result, faculty members should not even inadvertently discuss a person's disability or accommodations in the presence of a student's classmates. Any discussion should be held in private to ensure that confidentiality is maintained.

Please note: Students are not required to present documentation to any source other than Access and Diversity. It is not appropriate for faculty to request disability documentation of students.

Additional Sources for Student Support

UBC Information Service Centre

<http://it.ubc.ca>

Help Desk: 604.822.2008

Online Help Request: <http://web.it.ubc.ca/forms/isf>

In-Person Support: Walter C. Koerner Library – 1958 Main Mall
it.ubc.ca/got-question-about-it-products-and-support#helpdesk

UBC IT provides support services for students. UBC IT support staff provide consulting and technical support for computers, Internet and email access, and software licensing.

ECPS Research Methodology Support GAAs

Provides support for qualitative and quantitative methods questions.

Please email to schedule an appointment: merm.methods@gmail.com

Learn More: ecps.educ.ubc.ca/students/current-students/grad-student-support/

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 Campus Safety

The Safety Guide document can be printed from: <https://security.ubc.ca/resources-and-tips/>

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. Phone: 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

<https://students.ubc.ca/health-wellness/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 Housing for the UBC Graduate Community

About 1,300 graduate students live in residence at UBC. vancouver.housing.ubc.ca/getting-started/graduate-students/

Graduate students have the following residence options:

- Year Round Residences — Fraser Hall, Marine Drive, Ponderosa Commons, Iona House, Thunderbird
- Green College
- St. John’s College
- Student Family Residence—Acadia Park

Because demand to live in residence is high, we recommend applying at the same time you submit your graduate program application. We accept applications any time and you do not have to wait for an offer of admission to apply to live in residence.

Apply: vancouver.housing.ubc.ca/applications/how-to-apply/

Student and Professional Organizations

International, National, and Provincial Professional Organizations

Your time as a graduate student is a great time to establish membership in professional organizations. Many professional organizations offer student membership rates. Many of these organizations hold professional meetings yearly or every other year where students present their research or on area of practice. For more information on these organizations, you are encouraged to explore their websites. Several of the professional organizations to which School Psychology faculty and students belong are listed below. However there are others depending on your particular research and clinical interest. You are encouraged to talk with faculty and your supervisors about other organizations.

<p>Canadian Psychological Association 141 Laurier Avenue West, Suite 702 Ottawa, ON K1P 5J3 Phone: (613) 237-2144 Toll Free: 1-888-472-0657 Fax: (613) 237-1674 www.cpa.ca</p>	<p>American Psychological Association 750 First Street NE Washington, DC 20002-4242 USA Phone: (202) 336-5500 1-800-374-2721 (membership) Fax: (202) 336-5997 www.apa.org</p>
<p>National Association of School Psychologists 4340 East West Highway, Suite 402 Bethesda, MD 20814 USA Phone: (301) 657-0270 Toll Free: (866) 331-NASP Fax: (301) 657-0275 http://www.nasponline.org/</p>	<p>Canadian Council of Professional Psychology Programs Royal Ottawa Mental Health Centre 1145 Carling Avenue, Rm 3365 Ottawa, ON K1Z 7K4 Phone: (613) 722-6521; Ext. 6741 Fax: (613) 798-297 www.ccppp.ca/en/index.html</p>

<p>The College of Psychologists of British Columbia 404-1755 Broadway West Vancouver, BC V6J 4S5 Phone: (604)736-6164 Toll Free BC: 1-800-665-0979 Fax: (604) 736-6133 www.collegeofpsychologists.bc.ca</p>	<p>B.C. Psychological Association Suite 204-1909 West Broadway Vancouver, BC V6J 1Z3 (604)730-0501 (Members & business only) (604)730-0522 or 1-800-730-0522 (For referrals) www.psychologists.bc.ca</p>
<p>Council for Exceptional Children 1110 North Glebe Road, Suite 300 Arlington, VA 22201 USA Phone: (888) 232-7733 Fax: (703) 264-9494 http://www.cec.sped.org</p>	<p>Society for Research on Child Development 2950 S. State Street, Suite 401 Ann Arbor, MI 48104 USA Phone: (734) 926-0600 Fax: (734) 926-0601 www.srcd.org</p>
<p>British Columbia Association of School Psychologists Phone: (604) 713-5431 (membership) membership@bcasp.ca http://bcasp.ca/</p>	<p>Association for Positive Behavior Support P.O Box 328 Bloomsburg, PA 17815 USA Phone: (570) 389-4081 Fax: (570) 389-3980 www.apbs.org</p>

UBC SCPS Representatives to Professional Organizations

As a program we have student representatives to a number of national/international professional organizations. We frequently have updates from organization reps at our Towne Meetings. UBC student representatives to professional organizations are listed below. They are a good source for information on student memberships to these organizations. If you would like more information, please contact these students directly.

Organization	UBC Student Representative(s)
Canadian Psychological Association Educational & School Psychology Section	Alexandra Ruddy, National Student Representative
National Association of School Psychologists NASP Student Leaders	Kathleen Walsh, Julianne Dmyterko, Faculty Sponsor: Rachel Weber
American Psychological Association-Division 16 Student Affiliates in School Psychology	TBD Faculty Sponsor: Laurie Ford

UBC School Psychology Student Association

The **mission** of the UBC School Psychology Student Association (UBC-SPSA) is to advocate, represent, and further the interests of the School Psychology student body in areas related to community, diversity, positive mental health and professional development.

Community: The UBC-SPSA provides opportunities for School Psychology students to develop a sense of community across cohorts through social activities. The UBC-SPSA organizes and supports several events throughout the year; both traditional annual events and novel events reflective of the interests and needs of current School Psychology students.

Diversity: The UBC-SPSA promotes inter and intra cultural understanding, community-based inclusion, and awareness of social justice and equity for all forms of diversity. In an attempt to enhance cultural competency, we provide a platform to increase cultural awareness, self-reflection and community engagement for the UBC student body. Our platform will achieve this through a multi-tiered, multi-method approach, including colloquiums involving professionals that specialize in multiculturalism, professional training workshops, and the creation of a digital platform to spread awareness of cultural events, activities and opportunities for involvement.

Positive Mental Health: The UBC-SPSA advocates for the needs of the School Psychology students' positive mental health and well-being. We strive to foster a positive learning environment for students to enhance both academic and personal learning. The UBC-SPSA partners with faculty to provide recommendations on addressing topics related to positive mental health and well-being.

Supporting Professional Development: The UBC-SPSA aims to provide additional opportunities for School Psychology professional development and training. The UBC-SPSA provides opportunities to collaborate with other professionals and organizations that provide psychological services to youth. Our goal is to act as a forum for innovative ideas to benefit the program, department, University, and surrounding professional community.

Student Representation in ECPS and UBC: The UBC-SPSA aims to facilitate communication between students and program faculty, and promote School Psychology student needs and interests regarding their academic program. The SPSA represents students at program faculty meetings, works with other program student representatives and organizations, and meet with, but not limited to, the Department Head, communicate with the Graduate Students Association, and the Faculty of Graduate Studies as appropriate.

The 2018-2018 SPSA Leadership Team will be elected in the fall 2018.

SPSA Faculty Sponsor

Laurie Ford & Rachel Weber