



**THE UNIVERSITY
OF BRITISH COLUMBIA**

**Faculty of Education, Vancouver Campus
Department of Educational & Counselling Psychology
& Special Education**

School & Applied Child Psychology (SACP) Program

Student Handbook

2020-2021

As faculty and students in the SACP Program at UBC, we attend, learn, work, play, and grow together on the traditional, ancestral, and unceded territory of the x^wməθk^wəyəm (Musqueam) People

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UBC SACP Handbook and Related Regulations

The purpose of this handbook is to familiarize students with the programs in School and Applied Child 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 is applicable to all programs of study at the University. Information in this handbook is intended to supplement and highlight relevant information provided by the Faculty of Graduate and Postdoctoral Studies, the Faculty of Education, 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 and Applied Child Psychology for the 2019-2020 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 and Applied Child 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 and Applied Child 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/>
- Code of Conduct for the College of Psychologists of British Columbia (2014) <http://www.collegeofpsychologists.bc.ca/docs/10.CPBCCodeofConduct.pdf>
- National Association of School Psychologists (2020). *The professional standards of the National Association of School Psychologists*. National Association of School Psychologists. <https://www.nasponline.org/standards-and-certification/professional-ethics>

IMPORTANT INFORMATION WHEN USING THIS HANDBOOK.

We have made every effort to represent the policies and procedures pertinent to the programs in School and Applied Child Psychology and cross reference against current UBC documents. However, in case of any discrepancy between what is stated in the Handbook and the policies and procedures of the program, Department, University or external agencies, the latter shall take precedent. If during the year there are additions or updates we will communicate these updates to our students through the student representatives, via the student mailing lists, through Towne Meetings and Seminars, and on the SACP Blog

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. Visit the:

UBC Respectful Environment Statement website
<https://hr.ubc.ca/working-ubc/respectful-environment>

UBC Bullying and Harassment Prevention website
<https://bullyingandharassment.ubc.ca>

The program faculty and students have a strong commitment to the equity and inclusivity highlighted in their initiatives. Information on the Equity and Inclusivity Office at UBC is found at: <https://equity.ubc.ca/about/>

Musqueam Territory & UBC

The UBC Campus is located on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) People. The land on which we learn, study, grow, and work together has always been a place of learning for the xʷməθkʷəy̓əm people who throughout their history on this land have passed on their culture, history, and traditions from generation to generation. As faculty and students in School and Applied Child Psychology at UBC we are committed to learning and engaging in activities that support Truth and Reconciliation. We strive to work together to provide opportunities and experiences to grow together in our learning. In addition to experiences that occur during your graduate program we encourage you to visit the following sites to learn more about the xʷməθkʷəy̓əm people, and their land, and Truth and Reconciliation.

<https://aboriginal.ubc.ca>
<https://aboriginal.ubc.ca/community-youth/musqueam-and-ubc/>
<https://students.ubc.ca/ubclife/welcome-musqueam-territory>
<https://guides.library.ubc.ca/c.php?g=699914&p=4969648>

We recognize that we are on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm Musqueam People. It is important that this is recognized when we gather. This is especially important when we gather for meetings. We encourage you to acknowledge this land when you gather for meetings as a part of your graduate programs. For more information on ways to do land acknowledgements see:

<https://students.ubc.ca/ubclife/what-land-acknowledgement>

School and Applied Child Psychology at the University of British Columbia: Values, Principles, and Commitment

The Program is committed to the development of professional psychologists whose research, training, and practice promote the psychological and educational 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. 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. 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. There is a strong commitment to both clinical/applied and research experiences throughout 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. We view school and applied child psychology as a broad field of research and practice within the discipline of

psychology, which applies psychological and educational principles in the integration of assessment, consultation, prevention, and intervention in relevant professional, legal, and ethical issues in a variety of social contexts. School and applied child psychologists are committed to the enhancement of psychological, educational, and physical well-being. One distinguishing feature of the UBC School and Applied Child Psychology program is its strong appreciation for equity, diversity, inclusivity, Indigeneity, human rights, and social justice with these factors considered in the communities served, the students and faculty recruited and admitted, and across practice settings. The Program focuses on individual, group, and systems level processes throughout the program. A strong emphasis is placed on working within and across systems and on systemic change in a society that is ever-changing in terms of its cultural, ethnic, social, political, and economic context

Given the academic, clinical, and research demands of the programs, all three SACP programs (M.Ed., M.A., & Ph.D.) require full-time study. The M.Ed. program is designed to prepare students practice as school psychologists at the master's level and for eligibility for provincial (BCASP) certification at the master's level. It is not intended for students who intend to pursue Ph.D. study. The program requires two years of full-time study (including summer of year one) and a 10-month school-based internship in year three. Graduates of the M.Ed. program typically work as school psychologists in school-based settings

The M.A. program is designed for students who want to continue directly to the Ph.D. program in School and Applied Child Psychology and practice as a psychologist at the doctoral level upon program completion and subsequent registration as a psychologist. The M.A. program is two years of full time study (including summers). It requires completion of a data-based thesis but does not include an internship year.

The Ph.D. program is accredited by the Canadian Psychological Association (CPA) and is designed to prepare doctoral-level psychologists who can serve as practitioners and supervisors in the field, university faculty in school psychology program, and researchers and leaders in school psychology both nationally and internationally practitioners and supervisors in the field, and work in university settings. The Ph.D. program requires three years of resident full-time study, comprehensive examinations, dissertation research, and a 1600 hour pre-doctoral internship (typically in year four or five depending on dissertation research).

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 and applied child psychology graduate training at UBC is its strong appreciation for diversity, inclusivity, and social justice, 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 and Applied Child 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, Measurement, Evaluation, and Research Methodology in the ECPS Department, as well as programs that focus on English Language Learners, Indigenous Education, the interdisciplinary focus of UBC and the diverse communities that it serves.

Ph.D. Program Accreditation by the Canadian Psychological Association

The faculty in School and Applied Child Psychology fully support the concept of accreditation. The Ph.D. program in School and Applied Child Psychology (SACP) has been accredited by the Canadian Psychological Association (CPA) since 2012. The next site visit will be in 2020-2021.

In 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

Public Disclosure information on the program including applicants, students admitted, internship applicants, etc is provided as required by CPA on our Program website at:

<https://ecps.educ.ubc.ca/sacp/student-admissions-outcomes-and-other-data/>

UBC SACP 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 SACP 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 Competence:

- 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, exceptionalities, diversity, Indigeneity, social justice, and human rights.
- Research methodologies and techniques of data analysis
- 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.

Areas of Competence:

- Cognitive abilities
- Academic learning and achievement
- Social, emotional, and behavioural functioning
- Learning environment and social ecology

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

Areas of Competence:

- Direct service provision
- Indirect service provision
- Systems level service provision

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

Areas of Competence:

- Individuals (Child/Student)
- Classrooms
- Schools
- Families
- Neighbourhoods/Communities

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

Areas of Competence:

- Critically evaluate literature and research
- Apply research literature
- Design and conduct research
- Disseminate research findings & knowledge translation

Objective 2.5: Students will demonstrate knowledge, sensitivity to, and competence in diversity and culturally responsive and socially just practice.

Areas of Competence:

- Culturally responsive and socially just assessment
- Culturally responsive and socially just intervention
- Culturally responsive and socially just consultation
- Culturally responsive and socially just systems change

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

Areas of Competence:

- Individual (Child/Student)
- Classrooms
- Schools
- Families
- Neighbourhoods/Communities

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

Areas of Competence:

- Professional ethics in practice

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

Professional School and Applied Child 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 and applied child 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 and applied child 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 and Applied Child 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, 2014) highlighted above. Although doctoral level school and applied child psychology training at the University of British differs from the training in the M.A. and M.Ed. programs, the M.A. program provides the foundation for the doctoral program. The M.Ed. program in School and Applied Child Psychology at UBC prepares individuals for entry-level practice in schools at the master's level and can serve as initial qualification (pending successful completion of the School Psychology Praxis Examination) certification with the British Columbia Association of School Psychologists. The M.A. program serves as a prerequisite or foundation for advanced training at the Ph.D. level where 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 schools and non-school settings, 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 and Applied Child 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 and Applied Child Psychology programs. 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 and Applied Child 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 learning and both cognitive and affective development of children, youth, and families within their social systems is unique to the School and Applied Child Psychology program. The UBC School and Applied Child 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 and Applied Child 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 and Applied Child Psychology, Counselling Psychology, 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 and Applied Child 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 and Applied Child 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, most core faculty members in the Program have doctoral level training in School Psychology and all have active programs of research in School and Applied Child Psychology and directly related areas.

UBC SACP People

Core SACP Faculty

The core faculty in the School and Applied Child 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 and Applied Child Psychology Program. The core School and Applied Child Psychology area faculty also concern themselves with the relationship of the program to the larger Department, Faculty of Education, and University. The following is a brief overview of the professional background of the core faculty in School and Applied Child Psychology. Included are highlights of their scholarly interests, current research foci, and teaching responsibilities. For more information visit the ECPS Department website at <https://ecps.educ.ubc.ca/people/faculty/>

Allison CLOTH (SACP). 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, adolescent development, master's level practicum, and school-based interventions

Theoretical Orientation: Ecological/Humanist

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Laurie FORD (SACP, HDLC, ECED). B.S., M.S. (Oklahoma State University), Ph.D. (University of Kansas – APA Accredited). Associate Professor. Certified School Psychologist. **2020-2021 SACP Ph.D. Director of Training & Admissions Coordinator; ECED Programs Director.**

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 with a strong commitment to diversity and social justice. 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 from diverse backgrounds 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 and affect theory; community systems; cognitive, academic, and early childhood assessment; community psychology & systems; families and diversity; supervision; and master's and doctoral practicums.

Theoretical Orientation: Ecological; Developmental; Cognitive-Behavioural

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Scarfe Office: Rm: 2410

laurie.ford@ubc.ca

Anusha, Kassan, (SACP), Ph.D. (McGill University, CPA Accredited), R.Psych (Alberta), Associate Professor **SACP Practicum Coordinator**

Research, Scholarship, and Professional Interests:

Anusha's scholarly interests are informed by her own bi-cultural identity. As such, her program of study is informed by an overarching social justice lens. Her research presently includes two major foci. First, she is conducting research pertaining to migration experiences across different populations (i.e., newcomer youth, same-sex binational couples, and LGBTQ newcomers). Second, she is carrying out research in the area of teaching and learning, investigating cultural and social justice competencies among graduate students and field supervisors. Anush is committed to the implications of this research for school and applied child psychology training and practice.

Teaching:

Anusha's teaching includes social and emotional interventions with children and youth, supervision and practicum.

Theoretical Orientation: feminist-multicultural approach

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Serge, LACROIX (SACP), Ph.D. (University of British Columbia). R. Psych. Senior Instructor. **ECPS Director of Graduate Programs**

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

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Scarfe Office: Rm: 2510

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William MCKEE (SACP, SPED). B.A. Teacher Certification, M.A. (UBC), Ph.D. (Louisiana State University). Assistant Professor. **2019-2020 SACP Area Coordinator, Director of the Psychoeducational Research and Training Centre; BC School and Applied 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

Office Phone: 604-822-6572

Scarfe Rm: 1020 (PSCTC)

william.mckee@ubc.ca

Thomas SCHANDING (SACP). B.A. (Western Kentucky, M.A). M.A. & Ph.D. (University of Southern Mississippi, APA accredited). Associate Professor. **Beginning July 2021.**

Research, Scholarship, and Professional Interests: Thomas will join the program in July 2021. His research program focuses on three strands: 1) Social-emotional and mental/behavioral health of students. 2) The social experiences and school functioning of lesbian, gay, bisexual, transgender, queer, intersex, asexual (LGBTQIA+) youth, and 3) Assessment and intervention for students with an Autism Spectrum Disorder (ASD).

Teaching:

We anticipate that Thomas will contribute to our program teaching in multiple ways when he arrives at UBC but specific courses have not been decided.

Theoretical Orientation: Ecological; Cognitive Behavioural

Office Phone: TBD

Scarfe Rm: TBD

Additional ECPS Department Faculty

In addition to the core faculty in School and Applied Child 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: <https://ecps.educ.ubc.ca/people/>

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/>

SACP Student Representatives 2020-2021

Each year two students participate in School and Applied Child Psychology program area meetings as student representatives. Two students, 1 Ph.D. and 1 advanced Master's are typically elected to serve as student representatives for the upcoming academic year. The student representatives attend program area meetings and serve as representatives of the school and applied child psychology students. The student representatives also work closely with the SACP 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(s): Nathalie Sagar (September to December) & Aisha Ghani (January to August)

Master's Student Representative: Linnea Kalchos

GAA Support 2020-2021

Program GAA

We are fortunate to have one Program GAA working with the faculty and students in SACP this year. Maryam Osman (Year 2 M.Ed. student) will serve as the SACP GAA. One of Maryam's responsibilities is serving as Peer Advisor for students in SACP and serving as representative to the ECPS Student Council.

Accreditation GAAs

To support our reaccreditation and self-study efforts this year Dorna Rahimi (Year 3 Ph.D.) and Erika Thauberger (Year 1 Ph.D.) will be serving as accreditation GAAs. Their primary role is support the needs related to our Self-Study and Site Visit in 2020-21. They will also work to maintain the program blog.

LEARN MORE

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

UBC SACP Students 2020-2021

Student	Program	Program Advisor/Supervisor
Elijah Anderson	M.A.	Ford
Natalie Arnett	M.Ed.	Weber
Darcie Anne Bailey	Ph.D.	Ford/ Ford & Knight (co)
Michele P. Cheng	Ph.D. (Candidate)	Lacroix/Mercer
Juliane Dmyterko	Ph.D.	Ford
Bethany Ee	Ph.D.	Ford
Marissa Hall	M.A.	Ford/Perry (co)
Aishi Ghani	Ph.D.	Ford/Kassan (co)
Laine Jackart	M.Ed.	McKee
Linnea Kalchos	M.A.	Kassan
Rachel King	Ph.D.	McKee
Melissa Lazos	M.A.	McKee
Angelina Lee	Ph.D. (Candidate)	McKee/Nicol
Matthew Lee	Ph.D. (Candidate)	Lacroix/Hymel
Simon Lisaingo	Ph.D. (Candidate)	Ford/Ford & Perry (co)

Student	Program	Program Advisor/Supervisor
Stephanie Martin	PhD	Ford
Jackson McKee	Ph.D.	McKee
Melanie Nelson	Ph.D. (Candidate)	Ford
Veronique Nguy	Ph.D.	McKee
Maryam Osman	M.Ed.	Cloth
Melanie Parent	M.Ed.	Lacroix
Dorna Rahimi	Ph.D. (Candidate)	Ford
Alexandra Ruddy	Ph.D.	Ford
Nathalie Sagar	Ph.D.	McKee
Sonja Saqui	Ph.D. (Candidate)	McKee/Mercer
Lindsay Starosta	Ph.D.	Ford/Hymel
Erika Thauberger	Ph.D.	McKee
Julia Toews	M.A.	Kassan/Ford (co)
Laura Vincent	M.Ed.	Weber
Kathleen Walsh	Ph.D.	Perry/Ford(co)
Harris Wong	M.A.	Ford
Teija Yli-Renko	M.A.	McKee

Getting Started: Some Good Things to Know and Remember

About ECPS Graduate Programs Support

- Two staff members are assigned to and provide support for faculty and students in our five department graduate programs.
- **Lee Smith** is the Graduate Program Support contact for the SACP program (as well as HDLC and SPED). She is wonderful resource for you and will provide support throughout your graduate program. Lee's office is on the 5th floor of the Scarfe Office Block Room 2523. Phone: 604-822-5351; Email: Lee.smith@ubc.ca
- **Karen Yan** is the Graduate Program support contact for the CNPS and MERM programs. When Lee is away from the office she will also be available to support you. Karen's office is Scarfe Office Block Room 2522; Phone: 604-822-6371; Email: Karen.yan@ubc.ca
- Information on other ECPS Department staff is available at <https://ecps.educ.ubc.ca/people/staff/>

About our SACP Blog

- We have created a SACP program blog. The purpose of this blog is to share information with students currently in the program. It is the place we communicate program updates, post forms and program documents, provide program updates including upcoming presentations, meetings, conferences, jobs, as well as research and information relevant to students in the SACP program. The blog is located at <https://blogs.ubc.ca/Scps/>

About the Handbook, Program Documents, and Forms

- Read this handbook and keep your copy bookmarked or download and save 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 SACP blog 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).
- You are strongly encouraged to get keys when you begin the program so you have them when you need them as they Office block typically is locked by 4:30 during the week and all weekend.
- Students can complete an electronic key request form, available on the ECPS website: <https://ecps.educ.ubc.ca/internal/forms-resources/> (Please note that supervisor's must approve and sign-off on these forms.)

About ECPS and SACP Mailing Lists and SACP Contact Directory

- We keep SACP Student Mailing Lists. Email addresses included on the mailing list are all SACP students and SACP faculty.
- The address for the SACP Mailing List is: SACP-full@LISTS.UBC.CA. Emails sent to this address goes to all SACP students, faculty, and the graduate program support staff. 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: SACP-PHD@lists.ubc.ca. All SACP 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, SACP program coordinator, SACP Ph.D. program director (for doctoral students), and SACP Graduate Program Support 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.*
- Graduate courses have considerable more outside of class time commitment than the typical undergraduate course. Commitments outside of class for a given course vary with the nature of the course and instructor. However, it is typical to expect an average of two to three hours outside of class time for every hour you spend in class. For example for a three credit course you should expect to spend an average of 6 to 9 hours of preparation outside of class. You should expect to commit more time in doctoral level (600 level) courses than 400 or 500 level courses. Practicum courses have their required hours of practicum specified in the course syllabi. However also recognize that time needed to commit for a practicum may vary with a given students need for additional support activities.
- 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. Ask if you want to attend a conference, do not tell 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.
- Graduate courses are different than undergraduate courses. Some terms university holidays fall disproportionately on a particular day of the week. A three hour graduate course should meet 39 hours during the term. Instructors may have arrangement to make up time missed if the university is closed. You would not have to meet on the scheduled class day if the university is closed or it is a holiday, however, the instructor may identify ways to ensure instructional hours are met in other ways.
- 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 Practicum Placements

- 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 at your placement may not follow the university breaks and holidays. Plan accordingly and check with instructors and practicum supervisors before making your travel plans.
- Keep your practicum and other clinical experiences well documented using the Time2Track log and your own record keeping throughout the program (starting in your first semester)
- Practicum courses have their required hours of practicum specified in the course syllabi. However also recognize that time needed to commit for a practicum may vary with a given students need for additional support activities.
- Dress professionally and appropriately for the practicum setting.

About Thesis and Dissertation

- If you are a M.A. student enroll in EPSE 599 the first semester you are in the program and have a standing "T" grade entered each term until you complete your thesis. If you are a Ph.D. student enroll in EPSE 699 the first semester you are in the program and have a standing "T" grade entered every term you are in the program until you complete your dissertation. When your thesis/dissertation are completed and filed, your supervisor will work with the SACP Program Support to enter a final grade.
- 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.
- 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 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 hold Student Meetings called Towne Meetings or other information and planning gatherings during the year. These are a mix of professional development and information/updates with some social activities as well. Some meetings may be unique to masters or Ph.D. students while others involve all students (and faculty) in the program. At the request of students we initiated a monthly seminar for Ph.D. students in 2019.
- All students are expected to attend student meetings and seminars. This is in part how we communicate new and important information. It is also an opportunity for you to extend your learning beyond the classroom and helps with our SACP program community building.
- If you cannot attend, you should notify your advisor or the program coordinator (Ph.D. Director for Ph.D. only meetings) and make arrangements to get any information shared with the group, especially as it relates to program information and updates. These sessions are typically not audio recorded.

About Work Outside of the Program

- We recognize that cost of living and costs of graduate school may create financial hardships and challenges for students. When making decisions about work outside of the program, remember the programs in School and Applied Child Psychology at UBC are full time programs. Plan your work outside of class appropriately to not interfere with your program (including practicum) responsibilities.
- Students who are on scholarships or fellowships often have restrictions on the number of hours they are allowed to work on or off campus. Make sure you are clear of requirements if you are on scholarship or fellowship. If you go over the hour requirements you may risk the loss of your funding.
- As required by our CPA accreditation, **doctoral students cannot work more than 20 hours outside of the program**. This includes your time after internship if you have not completed your doctoral dissertation and program requirements before the end of your internship.
- If you are unclear about the rules for work outside of the program please talk with your supervisor, the Area Coordinator, and/or the Ph.D. Director of Training.

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 and Applied Child 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 are announced on the department student mailing list and website. Final doctoral oral examinations are also posted on the G+PS website.

- We periodically schedule information and discussion sessions with our students regarding the internship application process, program updates, and student concerns. Make every effort to attend these meetings when they are scheduled.
- Most faculty use a research team or lab model. Every faculty runs their labs in different ways but an expectation is that students in the M.A. and Ph.D. programs are actively engaged in labs or research teams and research beyond their own thesis or dissertation research. Communicate with your supervisors and make sure you are clear on expectations of participation in lab or research team meetings. This participation will hopefully 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. In the case of M.A. and Ph.D. students this is typically also your research supervisor. 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 and Applied Child Psychology program faculty) 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 SACP 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 SACP M.A. and Ph.D. programs select a Research Supervisor who is not a member of the core SACP faculty. This is perfectly acceptable if the faculty member is eligible to serve as a research supervisor. However, given the intensive nature of the program curriculum, course work, and clinical experiences, as well as program accreditation needs, all M.A. and Ph.D. students who have a Research Supervisor who is not a member of the core SACP faculty must also have a Program Advisor who is a core SACP faculty member. **Thus, students may select an approved Research Supervisor outside of the core SACP faculty, but must maintain a Program Advisor from the core SACP faculty.**

Advisory Committees. Coursework for each student will be determined and supervised by the student's Program Advisory Committee. In the School and Applied Child Psychology program, Program Advisory Committees consist of not fewer than three core SACP Program faculty members and are chaired by the Program Advisor. The Program Advisor and any two additional core SACP 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 SACP programs outlined in this handbook (detailed later in this handbook), the Program Advisor may present the proposed PGS to the entire SACP Program Faculty at the monthly SACP 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 SACP must include at least one member of the core SACP faculty.** The research committee may request changes in the PGS to reflect needed preparation for the research beyond those courses originally agreed upon by the advisory committee. The SACP 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 SACP 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 SACP 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 SACP PGS forms are available on the SACP blog. PGS forms for recent years are also archived and available from any SACP 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 SACP websites and SACP blog. 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.

SACP Program Prerequisites

Ph.D. Program Prerequisites

The current UBC M.A. program in School and Applied Child 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 and Applied Child Psychology (or its equivalent) within the last five years as well as a graduate or senior undergraduate course in Human

Development and Basic Interview Skills, Some students who graduated from the M.A. program in School and Applied Child 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 SACP M.A. program, they may need to add that coursework to their Ph.D. If their coursework is over five 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. If the doctoral student did not have three upper division credits in History and Systems of Psychology and six credits of upper division credits in the Biological Bases of Behaviour as an undergraduate or master's student they must take additional course work in these areas as a part of their Ph.D. program. If they are using undergraduate or masters level coursework in these areas to count to the psychological foundations requirements a copy of the syllabi must be included and attached to the PGS within the first semester in the program.

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 SACP 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. However, it is your responsibility to ensure you have met all pre-requisites by the end of your first year in the M.Ed. or M.A. program.

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. You may take courses elsewhere to meet program requirements, often psychology foundation requirements. However, if you do so, you must still complete the minimum required hours for the program.

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 SACP.

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 to ensure they meet the required number of program hours upon completion of their program.

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 SACP 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 SACP 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 semester 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 and Applied Child 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. Students are not allowed to engage in academic and practicum activities or work with their supervisors on thesis and dissertation research while on leave.

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 or attend program events and meetings. 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 five year time limit for the completion of a Master's program and a six 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 will be completed in the period requested. Extensions will not be granted beyond two years.

Seven or More Years in the Ph.D. Program

Even if an extension is granted from G+PS students should carefully monitor their time to completion. As a CPA accredited program we must document and report students who are beyond their 6th year in the program. We must report the time to completion for all students and also average time to completion for program graduates. We do know there are extenuating circumstances on occasion. However, delays impact not only the individual students but may also impact our over status as a CPA accredited program. Even with an extension granted, students beyond the 6th year can anticipate a letter from the Director of Training on behalf of the program requesting an update and proposed timelines for program completion. If there are repeated requests for program extension the without compelling reasons, the program may indicate to G+PS that they do not support additional extensions.

Transfers

Transfers between the SACP Masters Programs. Students may request a transfer from the SACP M.A. program to the SACP M.Ed. program or from the SACP M.Ed. program to the SACP M.A. program. However, this is very unusual and may extend your time in the program as additional coursework may be required. Given admissions to the programs occur on alternating

years and many course requirements are different, it may add over a year to the program. 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. Student who want to move from the M.Ed. to M.A. must apply to the M.A. program with other applicants on December 1st. 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 as part of their application for the M.A. program and transfer requests will only 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 SACP program advisor for consideration by the SACP 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 and Applied Child 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 SACP) 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. However, these transfers are rare. 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 SACP program are considered once a year at the time regular admissions are due (December 1st). The student must submit a new application to the program. The request will be reviewed along with other applicants to the SACP 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.

SACP Program Degree Requirements

SACP Ph.D. Program Requirements (Students entering 2020-2021)

The Ph.D. program in School and Applied Child Psychology requires 3 years of full-time resident study and the completion of a year-long pre-doctoral internship after completion of the M.A. in School and Applied Child Psychology (minimum four years total for the Ph.D. program). Students typically complete the coursework in Years 1 and 2, comprehensive examination and dissertation proposal in Year 2 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 pre-requisites to take as a part of their Ph.D. program or when students take additional coursework or practicum.

SACP Program Prerequisites. Because the UBC M.A. program is considered as a part of the Ph.D. program, completion of UBC School and Applied Child 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. If any required M.A. coursework was not completed it may be required as a part of the Ph.D. program.

As a part of M.A. or as an undergraduate

- Human Development (3 credits)¹
- Basic Interviewing Skills (CNPS 362 or equivalent)¹ (3 credits)
- History and Systems of Psychology (3 credits)²
- Biological Bases of Behaviour (6 credits)²

UBC School & Applied Child Psychology M.A. Coursework

- Applied Psychopathology Across the Life Span (EPSE 506) (3 credits)
- Basic Principles of Measurement (EPSE 528) (3)
- Professional, Ethical and Legal Issues In School Psychology (EPSE 550) (3 credits)
- Intervention and Health Promotion in Schools (EPSE 552) (3 credits)
- Theories of Cognitive and Affective Abilities (EPSE 553) (3 credits)
- Social and Emotional Assessment (EPSE 555) (3 credits)
- Cognitive and Academic Assessment Practicum (EPSE 556) (3 credits)
- Social and Emotional Interventions with Children & Youth (EPSE 557) (3 credits)
- Master's Practicum in School and Applied Child Psychology I (EPSE 561) (6 credits)
- Master's Practicum in School and Applied Child Psychology II (EPSE 561) (6 credits)
- At least one graduate level course in research methods (3 credits)
- Research Thesis (EPSE 599) (6 credits)
- Massive Open Online Course in Indigenous Education

SACP Ph.D. Program Required Course. 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 and Applied Child Psychology, the following program components would apply:

Required Ph.D. Minimum Required Coursework:

Course Number (credits)	Course Name
EPSE 551 (3)	School-based Consultation
EPSE 633 (3)	Community-Based Systems
EPSE 661 (6)	Doctoral Practicum in SACP I
EPSE 661 (6)	Doctoral Practicum in SACP II
EPSE 688 (1)	Seminar in Supervision of SACP Practice
EPSE 689 (3)	Pre-Doctoral Internship in SACP

¹ If not taken as an undergraduate, may be taken during the first year of the M.A. program.

² If not taken as an undergraduate, may be taken during the M.A. or Ph.D. programs.

Course Number (credits)	Course Name
EPSE 699 (0)	Dissertation
Multicultural/Diversity (3)	See below for selected options
Professional Practice (6 credits – 2 courses required)	These courses must target professional practice in psychology such as counselling, therapy, assessment, consultation, etc. Students select at least 2 courses that are in line with their professional goals. A list of courses typically taken is listed below.
Research Methods (6 credits -2 courses required)	Beyond their coursework at the MA level, students must take a minimum of 6 credits in Research Methods that are in line with their research needs. At least one course must be in the area of qualitative methods if they did not take a qualitative methods course in their MA. A list of courses typically taken is listed below.

35 Credits Minimum beyond the UBC SACP M.A.

SACP Ph.D. Program Sequence. While there is no specified sequence for doctoral coursework, doctoral students typically complete course pre-requisites (if any) and begin their professional practice and research coursework along with a 10-month long practicum in schools and the PRTC. In Year Two, students typically complete research and professional practice coursework along a 9-month long practicum in a non school based setting. Comprehensive examinations (detailed later in this handbook) are completed at the end of Year Two followed by completion of a dissertation proposal in the summer of Year Two or early Year Three (detailed later in this handbook). Students must successfully complete all required coursework, comprehensive exams, and dissertation proposal and reach candidacy before applying for internship through APPIC (typically November of year 3). Students are encouraged to complete their dissertation (or at least their data collection, if any) prior to beginning their internship. A typical sequence is provided below.

SACP PhD Course Sequence

Year	September to January	January to April	May-June	July-August
PhD Year 1 ¹	<p>EPSE 551: School Based Consultation</p> <p>CNPS 587: History & Systems of Psychology (1st or 2nd year) [Even numbered years]</p> <p>EPSE 557: Social & Emotional Interventions with Children & Youth</p> <p>Research³, Professional Practice, & Diversity Courses</p>	<p>EPSE 633: Community Based Systems Alternating (1st or 2nd year) [Odd numbered years] --</p> <p>Research, Professional Practice, & Diversity Courses</p>		

SACP Ph.D. Coursework Areas

Systems Coursework. As systems level change is a strong focus of our SACP Programs students are required to take one course on consultation (EPSE 551) and take one course on community systems (EPSE 633). EPSE 633 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 SACP program, students typically take this course to meet this program requirement. However, in special circumstances such as the course not being offered for more than two years another course may be substituted with permission of the core SACP 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).

Psychology Foundations Coursework. Coursework in these five core content area are required as a part of our CPA accreditation and for registration as a psychologist in most provinces. Some of these requirements may be met through upper division undergraduate courses. To receive credit students must receive a B or higher in the course as it appears on the students transcript. They must also provide a copy of the syllabus for review. If approved it will be placed on the students PGS and on file. The ways in which these core areas are addressed in the UBC SACP program are highlighted below.

- **History and Systems of Psychology:** CNPS 587 (History and Systems of Psychology) must be taken if a 3-credit upper division undergraduate or graduate level course in the history and systems of psychology is not taken prior to their Ph.D. program. This course is offered every other year (September of even numbered years).
- **Biological Bases of Behaviour:** EPSE 568 (Applied Developmental Neuropsychology) must be taken in the Ph.D program if 6 credits of upper division undergraduate or 3 credits of graduate level coursework in the biological bases of behaviour has not been completed. This course is offered every other year (January of odd numbered academic years).
- **Social Bases of Behaviour:** EPSE 633 (Community Based Systems) is required of all Ph.D. students in the program. It is offered every other year (January of even numbered academic years).
- **Cognitive-Affective of Behaviour:** EPSE 553 (Cognitive and Affective Theories) must be taken in the M.A. program. If it is not taken it must be taken as a part of the Ph.D. program. The course is offered every other year (January of even numbered academic years).
- **Individual Behaviour:** The typical student admitted to our program has an undergraduate degree in Psychology or Education (or related area) and 18 hours in these areas are required for admission to the M.A. In our experience most students meet this requirement as an undergraduate through coursework in child development, abnormal psychology, social development, etc. As an applied psychology program individual behaviour is a central aspect of many of the M.A pre-requisite courses to the Ph.D. including EPSE 506 (Applied Psychopathology Throughout the Lifespan), EPSE 535 (Social & Emotional Assessment), EPSE 551 (School-Based Consultation) EPSE 552 (Intervention and Mental Health Promotion in Schools, EPSE 556 (Practicum in Cognitive & Academic Assessment), EPSE 557 (Social and Emotional Interventions with Children and Youth) which all meet this Standard. In addition students take professional practice courses in the Ph.D. program that include a significant component on individual behaviour (e.g. CNPS 514 (Counselling Adolescents), PSYC 556 (Treatment of Childhood Disorders) and EPSE 634 (Advanced Assessment in School & Applied Child Psychology)

**Foundations of Professional Practice – For CPA Accredited Doctoral Programmes:
UBC SACP**

Foundational Competency Area:	Standard II.F.1 – Scientific and professional ethics and standards
Relevant Training Activities:	<ul style="list-style-type: none"> • EPSE 550: Professional, Legal, and Professional Issues in School Psychology • Practicum Experiences (EPSE 561, EPSE 661, EPSE 687) • Internship: EPSE 689 • Completion of Tri-Council Policy Statement Tutorial-Second Edition (TCPS-2) • Completion of Module in Academic Integrity • Master’s Thesis • Comprehensive Examination • Doctoral Dissertation
Means Used to Assess Outcomes & Minimum Achievements Expected:	<ul style="list-style-type: none"> • Passing grade of at least a B in EPSE 550 • Passing grade (P/F) for EPSE 561, EPSE 661, EPSE 687, EPSE 689 • Successful completion of certificate training for TCPS-2 • Successful final oral examination and deposit of approved thesis and dissertation documents • Successful completion of oral and written components of the comprehensive examination
Foundational Competency Area:	Standard II.F.2.i – Research design and methodology
Relevant Training Activities:	<ul style="list-style-type: none"> • EPSE 528: Basic Principles of Measurement • At least one 3 credit course in Qualitative Research Methods (e.g. EPSE 595) • At least one 3 credit course in Quantitative Research Methods (e.g. EPSE 592 or EPSE 596) • Minimum of 2 additional 3 credit courses in Research Methods (options for meeting this requirement highlighted in this self study) • Participation in research lab meetings • Presentation of research at professional meetings • Publication of research • Master’s Thesis • Comprehensive Examination • Doctoral Dissertation
Means Used to Assess Outcomes & Minimum Achievements Expected:	<ul style="list-style-type: none"> • Passing grade of at least a B in courses • Successful final oral examination and deposit of approved thesis document • Successful final oral examination and deposit of approved dissertation document • Presentations at lab meetings • Papers accepted and presented at professional meetings

	<ul style="list-style-type: none"> • Manuscripts accepted for publication in professional journals and other avenues • Successful completion of oral and written components of the comprehensive examination
Foundational Competency Area:	Standard II.F.2.ii – Statistics
Relevant Training Activities:	<ul style="list-style-type: none"> • At least one 3 credit course in Quantitative Research Methods (e.g. EPSE 592 or EPSE 596) • Most students take at least one additional course in statistics/quantitative methods beyond the EPSE 592 or EPSE 596 in meeting their 12 credits (minimum) of courses in research methods. • Participation in research lab meetings • Presentation of research at professional meetings • Publication of research • Master’s Thesis (if quantitative methods are used) • Doctoral Dissertation (if quantitative methods are used)
Means Used to Assess Outcomes & Minimum Achievements Expected:	<ul style="list-style-type: none"> • Passing grade of at least a B • Successful final oral examination and deposit of approved thesis document (if quantitative methods are used) • Successful final oral examination and deposit of approved dissertation document (in quantitative methods are used) • Presentations at lab meetings • Papers accepted and presented at professional meetings • Manuscripts accepted for publication in professional journals and other avenues
Foundational Competency Area:	Standard II.F.2.iii – Test construction and psychological measurement
Relevant Training Activities:	<ul style="list-style-type: none"> • EPSE 528: Basic Principles of Measurement • A component of assessment courses highlighted above including: EPSE 531, EPSE 535, EPSE 556 required of all students (and EPSE 634 elective)
Means Used to Assess Outcomes & Minimum Achievements Expected:	<ul style="list-style-type: none"> • Passing grade of at least a B in coursework
Foundational Competency Area:	Standard II.F.3.i – Psychological assessment
Relevant Training Activities:	<ul style="list-style-type: none"> • EPSE 531: Data Based Individualization of Academic Interventions for Learning Difficulties • EPSE 535: Social & Emotional Assessment • EPSE 556: Practicum in Cognitive & Academic Assessment • EPSE 561: Practicum in School and Applied Child Psychology (MA Year 1 and MA Year 2) • Professional Practice courses (course selected by

	<p>student may have an assessment focus)</p> <ul style="list-style-type: none"> • EPSE 661: Practicum in School and Applied Child Psychology • EPSE 687: Speciality Practicum (if selected placement has an assessment component) • EPSE 689: Pre-Doctoral Internship in School and Applied Child Psychology • Comprehensive Examinations
Means Used to Assess Outcomes & Minimum Achievements Expected:	<ul style="list-style-type: none"> • Passing grade of at least a B in coursework • Passing grade of P • Successful completion of oral and written components of the comprehensive examination
Foundational Competency Area:	Standard II.F.3.ii – Intervention <i>*Including training in evidence-based interventions, and more than one therapeutic modality</i>
Relevant Training Activities:	<ul style="list-style-type: none"> • EPSE 531: Data Based Individualization of Academic Interventions for Learning Difficulties • EPSE 552: Interventions and Mental Health Promotion in Schools • EPSE 557: Social and Emotional Interventions with Children and Youth • EPSE 551: Master’s Practicum in School and Applied Child Psychology • Professional Practice coursework (most students one or more courses with an intervention focus given the strong assessment training at the master’s level) • EPSE 661: Doctoral Practicum in School & Applied Child Psychology • EPSE 687: Specialty Practicum • EPSE 689: Pre-Doctoral Internship in School and Applied Child Psychology • Comprehensive Examination
Means Used to Assess Outcomes & Minimum Achievements Expected:	<ul style="list-style-type: none"> • Passing grade of at least a B in coursework • Passing grade of P in practicum and internship • Successful completion of oral and written components of the comprehensive examination
Foundational Competency Area:	Standard II.F.3.iii – Consultation
Relevant Training Activities:	<ul style="list-style-type: none"> • EPSE 551: School Based Consultation • EPSE 633: Community Based Services • EPSE 561: Master’s Practicum in School & Applied Child Psychology • EPSE 661: Doctoral Practicum in School & Applied Child Psychology • Professional Practice courses (course selected by student may have a consultation focus) • EPSE 687: Specialty Practicum (if selected placement has a consultation component) • EPSE 689: Pre-Doctoral Internship in School and Applied Child Psychology

Means Used to Assess Outcomes & Minimum Achievements Expected:	<ul style="list-style-type: none"> • Passing grade of at least a B in coursework • Passing grade of P in practicum
Foundational Competency Area:	Standard II.F.3.iv – Programme development and evaluation
Relevant Training Activities:	<ul style="list-style-type: none"> • EPSE 531: Data Based Individualization of Academic Interventions for Learning Difficulties • EPSE 551: School-Based Consultation • EPSE 633: Community-Based Systems • EPSE 591/SPPH 540: Program Evaluation (if taken an option in meeting the research requirement) • Many doctoral students have a program development and evaluation component in their EPSE 661 and EPSE 687 Practicum Experiences and EPSE 689 Pre-doctoral internship
Means Used to Assess Outcomes & Minimum Achievements Expected:	<ul style="list-style-type: none"> • Passing grade of at least a B in coursework • Passing grade of P in practicum
Foundational Competency Area:	Standard II.F.3.v – Interpersonal relationships
Relevant Training Activities:	<ul style="list-style-type: none"> • EPSE 550: Professional, Legal, and Professional Issues in School Psychology (this course has required practicum working in classrooms) • EPSE 551: School-Based Consultation • EPSE 552: Interventions and Mental Health Promotion in Schools • EPSE 557: Social and Emotional Interventions with Children and Youth • EPSE 561: Masters Practicum in School & Applied Child Psychology • Advanced Professional Practice courses (most courses selected by students address interpersonal relationships as they are preparing students for professional practice) • EPSE 661: Doctoral Practicum in School and Applied Child Psychology • EPSE 687: Speciality Practicum • EPSE 689: Pre-Doctoral Internship in School and Applied Child Psychology
Means Used to Assess Outcomes & Minimum Achievements Expected:	<ul style="list-style-type: none"> • Passing grade of at least a B • Passing grade of P
Foundational Competency Area:	Standard II.F.3.vi – Supervision
Relevant Training Activities:	<ul style="list-style-type: none"> • EPSE 688: Supervision of School Psychology Practice • EPSE 661: Doctoral Practicum in School and Applied Child Psychology • EPSE 689: Pre-doctoral Internship in School and Applied Child Psychology (most students have a supervision

	component in their internship)
Means Used to Assess Outcomes & Minimum Achievements Expected:	<ul style="list-style-type: none"> • Passing grade of P

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. Students may take a course in one of the required program areas (e.g. professional practice such as multicultural counseling, research methods, such indigenous research methods) to meet this requirement or take an additional course in this area. All students must also complete the Massive Open Online Course on Indigenous Education in their Ph.D. program if did not complete it in their M.A. program.

Selected Options for Multicultural/Diversity Courses

Course Number	Course Name
ANTH 519	Medicine, Culture, and Society
CNPS 565	Special Topics: Indigenous Counselling
CNPS 594	Cross-Cultural Counselling
EDST 505	First Nations and Educational Change
EDST 545	Indigenous Inquiry and Research
EDST 546	Indigenous Epistemology & Methodology
EDST 578	Multiculturalism & Its Critical Alternatives: Diversity in Education & Society
EPSE 565	Special Topics: Families and Diversity
GRSJ 502	Issues in Gender, Sexuality, and Critical Race Theories
LLED 525	Bilingual Education: Theory and Practice
LLED 565	Special Topics: Indigenous Language and Cultural Education
LLED 565	Special Topics: Intercultural Competence: Theory, Research, & Applications
SOWK 510	First Nations Issues
PSYT 550	Social, Emotional, and Cognitive Development in Cross-Cultural & Biological Development

Professional Practice Coursework. One area where doctoral students individualize their program is in the area of Professional Practice courses. Students must take at least two (six credits) professional practice courses. 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. 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 practicum placements 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. We also offer EPSE 634 (Advanced Assessment in School and Applied Child Psychology) periodically with rotating topics. 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:

Selected Options for Professional Practice Courses

Course Number	Course Name
CNPS 504	School Counselling
CNPS 514	Counselling Adolescents
CNPS 545	Family Counselling
CNPS 564	Group Counselling
CNPS 565	Special Topics: Indigenous Counselling
CNPS 594	Cross-Cultural Counselling
CNPS 595	Stress, Coping, and Adaptation to Trauma and Addictions
CNPS 632	Advanced Assessment
ECED 585	Early Childhood Assessment
EPSE 506	College and University Teaching
EPSE 549	Seminar in Autism
EPSE 574	Principles of Applied Behaviour Analysis
EPSE 576	Assessment & Positive Behaviour Support in School & Community Settings
EPSE 577	Seminar in Assessment & Positive Behaviour Support
EPSE 565	Special Topics (e.g. Advanced Interventions; Advanced Assessment)
EPSE 580	Direct Study (selected topics with instructor)
EPSE 634	Advanced Assessment in School and Applied Child Psychology
FMST 580	Special Topics: Parent-Child Interactions
LLED 526	Second Language Assessment
LLED 554	Assessment in Reading & Other Language Arts
PSYC 542	Cognitive Behavioural Interventions
PSYC 556	Psychological Treatment of Childhood Disorders

Measurement, Evaluation and Research Methodology Coursework & Experience. All doctoral students must take two courses (six 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 across the M.A. and Ph.D. programs. 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.

Selected Options for Measurement, Evaluation, and Research Methodology Coursework

Course Number	Course Name
CCFI 508	Narrative Research and Pedagogy
EDCP 510	Video Ethnography in Education Research: Culture, Technology, and Interpretation
EDCP 512	Participatory Action Research

Course Number	Course Name
EDCP 513	Case-Study Research and Cross Case Analysis
EDCP 585A	Narrativity, Indigeneity, & Ecopedagogy
EDST 505	First Nations and Educational Change
EDST 565b	Advanced Seminar in Qualitative Data Analysis
EDST 545	Indigenous Inquiry and Research
EDST 546	Indigenous Epistemology & Methodology
EDST 578	Multiculturalism & Its Critical Alternatives: Diversity in Education & Society
EDST 595	Conceptual Analysis in Educational Research
EDUC 503a	Ethnography and Education
EDUC 504	Qualitative Data Analysis
EPSE 529	Test Construction
EPSE 591	Theory and Practice of Program Evaluation
EPSE 593	Design & Analysis of Research with Small Samples & Single Subjects
EPSE 594	Meta-Analysis: Qualitative Research Synthesis
EPSE 595	Qualitative Research Methods
EPSE 597	Factor Analysis and Its Application to Behavioural Sciences
EPSE 681b	Advanced Topics: Narrative Inquiry
EPSE 681	Phenomenology
EPSE 681	Topics in Educational Research and Measurement
EPSE 681	Validity Theory and the Process of Validation
EPSE 682	Multivariate Analysis in Behavioural Research
EPSE 682	Multivariate Designs and Analysis in Educational Research
EPSE 683	Measurement & Analysis of Growth & Change: HLM & SEM Models
LLED 502	Analyzing Discourse in Education: Descriptive and Critical Approaches
LLED 503	Qualitative Interviewing in Education: Theories and Methods
NURS 548	Qualitative Methods and Analysis
NURS 550	Qualitative Research Methods
NURS 624	Advanced Concepts in Qualitative Research Methods
PSYC 546E	Seminar In Psychological Problems: Multiple Regression
PSYC 546J	Seminar in Psychological Problems: Multilevel Modeling
PSYC 546Y	Seminar in Psychological Problems: Structural EQ Modeling
SOWK 554	Qualitative Methods in Social Work Research
SOWK 554C	Qualitative Methods in Social Work Research
SPPH 540	Program Evaluation in Public Health

The Measurement, Evaluation, and Research Methodology area within the ECPS department offers a “**MERM Sub-specialization**”. This sub-specialization requires students to complete six MERM courses (note that there is some restriction on the courses that will count towards the MERM sub-specialization) across the M.A. and Ph.D. programs. 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:

<https://ecps.educ.ubc.ca/measurement-evaluation-and-research-methodology/merm-sub-specialization/>

SACP Ph.D. Dissertation Research Sequence. In order to help facilitate dissertation and research progress to ensure reaching doctoral candidacy in a timely manner, a number

of steps to help move students to a successful proposal defence have been added to the Ph.D. program. As doctoral students in a Ph.D. program with a scientist-practitioner focus, students should be actively engaged in research activities throughout their program along with their coursework and clinical training activities. Research activities should include not only your own dissertation research but also, engagement in research activities such as lab or research teams, research projects with your supervisor(s) or others in the department or other places at UBC, referred presentations at professional conferences, manuscripts submitted for publication, editorial work, and the submission of proposal for funding on your own or with faculty.

Doctoral dissertation research is a critical component of the Ph.D. program. To ensure timely program completion it is important to begin exploring the topic for the dissertation research early in the Ph.D. program. Doing so will help in making decisions about research courses, papers and projects for classes, and other activities students may become involved both in and outside of the classroom.

Year One: Term 1 SSHRC Application

Students who not enter the program with federal (SSHRC, CIHR, NSERC) funding, will be expected to submit a proposal early in the winter term (typically September of each year) each year until they receive SSHRC funding. This is a useful first step in exploring ideas for the dissertation research. This requires connection with the research supervisor early in the term or even before beginning the Ph.D. program to discuss research ideas.

Research Topic Planning

Students should be meeting with their research supervisor regularly during your first term. Supervisors have different ways of approaching supervision. Students should talk with supervisors about their needs as a student and in turn expectations of the supervisor. By December 15 students submit a short (approximately 2 page) summary of their dissertation progress and plan for moving forward to their research supervisor. Students should use the First Year Dissertation Update form (on the blog) in summarizing their work. Students will also share their research ideas with each other and other program faculty during one of the Ph.D. student meetings during the year.

Year One: Term 2

Students should meet with their supervisor no later than January 15 to discuss their progress on their research plan (if they have not done so sooner). A copy of the First Year Dissertation Update Form, including notes from the discussion with the supervisor and signatures from the student and supervisor should be placed in the students file with the SACP Program Support immediately following your meeting.

In Winter Term 2 students will continue to work with their supervisor to develop a Dissertation Prospectus. A prospectus is a short road map for the proposed dissertation. It is intended to get students thinking about their project early enough to ensure completion in a timely fashion.

Students will submit their Dissertation Prospectus to their supervisor by May 30 and discuss it with the supervisor by June 30. At the June meeting students should begin

exploration of members for the research supervisory committee and clarify plans for any additional coursework or experiences in Year 2 to help ensure the successful development of the dissertation proposal and ultimately successful completion of the dissertation. The prospectus may change as the student works on their dissertation proposal but it should serve as a strong plan to move forward. Additional details of the documents and required forms are available on the SACP blog.

SACP M.A. Program Requirements

Students are admitted in cohorts every other year- even numbered years. The M.A. program is foundational for admission to the Ph.D. program. While it is a terminal degree it is not designed for those who plan to practice as a school psychologists at the master's level. It is designed for students who plan to move directly to Ph.D. study. M.A. students are eligible to apply in year two of their M.A. program to move directly to the Ph.D. program in year three of graduate study (upon completion of their M.A. degree requirements in years one and two of graduate study). The program is full time with two years of on campus study including courses, practicum, research, and thesis. Upon completion of the Ph.D. requirements after the M.A. students are eligible for certification as a school psychologist and registration as a psychologist. Ph.D. graduates go on to careers in a wide array of settings including universities (teaching, research, supervision), schools, community agencies, developmental clinics, and private practice. Students in the M.A. program, ***as full time students, are expected to engage in professional activities outside of their required courses and practicum including, but not limited to, participation in lab meetings, research, conference and in-service presentations, on and off campus seminars, manuscript writing, grant writing, and university teaching.*** In some instances students may elect to take a 3rd year to complete their research requirements before they begin the Ph.D.

SACP M.A. Program Prerequisites. In addition to the minimum admissions requirements set by the Faculty of Graduate Studies (normally, a four-year bachelor's degree with a B+ average in third and fourth year-level course work) in a relevant area of study, students are required to meet the following pre-requisite requirements:

- A minimum of 18 credits in Psychology, Educational Psychology, or Special Education and related disciplines including CNPS 362 or an equivalent undergraduate course in basic interviewing skills. Other than the courses in statistics, research methods any courses in these areas will meet the requirement. However, students are encouraged to have background or coursework in areas most relevant to School and Applied Child Psychology practice (child development, learning, exceptional students, classroom management, behaviour disorders, abnormal psychology, etc.). It is not necessary to have a degree in psychology or education to apply but coursework and background in these areas is beneficial.
- Upper division undergraduate course work in both statistics and research methodology with content similar to the UBC courses EPSE 481 & EPSE 482. Completing a data-based honours thesis meets the research methods prerequisite.
- Prior research experience as an undergraduate such as an honours thesis, volunteering in a research lab, or working as a research assistant is encouraged for applicants to the M.A. program and should be highlighted in your application.

research supervisor early in the term or even in the summer before they begin the M.A. program to discuss research ideas.

Research Topic Planning

Students should be meeting with their research supervisor regularly during their first term. Supervisors have different ways of approaching supervision. Students should talk with supervisors about their needs as a student and in turn expectations from the supervisor. By December 15 students will submit a short (approximately 2 page) summary of the thesis progress and plans for moving forward to their research supervisor. Students should use the First Year Thesis Update form (on the blog) in summarizing their work. Students will also share their research ideas with each other and other program faculty during one of the M.A. student meetings during the year.

Year One: Term 2

Students should meet with their supervisor no later than January 15 to review progress on their research plan (if they have not done so sooner). A copy of the First Year Thesis Update Form, including notes from the discussion with the supervisor and signatures from both should be placed in the student's file with the SACP Program Support within a week of the meeting.

In Winter Term 2 students will continue to work with their supervisor to develop a Thesis Prospectus. A prospectus is a short road map for the proposed Thesis. It is intended to get students thinking about their project early enough to ensure completion in a timely fashion. Students will submit their Thesis Prospectus to their supervisor by May 1st and discuss it with your supervisor by June. At the June meeting students should begin exploration of members for the research supervisory committee and clarify plans for any additional coursework or experiences in Year 2 to help ensure the successful completion of the proposal and ultimately successful completion of the Thesis. The prospectus may change as students work to their Thesis proposal but it should serve as a strong plan to move forward. See the SACP blog for prospectus format and forms.

Summer Year 1

Developing the Research Proposal

By the summer of Year 1 students should have a good sense of the direction for their thesis. Students will continue to work on their proposal and work with their supervisor to finalize a research supervisory committee. Students can complete their proposal at any point they are ready. Ideally this will be Year 2. There are some variations of the format of the Thesis proposal. Students should work with their research supervisor to develop a proposal plan that fits with their approach, the methodology used for the research, and G+PS guidelines (<https://www.grad.ubc.ca/current-students/dissertation-thesis-preparation>). The thesis proposal typically has three sections or chapters and while the length of the document varies they typically range from 15 to 30 pages depending on the approach taken and supervisor preferences.

SACP M.Ed. Program Requirements

Students are admitted to the M.Ed. program every other year in odd number academic years. The M.Ed. program in School and Applied Child Psychology is designed to prepare students for provincial certification as a school psychologist with the British Columbia Association of School Psychologists (BCASP) and/or practice as school psychologists at a master's level in other provinces. Graduates of the M.Ed. program are primarily prepared to work as school psychologists in school-based settings. The M.Ed. is a terminal degree leading to practice at the master's level. The M.Ed. program in SACP requires full-time study including two years on campus with a full-time internship in year 3. Students are involved in classes and practicum from September through June in Year 1, September through April in Year 2, and a 10-month (1200 hour) school based internship in Year 3.

SACP M.Ed. Program Prerequisites. In addition to the minimum admissions requirements set by the Faculty of Graduate Studies (normally, a four-year bachelor's degree with a B+ average in third and fourth year-level course work) in a relevant area of study, students are required to meet the following pre-requisite requirements:

- A minimum of 18 credits in Psychology, Educational Psychology, or Special Education and related disciplines including CNPS 362 or an equivalent undergraduate course in basic interviewing skills. Other than the courses in statistics, research methods any courses in these areas will meet the requirement. However, students are encouraged to have background or coursework in areas most relevant to School and Applied Child Psychology practice (child development, learning, exceptional students, classroom management, behaviour disorders, abnormal psychology, etc.). It is not necessary to have a degree in psychology or education to apply but coursework and background in these areas is beneficial.
- Upper division undergraduate course work in both statistics and research methodology with content similar to the UBC courses EPSE 481 & EPSE 482. Completing a data-based honours thesis meets the research methods prerequisite.
- Evidence of suitability for professional work with school-aged populations, including successful work experience with school-aged populations, school-based experience and/or teacher certification. Note that teaching certification is not required.
- In addition to required prerequisites listed above, applicants are also strongly encouraged to have prior coursework in measurement. Examples of such courses at UBC include: EPSE 421, 423, PSYC 303, PSYC 323

SACP M.Ed. Required Coursework

- If CNPS 362 is not taken before entry to the program it must be taken in Year 1
- School and Applied Child Psychology Practice:***
- EPSE 507: Applied Child Psychopathology (3 credits)
 - EPSE 531: Data Based Individualization of Academic Interventions for Learning Difficulties (3 credits)
 - EPSE 550: Professional, Ethical, and Legal Issues in School Psychology (3 credits)
 - EPSE 551: School-Based Consultation (3 credits)
 - EPSE 552 Intervention and Mental Health Promotion in Schools (3 credits)
 - EPSE 554: Cognitive Assessment Practicum (3 credits)

practicum placements. 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 Lee directly to obtain procedures for having the record check completed.

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 SACP 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 SACP 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 *Practicum Agreement* located in the SACP program blog. 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 SACP 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, 2020) and should follow criteria for delivery of psychological

services, record-keeping and confidentiality procedures, legal mandates and requirements of the agency.

Practicum Requirements by Year of Programme

Year	Activities	Total # Hours Required (minimum)	# Direct Contact Hours (minimum)	# Supervision Hours (minimum)
Year 1 (MA1)	<ul style="list-style-type: none"> • Observe intake interviews and assessment feedback meetings in PSCTC • Telephone intakes in PRTC • School/classroom volunteer structured experiences to be developed including tutoring, observe, SBT, PAC meetings, school events • Observe 2-3 psychological Assessments in school-based placements • Score social-emotional ratings 	300	150	50
Year 2 (MA2)	<ul style="list-style-type: none"> • Observe interventions/therapy in PSCTC • Work with advanced doctoral student on psychological assessments at PSCTC • Complete 3-5 psycho-educational assessments in PSCTC 	300	150	50
Year 2 (MEd1)	<ul style="list-style-type: none"> • School and Clinic (PSCTC) based Experiences • 2 (minimum) psychoeducational assessments • 2 (minimum) assessment/intervention cases • 2 (minimum) case conceptualization activities 	480	240	75
Year 3 (PhD1)	<ul style="list-style-type: none"> • School Based practicum (1 day/week) • School activities include psychological assessment, interventions, and consultation • 1-2 PSCTC psychological assessments • Supervision of class activities • Supervision of MA students 	300	150	50

Year	Activities	Total # Hours Required (minimum)	# Direct Contact Hours (minimum)	# Supervision Hours (minimum)
Year 4 (PhD2)	<ul style="list-style-type: none"> • Community-based practicum (2 days/week) • Community activities include psychological assessment, interventions, and consultation • Supervision of 1 case in PSCTC • 1-2 psychological assessments in PSCTC 	300	150	50
Year 4/5 (PhD3)	<ul style="list-style-type: none"> • Optional specialty practicum (experiences and activities vary with student goals and placements) 	300	150	50

EPSE 561f: M.Ed. Practicum in School and Applied Child Psychology

Overview, Required Hours, and Time Commitments. The program is completed in Year 2 of the M.Ed. program. 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 entry-level 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.

M.Ed. Practicum Activities (note that the objectives are provided on the course syllabus provided at the beginning of the term and posted on the SACP blog)

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 561: M.A. Practicum in School and Applied Child Psychology (M.A. Year 1 and M.A. Year 2)

Overview. Introductory practicum placements provide students with a broad range of school psychology experiences, including exposure to diverse theoretical perspectives and populations. One of the admissions requirements for the Doctoral program is that students have completed a minimum of 600 hours of practicum at the Master's level in a broad range of school and applied child psychology experiences (e.g., assessment, consultation, intervention, prevention) in schools and our campus clinic.

Students with a Master's degree from a University other than UBC are required to document the full extent of their practicum experiences at their previous institution prior to admission to the Ph.D. program. Students without equivalent supervised practicum hours are required to complete additional practicum hours as part of the Ph.D. program. Thus, students enter the Doctoral program with supervised experience in: (a) assessment, consultation, intervention, and prevention with children and youth in the school and on campus clinic context, (b) receiving group and individual supervision, (c) engaging in case conceptualization and presentation, and opportunities to integrate theory, practice, and research, (d) training in professional and ethical practice, (e) collaboration, consultation, and team work with other education, health, and mental health professionals and organizations, and (f) other professional and personal development opportunities and preparatory activities necessary for working with as a school psychologist in a school setting. For over 15 years, the initial school based experiences as well as 10 month school-based practicum have been completed in the Catholic Independent Schools - Vancouver Archdiocese (CISVA) or the Vancouver School Board. We are starting to work with other schools in the lower mainland of British Columbia as they have hired our graduates and many allow for a broader role of the school psychologist.

M.A. Practicum Activities

M.A. Year One

- **Attendance, Active Participation, and up to date Documentation** are expected throughout the practicum. ***Students are expected to come to every scheduled class meeting and to actively participate in the discussions.*** Because cases updates will be regularly done, students should come prepared to discuss their case(s), bringing written notes to class to support their presentation. The documentation includes case notes, graphs and results tables when necessary, as well as all the documents (ex. Log of practicum activities, billing logs) related to the various activities and cases. Students are required to track their experiences with the Time2Track log and turn in their logs twice during the term (mid way and at the end). Students need to have complete records of their individual cases up to date and bring them to *all* class and supervision meetings.

- **Small group and individual supervision meetings.** Students are required to attend, be on time, and participate actively in small group and individual supervision meetings. These meetings may involve individual and small group activities as well as presentations, updates on cases and work in the schools, review of video recordings and other practicum activities. Students need to have complete, up to date records of their cases with them for *all* supervision meetings.
- **Observe comprehensive individual psychological cases through the PSCTC.** **[optional]** 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 testing, interview, consultation, report writing and feedback meetings, as needed.
- **A minimum of one day a week in a school placement shadowing psychological services offered by PhD1.** Students will spend a minimum of one day per week in their school placement shadowing a wide array of professional experiences including (but not limited to) assessment, intervention, consultation, program development and evaluation, and other activities as set forth in their Practicum Plan.
- **Observe a individual intervention for a minimum of 20 hours of direct client contact.** The may occur through the school placement or at the PSCTC.
- **Engage in weekly supervision with a doctoral student.** Students will receive a minimum of 25 hours of direct supervision during the year by a doctoral student in the program in EPSE 661.
- During the course of the year, student will be expected to maintain a **Professional Behaviour** consistent with the College of Psychologists of BC, BCASP, APA/CPA Ethical Guidelines and Standards at all time, keeping in mind that they will work in various settings such as the PSCTC, their placement school as well as other schools. This behaviour is also expected in class.
- As part of their training, student will show **professional initiative and commitment** to on-going professional development. This may mean to attend and/or participate in conferences, find creative ways to further their training by supplementing their class readings or by being involved in research projects.

M.A. Year Two

- **Attendance, Active Participation, and up to date Documentation** are expected throughout the practicum. **Students are expected to come to every scheduled class meeting and to actively participate in the discussions.** Because cases updates will be regularly done, students should come prepared to discuss their case(s), bringing written notes to class to support their presentation. The documentation includes case notes, graphs and results tables when necessary, as well as all the documents (ex. Log of practicum activities, billing logs) related to the various activities and cases. Students are required to track their experiences with the Time2Track log and turn in their logs twice during the term (mid way and at the end). Students need to have complete records of their individual cases up to date and bring them to *all* class and supervision meetings.
- **Small group and individual supervision meetings.** Students are required to attend, be on time, and participate actively in small group and individual supervision meetings. These meetings may involve individual and small group activities as well as presentations, updates on cases and work in the schools, review of video recordings and other practicum activities. Students need to have complete, up to date records of their cases with them for *all* supervision meetings.

- **A minimum of two advanced comprehensive individual psychological case through the PSCTC.** 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 testing, interview, consultation, report writing and feedback meetings, as needed.
- **One to two days a week typically at the PSCTC providing psychological services under supervision.** Students will engage in a wide array of professional experiences including (but not limited to) assessment, intervention, consultation, program development and evaluation and other activities as set forth in their practicum plan.
- **Engage in supervision with a doctoral student.** Students will receive a minimum of 50 hours of direct supervision during the year by a doctoral student in the program in EPSE 661.
- During the course of the year, student will be expected to maintain a **Professional Behaviour** consistent with the College of Psychologists of BC, BCASP, APA/CPA Ethical Guidelines and Standards at all time, keeping in mind that they will work in various settings such as the PSCTC, their placement school as well as other schools. This behaviour is also expected in class.
- As part of their training, student will show **professional initiative and commitment** to on-going professional development. This may mean to attend and/or participate in conferences, find creative ways to further their training by supplementing their class readings or by being involved in research projects.

EPSE 598: Intensive Field Practicum In School Psychology & Applied Child Psychology

In special circumstances students in the M.Ed. or M.A. who are making adequate progress in their program requirements may request to do an additional or elective practicum at the masters level. Extra practicum hours can typically be added by adding additional objectives to the EPSE 561 practicum goals and plans provided appropriate supervision is received. However, in some instances (e.g. during the summer months) an additional Intensive Field Practicum in School and Applied Child Psychology may be take to provide students with the opportunity to supplement their core master's level practicum skills. Students must work with the Practicum Coordinator in arranging placements. All placements must provide appropriate supervision. Students work with the UBC Practicum Coordinator and the Field Supervisor to develop a practicum agreement within the first month of the placement. There is a midway evaluation at approximately the half way point of the practicum and a final evaluation at the end. At the completion of the practicum a practicum completion form is completed and signed and filed along with the final evaluation in the student's file with the SACP Program Support Assistant.

EPSE 661: Ph.D. Practicum in School and Applied Child Psychology

Overview. The Doctoral Practicum in School and Applied Child Psychology (EPSE 661) builds upon prior coursework and practicum experiences at the master's level. It provides the doctoral student with the opportunity for additional clinical skill development as a doctoral level psychologist in school and non-school based settings. In this way, the practicum allows opportunity to begin the development of skills in areas of speciality interest. It is designed to help facilitate the transition of the doctoral student to advanced practicum experiences and to the Pre-doctoral Internship in School and Applied Child Psychology.

The Doctoral Practicum in School and Applied Child Psychology occurs across the first two years of the doctoral program. In **Year One** students are involved in experiences both on campus through the PSCTC (Psychological Serviced and Counselling Training Center) and in school settings. They are also involved in supervision experiences (under supervision) with master's students. Students work as a part of a practicum team with SACP students at different levels in the program. In **Year Two** students continue to be engaged in some activities on campus as a part of cross program supervision teams, but they are also in an off campus placement in a non-school based agency.

The practicum is comprised of a mix of supervised experiences across the first two years of the master's and the first two years of the doctoral programme including, but not limited to: assessment cases that use standardized norm-referenced, criterion referenced, and/or curriculum-based assessment techniques, behavioural observation techniques, checklists and rating scales, and informal assessment techniques; comprehensive psycho-educational and psychosocial assessments using a multi-method, multi-source, problem-solving approach; clinical interviewing; academic, social, emotional, and behavioural intervention/treatment with individuals and groups; consultation; program development and evaluation; and supervision. These skills and areas will be introduced progressively over a four-year period and students will have an opportunity to build on each of their practicum years. Approaches that recognize the multiple and diverse systems of child and youth are highlighted in the approaches to service provision offered by the students. Skills will be refined through direct experience, individual and group discussion, and supervision. Upon course completion, students will demonstrate readiness for more independent practice in the range of SACP skills and professional responsibilities required for advanced doctoral practicum and internship experiences.

The practical components in EPSE 661 require an intensive time commitments for short periods off and on during the first 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 50 hours of direct supervision provision are required in the first year. 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 supervision practicum goals 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

Year One

- **Attendance, Active Participation, and up to date Documentation** are expected throughout the practicum. **Students are expected to come to every scheduled class meeting and to actively participate in the discussions.** Given that we will have regular clinical discussions in both individual and group supervision, students should come prepared to discuss their case(s), bringing written notes to class to support their

presentation. The documentation includes case notes, graphs and results tables when necessary, as well as all the documents (ex. Log of practicum activities, billing logs, assessment results) related to the various activities and cases. Students are required to track their experiences with the Time2Track log and turn in their logs twice during the term (mid way and at the end). Students need to have complete records of their individual cases up to date and bring them to all class and supervision meetings.

- **Small group and individual supervision meetings.** Students are required to attend, be on time, and participate actively in small group and individual supervision meetings. These meetings may involve individual and small group activities as well as presentations, updates on cases and work in the schools, review of video recordings and other practicum activities. Students need to have complete, up to date records of their cases with them for *all* supervision meetings.
- **A minimum of two comprehensive individual psychological cases through the PSCTC.** 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 testing, interview, consultation, report writing and feedback meetings, as needed.
- **A minimum of one day a week in a school placement providing psychological services under supervision.** Students will spend a minimum of one day per week in their school placement engaged in a wide array of professional experiences including (but not limited to) assessment, intervention, consultation, program development and evaluation, and other activities as set forth in their Practicum Plan.
- **Individual intervention for a minimum of 20 hours of direct client contact.** This may occur through the school placement or at the PSCTC .
- **Supervision of master students.** Students will engage in a minimum of 50 hours during the year providing direct supervision (under supervision) to students in the master's program through EPSE 561 and clinical course (e.g. EPSE 535, EPSE 556) related activities.
- During the course of the year, student will be expected to maintain a **Professional Behaviour** consistent with the College of Psychologists of BC, BCASP, APA/CPA Ethical Guidelines and Standards at all time, keeping in mind that they will work in various settings such as the PSCTC, their placement school as well as other schools. This professional behaviour is also expected in class.
- As part of their training, student will show **professional initiative and commitment** to on-going professional development. This may mean to attend and/or participate in conferences, find creative ways to further their training by supplementing their class readings or by being involved in research projects.

Year Two

- **Attendance, Active Participation, and up to date Documentation** are expected throughout the practicum. **Students are expected to come to every scheduled class meeting and to actively participate in the discussions.** Given that we will have regular clinical discussions in both individual and group supervision, students should come prepared to discuss their case(s), bringing written notes to class to support their presentation. The documentation includes case notes, graphs and results tables when necessary, as well as all the documents (ex. Log of practicum activities, billing logs, assessment results) related to the various activities and cases. Students are required to track their experiences with the Time2Track log and turn in their logs twice during the

term (mid way and at the end). Students need to have complete records of their individual cases up to date and bring them to *all* class and supervision meetings.

- **Small group and individual supervision meetings.** Students are required to attend, be on time, and participate actively in small group and individual supervision meetings. These meetings may involve individual and small group activities as well as presentations, updates on cases and work in the schools, review of video recordings and other practicum activities. Students need to have complete, up to date records of their cases with them for *all* supervision meetings.
- **A minimum of one advanced comprehensive individual psychological case through the PSCTC.** 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 testing, interview, consultation, report writing, and feedback meetings, as needed.
- **A minimum of two days a week typically in a non-school based agency setting** providing psychological services under supervision. Students will engage in a wide array of professional experiences including (but not limited to) assessment, intervention, consultation, program development and evaluation and other activities as set forth in their practicum plan.
- **Supervision of one case with a master students through the PSCTC.** Students will engage in a minimum of 50 hours during the year providing direct supervision (under supervision) to students in the master's program through EPSE 561 and clinical course (e.g. EPSE 535, EPSE 556) related activities.
- **Group intervention for a minimum of 20 hours of direct client contact.** The may occur through the agency placement or at the PSCTC.
- During the course of the year, student will be expected to maintain a **Professional Behaviour** consistent with the College of Psychologists of BC, BCASP, APA/CPA Ethical Guidelines and Standards at all time, keeping in mind that they will work in various settings such as the PSCTC, their placement school as well as other schools. This professional behaviour is also expected in class.
- As part of their training, student will show **professional initiative and commitment** to on-going professional development. This may mean to attend and/or participate in conferences, find creative ways to further their training by supplementing their class readings or by being involved in research projects.

EPSE 687: Doctoral Field Experience-Specialty Placement [optional]

[Note in 2020-2021 this number will be used for the EPSE 661 doctoral practicum experience until the EPSE 661 number is approved by UBC Senate but it will follow the format described The information provided below refers to the Year 3 or 4 practicum for Ph.D. students] The Doctoral Field Experience: Specialty Placement is an elective component of the Ph.D. program in School and Applied Child Psychology. The practicum builds upon prior coursework and practicum experiences at the Masters and 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 specialty interest and is designed to help facilitate their transition to the Pre- Doctoral Internship.

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 if there is one available and agreement is reached.

The practicum occurs near the end of the student's doctoral program after they have successfully completed their required doctoral practicum experiences (3rd or 4th year). While no Doctoral Specialty Placement is required for completion of the Ph.D., many students may elect to do a Doctoral Specialty Placement 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 typically required. This is typically completed by spending 1 to 3 days on site for 4 to 9 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 hours in the summer months this is frequently not desirable for the agencies.* Some students elect to go outside of the lower mainland of British Columbia and travel to other locations to complete their practicum requirements (at their own expense). 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: Seminar in the Supervision of School and Applied Child

Psychology Practice Supervision of School and Applied Child Psychology Practice is a core component of the Ph.D. program in School and Applied Child 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. In SACP at UBC preparation in clinical supervision is accomplished through experiences in EPSE 661 (practicum) and EPSE 688 (didactic). The practicum experiences and seminar together build upon prior didactic and practicum experiences and coursework at the masters and doctoral levels and facilitates the development and integration of knowledge and skills gained from prior course and practicum work. The experiences provide 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 practical experiences typically occur during the first of doctoral study in a developmental manner. The student may elect to do additional supervision hours and identify supervision goals in Year 2 of their EPSE 661 practicum 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 years in the program for one credit. Students may elect to repeat the seminary for up to a total of three credits of EPSE 688. The seminar component (EPSE 688) provides the opportunity to present and receive feedback on their supervisory skills, and discuss research and theoretical readings pertaining to school and applied child psychology supervision. Students are required to participate in six two-hour seminars scheduled between September and June of each year. A copy of the syllabus for EPSE 688 and the schedule for the year are posted on the SACP blog.

Exploring Potential Practicum Placements & Faculty Responsibilities

SACP Practicum Coordinator. Each year the School and Applied Child Psychology Faculty identify a faculty member responsible for coordinating the practicum experiences in the UBC SACP Program. In 2020-2021, Dr. Anusha Kassan is serving as the Practicum Coordinator. The Practicum Coordinator works with the faculty instructors of on campus practicum experiences in EPSE 561 and EPSE 661 and monitors paperwork including filing of Practicum Plans, Evaluations, and Practicum Completion Forms; coordinates the supervision practicum experiences for the 1st Year PhD students and organizes the EPSE 688 Supervision Seminar in School and Applied Child Psychology (six two- hour meetings per year). The Practicum Coordinator also helps identify and coordinates the 1st year EPSE 661 school placements with the EPSE 661 instructor and the 2nd year EPSE 661 agency placements as well as the EPSE 687 Specialty Placements for students in Year 3 or 4. The Practicum Coordinator organizes a meeting of all interested students in the February of each year to review possible EPSE 661 and 687 placements for the upcoming fall. If needed, they may also to help support the Ph.D. Director of Training in arranging a local EPSE 689 internship placement for those students who are not successful with the APPIC match.

Masters Practicum. Students entering the M.Ed. program 2019-2020 will complete a 10-month practicum in Year 2. A faculty member will be assigned as the course instructor and will have the primary responsibility of the day to day operation of the course including case assignments and placements completing student mid and end of term evaluations. Paperwork is a shared responsibility of the practicum students, the Practicum Coordinator, and the Practicum Instructor. Masters students work with their practicum instructor and field supervisors to develop their practicum plan/agreement and file with the Practicum Coordinator and Program Support Assistant within one month of beginning a practicum. At the end of the practicum the students works with the Practicum Instructor to ensure the final evaluation, final logs,

and practicum completion are filed within one month of completing the practicum requirements. The course instructor submits the final grades for the student and the Practicum Coordinator ensures all paperwork is on file with the Program Support Assistant.

Doctoral Practicum.

Year 1. Students in the Ph.D. complete an eight-month school based placement in addition to course based supervision experiences in Year 1 of their Ph.D. The experience is primarily a school-based experience. The course instructor for EPSE 661 serves as the primary supervisor. The supervision experiences are arranged by the Practicum Coordinator in consultation with the student and the EPSE 661 instructor who monitors the supervision experiences (typically the course instructor for the specific course where the Ph.D. student is doing supervision is responsible for supervision of the supervision experience). The faculty member(s) assigned as the course instructor(s) and will have the primary responsibility of the day to day operation of the course including case assignments and placements completing student mid and end of term evaluations in Year 1. Paperwork is a shared responsibility of the practicum students, the Practicum Coordinator, and the Practicum Instructor. Year 1 students work with their practicum instructor and field supervisors to develop their practicum plan/agreement and file with the Practicum Coordinator and Program Support Assistant within one month of beginning a practicum. At the end of the practicum the student works with the Practicum Instructor to ensure the final evaluation, final logs, and practicum completion are filed within one month of completing the practicum requirements. The course instructor submits the final grades for the student and the Practicum Coordinator ensures all paperwork is on file with the Program Support Assistant.

Year 2. Students in the Ph.D. complete a 10-month agency based placement in addition to some on campus and potential supervision experiences in Year 2 of their Ph.D. The agency field supervisor serves as the primary clinical supervisor with add coordination from the EPSE 661 instructor and Practicum Coordinator. Any additional supervision experiences are arranged by the Practicum Coordinator in consultation with the student and the EPSE 661 instructor who monitors the supervision experiences (typically the course instructor for the specific course where the Ph.D. student is doing supervision is responsible for supervision of the supervision experience). The Practicum Coordinator will be responsible for working with the students to arrange the practicum placement, develop an agreement with the agency and student practicum plan along with obtaining the mid practicum and final evaluation from the field supervisor. Paperwork is a shared responsibility of the practicum student and the Practicum Coordinator. Year 2 Ph.D. students work with their practicum instructor and field supervisors to develop their practicum plan/agreement and file with the Practicum Coordinator and Program Support Assistant within one month of beginning a practicum. Paperwork is a shared responsibility of the practicum students, the Practicum Coordinator, and the Practicum Instructor. Year 2 Ph.D. students work with their practicum instructor and field supervisors to develop their practicum plan/agreement and file with the Practicum Coordinator and Program Support

Assistant within one month of beginning a practicum. At the end of the practicum the students works with the Practicum Instructor to ensure the final evaluation, final logs, and practicum completion are filed within one month of completing the practicum requirements. The course instructor submits the final grades for the student and the Practicum Coordinator ensures all paperwork is on file with the Program Support Assistant.

Practicum Approval, Agreement, and Plan

Practicum Approval. For EPSE 561 (M.Ed.) and EPSE 589, the course instructor has the formal responsibility for setting up the practicum placement in consultation and support of the Practicum Coordinator. The Practicum Coordinator coordinates and approves EPSE 561 (M.A.), EPSE 661, and EPSE 687 placements in school and non-school based settings. Students are encouraged to meet with the Practicum Coordinator to explore practicum options. Placements will typically begin in September and continue through April, May, or June depending on the setting.

Practicum Agreement & Plan. Once the practicum placement is approved, the student will work with the Course Instructor, Practicum Coordinator and/or Field Supervisor (as applicable) to develop a written practicum agreement and practicum plan. The Practicum Agreement and Plan provides the framework for the formal relationship among the parties to the agreement, the practicum student, and the agency in the case of off campus placements. The Practicum Agreement and Plan should be completed, signed and filed within the first month of beginning the practicum. The Practicum Agreement and 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 also be included in the Practicum Agreement and 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 in-service opportunities or other training in which the student may be a participant and any training the Practicum Student might provide. The Practicum Agreement and Plan form is provided on the SACP program blog.

Practicum Supervision

Practicum supervision may occur by a university supervisor or a Field Supervisor assigned by an agency where the student is completing a practicum, who acts as the liaison between the Practicum Student and the University in the case of an agency based practicum. In some courses (EPSE 561 (M.A.) and EPSE 661 Year 1 practicum) the primary supervisor may be a UBC Faculty member and course instructor. The supervisor is typically a doctoral level psychologist who has registration/licensure in Psychology. 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 in the case of an agency based supervisor, 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 SACP Faculty. *At all times during the practicum, the 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 Supervisor maintains full responsibility for case reports.*** Supervision is provided with the specific intent of dealing with psychological services rendered directly by the practicum student.

The UBC Practicum Coordinator is the contact between the University and the agency for off campus placements. The Practicum Student, Field Supervisor, and UBC Practicum Coordinator typically 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 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 661, EPSE 687,) at the beginning of the term in which the practicum occurs and maintain registration in that course throughout their practicum. If the student does not complete the requirements of the practicum by the end of the semester in which they are registered, the Practicum Coordinator (or instructor in the case for EPSE 561, EPSE 598, or EPSE 661) 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. *Students should not re-enrol in the a practicum course each term.* If a student does not complete a practicum at the end of the term, make sure that a grade of T is entered until the practicum is completed. Upon completion of the practicum, the student together with their supervisor must complete their final practicum evaluation. They should then work with the Practicum Coordinator to finalize and sign the Practicum Completion Form and turn it, along with the final evaluation and logs to the SACP Program Support. Students should keep a copy of all records for their own files.

Practicum Logs

All students in the UBC SACP program are required to keep a detailed log of their experiences for each practicum. Students in the M.A. and Ph.D. programs are required to use the Time2Track log (<https://time2track.com>). M.Ed. students are encouraged to use this log as well but may work with their M.Ed. practicum instructors to explore other options for logging hours. The Time2Track system allows a way to track hours that can be used for other reporting requirements (e.g. courses, annual reviews, APPIC). Students complete detailed logs for all practicum and internship experiences. They are required to turn in a summary of hours for each practicum completed to the respective course instructor and to the Practicum Coordinator. The field supervisor may also require you to turn in logs for their review. Students are also required to turn in a summary of hours completed each year on

their Annual Student Review in May along with their full cumulative Time2Track log to date. Students who complete cases through the PRTC and want them to count toward program and APPIC practicum hours must complete the PRTC hours log (posted on the SACP blog), have it signed by their case supervisor(s) and turn it in to the Practicum Coordinator annually at the time of the Annual Student review. For practicum experiences to count for your cumulative log and APPIC application you must have a practicum agreement on file with Practicum Coordinator, which includes a requirement of appropriate supervision.

Practicum Student Evaluation

Practicum Course Instructors and Field Supervisors are required to provide the Practicum Coordinator with an evaluation of the Practicum Student's performance on two occasions – a formative evaluation at the mid-point of the Practicum (this can be written or by a phone conversation) and a summative evaluation at the end of the Practicum. If there is not a written evaluation for the mid point evaluation, the Practicum Coordinator should keep notes of the evaluation with the file of the student for the practicum. In some of the practicums the supervisor may be the UBC instructor and/or Practicum Coordinator. ***In the event that a student is not making satisfactory progress or if there are significant concerns including ethical violations at any time during the Practicum, the Field Supervisor should contact the Practicum Coordinator immediately.*** Such concerns are also typically shared with the SACP area faculty as part of on-going student review and a remediation plan may be required and developed.

A final School and Applied Child Psychology Practicum Evaluation 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 and the Practicum Completion Form are filed with the SACP Practicum Coordinator and the final evaluation is placed in their cumulative student file with the SACP Graduate Program Support. Supervisors typically complete an open-ended, evaluation of the Practicum Student's performance and brief description of the activities undertaken in the Practicum. A copy of the evaluation form for each practicum is posted on the SACP Blog. Students are also asked to complete a supervisor feedback form in an effort to provide feedback to the program on the placement and supervision.

The Practicum Coordinator maintains a file of the contacts with the Field Supervisors and Practicum Students, including a copy of all documents related to the practicum, and is typically responsible for assigning a grade for student performance on the Practicum unless there is a specific course instructor and placing all documents in their Student File with the SACP Program Support. In some instances there is a university instructor who assigns a grade and completes the final evaluation and all requirement documents. However these should be shared with the Practicum Coordinator within a month of completing the practicum to ensure they are placed in the students file with the SACP Graduate Program Support. 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 is 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 SACP area faculty committee for potential removal from the program.

Practicum Evaluation Appeal Process

In the event that a student wishes to appeal an evaluation that has been given by the Supervisor, procedures for appeal should be followed in the Practicum setting first. The Practicum Student should also inform the respective Practicum Coordinator of the decision to appeal an evaluation. In the case of disagreement over a grade from the Practicum Coordinator or course instructor, 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

The SACP M.Ed. and Ph.D. programs have an internship requirement. Specific requirements for the internship at the M.Ed. and Ph.D. levels are detailed below. The internship requirement at the M.Ed. level is 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 and Applied Child 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

M.Ed. Internships. Each year, one member of the faculty is assigned the responsibility of facilitating applications to potential internship placements for M.Ed. students. 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 and Applied Child 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. The EPSE 589 instructor will meet with M.Ed. students in March/April to begin the exploration of potential practicum placements.

Ph.D. Internships. *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 they have completed both school and non school based hours in their practicum.* If an internship is not secured through APPIC the internship coordinator will work with the student to identify an appropriate internship placement (requirements for non APPIC internship are highlighted below and are on the SACP blog). 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. A meeting on the APPIC process is held at least once each term and all Ph.D. students are encouraged to attend. If the student matches with an APPIC site that placement is automatically approved. In the case of the student who does not secure an internship through the student will work with the Director of Training and the Practicum Coordinator to identify a potential internship placement. The Director of Training will present the proposed placement to the faculty members of the SACP program 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. These requests are coordinated by the EPSE 589 instructor in the spring for M.Ed. students. 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 SACP faculty through the Director of Training for approval to apply.

In October of each year the Ph.D. Director of Training emails a request to Ph.D. students asking who is planning to apply for internship for the falling summer/fall. Students need to inform the Director of Training of their intent to apply for internship, complete the first portion of the **Readiness to Begin Internship Form** and return it to the Director of Training. Students must indicate the date in which they have (or will) reach candidacy. The Director of Training then takes the requests to the SACP faculty at their October meeting (2nd Thursday of the month) for final approval. If the student will not reach candidacy by November 1st, the program will typically not approve the students to apply for internship. However, a student may request a short extension for unusual circumstances (e.g. all requirements completed except dissertation proposal, proposal completed but difficulty scheduling a committee meeting before November 1st). Such requests for extension will be considered on a case-by-case basis. Following the October area meeting, the Director of Training will notify the student if they have been approved to move forward with APPIC applications.

Eligibility to Begin Internship

M.Ed. Internships. The Master's Internship occurs after completion of all required program coursework, and with approval of the SACP 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 M.Ed. program of study.
- Demonstrated an understanding of and commitment to uphold the ethical principles of the Canadian Psychological Association (CPA), the College of Psychologists of British Columbia, and the National Association of School Psychologists (NASP).

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

- All required academic coursework and practicum experiences on their 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 to apply for internship through APPIC). This means that they must reach candidacy by November 1st of the year before they plan to begin their internship.

Dissertation Requirements and Internship

For Ph.D. students, students must have advanced to candidacy (i.e., all coursework completed, 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) as a result that is the requirement for our program. While not required, doctoral students should aim to have, at minimum, their dissertation data collection completed and ideally their departmental defence completed before beginning internship. If the dissertation is not completed prior to beginning internship, the student is expected to maintain regular contact with their research supervisor and develop a plan for timely completion of their dissertation when their internship is completed.

Doctoral Internship Requirements

All doctoral students are expected apply for internship through the APPIC match, ideally in an CPA or APA accredited site. The guidelines for internship to be listed in APPIC and/or Accredited by CPA/APA meet the requirements for internship by the program. In the case of student who is not successful in the APPIC match the program guidelines for internship must be followed for an internship to be approved or the student may elect to work on their dissertation and reapply for internship through APPIC the following year. These guidelines are posted on the SACP blog.

The requirements of internship in school and applied child 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 and Applied Child 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 and are not typically approved without meeting the criteria for the organization highlighted above.*** 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 and Applied Child 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 and meet the criteria for the equivalent of an CPA/APA accredited internship.

Masters internships are typically in school settings. Doctoral students may seek internships in non-school settings if they have accrued at least 300 hours of practicum in school settings. These internships in non school settings 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 in the case of a non-APPIC or APA/CPA approved internship.

Looking and Applying for an Internship

M.Ed. Internship. While students at the masters level typically do local internships. It is possible to complete internships outside of the lower mainland of BC if the site meets program requirements and is consistent with guidelines outlined by the BC Association of School Psychologists and the National Association of School Psychologists. Students at the M.Ed.level typically begin their search for internship approximately 6 to 9 months prior to beginning the internship in consultation with the EPSE 589 instructor.

Recent Master's Internship Placements

Placement	Location
Catholic Independent School District Vancouver Archdiocese	Metro Vancouver, BC (various sites)
Surrey School District	Surrey, BC
Maple Ridge-Pitt Meadows School District	Maple Ridge, BC
Delta School District	Delta, BC
Provincial Outreach Program for Autism and Related Disorders (POPARD)	Delta, BC
Langley School District	Langley, BC
Burnaby School District	Burnaby, BC
Conseil scolaire francophone de la Colombie-Britannique	North Vancouver, BC
Greater Victoria School District	Victoria, BC
Cowichan Valley School District	Cowichan, BC

Doctoral Internship. In locating an appropriate internship setting Ph.D. students are expected to apply for internship through APPIC. Students work with the Ph.D. Director of Training and their Research Supervisor/Advisor in exploring internship options through APPIC that meet their long-term professional goals. Students at the doctoral level should begin their search for internship approximately one and a half years in advance. The best place to start the search is the APPIC Directory and the CCPPP website. In the case of students not successful in the APPIC match the and the doctoral internships is not accredited by CPA or APA students are expected to meet program requirements as outlined by APPIC, CPA, and the BC College of Psychologists. If students are not successful in the APPIC match they should meet with the Director of Training to discuss the process of identifying an internship

placement. A checklist of requirements for internship that is not part of APPIC or APA/CPA accredited is provided on the SACP blog.

Recent Pre-Doctoral Internship Placements

Placement	Location
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
BC Internship Program in School and Applied Psychology [APPIC]	Vancouver, BC
Ottawa School Board [APPIC]	Ottawa, ON
VA Maryland Health Care System-Mental Health Clinical Center Psychology Training Program- University of Maryland School of Medicine [APA Accredited]	Baltimore, MD
Toronto Area Residency Consortium (CPA accredited)	Toronto, ON

Course Enrolment for Internship

While on internship, M.Ed. students must register for nine UBC course credits (EPSE 589) for the 10 month duration of the internship. Ph.D. students enrol in three UBC course credits (EPSE 689) of internship for the 12 month long duration of the internship. Upon completion of the internship, Interns must complete an Internship Completion Form with their field supervisors and turn it in to the respective Internship Coordinator along with final logs and evaluations. Following completion of internship, Ph.D. students who have not completed the dissertation requirement, must maintain continuous enrolment until they officially graduate.

Liability, Ethical Conduct, and Internship

Typically, 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, 2020) and should follow criteria for delivery of psychological services, record-keeping and confidentiality procedures, legal mandates and requirements of the agency.

EPSE 589: M.Ed. Internship in School and Applied Child Psychology

Overview. The Masters Internship is an essential component of the graduate program in School and Applied Child Psychology. This internship is the culminating training experience to prepare School Psychologists at the M.Ed. level to assume professional practice roles in school settings. The M.Ed. Internship provides students with the opportunity to undertake responsibility for professional functions as school psychologists under appropriate supervision. The M.Ed. 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 and Applied Child 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 M.Ed. the UBC EPSE 589 instructor will work with the student to find ways to accrue the additional hours.
- With the approval of the School and Applied Child 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 EPSE 5at 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.
- 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.
- 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

Additional details of the updated EPSE 589 internship requirements including relevant practicum agreements and plans, evaluation procedures, and other forms are provided on the UBC SACP blog.

EPSE 689: Pre-Doctoral Internship in School and Applied Child Psychology

Overview. Students culminate their graduate studies in School and Applied Child Psychology with one full academic year of supervised internship, including no less

than 1600 hours in an approved setting. The Ph.D. or Pre-Doctoral Internship is an essential component of the graduate program in School and Applied Child 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. With special approval, the 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). In the case of students doing an internship through APPIC and/or a CPA/APA accredited site the agreements for the site to be in APPIC or an accredited site meet the agreement requirements for the SACP program.

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 Association of Psychology Postdoctoral and Internship Centres (APPIC) and the Canadian Psychological Association (CPA)/American Psychological Association (APA). 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 as a primary focus for the Pre-Doctoral Internship in School and Applied Child 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 Psychologist role varies between settings, interns typically 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 and Applied Child 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 and Applied Child 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 twice each year (typically at end of term); and (b) work samples which are indicative of the Intern's performance may also be requested in the case of non APPIC placements. In addition the Field Supervisor is encouraged to consult with the Ph.D. Director of Training 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% and no more than 50% of the time in any one of the primary school psychologist activities: assessment, prevention/intervention, and consultation.
- At least 30% of the Intern's time must 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.
- The Intern reports directly to and takes direction from the Field Supervisor with respect to clinical workload.
- The Intern may spend up to 30% of the total time in secondary professional activities: research, dissertation, supervision, providing supervision, education learning activities, and administration.
- 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

Internship Agreement

In the case of students completing internship through APPIC (including CPA and APA accredited sites) the agreement with APPIC serves as the Internship Agreement. For students not completing an internship through APPIC. The Director of Training in consultation with SACP faculty 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 and Applied Child 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 the PhD Director of Training. 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. In the case of an internship through APPIC the plan for the site will meet the SACP program requirements and interns may just forward a copy of that plan to the Director of Training. For students not completing their internship through APPIC, the Internship Plan 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 in-service 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. In the case of interns doing their internship through APPIC the Internship Director of Training is the liaison with the University Director of Training.

M.Ed. Internship Supervision. 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 and Applied Child 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 work.*** 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.

The EPSE 589 instructor will provide the contact between the University and the internship agency. The Intern, Field Supervisor, and EPSE 589 instructor 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.

Doctoral Internship Supervision. The internship supervisor is an experienced master practitioner who is a registered/licensed psychologist in the jurisdiction of the internship placement. 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. ***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 work.*** 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.

The Ph.D. Director of Training will provide the contact between the University and the internship agency. In the case of a student in an APPIC placement the Director of Training for the internship is the contact for the agency and communicates with the Ph.D. Director of Training. Typically there is an initial contact after the APPIC agreement is established and intern Director of Training provides an evaluation at the mid point and end of the internship (with the letter of completion). They may connect on other occasions if needed. In the case of a non APPIC placement, the Intern, Field Supervisor, and Ph.D. Director of Training normally confer jointly at least three times during the internship: initially to establish the objectives and activities of the internship, at the midpoint of the internship, and again toward the end of the internship. Contacts may occur by electronic means for distant internship sites. The Director of Training is available to both the Intern and the Field Supervisor (and APPIC Director of Training) for consultation at any time during the internship.

Intern Evaluation

Field Supervisors are required to provide the EPSE 589 instructor (Master's Internship) or Ph.D. Director of Training (Ph.D. interns) with a written evaluation of the Intern's performance on two occasions – a formative evaluation at the mid-point 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 respective UBC contact immediately.

M.Ed. Internship Evaluation. The university provides a Master's School and Applied Child Psychology Internship Evaluation Form to be completed by the Field Supervisor and discussed with the Intern for the master's internship. The Intern is responsible for providing a copy of the evaluation to the EPSE 589 instructor. 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 EPSE 589 instructor.

The EPSE 589 instructor 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 EPSE 589 instructor and placed in the student file with the SACP Program Support. Students should also keep copies for their records.

Doctoral Internship Evaluation. In the case of students on APPIC internships the evaluation forms from the agency serve as the evaluation forms shared with the Director of Training. In the case of non APPIC internship placements the university provides a Doctoral School and Applied Child Psychology Internship Evaluation Form to be completed by the Field Supervisor and discussed with the Intern for the doctoral internship. The Intern is responsible for providing a copy of the evaluation to the Director of Training. 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 Director of Training.

The Director of Training maintains a file of the contacts with the agency (field supervisor, Director of Training) 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 Director of Training for APPIC placements or Field Supervisor provides the foundation for 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, and feedback procedures should be maintained by the Director of Training and placed in the student file with the SACP Program Support. Students should also keep copies for their records.

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 EPSE 589 instructor (master's Internship) or Director of Training (doctoral internship) of the decision to appeal an evaluation. In the case of disagreement over a grade from the EPSE 589 instructor or Director of Training, 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

Ph.D. Comprehensive Examinations in SACP

Purpose of the Comprehensive Examination

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

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

Overview of the Comprehensive Examination

The comprehensive examination in School and Applied Child Psychology consists of a written psychological case report, an addendum or additional reflection paper (described below) and a comprehensive oral examination of the written documents. Details of these components are provided below. It is expected that the psychological report will be one from their doctoral practicums that has typically been completed in the period at or near the end of the student's 2nd year of 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.

Timing of the Comprehensive Examination

The Comprehensive Examination in SACP will occur in May-June of the second year of the student's Ph.D. program. Students will submit their report and reflection (see below) to the Chair of the Examination committee by May 15th. The oral examinations will be scheduled between May 15th and June 15th. If required, any remediation will be completed by August 31st.

Comprehensive Examination Chair and Examination Committee

Examination Chair. Each year a Chair of the Examination Committee will be selected from the core SACP faculty. The chair position will rotate yearly. The Examination Chair will identify an examination committee for each student and distribute copies of the report and reflection to the committee. The Chair is responsible for scheduling the meeting (normally between May 15 and June 15), identifying an examination room, and inviting committee members. The Chair of the Examination Committee is responsible for chairing the oral examination. They will be a non-voting member of the examination committee primarily ensuring appropriate process. They will ensure the completion form is placed in the students Ph.D. file with the SACP program support.

Comprehensive Examination Committee. In addition to the Examination Chair the Comprehensive Examination Committee will consist of three members of the core SACP faculty, identified by the Examination Chair including: 1) the student's SACP program advisor, and 2) two additional members of the core SACP faculty.

Components of the Comprehensive Examination

Preparing for the Examination. Coursework and practicum experiences in the M.A. program and first two years of Ph.D. study are the foundations in preparing for the comprehensive examination. Students are informed at the beginning of their Ph.D. program that they will need to provide a blinded copy of a psychological case report from a case undertaken in their first two years of doctoral practicum.

Psychological Case Report. Students will select one written psychological report from the cases completed during their first two years of doctoral study. It is anticipated that this report will typically be a report from a psychological assessment but a psychological report from an intervention may be allowed with permission of the Examination Chair. The focus (e.g. psycho-educational, psychological, neuropsychological, social-emotional, behavioural) of the report is up to the graduate student. The psychological report should be on a case in an area where the student perceives that have both breadth and depth of knowledge and professional experience. The student should have more than introductory knowledge in the area of the case. It should provide a strong representation of the student's breadth of training including case conceptualization, selection and use of appropriate assessment procedures, complete, accurate and appropriate interpretations and conclusions drawn from the assessment findings, application Ministry of Education eligibility and DSM-5 diagnostic procedures, and development

and presentation of recommendations and relevant resources. All reports must be blinded. This includes blinding the name the client and their background information and location, the names of other professional agencies involved in the case, and the name of the case supervisor.

Written Reflection to the Report. In recognition that one’s thinking as a clinician evolves over time, and that the student may have a different perspective on some issues than their supervisor, the student will also provide a 3500-word (maximum) Written Reflection as an addendum to the report. This is an exercise in “critical reflective practice” and an opportunity for the student to look back on the case with a critical lens, provide context for the decisions made, suggest adjustments that they might make upon more reflection, or any other information that might be helpful to the reader of the report in the examination context. While the reflection does not need to focus on theoretical perspectives or research on the topic (questions in these area are addressed in the oral examination-see below), the student should at the beginning of the reflection provide a statement of how they approached the case or their own positionality in reference to the case.

Oral Examination. The oral examination will be scheduled for two hours. The first 90 minutes will involve questions from the examination committee to the student regarding the case and addendum, as a forum for examining the student across the breadth and depth of knowledge and core program competency areas outlined for students in the Ph.D. program in School and Applied Child Psychology at UBC. The last 30 minutes will be for committee in camera discussion and feedback to the student.

In contrast to the expectations for the written reflection, in the oral examination, the student should be able to discuss theoretical and empirical issues related to the focus of the case if asked during the oral examination. They should also be able to reflect on the work discussed with a critical lens. While the specific areas and the depth of the questions covered in the oral examination may vary with the focus of the case, students may be asked to respond to questions in the following areas in the context of their psychological case report and addendum:

- Culture and organization of schools and schooling
- Continuum of curriculum and instruction
- Systems and systems change
- Human development and learning
- Individual differences, diversity, and exceptionalities
- Research methodology and techniques of data analysis
- Psychological assessment and measurement (cognitive, academic, social-emotional, and behavioural)
- Direct, indirect, and systems level service provision
- Social, affective, cognitive, and biological foundations of behaviour
- Culturally responsive practice
- Professional, legal, and ethical issues

The following are the types of questions a student might anticipate:

Area	Exemplar Question
Cultural and organization of schools and schooling	Discuss any school or schooling considerations as you conducted this case and/or were considered as you developed recommendations?

Area	Exemplar Question
Research methodology and techniques in data analysis	What are ways in which you would evaluate or document the effectiveness of the interventions proposed?
Human development and learning	Given the age of this client, what were important developmental considerations in planning the assessment and interventions?
Psychological assessment and measurement	What are the strengths and limitations of the measures selected for use in this context with this client?
Direct, indirect, and systems level service provision	Identify and discuss interventions at direct, indirect, and systems level for this client
Culturally responsive practice	What were key cultural considerations in conceptualizing the case?
Professional, legal and ethical issues	Identify ethical considerations or challenges that emerged as you completed this case.

Evaluation of the Comprehensive Examination

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 ability to link and integrate theory/research and application/practice
- Evidence of the ability to utilize multiple frameworks to understand the origins and development of 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 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 event that the comprehensive examination is not deemed a “pass”, the examination committee will recommend a supplementary procedure, document the procedure in writing, and establish a timeline for completion. Students will only be given one opportunity for remediation.

Comprehensive Examination Timelines

Activity	Timing
Identify a Program Comprehensive Examination Chair (rotates annually across core SACP faculty)	Annually in the summer as part of service responsibilities for the program

Activity	Timing
Identify a case	First and 2 nd in PhD program
Prepare blinded report and case addendum	April of 2 nd year in the PhD Program
Submit blinded report and case addendum to the Examination Chair	May 15 th of 2 nd year in the PhD Program
Chair will identify examination committee and schedule Oral Examination	May 1 st to May 15 th of 2 nd year in the PhD program
Oral Examinations	May 15 to June 15th
File Completion Paperwork	Within one week of successful completion of Oral Examination
Remediation Plan Completed (If needed)	August 31 st of 2 nd year in PhD program

Remediation Procedures

The committee may recommend remediation with or without re-examination. A remediation plan will be developed between the student and committee using the Comprehensive Examination Remediation Plan Form. The form will detail the specifics of the plan, required documentation, evaluation plan, and timelines for completion. If a re-examination is required, it will typically follow the same procedures as the initial oral examination, but may be abbreviated with consensus agreement of the student and members of the examination committee. Only one re-examination is permitted.

If the student's remediation is not deemed 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 oral examination the Comprehensive Examination Completion Form will be completed by the Examination Chair, with signatures from the members of the examining committee. They will turn in the form to the SACP Program Assistant with a week of completion of the examination who will place it in the cumulative file

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

Ph.D. Dissertation Research Sequence

In order to help facilitate dissertation and research progress to ensure reaching doctoral candidacy in a timely manner, a number of steps to help move you to a successful proposal defence have been added to the Ph.D. program.

As doctoral students in a Ph.D. program with a scientist-practitioner focus, you should be actively engaged in research activities throughout your program along with your course and clinical training activities. Research activities should include not only your own dissertation research but also, engagement in research activities such as lab or research teams, research projects with your supervisor(s) or others in the department or other places at UBC, referred presentations at professional conferences, manuscripts submitted for publication, editorial work, and the submission of proposal for funding on your own or with faculty.

Your doctoral dissertation research is a critical component of your Ph.D. program. To ensure timely program completion it is important to begin exploring the topic for your dissertation research early in your Ph.D. program. Doing so will help in making decisions about research courses, papers and projects for classes, and other activities you may become involved both in and outside of the classroom.

Ph.D. Year One: Term 1

SSHRC Application. If do not enter the program with federal (SSHRC, CIHR, NSERC) funding, you will be expected to submit a proposal early in the winter term (typically September of each year) each year until you receive SSHRC funding. This is a useful first step in exploring ideas for your dissertation research. This requires you connect with your research supervisor early in the term or even before you begin your Ph.D. program you start your program to discuss your research ideas.

Research Topic Planning. You should be meeting with your research supervisor regularly during your first term. Supervisors have different ways of approaching supervision. Talk with them about your needs as a student and their expectations as a supervisor. By December 15 you will submit a short (approximately 2 page) summary of your dissertation progress and plan for moving forward to your research supervisor. You should use the First Year Dissertation Update form (attached) in summarizing your work. Students will also share their research ideas with each other and other program faculty during one of the Ph.D. student meetings during the year.

Ph.D. Year One: Term 2. You should meet with your supervisor no later than January 15 to discuss your progress on you research plan (if you have not done so sooner). A copy of your First Year Dissertation Update Form, including notes from the discussion with your supervisor and signatures from you and your supervisor should be placed in your file with the SACP program assistant immediately following your meeting.

In Winter Term 2 you will continue to work with your supervisor to develop a Dissertation Prospectus. A prospectus is a short road map for the proposed dissertation. It is intended to get you thinking about your project early enough to ensure completion in a timely fashion. You will submit your Dissertation Prospectus to your supervisor by May 30 and discuss it with your supervisor by June 30. At the June meeting you should begin exploration of members for your research supervisory committee and clarify plans for any additional coursework or experiences in Year 2 to help ensure the successful development of the dissertation proposal and ultimately successful completion of the dissertation. The prospectus may change as your work to your dissertation proposal but it should serve as a strong plan to move forward.

Your dissertation prospectus (due May 30th) should be approximately 8 to 10 pages in length and be organized as follows:

- I. Working Title
- II. Brief Literature Highlights
- III. Statement of the Problem and/or Rational or Need for the Study
- IV. Purpose Statement
- V. Proposed/Preliminary Research Questions
- VI. Considerations for Methodology
 - Potential Approach or Method

- Potential Sample/Participants
- Potential Measures or Approaches to Data Collection
- Potential Approaches to Data Analysis

VII. Selected References

VIII. Possible Committee Members

IX. Timelines and Plans for Moving Forward to Dissertation Proposal

Once the document has been reviewed and discussed with your supervisor, a signed copy. There are some variations of the format of the dissertation proposal. You should work with your research supervisor to develop a proposal plan that fits with their approach, the methodology you are using for your research, and G+PS guidelines <https://www.grad.ubc.ca/current-students/dissertation-thesis-preparation> . The dissertation proposal typically has 3 sections or chapters and while the length of the document and format varies they typically range from 15 to 30 pages depending on the approach taken and supervisor preferences. A sample organization might look like this:

- I. Introduction
- II. Review of the Literature
- III. Methodology (the components of this chapter in particular will vary with the approach taken but typically include at minimum the following)
 - Purpose Student
 - Research Questions
 - Methods or Design
 - Procedures
 - Participants
 - Recruitment
 - Measures or approaches to Data Collection
 - Ethical Considerations
 - Data Analysis
- IV. References
- V. Appendices (including samples of measures, questionnaires, interview guides, etc)

While you may complete your proposal at any point in the first to 2.5 years of your program the timeline proposed here helps ensure you will complete your dissertation proposal and reach candidacy by November 1st of Year 3. However, ideally this will be completed by the end of the summer of year 2. Approval of your dissertation proposal is required to meet doctoral candidacy. Note however that you must also have successfully completed all required coursework and your comprehensive examination <https://www.grad.ubc.ca/current-students/managing-your-program/advancement-candidacy>

Ph.D. Years 3 & 4. The dissertation research focus in Years 3 and 4 of your program should be on obtaining ethics and other research approvals to conduct your research, conducting your dissertation research, writing up your final dissertation research, and the final oral examination of your research. It is typical for students to have your proposal defended by November 1st of Year One If you are planning to complete internship in Year 4 you must apply for internship through APPIC in the fall of Year 3 and reach candidacy by November 1st.

Following approval of your proposal you will obtain ethics approval (<https://ethics.research.ubc.ca/behavioural-research-ethics>) and then begin your research. Timelines at this point will vary depending on the nature of your research. You should work closely with your supervisory committee in developing and monitoring your dissertation plan and timelines. You are strongly encouraged to complete, at minimum, your data collection and data analysis before you begin internship. Some students may want to complete their final oral examination prior to or during internship. Depending on the nature of your research you may elect for additional time in Year 4 to focus on dissertation and final oral examination completion and complete your internship in Year 5. Every effort should still be made to complete your dissertation proposal by November 1st of Year 3. You are strongly encouraged to complete your PhD degree by the end of Year 4 or 5 year (including dissertation and internship). Information final dissertation formatting and the final oral examination is found at <https://www.grad.ubc.ca/current-students/final-dissertation-thesis-submission> and <https://www.grad.ubc.ca/current-students/final-doctoral-exam/final-oral-defence>.

M.A. Thesis Research Sequence

In order to help facilitate thesis and research progress to ensure completed your M.A. thesis in a timely manner, a number of steps to help move you to a successful proposal defence have been added to the M.A. program.

As students in a M.A. program with a scientist-practitioner focus, you should be actively engaged in research activities throughout your program along with your course and clinical training activities. Research activities should include not only your own thesis research but also, engagement in research activities such as lab or research teams, research projects with your supervisor(s) or others in the department or other places at UBC, refereed presentations at professional conferences, and manuscripts submitted for publication. These activities will set you up for success in your doctoral program.

Your thesis research is a critical component of your M.A. program. To ensure timely program completion it is important to begin exploring the topic for your thesis research early in your M.A. program. Doing so will help in making decisions about research courses, papers and projects for classes, and other activities you may become involved both in and outside of the classroom.

M.A. Year One: Term 1

SSHRC (CIHR, NSERC, Affiliated) Application. If you do not enter the program with federal (SSHRC, CIHR, NSERC) funding, you will be expected to submit a proposal late in the Winter 1 term (typically early December of each year). This is a useful first step in exploring ideas for your thesis research. The proposal and application requires you connect with your research supervisor early in the term or even in the summer before you begin your M.A. program to discuss your research ideas.

Research Topic Planning. You should be meeting with your research supervisor regularly during your first term. Supervisors have different ways of approaching supervision. Talk with them about your needs as a student and their expectations as a supervisor. By December 15 you will submit a short (approximately 2 page) summary of your thesis

progress and plans for moving forward to your research supervisor. You should use the First Year Thesis Update form (attached) in summarizing your work. Students will also share their research ideas with each other and other program faculty during one of the M.A. student meetings during the year.

M.A. Year One: Term 2

You should meet with your supervisor no later than January 15 to progress on your research plan (if you have not done so sooner). A copy of your First Year Thesis Update Form, including notes from the discussion with your supervisor and signatures from you and your supervisor should be placed in your file with the SACP administrative assistant within a week of your meeting.

In Winter Term 2 you will continue to work with your supervisor to develop a Thesis Prospectus. A prospectus is a short road map for the proposed Thesis. It is intended to get you thinking about your project early enough to ensure completion in a timely fashion. You will submit your Thesis Prospectus to your supervisor by May 1st and discuss it with your supervisor by June. At the June meeting you should begin exploration of members for your research supervisory committee and clarify plans for any additional coursework or experiences in Year 2 to help ensure the successful completion of the proposal and ultimately successful completion of the Thesis. The prospectus may change as your work to your Thesis proposal but it should serve as a strong plan to move forward.

Your Thesis prospectus should be approximately 8 to 10 pages in length and be organized as follows:

- I. Working Title
- II. Brief Literature Highlights
- III. Statement of the Problem and/or Rational or Need for the Study
- IV. Purpose Statement
- V. Proposed/Preliminary Research Questions
- VI. Considerations for Methodology
 - Potential Approach or Method
 - Potential Sample/Participants
 - Potential Measures or Approaches to Data Collection
 - Potential Approaches to Data Analysis
- VII. Selected References
- VIII. Possible Committee Members
- IX. Timelines and Plans for Moving Forward to Thesis Proposal

Once the document has been reviewed and discussed with your supervisor, a signed copy should be placed in your department file. Note that your prospectus may be completed earlier in the term but must be completed by May 1st.

M.A. Year One Summer

Developing your Research Proposal. By the summer of Year 1 you should have a good sense of the direction for your thesis. You will continue to work on your proposal and work with your supervisor to finalize a research supervisory committee. You can complete your proposal at any point you are ready. Ideally this will be completed by August 1st of Year 1. At the very latest it must be completed by September 15th of Year 2.

There are some variations of the format of the Thesis proposal. You should work with your research supervisor to develop a proposal plan that fits with their approach, the methodology you are using for your research, and G+PS guidelines (<https://www.grad.ubc.ca/current-students/dissertation-thesis-preparation>). The thesis proposal typically has 3 sections or chapters and while the length of the document varies they typically range from 15 to 30 pages depending on the approach taken and supervisor preferences. A sample organization might look like this:

- I. Introduction
- II. Review of the Literature
- III. Methodology (the components of this chapter in particular will vary with the approach taken but typically include at minimum the following)
 - Purpose Student
 - Research Questions
 - Methods or Design
 - Procedures
 - Participants
 - Recruitment
 - Measures or approaches to Data Collection
 - Ethical Considerations
 - Data Analysis
- IV. References
- V. Appendices (including samples of measures, questionnaires, interview guides, etc)

M.A. Year Two

At the very latest your thesis proposal should be completed by September 15th of Year 2. The thesis research focus in Year 2 of your program is on obtaining ethics and other research approvals to conduct your research, conducting your thesis research, writing up your final dissertation document, and the final oral defense of your research.

Following approval of your proposal you will obtain ethics approval.

(<https://ethics.research.ubc.ca/behavioural-research-ethics>) and then begin your research. Timelines at this point will vary depending on the nature of your research. You should work closely with your supervisory committee in developing and monitoring your thesis plan and timelines. You are strongly encouraged to complete data collection and data analysis by June of Year 2 with final defense in the Summer of Year 2. Every effort should be made to complete your thesis by August 31st of Year 2 before you begin the Ph.D. program.

However, if needed, permission may be requested to begin your Ph.D. program prior to final thesis defense with a final oral thesis defense by mid October to meet fall graduation and

program completion timelines. Information final on dissertation formatting and the final oral examination is found at <https://www.grad.ubc.ca/current-students/final-dissertation-thesis-submission>

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 SACP if a Research Supervisor from outside the core SACP faculty is selected, the student must identify a Program Advisor from the core SACP 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 SACP 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 SACP 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 SACP 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 is now optional but if included 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, by e-mail. A template is available from the Doctoral Orals Officer. 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

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 SACP if a research supervisor outside the core SACP faculty is selected, the student must identify a Program Advisor from the core SACP 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 SACP area if the supervisor is not a core member of the SACP 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 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 Supervisory 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 SACP 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 SACP 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 a 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

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.

Questions

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: https://ethics.gc.ca/eng/policy-politique_tcps2-epc2_2018.html
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.

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, 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 SACP 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 SACP 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 SACP 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 SACP 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 concern 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.

- What would you consider to be this student's strengths, as observed in your course?
- 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.
- Please provide at least two examples for any responses provided to question 2.
- Have you spoken or communicated with this student about your concerns? (If possible, provide documentation)
- What would you recommend be provided as support for this student's growth in these areas?
- 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 SACP 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 SACP Area Coordinator will gather information on the progress and performance of school psychology students from non-school psychology faculty teaching core SACP 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 SACP program faculty.
- An Annual Student Review meeting will be scheduled in June. All members of the core SACP 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 SACP 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 SACP 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 SACP 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 SACP 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 SACP 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 SACP 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 SACP 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 SACP 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 SACP Program Coordinator in the case of Masters students and the SACP 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 SACP 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 SACP Area Coordinator or the SACP Ph.D. Program Director at any time. In the case of concerns regarding practicum and internship, the student is encouraged to contact the SACP 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 SACP 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 SACP Program for discussion and approval. If the Research Supervisor is not a member of the core SACP 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 SACP 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 SACP 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 SACP Area Coordinator (in the case of master's students) or the SACP 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 SACP 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 SACP 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:** Dr. Bill McKee: William.mckee@ubc.ca) or Doctoral program director (**Current:** Dr. Laurie Ford; laurie.ford@ubc.ca).
4. Contact the ECPS Department Head about your concern (**Current:** Dr. Jenna Shapka; jenna.shapka@ubc.ca).
5. Reach out to Dr. Serge Lacroix (**Current:** serge.lacroix@ubc.ca) ECPS Director of Graduate Programs.
6. Inform Dr. Mary Bryson, Senior Associate Dean, Administration, Faculty Affairs & Innovation of your concern and its lack of resolution (**Current:** mary.bryson@ubc.ca).

UBC Policy 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>

The Psychological Services and Counselling Training Centre

Overview

The Psychological Services and Counselling Training Centre (PSCTC) is a university-based setting for research and clinical training in the Faculty of Education. The PSCTC includes 17 “client” rooms, complete with video monitoring and recording capability, which qualified UBC students and faculty can reserve to conduct research, assessments or therapy as part of their training and coursework. Users can schedule recordings for any of the booked client rooms. These rooms can be monitored (in real time) from dedicated monitoring rooms for supervision and teaching purposes.

The PSCTC also has several conference and meeting rooms, including a “family friendly” meeting room with adult and child furnishings, as well as group rooms that can seat from 6 – 25. All meeting rooms allow recording and monitoring, and each also has complete videoconferencing capacity. The large group meeting room (25 seats) also provides support for video presentation and distance learning production. The PSCTC also has a collection of laptop computers, I-Pad sets, and portable digital audio and video recording equipment that can be requested by registered users. Users also have access to the 6 desktop computers in the PSCTC computer lab for review of recorded sessions. Use of the PSCTC equipment and facilities is limited to qualified UBC faculty and students who are registered at the PSCTC.

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

Services

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

Research in the Schools. To facilitate research in education, the PSCTC 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.

Psychological Assessments. As part of the graduate training program in School and Applied Child Psychology, psychological assessments are conducted through the PSCTC each year for children, youth, and young adults who are experiencing difficulties in school and other settings. 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. Students in SACP can see assessment cases (if there is appropriate supervision) for extra clinical experience and in some cases extra funds.

PSCTC Adult Assessment, Child and Youth Assessment, and Neuropsychological Assessment Clinics. In addition to assessment services offered as part of course practica, the

PSCTC Assessment Clinics offer psychological 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. M.Ed. and Ph.D. Interns often 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. PSCTC Institutes & Workshops. The PSCTC periodically sponsors research institutes and extended workshops, often in collaboration with community partners.

Self-Study Workshops. The PSCTC sponsors a series of self-study workshops as a forum for practicing professionals, university faculty, and graduate students to meet to consider psychological 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 PSCTC maintains an up-to-date test library of standardized tests, assessment instruments, reference materials and other resources. A complete inventory of PSCTC Test Library holdings is available at the PSCTC website. Use of the PSCTC Test Library is restricted to qualified UBC faculty and students, but professionals can make arrangements to review materials at the PSCTC. The PSCTC 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 and Applied Psychology Internship Program

The **BC School and Applied Psychology Internship Program** was initially developed, and members solicited, through a single coordinating site in the Psychological Services Counselling Training Centre in the Faculty of Education at the University of British Columbia. The Consortium was developed 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. (note that for 2021-2022 the program is not accepting applications for doctoral internship).

The Psychological Services Counselling 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. This transition draws on 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.

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 SACP website.

Program Costs

The following are costs for students in the program for 2020-2021.

Description	2020-2021 1 st -year Cost
Tuition for full-time students (Canadian students)	\$5095.68.
Tuition for full-time students (International students)	\$8952.27
Int. Tuition Award (ITA) per year (If eligible)	\$3,200.00 (-)
Tuition per credit hour for part-time students	N/A
University/institution fees or costs	\$944.51
Additional estimated fees or costs to students (e.g. books, travel, etc.) ¹	\$1,000

¹ Typical additional fees

- Travel costs apply for students traveling to their off UBC campus practicum locations.. Estimates are based on a student living at UBC, commuting by car. Most practicum experiences are completed at sites external to UBC. These costs are estimated.
- Fees are paid three (3) equal instalments due at the beginning of each semester starting in September, May, and July. Minimum number of instalments is six (6) (2 full years). After nine (9) instalments, additional fees apply.
- Students need to pay for the costs of test records used in assessment courses. The costs of test protocols for practicum cases is typically covered by the agency/client.
- including a current criminal record check (\$55.00 CDN every 5 years) and registration with the Time2Track log: <https://time2track.com>
- (\$59.40 US per year).
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- Registration with the Time2Track log: <https://time2track.com> (\$59.40 US per year).

For a breakdown of costs and other information such as estimating cost of living, see:
<https://www.grad.ubc.ca/prospective-students/tuition-fees-cost-living>

For scholarship, awards, and funding information, visit
<https://www.grad.ubc.ca/scholarships-awards-funding/award-opportunities>

Awards and Financial Aid

Several kinds of formal awards and financial aid are available and are described below. All are highly competitive. Sources of funding may vary from year to year. You should check you're your advisor, the Graduate Academic Support, G+PS, and ORS for more information. Learn more: ecps.educ.ubc.ca/students/current-students/awards-financial-aid/

Fellowships and Scholarships

SSHRC/CIHR/NSERC Fellowships. These fellowship competitions are open to doctoral students or M.A. students. M.A. 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.

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 but some are open to Master's students. There are also GTA opportunities in other departments (e.g. psychology, linguistics).

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 members hiring or through the department website for department wide positions.

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
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: <https://students.ubc.ca/enrolment/finances/awards-scholarships-bursaries>

Language Usage 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 Centre on Accessibility

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 LR7: 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 Centre on Accessibility 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 Centre on Accessibility 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 LR7 on 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 Center on Accessibility identifying 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 the Centre on Accessibility. While the student may elect to disclose their disability and share documentation directly with a faculty member, it is not appropriate for faculty to request disability documentation from the student directly.

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 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/

Additional resources

AMS Advocacy Office, NEST Room 3118; 6133 University Blvd

<https://www.ams.ubc.ca/student-services/advocacy-ombuds#!/tab/advocacy-office/>

The Advocacy Office, operated by the AMS, provides free, confidential representation for students involved in conflict with the University. The Advocacy Office deals with issues such as academic appeals, non-academic misconduct, academic misconduct, housing appeals, parking disputes, and library fine appeals, and requests for information under the *Freedom of Information and Protection of Privacy Act*.

AMS Ombuds Office: NEST Room 3119; 6133 University Blvd

<https://www.ams.ubc.ca/student-services/advocacy-ombuds#!/tab/advocacy-office/> An Ombuds acts impartially, is independent of every administrative body, and provides confidential service. The goal of the Ombuds Office is helping students and AMS staff by providing conflict resolution services. Services include: Providing conflict management services to AMS clubs and constituencies undergoing internal conflicts; Receiving and investigating complaints about the AMS.

AMS Anti-Racism Support Resources: NEST Room 3500, 6133 University Blvd.

<https://www.ams.ubc.ca/anti-racism-support-resources/>

As the world confronts racism in its many forms, AMS has provided a resource list to be utilized by those who are seeking anti-racist services and resources in its many forms, whether it is education, advocacy-related, in relation to mental health, or just looking for someone to talk to about their experiences. The resource list is not exhaustive, but is a starting point.

AMS Colour Connected: NEST Room 2115, 6133 University Blvd.

<https://www.ams.ubc.ca/student-services/resource-groups/>

Colour Connected Against Racism is an AMS resource group that works to end racism, and all forms of oppression, discrimination and prejudice.

AMS Pride Collective: NEST Room 2116; 6133 University Blvd

<https://www.ams.ubc.ca/student-services/resource-groups/>

The Pride Collective is an AMS resource group that offers educational and social services dealing with sexual and gender diversity to the UBC community, including but not limited to students, staff, and faculty.

AMS Social Justice Centre: NEST Room 2117 6133 University Blvd.

<https://www.ams.ubc.ca/student-services/resource-groups/>

The UBC Social Justice Centre aims to serve any and all students interested in finding progressive solutions to societal and global injustice.

AMS Women's Centre: NEST 2114, 6113 University Blvd;

<https://womenscentre.ams.ubc.ca/>

The AMS Women's Centre is a space where women can feel safe, empower each other, and organize against sexism and violence. It offers a wide variety of resources, including an extensive library and events aimed to empower and inform.

Center for Accessibility: <https://students.ubc.ca/about-student-services/centre-for-accessibility/>; Room 1203, Brock Hall, 1874 East Mall. Information detailed above.

Crane Library: Brock Hall Annex, 1874 East Mall;

https://wiki.ubc.ca/Library:Help_for_People_with_Disabilities/Crane_Library

The Crane Library houses an extensive collection of alternate-format material, an adaptive technology lab, and study and social space for students with disabilities.

First Nations House of Learning: 1985 West Mall;

<https://indigenous.ubc.ca/longhouse/fnhl/> The First Nations House of Learning partners with UBC departments, faculty, and units on different types of events for the UBC Indigenous community, the wider university community, and the general public. This often includes, but is not limited to: Major Conferences; Public Lectures; Cultural Events; Book Releases; Graduation Events; Student Lunches in the Sty-Wet-Tan Great Hall. (<https://indigenous.ubc.ca/longhouse/fnhl/book-sty-wet-tan-great-hall/>)

Equity and Inclusion Office: Room 2306, Brock Hall, 1874 East Mall;

<https://equity.ubc.ca/about/>. Information detailed above.

Office of the Ombudsperson for Students: C.K. Choi Building 181-1855 West Mall

<https://ombudsoffice.ubc.ca/> The Office of the Ombudsperson for Students works with UBC community members to ensure students are treated fairly and can learn, work and live in a fair, equitable and respectful environment. Reporting to the President, the office is an **independent, impartial** and **confidential** resource for students at UBC.

Positive Space Campaign: 2306 – 1874 East Mall,

<https://equity.ubc.ca/resources/positive-space/>

The aim of the Positive Space Campaign through the Equity and Inclusion Office is to foster a welcoming and inclusive environment, respectful dialogue on campus for people of all sexual orientations and gender identities by identifying spaces where sexual and gender diversity is supported and valued.

Xwi7xwa (pronounced whei-wha) **Library.** 1961 East Mall

<https://xwi7xwa.library.ubc.ca/> is a branch of the UBC Library, has collections consisting of approximately 12,000 items, including about 6,000 books, 450 videos, 5,000 vertical file materials, curriculum resources, journals and newspapers, maps,

posters, theses and dissertations, the G.A. (Bud) Mintz special collection, and some archival materials. The collections focus on First Nations in British Columbia, but also include contextual materials about Aboriginal people in Canada as a whole. In addition to special collections, Xwi7xwa has research librarians expert in Indigenous areas, and is an international leader in Indigenous classification research. UBC Library also offers an Aboriginal Borrowing Card, available to any self-identified Aboriginal (First Nations, Metis, and Inuit) person in Canada

Teacher Education for All! Project: 303- 2125 Main Mall

<http://teach.educ.ubc.ca/tefa>

The Teacher Education for All project is an effort for faculty, staff, and students in Teacher Education at UBC to create and provide inclusive culture, work place, and learning environment with a particular focus on intersectional approaches to thinking about sexual and gender diversity and pedagogical approaches to recognize and intervene to transform, the impacts of systemic discrimination.

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 and Applied Child 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</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	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
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	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
British Columbia Association of School Psychologists Phone: (604) 713-5431 (membership) membership@bcasp.ca http://bcasp.ca/	Association for Positive Behavior Support P.O Box 328 Bloomsburg, PA 17815 USA Phone: (570) 389-4081 Fax: (570) 389-3980 www.apbs.org

UBC SACP 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	TBD Faculty Sponsor: Laurie Ford
American Psychological Association-Division 16 Student Affiliates in School Psychology	Unfilled (if interested contact Laurie) 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 and Applied Child Psychology student body in areas related to community, diversity, positive mental health and professional development. In the 2020-2022 year we anticipate some revisioning and/or restructuring the SPSA organization. An overview of the association as it has operated in previous years is provided below. If you have interest in working to reactive the association let Laurie know.

Community: The UBC-SPSA provides opportunities for School and Applied Child 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 and Applied Child 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 and Applied Child 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 and Applied Child 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.