



# School & Applied Child Psychology Program

2024-2025 Orientation  
September 6th, 2024





# Land Acknowledgment



# Overview



1. Introductions
2. Faculty, Staff, Students
3. Program Overview
4. Policies and Procedures
5. Practicum / Residency
6. SACP Committees
7. Questions

# Introductions



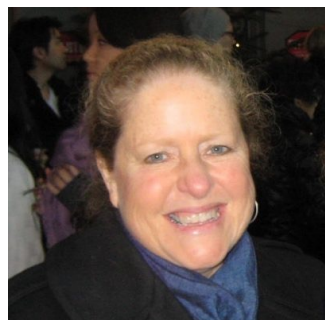
Share about yourself:

1. Name and year in program
2. Where you are from
3. Highlight of the summer

# Faculty and Graduate Advisor (2024-2025)



Allison Cloth, PhD  
Assistant Professor



Laurie Ford, PhD  
Associate Professor  
Director of Training



Anusha Kassan, PhD (she/her)  
Associate Professor  
Program Coordinator



Tino Chabudapasi, BSc  
Graduate Program  
Support, SACP



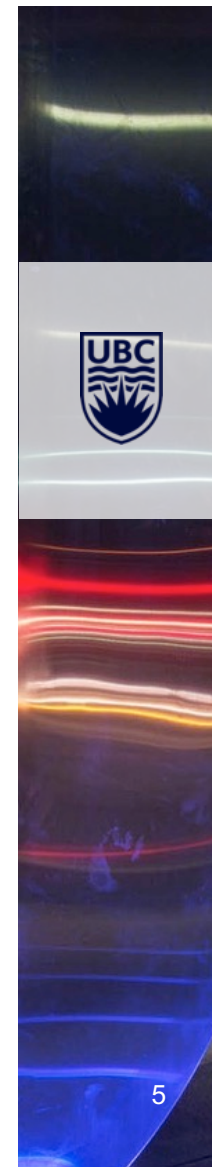
Simon Lisaingo, PhD  
Assistant Professor of Teaching  
Practicum Coordinator



Thomas Schanding, PhD  
Associate Professor  
PSCTC Director

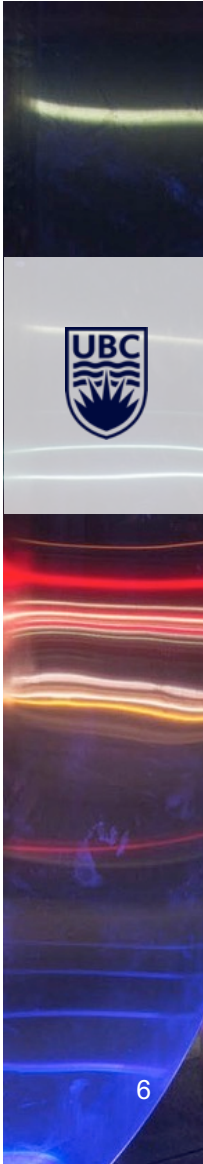


Melanie Nelson, PhD  
Assistant Professor



## Student Roles (2024-2025)

- Peer Advisor GAA : Hira Peracha (PhD1)
- Accreditation GAA: Antonia Soldovieri (PhD1)
- MA Student Representatives: Ivy Debinski (MA1)
- PhD Student Representative: Antonia Soldovieri (PhD1)



# Program Overview



# MA Course Sequence

## MA1 Primary Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>W1 (2024)</b>					
9:00 - 12:00		EPSE 550	PRAC in Schools		EPSE 561
1:00 - 4:00				EPSE 506	
		CNPS 362 (Class: 2:00pm - 3:30pm)	CNPS 362 (LAB: 2:00pm - 3:30pm)		
4:30 - 7:30				EPSE 528	
<b>W2 (2025)</b>					
9:00 - 12:00		EPSE 553	PRAC in Schools		EPSE 561
1:00 - 4:00		EPSE 556	PRAC in Schools	EPSE 534	
					EPSE 560 (Lab for 556: 1:30pm - 3:00pm)
4:30 - 7:30				EPSE 560 (Lab for 534: 4:30 - 6:00)	
<b>S1 (2025)</b>					
9:00 - 12:00		EPSE 552 (TW)	EPSE 552 (TW)		EPSE 561
1:00 - 4:00		EPSE 556 (con't)			
4:30 - 7:30					

\* Leave Wednesday (and possibly Monday) for practicum in schools.

\* Take CNPS 362, if you do not have that pre-requisite.

\*\* Take MOOC course in Indigenous Education by end of Year 1.

\*\*\* Research course may be in Year 1 / Winter II, Spring / Summer, or Year 2.



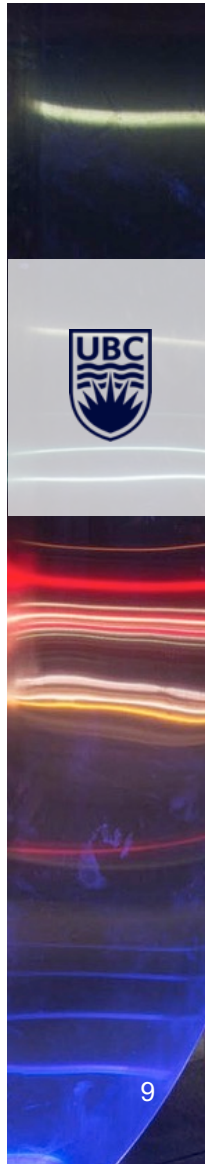


# MA Course Sequence

## MA2 Primary Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>W1 (2025)</b>					
9:00 - 12:00		EPSE 535	EPSE 561 (Clinic Prac)		EPSE 561
1:00 - 4:00		EPSE 560 (lab for 535) 1:00 - 2:30	EPSE 561 (Clinic Prac)		
4:30 - 7:30		EPSE 531	EPSE 595	EPSE 596 (or W2 T 1:00)	
<b>W2 (2026)</b>					
9:00 - 12:00			EPSE 561 (Clinic Prac)		EPSE 561
1:00 - 4:00		EPSE 596 (or W1 Th 4:30)	EPSE 561 (Clinic Prac)	EPSE 557	
4:30 - 7:30				EPSE 560 (lab for 557) 4:30 - 6:00	
<b>S1 (2026)</b>					
9:00 - 12:00			EPSE 561 (Clinic Prac)		EPSE 561
1:00 - 4:00					
4:30 - 7:30					
* Leave Wednesday (and possibly Monday) for practicum in schools.					

\*\*\* Research course may be in Year 1 / Winter II, Spring / Summer, or Year 2.



# PhD Course Sequence

## PhD1 Primary Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>W1 (2024)</b>					
9:00 - 12:00		EPSE 551	PRAC in Schools		EPSE 661
1:00 - 4:00		EPSE 633	PRAC in Schools		EPSE 631
4:30 - 7:30			EPSE 595 (or W2 1:00)	EPSE 596	
<b>W2 (2025)</b>					
9:00 - 12:00		EPSE 635	PRAC in Schools		EPSE 661
1:00 - 4:00		EPSE 565 (New Div Found)	PRAC in Schools	EPSE 568 (Bio - EVEN) CNPS 587 (Hist - ODD)	EPSE 631
4:30 - 7:30					
<b>S1 (2025)</b>					
9:00 - 12:00					EPSE 661
1:00 - 4:00					EPSE 631
4:30 - 7:30					

\* Leave Monday and Wednesday (and possibly Thursday) for practicum in schools.

\* Research course may be in Year 1 / Year 2.

\*\* Complete Developmental Module by end of Year 1.



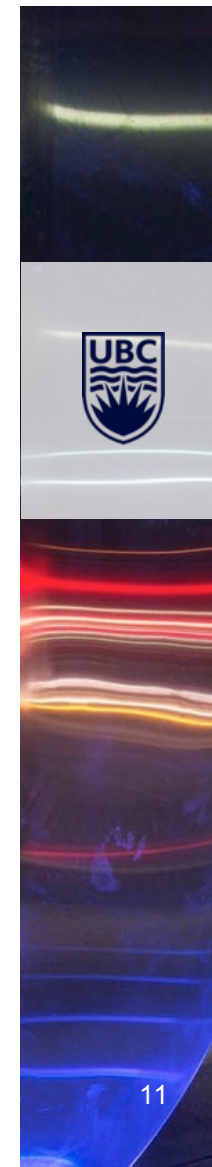
# PhD Course Sequence

PhD2 Primary Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>W1 (2025)</b>					
9:00 - 12:00	Comm Prac	EPSE 634 or 635	Comm Prac		EPSE 661
1:00 - 4:00	Comm Prac		Comm Prac		EPSE 631 (alt w/688) EPSE 688 (alt with 631)
4:30 - 7:30			EPSE 595 (or W2 1:00)	EPSE 596 (or W2 T 1:00)	
<b>W2 (2026)</b>					
9:00 - 12:00	Comm Prac	EPSE 634 or 635	Comm Prac		EPSE 661
1:00 - 4:00	Comm Prac	EPSE 596 (or W1 Th 4:30)	Comm Prac	EPSE 568 (Bio - EVEN) CNPS 587 (Hist - ODD)	EPSE 631 (alt w/688) EPSE 688 (alt with 631)
4:30 - 7:30					
<b>S1 (2026)</b>					
9:00 - 12:00					EPSE 661
1:00 - 4:00					EPSE 631 (alt w/688) EPSE 688 (alt with 631)
4:30 - 7:30					
	<i>* Leave Monday and Wednesday (and possibly Thursday) for practicum in community.</i>				

\* Research course may be in Year 1 / Year 2.

\*\* Comprehensive exams Spring Year 2.

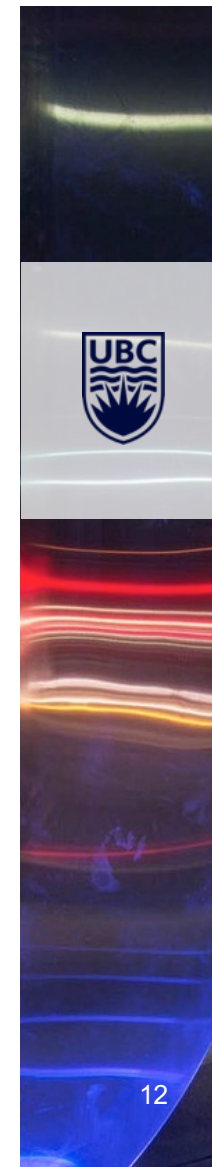


# PhD Course Sequence

## PhD3 Primary Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>W1 (2026)</b>					
9:00 - 12:00					EPSE 687 (optional) EPSE 631
1:00 - 4:00					
4:30 - 7:30					
<b>W2 (2027)</b>					
9:00 - 12:00					EPSE 687 (optional) EPSE 631
1:00 - 4:00					
4:30 - 7:30					
<b>S1 (2027)</b>					
9:00 - 12:00					EPSE 687 (optional) EPSE 631
1:00 - 4:00					
4:30 - 7:30					
* <i>Specialty practicum open (except for Fridays).</i>					

- \* *Candidacy exam Fall Year 1.*
- \*\* *EPSE 687 must be approved.*
- \*\*\* *APPIC applications Fall Year 1.*



# PhD Course Information

## **Potential ECPS Research Methods Courses**

EPSE 581 Special Topics (Check with MERM Coordinator for Topic)

EPSE 591 Program Evaluation

EPSE 592 Correlational Design

EPSE 593 Small n and Single Subjects

EPSE 595 Qualitative Research

EPSE 596 Regression

EPSE 597 Factor Analysis

EPSE 681 Advanced Topics

EPSE 683 HLM

Phenomenology may be offered in HDLC through EPSE 604

Other methods courses in other departments

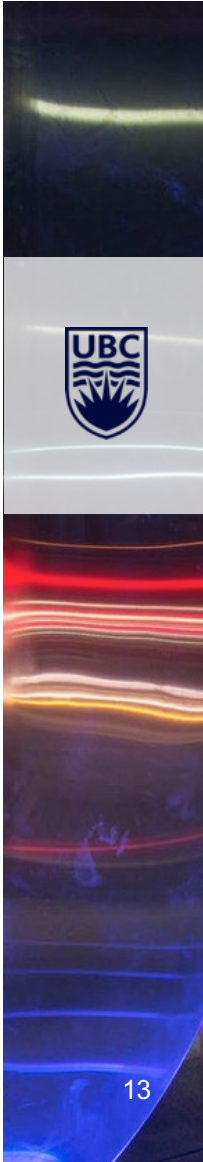
## **CNPS offerings open to SACP**

CNPS 504 School Counselling

CNPS 514 Adolescent Counselling

CNPS 545 Family Counselling Summer

CNPS 594 Cross-Cultural Counselling



**Meet with you SACP advisor early to discuss course selection and complete PGS!**

**Changes need to be updated in PGS!**

**PGS must be signed by your SACP advisor and two other faculty members (by then end of Term 1), then filed with Tino!**



# Important Information

- Ongoing Review
  - Student progress is reviewed each month
  - A student experiencing difficulties is discussed in the in-camera portion of the program area meeting (only faculty)
- Annual Review
  - Completed in May
    - Student CV
    - Time2Track log
    - Program Form (online)
  - Faculty review in May/June to provide student feedback
- Reaching Candidacy for the PhD
  - All coursework must be completed
  - Comprehensive Exams completed
  - Dissertation Proposal approved
  - In good standing (i.e., no incomplete student growth plan)
  - No academic holds



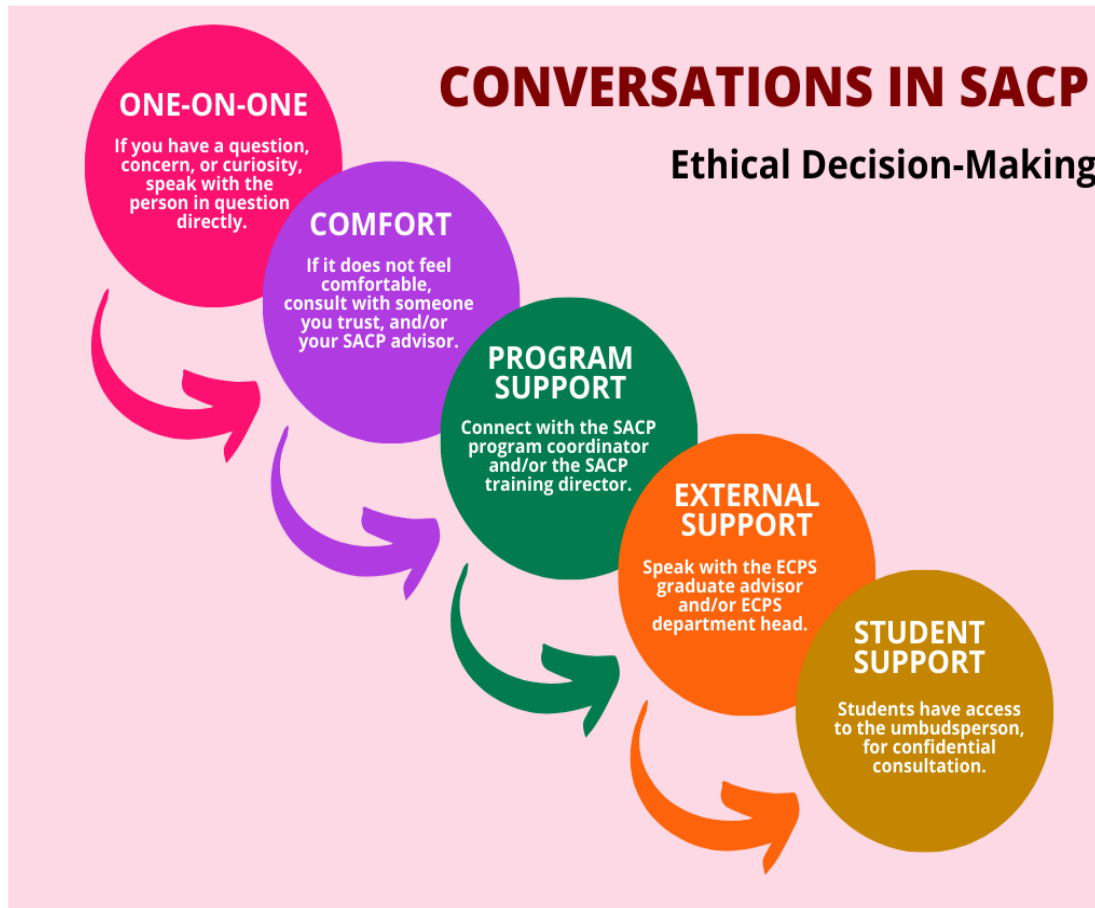
## Communication / Transparency

- Faculty member consult with one another about your development, particularly in the context of clinical course, such as practicum.
- If faculty have a question, concern, curiosity about your development, they will discuss it with you directly, first.
- To the best of their ability, they will inform you prior to a topic being discussed in camera.
- These expectations around communication are based on the Canadian Psychological Association Code of Ethics.





# Ethical Conversations in SACP



# Research Requirements

- Thesis Timelines:
  - Prospectus – End of May (MA1)
  - Proposal – September 15 (MA2)
  - Defence – August 31 (MA2)
    - *This may take longer than you think. Supervisor and Committee approval needed prior to defence. Plan on multiple drafts. Discuss faculty workload/vacation times.*
- Dissertation Timelines:
  - Proposal – Goal Aug PhD2; must be before APPIC application to reach candidacy
  - Dependent on plan for internship – consult with research supervisor
  - Defence – Plan to have a full draft ready 5 months prior graduation
    - Departmental Defence
    - External Reviewer required
    - University Defence
    - Be prepared for revisions



# Policies and Regulations

- Timeline to completion:
  - MA – Expected 2 years; 5 years (max, without extension)
  - PhD – Expected 4-5 years; UBC 7 years (max, without extension)
    - Recommended to reach candidacy by year 2
    - Must request an extension (one month in advance) if beyond 3 years to reach candidacy
    - CPA expects 4-5 years for completion (max, 6 years)
- Courses in PSYC and CNPS:
  - To take courses in Clinical Psych (PSYC), work with PhD Director of Training to make the request
  - For CNPS, some courses have been approved for SACP; may need to have PhD Director of Training request for some (e.g., Group Counselling, maybe others)

# Things to Know

- **Contact with Advisors:**
  - Be sure to keep your advisor in the loop (e.g., R/A positions, outside employment)
  - It is helpful when advisor is updated regarding any difficulties that may impact your performance in the program (academically and clinically)
- **Full-Time, in-Person Program (37.5 hours):**
  - Not all required experiences are tied to course credit (e.g., research labs, town halls)
- **Absences for Personal/Professional Reasons:**
  - Personal time
  - Conferences
  - Practicum responsibilities
- **Leave of Absence:**
  - Pursuing a second degree elsewhere
  - Personal or Health
  - Parental (or 8-week parental accommodation)



## More Things to Know

- In-person/On-Campus vs. Online:
  - UBC has moved to being in-person on campus
  - Select activities/meetings may be online
  - Default is in-person/on-campus
- Program of Graduate Study (PGS):
  - Due in W1 for all new students (MA1, MEd1, PhD1)
  - Keep advisor informed of changes
  - Do not take courses unless added to PGS (in consultation with advisor)
  - MA students – transfer courses need to be approved by the end of W1
  - PhD students – transfer courses can be waived, but must make up credits
- Keys and building access:
  - <https://ecps.educ.ubc.ca/student-key-request-form-neville-scarfe-access/>



# Graduate School and Professional Behaviour

*\* Remember... You are always developing your professional reputation...*

- Communication:
  - Verbal, non-verbal, and written communications
  - UBC e-mail and mailing list
  - Professional attire, contextual to setting
- Attitudinal and Interpersonal Skills:
  - Flexibility
  - Ability to work as part of a team
  - Responsibility – coursework, research, practicum, and work
- Self-Care:
  - Stress management
  - Maintaining all aspects of wellness
    - UBC Student Assistance Program (24/7 confidential counselling and coaching – free)
    - UBC Vancouver Counselling Services (offer confidential appointments)



# Graduate School and Professional Behaviour

- Difference from Undergraduate and Graduate School:
  - Not leaving at end of term right away
  - More responsibilities
  - Discuss with advisor and field supervisors
- Travel to conferences and other training activities:
  - Discuss with advisor and instructors of courses
  - Approved absences should not be assumed for course or practicum placements
- Working Outside of the SACP Program:
  - SACP is a full-time program
  - CPA rules do not allow for PhD students to work more than 20 hours outside of the program
- Typical time commitment in program:
  - For 3-hour class, plan to spend 6-9 hours outside of course
  - This could be more for doctoral and practicum courses



# Funding

- Internal Positions: R/A, GAA, PSCTC, etc.
- Scholarships: Read SACP, ECPS, FoE emails!
- RACR Funds
- Others..?

**ECPS RACR Budget and Request Form**  
April 1<sup>st</sup> 2023 – March 31<sup>st</sup> 2024

Name:	Date of Event/Function:
Email:	Student/Employee ID:
Role (student/faculty/other):	Total Amount Requested:
Purpose:	

If not a UBC employee, please provide:

Mailing Address:	
Email:	SIN:

Please check appropriate budget category below:

**A. PDCE-based Multi-Section Course Coordination and Revision**

- Every 4th year major revision and re-assessment of all instructors: \$5000 per course, per revision (max 2 per year)
- Course coordination responsibilities: \$1000 per course

**B. Professional Development**

- ECPS Tenured and Tenure-track Faculty: \$2,000 (non-renewable)
- Halftime/Fulltime 12-month Lecturers: \$1333 (non-renewable)
- Sessional Instructor with 12 credits/year and Clinic Instructors: \$665 (non-renewable)

**C. Student Support:**

- Student Social events: up to \$500 per program area
- Graduate Student Conference Award: \$500 per student
- Graduate Student Thesis Award: \$500 per student

**D. Departmental/Community Initiatives:**

- Speaker's Honorariums: up to \$500 per speaker
- Community Engagement events: up to \$500 per event
- Catering/hospitality for speakers and events: up to \$150 per event
- Departmental holiday and celebration lunches: \$3500

**E. Program Area Support:**

- Program Area Annual Retreat: up to \$2000 per retreat
- Program Area Student Orientations: up to \$150 per program orientation

**F. Course/Teaching Support:**

- Teaching technology: up to \$300 per faculty

**G. Clinical/Practicum Support:**

- PSCTC Test Materials: \$5,000
- Support for R.Psych licensure or CCC certification: up to \$1000 per faculty

Note: If your request doesn't fit in these categories or is a higher amount, approval may be granted on a case-by-case basis, depending on available funds.

Faculty Name

Signature





# Practicum



# Residency



# SACP Committees



1. SACP PhD Committee
2. CCSJ in SACP
3. SACP Wellness Committee
4. Others

**School and Applied  
Child Psychology  
(SACP)  
PhD Committee**



**Committee for  
Critical Social  
Justice (CCSJ)  
in School and  
Applied Child  
Psychology (SACP)**



# Current Members

Anusha

Melanie

Aisha

Hira

Linnea

Kate

Change in membership for 2024-205

# Updates

Periodic newsletter

Annual workshop

Resource on ableism

Executive summary of survey results

Focus for year coming

Call for new members

# Periodic Newsletter

ISSUE 5 | MAY 2024

School and Applied Child Psychology,  
Committee for Critical Social Justice

## CCSJ NEWSLETTER

### IN THIS ISSUE:

Upcoming Events and  
how to RSVP  
*page 2-3*

SACP Student and Faculty  
Advocacy Group: Addressing  
Anti-Trans Legislation  
*page 3*

CCSJ Funding Update  
*page 4*

Ableism in Post Secondary  
Education  
*page 5-6*

### The CCSJ

Our vision is to see the SACP program collectively working towards a more equitable and just climate, which will, in turn, help inform culturally responsive, socially just, and decolonized school psychology teaching, clinical training, research, service, and community engagement. The CCSJ' broad focus this academic year is on Indigeneity. Current committee members include Aisha Ghani, Linnea Kalchos, Anusha Kassan, Melanie Nelson, Hira Peracha, Kate Rho, And Debopriya Sen.

### Land Acknowledgement

Our work takes place at the UBC Vancouver Campus, which is located on the traditional, unceded, and stolen territory of the *xwməθkwəy̓əm* (Musqueam), Coast Salish, Stó:lō (Stolo), *salilwətał* (Tsleil-Watuth), and *Sḵwx̱ wú7mesh* (Squamish) people.





# Workshops

2023: Difficult Conversations: Thomas Schanding

2024: Ableism in Higher Education: Carly Christensen

Led to: Resource on ableism

2025: ICCSJ in Psychology: UBC



THE UNIVERSITY  
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## DIVERSITY, ALBEISM AND GRADUATE STUDIES IN PSYCHOLOGY

HOW CAN UNIVERSITIES ATTEND TO THE NEEDS AND EXPERIENCES OF DIVERSE LEARNERS?

### KNOW THE POLICY: APA GUIDELINES FOR EQUITABLE TREATMENT FOR GRADUATE STUDENTS IN PSYCHOLOGY

- Physical and psychological support for graduate students
- Transparent financial costs and resources for financial literacy
- Safe workplaces and support from institutions
- Transparency, fairness, and privacy for students
- Professionalism and mentorship
- Cultural competence and humility
- Responsiveness to equity, diversity, and inclusion topics



### CONNECT WITH UBC: DISABILITY AND ACCOMMODATION POLICY

- UBC must provide accessible programs, facilities, and courses
- UBC is responsible for promoting an inclusive and welcoming environment
- Instructors are responsible for implementing accommodations and notifying the Centre for Accessibility about requests 48h prior
- Academic accommodation includes: exam-related, captioning, sign interpretation, note taking, alternate forms of lectures, adaptive equipment, re-locating classes

### WHAT ARE THE RESPONSIBILITIES OF STUDENTS?

- Contact the Centre for Accessibility in a timely manner
- Provide appropriate documentation to support their requests
- Notify the Center of any changes or updates
- Follow instructions from the center
- Provide a letter of accommodation to your instructors



# Two-Page Resources in English and French

### LACUNES DE LA POLITIQUE : WHAT CE DONT LES ÉLÈVES ONT BESOIN POUR L'AVENIR

- Les élèves pourraient ne pas toujours être en mesure de prévoir de quelle manière leur handicap affectera leur performance scolaire; les délais relatif aux documents pour les mesures d'adaptation devraient être flexibles.
- Les personnes occupant de nombreux rôles doivent faire plus de travail, notamment les personnes qui sont à la fois des élèves et des employées de l'université.
- Certaines ou certains élèves n'ayant pas de documentation concernant leur handicap pourraient ne pas avoir accès; une telle situation affectes de manière disproportionnée les élèves ayant des handicaps invisibles ou des identités de genre diverses, ou provenant de milieux autochtones ou à faible revenu.

### Le saviez-vous?

En raison de la stigmatisation, un grand nombre d'élèves ne s'inscrivent pas auprès du Centre for Accessibility (centre d'accessibilité) et présentent leurs demandes de mesures d'adaptation aux membres du corps professoral.

### PROCHAINES ÉTAPES POUR ABORDER LA DIVERSITÉ, LE CAPACITISME ET L'ÉQUITÉ DANS LES ÉTUDES SUPÉRIEURES

*Selon notre analyse de la littérature, nous avons encore beaucoup à faire en ce qui concerne l'encadrement des handicaps dans les études supérieures...*

**Hétérogénéité des handicaps :** chaque personne vit son handicap différemment; les handicaps invisibles présentent des défis uniques, et de nombreuse personnes font face à des intersections d'identité.

**Aider les élèves à apprendre :** les élèves peuvent bénéficier de soutien par les pairs, d'un accès à du soutien financier, d'une ouverture de la part du corps professoral, de mesures d'adaptation et de membres du personnel et du corps professoral ayant reçu une formation leur permettant d'offrir une prise en charge adéquate.

**Obstacles à l'apprentissage :** les élèves continuent à se heurter à des obstacles, p.ex., travail supplémentaire, stigmatisation, barrières transversales, manque de compréhension, incohérences et manque de coordination des établissements.



**Vous souhaitez en apprendre davantage? Communiquez avec le Centre for Accessibility (centre d'accessibilité) ici!**



*Présenté par le Committee for Critical Social Justice in School and Applied Child Psychology. Ce projet a été financé par une subvention de financement en matière d'équité, de diversité, d'inclusion et de décolonisation de la Faculté de l'éducation et une subvention de financement en matière d'équité et de lutte contre le racisme stratégique de l'Université British Columbia.*



THE UNIVERSITY OF BRITISH COLUMBIA

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### KNOW THE POLICY: APA GUIDELINES FOR EQUITABLE TREATMENT FOR GRADUATE STUDENTS IN PSYCHOLOGY

Provide physical and psychological support to graduate students.

### CONNECT WITH UBC: DISABILITY AND ACCOMMODATION POLICY

Provide inclusive and welcoming environments through accessible programs, facilities, and courses.

### WHAT ARE THE RESPONSIBILITIES OF STUDENTS?

Maintain timely contact with the Centre for Accessibility and following instructions.

### POLICY GAPS: WHAT STUDENTS NEED MOVING FORWARD

Need to consider flexibility, additional labour of those in multiple roles, and the disproportionate impact on students without documents.

### Did You Know?

Many students face stigma preventing them from registering with the Centre for Accessibility and bringing accommodation requests to instructors.

### NEXT STEPS IN ADDRESSING DIVERSITY, ABLEISM AND EQUITY IN GRADUATE STUDIES

Based on our literature review, there is still a long way to go for addressing disability in graduate studies...

**Heterogeneity of disability:** not everyone experiences disability the same way; invisible disabilities have their own unique challenges, and many people experience intersection of identities.

**Helping students learn:** students benefit from peer support, access to financial support, openness from faculty, accommodations, and well-trained staff and faculty that can support them in their learning.

**Barriers to learning:** students continue to face barriers such as additional labour, stigma, intersectional barriers, lack of understanding, inconsistency, and a lack of coordination from institutions.



Want to learn more?  
Connect with the Centre for Accessibility here!



Presented by the Committee for Critical Social Justice in School and Applied Child Psychology. This project was funded by a Faculty of Education Equity, Diversity, Inclusion, and Decolonization (EDID) Funding Grant and The University of British Columbia Strategic Equity & Anti-Racism (StEAR) Funding Grant. Created June 2024.



THE UNIVERSITY OF BRITISH COLUMBIA

## DIVERSITÉ, CAPACITISME ET ÉTUDES UNIVERSITAIRES EN PSYCHOLOGIE

COMMENT LES UNIVERSITÉS PEUVENT-ELLES VEILLER AUX BESOINS ET AUX EXPÉRIENCES DE DIVERS TYPES D'APPRENANTES ET D'APPRENANTS?

### CONNAÎTRE LA POLITIQUE : APA GUIDELINES FOR EQUITABLE TREATMENT FOR GRADUATE STUDENTS IN PSYCHOLOGY (LIGNES DIRECTRICES POUR LE TRAITEMENT ÉQUITABLE DES ÉLÈVES DE CYCLE SUPÉRIEUR EN PSYCHOLOGIE)

Fournir du soutien physique et psychologique aux élèves de cycle supérieur.

### COMMUNIQUER AVEC L'UBC : POLITIQUE EN MATIÈRE DE HANDICAP ET DE MESURES D'ADAPTATION

Offrir des environnements inclusifs et accueillants grâce à des programmes, des installations et des cours accessibles.

### QUELLES SONT LES RESPONSABILITÉS DES ÉLÈVES?

Communiquer avec le Centre for Accessibility (centre d'accessibilité) en temps opportun et suivre les directives.

### LACUNES DE LA POLITIQUE : BESOINS DES ÉLÈVES POUR L'AVENIR

Considérer la souplesse, le travail additionnel pour les personnes occupant de nombreux rôles et les impacts disproportionnés sur les élèves n'ayant pas de documents.

### Le saviez-vous?

En raison de la stigmatisation, un grand nombre d'élèves ne s'inscrivent pas auprès du Centre for Accessibility (centre d'accessibilité) et présentent leurs demandes de mesures d'adaptation aux membres du corps professoral.

ABLEISM

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Selon notre analyse de la littérature, nous avons encore beaucoup à faire en ce qui concerne l'encadrement des handicaps dans les études supérieures...

**Hétérogénéité des handicaps :** chaque personne vit son handicap différemment; les handicaps invisibles présentent des défis uniques, et de nombreuses personnes font face à des intersections d'identité.

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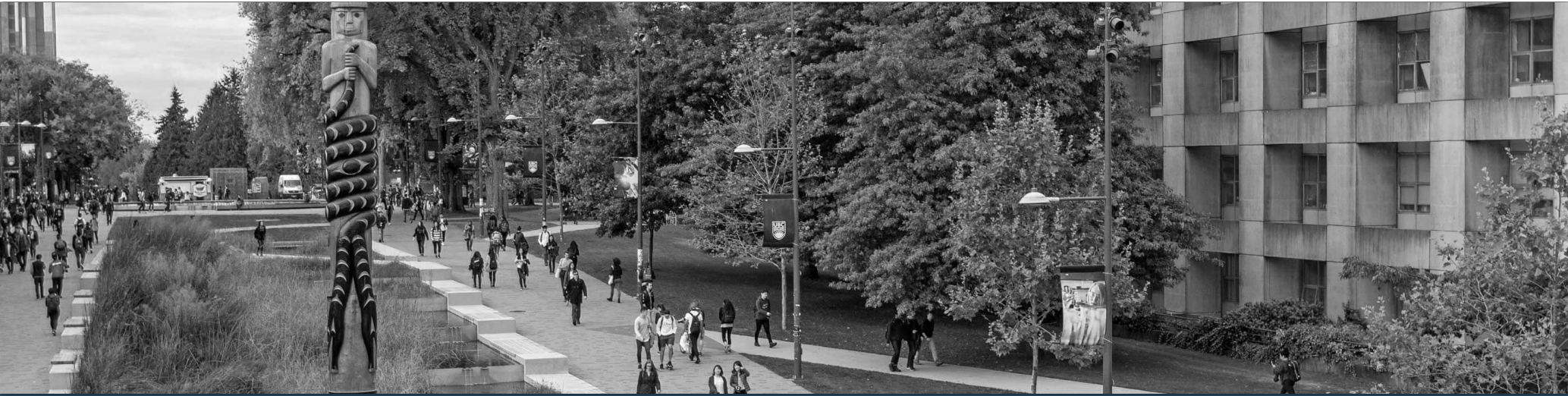
**Obstacles à l'apprentissage :** les élèves continuent à se heurter à des obstacles, p.ex., travail supplémentaire, stigmatisation, barrières transversales, manque de compréhension, incohérences et manque de coordination des établissements.



Vous souhaitez en apprendre davantage? Communiquez avec le Centre for Accessibility (centre d'accessibilité) ici!



Présenté par le Committee for Critical Social Justice in School and Applied Child Psychology. Ce projet a été financé par une subvention de financement en matière d'équité, de diversité, d'inclusion et de décolonisation de la Faculté de l'éducation et une subvention de financement en matière d'équité et de lutte contre le racisme stratégique de l'Université British Columbia. Créé en juin 2024.



# Program Climate Survey results

## **SACP Committee for Critical Social Justice (CCSJ)**

### Committee Members:

Hira Peracha | Debopriya Sen | Kate Rho | Aisha Ghani | Linnea Kalchos | Anusha Kassin |  
Melanie Nelson

*Presentation: Aisha Ghani*



## OVERVIEW

- Conducted by the CCSJ in the SACP program.
- The Program Climate survey asks about student perceptions of the program's climate. It is meant to be one of the tools to examine, monitor, and improve the SACP program.
- The survey was adapted from a review of various school climate surveys, with special attention given to the unique characteristics and needs of the SACP program.
- Students are asked questions on a 4-point Likert-type scale (1-4). Higher scores = more positive perceptions/experiences.

# SURVEY DOMAINS:



## **Engagement: Relationships**

*relationships students have with other students, core faculty, and associated faculty who teach within the SACP program.*



## **Engagement: EDI Related Topics**

*how the program reflects practices consistent with equity, diversity and inclusion as well as promotes students' knowledge and skills in practices related to EDI.*



## **Engagement: Student Development**

*student voice in the program, development as a school psychologist-in-training, and work/life/school balance.*



## **Wellness and Safety**

*resources made known/available for student wellness, perceptions of safety related to social identity/location, personal needs, reporting potential discrimination or harassment.*

# QUANTITATIVE RESULTS: 2022-2024

Survey Domain	2021-2022 N= 26	2022-2023 N=16	2023-2024 N= 16
Engagement: Relationships	2.94	3.06	3.28
Engagement: EDI Related Topics	2.64	2.60	3.27
Engagement: Student Development	2.71	2.60	3.24
Wellness & Safety	2.27	2.35	3.28

# QUALITATIVE RESULTS: 2024



## KEEP:

- Addressing social justice issues in courses and workshops, including sub-topics and underrepresented groups
- Diversifying the student body and faculty
- Continuing the work of the CCSJ Committee

## STOP:

- Relying on students who have been racialized and minoritized to educate
- Presenting social justice information in ways that feel forced or impractical
- Students expressed the need for respect for student voices and feedback, shifting notions of professionalism, modelling self-care, and not penalizing students for non-academic needs

## START:

- Address different facets of diversity, include diversity-related material in all courses
- Provide opportunities to work with diverse clients
- Provide workshops by practitioners who are racialized and minoritized
- Address privilege, improve relationships/communication and challenge systemic issues impacting the program



# Upcoming Event



**UNIVERSITY OF TORONTO**  
OISE | ONTARIO INSTITUTE  
FOR STUDIES IN EDUCATION

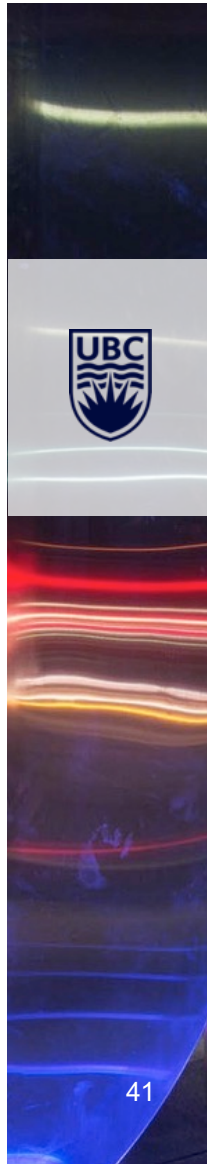
**UBC** THE UNIVERSITY  
OF BRITISH COLUMBIA

## SAVE THE DATE!

### INAUGURAL CONFERENCE ON CRITICAL SOCIAL JUSTICE IN PSYCHOLOGY

MAY 29 - MAY 31, 2025  
THE UNIVERSITY OF BRITISH COLUMBIA  
VANCOUVER, CANADA

*More details to come!*





# Inaugural Conference on Critical Social Justice in Psychology

The ICCSJ aims to advance social justice in psychology and broader society, with a focus on:

- Indigenization and decolonization
- Creating inclusive environments through intersectional perspectives
- Dismantling systemic 'isms' & co-creating solutions with underrepresented communities

**1 September 1, 2024**  
Abstract submissions open

**2 December 1, 2024**  
Abstract submissions due

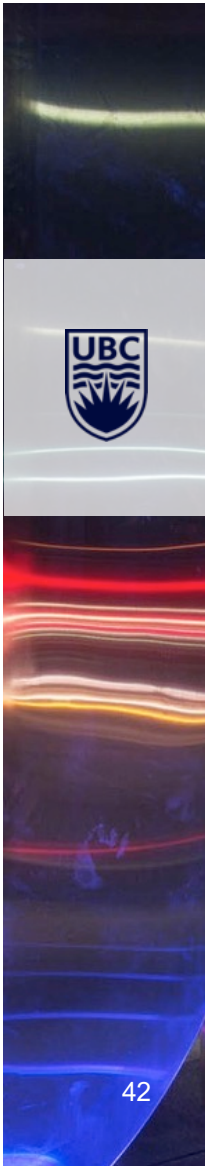
**3 January 15, 2025**  
Submission results released;  
Conference registration opens

**★ May 29–31, 2025**  
Conference held at The University of  
British Columbia in Vancouver, BC.

### Program Highlights

- Keynote addresses
- Research presentations
  - Panel with elders
- Roundtable discussions
  - Community forums
  - Wellness activities
    - Networking

Visit our website!



**School and Applied  
Child Psychology  
(SACP) Wellness  
Committee**



# Current Members

Thomas

Teija

Anissa

Change in membership for 2024-2025

**Questions?**

