



a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA

Department of Psychology

Graduate Student Handbook 2016-2017

Sheila Woody - Associate Head, Graduate Affairs

Revised - 28 September 2016

Graduate Student Handbook

TABLE OF CONTENTS

Introduction	4
Disclaimer	4
New Students	4
Important Names.....	5
MA Program	6
Supervisor.....	6
MA Committee	6
Registration	6
Completion of MA.....	6
MA Program Requirements.....	7
Courses.....	7
Statistics.....	10
Breadth.....	10
Core Program Requirements.....	12
PSYC 547	12
MA Specialization in Human–Computer Interaction.....	12
A Promise	13
Grades	13
MA Thesis Proposal.....	13
PsychFest	13
MA Thesis	13
MA Thesis Defense	13
Schedule for Completion of MA Degree	14
Thesis to Grad Studies	14
Evaluation of MA Performance and Admission to the PhD Program	15
Application for Graduation.....	15
Application for Admission to the PhD Program	15
PhD Program	16
PhD Committee	16
Transfer Students	16
Research and CV	16
PhD Program Requirements	16
Courses.....	17
Statistics and Breadth.....	17
Core Program Requirements.....	17
A Promise	18
Minor	18
Synopsis of MA/PhD Course Requirements	18
Admission to Candidacy.....	18
Comprehensive Examination	19
Behavioural Neuroscience.....	19
Clinical.....	20
Cognitive Science	22
Developmental	22
Health.....	23

Quantitative Methods.....	23
Social/Personality	24
PhD Dissertation Proposal	24
Behavioural Neuroscience.....	24
PhD Dissertation.....	25
Dissertation Approval Meeting	25
Dissertation Final Oral Examination.....	25
Application for Graduation.....	26
Organization of the Graduate Program.....	27
In Case of Problems	27
Publication-Related Disputes.....	27
Graduate Course Evaluations.....	27
Graduate Advisor (Associate Head, Graduate Affairs in Psychology).....	27
Graduate Student Council.....	28
Appeals to the GSPC.....	28
Student Evaluation	28
Miscellaneous Information.....	30
Annual Progress Report	30
Methodological and Statistical Consulting	30
Grad Studies Regulations.....	30
Access, Privacy and Records Management.....	30
Respectful Environment.....	31
Plagiarism.....	31
Financial Aid	31
Getting Paid.....	32
International Students	32
Main Office Staff.....	32
Photocopying	33
Mailboxes	33
Keys.....	33
Computer Services.....	33
Graduate Student Centre.....	33
Libraries.....	33
Student Travel Outside of Canada	34
Quinn Exchange Fellowships (QXF Program)	34
Travel Awards – Grad Studies	34
Travel Grants – Department of Psychology	34

Introduction

Dear Student:

The person ultimately responsible for making sure that you know all the requirements for completion of your degree is *you*. The purpose of this *Handbook* is to provide current, general information concerning the steps you must take to fulfill those requirements. This *Handbook* is thoroughly revised once a year and updated more frequently, so your fellow students or even some members of the faculty might not be aware of all of the rules. Because the requirements vary from program to program, students should carefully read the requirements of their own program and discuss them with their supervisor or area coordinator. The point is that you must read this Handbook and be sure that you have taken all the necessary steps.

Disclaimer

This *Handbook* tries to alert students to all requirements for successful completion of their studies. Nevertheless, the regulations of the Faculty of Graduate and Postdoctoral Studies (Grad Studies) are imposed by, interpreted by, and enforced by that Faculty; the Department's requirements merely supplement those of Grad Studies.

New Students

As soon as you arrive on campus, you should contact your supervisor, area coordinator, the Graduate Program Assistant (Jackie Shaw), and the department's Director of Administration (Tara Martin). The Department holds an orientation meeting for all new graduate students in the first week of classes each September. In addition to this *Graduate Student Handbook* and the relevant sections of the [Psychology Graduate Program](#) website, good sources of information are senior students in the Department and relevant sections of the [Grad Studies](#) website.

Current members of the Graduate Student Council (GSC), who will be pleased to advise you, are:

Co-Presidents	Jordan Brace, Jennifer Campbell & Brianne Glazier
Ombudsperson/Liaison to Graduate Director	Donald Kyle Danielson

For a list of Graduate Student Council Representatives for each area, please check the [GSC website](#).

Each graduate student is enrolled in one of seven areas:

- behavioural neuroscience
- clinical
- cognitive science
- developmental
- health
- quantitative methods
- social/personality

There is another area with the department (learning enhancement), but graduate education is not offered in this area.

Important Names

The current Area Coordinators are:

Behavioural Neuroscience	Stan Floresco
Clinical	Lynn Alden
Cognitive Science	Luke Clark
Developmental	Janet Werker
Health	Christiane Hoppmann
Learning Enhancement	Sunaina Assanand
Quantitative Methods	Jeremy Biesanz
Social/Personality	Jessica Tracy

Other members of the Department who have responsibility for various aspects of the graduate program, and who thus can be of assistance to you, are:

Department Head	Geoff Hall
Director, Administration	Tara Martin
Associate Head, Graduate Affairs	Sheila Woody
Graduate Policy & Coordination Committee Chair	Sheila Woody
Graduate Student Progress Committee Chair	Sheila Woody
Graduate Admissions Committee Chair	Todd Handy
Graduate Fellowships and Scholarships Committee Chairs	Anita DeLongis & Andrew Baron
Graduate Program Assistant	Jackie Shaw
Teaching Assistants Committee Chairs	Jim Enns & Tara Martin
PsychFest Liaison	Susan Birch
Psychology Clinic Director	Ingrid Söchting
Clinical Program Assistant	Armin Sohrevardi
Executive Coordinator	Lawron Leung

The MA and PhD programs are designed as parts of one whole. Our hope is that in fulfilling the formal rules that we introduce below, students can acquire the competencies and accomplishments needed to pursue their intellectual interests and to become independent researchers.

MA Program

The MA is the first two years of a joint MA–PhD program, just long enough to accomplish the basic training required. Normally, a student spends 2 years in the MA and then moves on to the PhD in the third year.

Supervisor

The key person in the student's education is the research supervisor. In our department, the supervisor is a mentor to the student, providing much of the training through close collaboration. This training includes guiding the student in setting up a research program and in collecting, maintaining, analyzing, and interpreting data. The supervisor provides the student with most of the specific information needed to become an independent researcher. The primary supervisor must be a regular faculty member in a research area of this department. A faculty member from another department can act as a co-supervisor only if the primary supervisor from this department holds the rank of Professor. The student-supervisor relationship is spelled out in more detail in the [Supervising Graduate Students page](#) on the Grad Studies website.

MA Committee

The incoming student is encouraged to form an MA Committee as soon as possible after entering the program. The MA Committee consists of at least three faculty members. One of the members is the supervisor; at least two of the members must be in the department; and at least one of the members must be primarily affiliated with the student's program. For students in the Clinical program, the current Clinic Director, Dr. Ingrid Söchting, may serve on MA committees, although not as primary supervisor. Should the Clinic Directorship change, the new Director's eligibility to sit on MA committees will be decided by the clinical faculty based on the individual's record of research activity and publications. Typically, by April of the first year, the student reports the membership of the MA Committee to the Graduate Student Progress Committee (GSPC). With the approval of the supervisor and GSPC, the student can make changes to the committee after it has been formed.

Registration

Course registrations are done on the [Student Service Centre \(SSC\)](#) site via logging in with your CWL. Registration should be completed by the first week of classes. All MA students enroll in the thesis course (PSYC 549) plus, normally, 6 to 12 credits of coursework in each year. You are reminded that you must register in the thesis course in the summer session as well, as that maintains your student status.

Completion of MA

The MA program requires full-time resident study and should be completed in two academic years. The program was designed to ensure that this goal is reached. Delays beyond this deadline can sharply decrease a student's chances of admission to the PhD program and can constitute grounds for dismissal from the MA program. Note, as well, that fellowships, teaching assistantships, and research assistantships are not likely beyond the second year for MA students.

The Department of Psychology reserves the right to specify deadlines, requirements, and limitations for particular students. Certain students may be required to complete additional courses or other undertakings because of deficiencies in their preparatory background. These requirements must be worked out by the program in coordination with the GSPC during the first term of the student's residence in the program. Dates given in this *Handbook* assume that the student begins in the fall; adjustments are made for those who begin at other times.

Completion of the MA degree requires at least 30 credits (more in some programs). The requirements for the MA can be divided into the following four groups:

- thesis (18 credits)
- statistics (3 or 6 credits, depending on the program)
- core program (6 or more credits, depending on the program), and
- breadth (3 credits)

The same course cannot be used to satisfy different requirements. Courses taken while enrolled as an MA student but that do not fulfill any of these requirements can be used, where appropriate, to fulfill PhD requirements. Students are also encouraged to consider additional courses offered in our department or in other departments of the university.

MA Program Requirements

In addition to the 18-credit MA thesis (PSYC 549), the minimum coursework requirements (expressed in terms of course credits where a typical one-term course is weighted 3 credits) for each program are as summarized below (effective September 2012).

program	core program	statistics	breadth
Behavioural Neuroscience (BNS)	6	3	3
Clinical (CLI)	21	3	3
Cognitive Science (COG)	6	3	3
Developmental (DEV)	6	3	3
Health (HLH)	6	3	3
Quantitative Methods (QM)	6	6	3
Social/Personality (S/P)	6	6	3

Courses

Graduate courses in the Department are grouped by program in the following table. Courses are classified as core program courses or as breadth courses for students in different programs. Note that breadth courses are further constrained for Clinical students; details are below. Other restrictions are also noted in the "comment" column. Only a subset of these courses is offered each year.

PSYC	course title	core program	breadth	comment
500	<i>History of Psychology</i>		✓	not a core course in any program; a breadth course for all PSYC grad students
508	<i>Teaching of Psychology</i>			not a core course in any program; not a breadth course
547	<i>Reading and Conference</i>	✓		can serve as a core program course ... see section below regarding PSYC 547
549	<i>Master's Thesis</i>	ALL		continuous registration required in this course while MA student (18 credits)

PSYC	course title	core program	breadth	comment
649	<i>Doctoral Dissertation</i>	ALL		continuous registration required in this course while PhD student
516	<i>Animal Learning, Memory, and Cognition</i>	BNS	✓	
517	<i>Biopsychology of Motivation</i>	BNS	✓	
520	<i>Developmental Biopsychology</i>	BNS	✓	
522	<i>Drugs and Behaviour</i>	BNS	✓	
523	<i>Experimental Neuropsychology and Animal Models</i>	BNS	✓	
524	<i>Neural Models of Learning and Memory</i>	BNS	✓	
574	<i>Biopsychology I</i>	N/A	✓	BNS students cannot take for credit; recommended breadth course for non-BNS students
592	<i>Neuroethology</i>	BNS	✓	
593	<i>Neurophysiology and Cortical Plasticity</i>	BNS	✓	
594	<i>Psychoneuroendocrinology</i>	BNS	✓	
595	<i>Psychophysiology</i>	BNS	✓	
530	<i>Assessment: A Critical Survey</i>	CLI	N/A	
531	<i>Assessment: Clinical Applications</i>	CLI	N/A	
532	<i>Child Assessment</i>	CLI	N/A	
533	<i>Current Issues in Clinical Psychology</i>	CLI	N/A	
534	<i>Clinical Psychology Practicum</i>	CLI	N/A	
535	<i>Psychopathology of the Adult</i>	CLI	✓	
536	<i>Psychopathology of the Child</i>	CLI	✓	
537	<i>Ethical and Professional Issues in Clinical Psychology</i>	CLI	N/A	
538	<i>Clinical Neuropsychological Assessment</i>	CLI	N/A	
540	<i>Strategies of Psychological Intervention</i>	CLI	N/A	
541	<i>Introduction to Psychotherapy</i>	CLI	N/A	
542	<i>Cognitive/Behavioural Interventions</i>	CLI	N/A	
556	<i>Psychological Treatment of Childhood Disorders</i>	CLI	N/A	
559	<i>Clinical Psychological Internship</i>	CLI	N/A	
560	<i>Clinical Research Design</i>	CLI	✓	
570	<i>Cognitive Neuroscience</i>	COG	✓	
571	<i>Special Topics in Cognitive Neuroscience</i>	COG	✓	
578	<i>Perception</i>	COG	✓	
579	<i>Special Topics in Perception</i>	COG	✓	

PSYC	course title	core program	breadth	comment
582	<i>Cognition</i>	COG	✓	
583	<i>Special Topics in Cognition</i>	COG	✓	
513	<i>Special Topics in Developmental Psychology</i>	DEV	✓	
584	<i>Language Development in Infancy and Childhood</i>	DEV	✓	
585	<i>Special Topics in Developmental Cognitive Neuroscience</i>	DEV	✓	
586	<i>Developmental Psychology</i>	DEV	✓	
587	<i>Cognitive Development</i>	DEV	✓	
588	<i>Special Topics in Social and Personality Development</i>	DEV	✓	
589	<i>Moral Development</i>	DEV	✓	
521	<i>Psycholinguistics</i>	DEV COG	✓	program course for DEV and COG students; breadth course for students outside DEV and COG
501	<i>Health Psychology</i>	HLH	✓	
502	<i>Research Methods in Health Psychology</i>	HLH	✓	
503	<i>Biological Basis of Health Psychology</i>	HLH	✓	
504	<i>Special Topics in Health Psychology</i>	HLH	✓	
545	<i>Advanced Statistics I</i>	ALL		required course for all students
546B	<i>Analysis of Variance</i>	QM	✓	program courses for QM students; second stats course or breadth course for students outside QM
546C	<i>Multivariate Analysis</i>	QM	✓	
546D	<i>Survey of Multivariate Methods</i>	QM	✓	
546E	<i>Multiple Regression</i>	QM	✓	
546F	<i>Human Factors</i>	QM	✓	
546G	<i>Factor Analysis</i>	QM	✓	
546H	<i>Measurement in Psychology</i>	QM	✓	
546J	<i>Multilevel Modeling</i>	QM	✓	
546X	<i>Applied Multivariate Statistics</i>	QM	✓	
546Y	<i>Structural Equation Modeling</i>	QM	✓	
507	<i>Cultural Psychology</i>	S/P	✓	
512	<i>Psychology of Emotion</i>	S/P	✓	
525	<i>Attitudes and Social Cognition</i>	S/P	✓	
527	<i>Interpersonal Processes</i>	S/P	✓	
528	<i>Advanced Methods in Social Psychology and Personality</i>	S/P	✓	
529	<i>Special Topics in Social Psychology</i>	S/P	✓	
567	<i>Personality Dimensions and Structure</i>	S/P	✓	

PSYC	course title	core program	breadth	comment
569	<i>Contemporary Conceptual Issues in Personality</i>	S/P	✓	
590	<i>Survey of Social Psychology I</i>	S/P	✓	
591	<i>Survey of Social Psychology II</i>	S/P	✓	

Statistics

Six credits of graduate statistics are required over the course of the MA and PhD degrees combined. In the QM and S/P programs, both statistics courses are taken at the MA level. For the remaining programs, one course must be taken at the MA level with the other typically taken at the PhD level. For the first course, students normally enroll in the 3-credit course PSYC 545 in the fall term of their first year. Incoming graduate students who are judged to have insufficient preparation to take PSYC 545 (determined by a background exam at the beginning of PSYC 545) will be required to take PSYC 366 instead in their first year. (Because PSYC 366 is a 6-credit course, the number of credits in statistics required for the MA increases by 3 credits.) For the second 3-credit course that completes the required 6 credits, students may choose any PSYC 546 statistics course (e.g., 546B, 546E).

Breadth

A breadth course is any substantive graduate course offered by our department outside the student's own program. By "substantive," we exclude courses focused on teaching or professional issues (e.g., PSYC 508) rather than on the substance of psychology. Note that a directed studies course (PSYC 547) cannot be used to fulfill the breadth requirement. A breadth course cannot be one offered by another department – it must be from within the department but outside the student's program. For the MA, 3-6 credits are required, depending on the program. (Recall that these 3-6 credits cannot also be used to fulfill any other requirement.)

Selection of a breadth course is left to the student (with approval of the supervisor), except for those students in the Clinical program. CPA accreditation standards stipulate that students in the Clinical program must develop foundational knowledge in the following content areas:

1. Biological bases of behaviour (e.g., physiological psychology, comparative psychology, neuropsychology, psychopharmacology)
2. Cognitive-affective bases of behaviour (e.g., learning, sensation, perception, cognition, thinking, motivation, emotion),
3. Social bases of behaviour (e.g., social psychology; cultural, ethnic, and group processes; sex roles; organizational and systems theory),
4. Individual behaviour (e.g., personality theory, human development, individual differences, abnormal psychology), and
5. Historical and scientific foundations of general psychology (this content area can be fulfilled with a one-semester, senior undergraduate course).

The individual behavior (4) requirement is met through clinical coursework, and the options for meeting the historical and scientific foundations (5) requirement are outlined on the Department webpage (see [Program Requirements](#) for the Clinical Graduate Program).

Consistent with department requirements, clinical students need to take a minimum of two graduate courses outside of the clinical area. At least one of these must be taken during the MA. Clinical students typically use these departmental breadth courses (plus another graduate course) to cover content areas 1, 2, and 3. All relevant departmental graduate courses have been assigned as covering one or more of content areas 1, 2, and 3 (see list below). Recognizing that the content of some courses is designed to cover more than one domain, some courses

have double designations. However, students may only use a given course to meet requirements in one content area.

It is also possible for students to meet the clinical breadth requirements in one of the content areas at the undergraduate level if they have earned an A grade in one 6-credit or two 3-credit senior level (i.e., 3rd or 4th year) undergraduate course(s) in the content area. These courses need to have been taken for credit at a recognized university. If students believe their undergraduate course(s) meet these criteria, they should send an email to the Director of Clinical Training providing this information and requesting breadth credits. The Clinical area faculty will evaluate the request.

We note that the requirements are consistent with CPA accreditation, but additional coursework or experiences might be needed to meet the registration or licensing requirements of jurisdictions outside of Canada. Students are encouraged to talk with their faculty supervisor or the Director of Clinical Training if they have questions about breadth requirements.

Graduate Courses and Content Area Coverage

<u>Content Area</u>	<u>Course</u>
1	PSYC 503 <i>Biological Basis of Health Psychology</i>
3	PSYC 507 <i>Cultural Psychology</i>
2	PSYC 512 <i>Psychology of Emotion</i>
1	PSYC 514 <i>Advanced Topics in Biopsychology</i>
2	PSYC 516 <i>Animal Learning, Memory, and Cognition</i>
1, 2	PSYC 517 <i>Biopsychology of Motivation</i>
1	PSYC 520 <i>Developmental Biopsychology</i>
1, 2	PSYC 521 <i>Psycholinguistics</i>
1	PSYC 522 <i>Drugs and Behaviour</i>
1	PSYC 523 <i>Experimental Neuropsychology and Animal Models</i>
1, 2	PSYC 524 <i>Neural Models of Learning and Memory</i>
2, 3	PSYC 525 <i>Attitudes and Social Cognition</i>
3	PSYC 527 <i>Interpersonal Processes</i>
3	PSYC 529 <i>Special Topics in Social Psychology</i>
1, 2	PSYC 570 <i>Cognitive Neuroscience</i>
1, 2	PSYC 571 <i>Special Topics in Cognitive Neuroscience</i>
1	PSYC 574 <i>Biopsychology I</i>
2	PSYC 578 <i>Perception</i>
2	PSYC 579 <i>Special Topics in Perception</i>
2	PSYC 582 <i>Cognition</i>
2	PSYC 583 <i>Special Topics in Cognition</i>
1, 2	PSYC 585 <i>Special Topics in Developmental Cognitive Neuroscience</i>
2	PSYC 587 <i>Cognitive Development</i>
3	PSYC 590 <i>Survey of Social Psychology I</i>
3	PSYC 591 <i>Survey of Social Psychology II</i>
1	PSYC 592 <i>Neuroethology</i>
1	PSYC 593 <i>Neurophysiology and Cortical Plasticity</i>
1	PSYC 594 <i>Psychoneuroendocrinology</i>
1	PSYC 595 <i>Psychophysiology</i>

Students who are not in the Clinical program are restricted from taking clinical courses that involve ethical, assessment, or treatment issues. However, three clinical courses are available as breadth courses: PSYC 535 (*Adult Psychopathology*), PSYC 536 (*Child Psychopathology*), and PSYC 560 (*Clinical Research Design*).

Core Program Requirements

Each program requires 6 or more credits of its students, as indicated below. Courses other than those listed (e.g., upper-level undergraduate courses, graduate courses offered by other departments or other universities) may be considered as meeting core program requirements, on a case-by-case basis, if approved by the supervisor, area coordinator, and GSPC.

Behavioural Neuroscience: 6 credits – chosen from 514, 516, 517, 520, 522, 523, 524, 592, 593, 594, 595

Clinical: 21 credits – namely, 530, 531, 534, 537, 541, 542, and 560 (in addition, clinical MA students can complete a summer practicum, which is a PhD requirement)

Cognitive Science: 6 credits – chosen from 521, 570, 571, 578, 579, 582, 583

Developmental: 6 credits – chosen from 513, 521, 584, 585, 586, 587, 588, 589

Health: 6 credits – 501 and one of 502, 503, 504

Quantitative Methods: 6 credits (beyond the 6 credits of required statistics) – chosen from PSYC 546, 500-level statistics courses in EPSE, undergraduate or graduate courses in the Department of Statistics

Social/Personality: 6 credits – chosen from 507, 512, 525, 527, 528, 529, 567, 569, 590, and 591

PSYC 547

PSYC 547 is the directed studies course for graduate students and can serve as a core program course with the approval of the area coordinator and the Associate Head, Graduate Affairs. It is an ideal vehicle for students to study with different faculty and to work in different labs during their stay in the department. The workload is similar to that in other courses, as is the expected grade. Some rules govern PSYC 547: (a) students cannot enroll in 547 with their supervisor; (b) the grade assigned must be based, in part, on written work; and (c) it cannot be used to fulfill the breadth requirement. To register for PSYC 547, students must submit the registration form (available from the Graduate Program Assistant) and study plan which should include a reading list and description of the intended research project.

MA Specialization in Human-Computer Interaction

The Department of Psychology, in cooperation with the [Media and Graphics Interdisciplinary Centre \(MAGIC\)](#) of the Department of Computer Science at UBC, offers a specialization in the field of Human-Computer Interaction (HCI). Students who meet the requirements will have "Specialization in Human-Computer Interaction" added to their diploma to recognize their special training in the interdisciplinary field of HCI.

Admission to the HCI Specialization Program must be approved by the Director of the HCI Specialization Program, usually once a student has a HCI thesis topic identified and approved by the HCI Specialization Committee coordinated by MAGIC. Under special circumstances, a student may be admitted to the HCI Specialization Program at the time of admission to a UBC graduate program. The thesis supervisor must be a MAGIC-affiliated faculty member.

Beyond the usual requirements of the MA in psychology (3 credits of graduate statistics, 3 credits of breadth, and 18 credits for thesis), the HCI program requires 12 credits distributed as follows:

- (a) (i) one foundations of HCI course: CPSC 544
- (ii) one empirical methods & analysis course: either PSYC 546A, EPSE 592, or EDUC 500
- (iii) one design & evaluation course: either CPSC 543, EECE 518, or CPSC 554
- (b) one HCI elective – choose from CPSC 507, CPSC 514, CPSC 524, CPSC 533C, CPSC 554, EECE 589, EECE 596, PSYC 578, PSYC 582, or PSYC 590
- (c) one major research project with an HCI focus (6 credits minimum)

Please refer to the [HCI Specialization requirements](#) page for more details.

A Promise

We do not want to hold up your progress when we cannot offer a particular course. If any required course is unavailable, the student's MA Committee may request a reasonable alternative course. Approval of the GSPC is required.

Grades

The Department requires a mark of 68% or better in any course. Marks less than 68% are unacceptable, and the Department may require repetition of the course or may view the mark as grounds for termination from the program.

MA Thesis Proposal

Between September and April of the first year, the student should meet with his or her research supervisor to outline a plan for the master's thesis. Some areas require a written thesis proposal (Clinical, Cognitive Science, Developmental, and Quantitative Methods). The remaining programs (Behavioural Neuroscience, Health, and Social/Personality) leave that decision to each student's MA Committee. Either way, the student should meet with his or her MA Committee to obtain formal approval for the thesis proposal.

PsychFest

In late April or early May of their second year, students must present their MA research to the entire department at our annual conference known as PsychFest. There are papers on empirical, theoretical, and professional topics, and as well there is a featured speaker. The proceedings are usually accompanied by a luncheon and a post-conference party. All are expected to attend. All MA2 students, as well as PhD students who have transferred into the program from elsewhere, are required to make a presentation. More information is provided closer to the date, or you may ask senior students about their PsychFest experiences.

MA Thesis

The ideal thesis is one that leads to a paper publishable in a reputable journal. Our goal in establishing requirements about the thesis is to facilitate rather than hinder you in attaining this goal. The general requirement is a thesis written by the student on research carried out by the student while in the MA program at UBC.

Grad Studies has mandated a structure and format to be followed for UBC theses and dissertation. See the [Thesis and Dissertation Preparation](#) section of the Grad Studies website for more information

A couple of points to note:

- (a) If you are incorporating one or more manuscripts into your thesis, you must be either the sole author or the senior co-author of the manuscripts.
- (b) In addition to the "research chapters" of the thesis, you must also have *substantial* introductory and concluding chapters.

MA Thesis Defense

Before the MA thesis defense, you should consult with the members of your MA Committee. After the research supervisor has agreed that the thesis is ready, you can schedule the formal MA thesis defense. At this meeting, the MA Committee makes an evaluation of the written document and of the oral presentation, and assigns a grade (the grade assigned may determine admissibility to PhD program). The thesis does not at this point have to be in *final* form. The MA Committee can require changes, for example. Nevertheless, it is in the student's interest

for the thesis to be as good as possible at this point because this is the document and presentation on which the grade is assigned and admissibility to the PhD program is decided.

Students must notify the Graduate Program Assistant at least 10 days before the scheduled MA thesis defense. At that time, a PDF copy should be sent to the Graduate Program Assistant, who will make it available to those who are interested. Contact the Graduate Program Assistant to coordinate distribution of the defense notice. All graduate students and faculty members are invited to attend MA thesis defenses. The student should select one of the members of the MA Committee (other than the supervisor) to serve as the Chair of the MA Thesis Defense. Note that a quorum for the MA thesis defense is three committee members, at least two of whom must be physically present; the third may be present via distance technology (e.g., Skype) but must be able to see the candidate during the defense as well as hear the entire discussion and contribute to it.

Schedule for Completion of MA Degree

Here are the steps and deadlines for completion of the thesis in the second year of the MA Program for those students who intend to continue on for the PhD. (Exceptions occur in cases in which the GSPC has set alternate deadlines.) **You are encouraged to make every effort to defend your thesis by June 30.** This will permit sufficient time for you to make any required revisions and submit the thesis in early August to avoid disruptions in your transition to the PhD program. Any circumstance that jeopardizes your ability to complete your MA on schedule should be discussed with your supervisor as soon as possible. If you think you will have difficulty meeting the deadlines for whatever reasons, then other committee members or the Associate Head, Graduate Affairs can be consulted.

December 1 of MA2 year	Deadline for on-line application for admission to PhD program to begin the following fall.
April 1 of MA2 year	Final date for department to notify student of admission to PhD. Offer of admission is usually conditional upon satisfactory completion of the MA degree, having attained grade of at least 80% on PSYC 549 (the MA thesis).
later April or early May	PsychFest presentation. Students are expected by this time to have collected and analyzed their data. The MA Committee should be familiar enough with the research to make an informed evaluation of it. Students submit their annual progress report.
mid May	Annual evaluation of students by department.
June 30	Suggested final date for MA thesis defense described above. (Recall that the committee can at this time require changes. For this reason there are more deadlines.)
August	To maintain your student status, your thesis is not normally submitted to Grad Studies until early in the last month of the summer term.
August 31	Typically the latest date by which the thesis may be submitted to Grad Studies for admission to the PhD program.

Thesis to Grad Studies

The Faculty of Graduate and Postdoctoral Studies provides a pre-submission review of the thesis in order to ensure that the document meets the University's specifications. See details at their [Formatting Requirements](#) page.

If you are registered only in the thesis course during your final term of the MA degree, then once you have handed your thesis in at Grad Studies, you are no longer considered a student. This may result in partial tuition refunds, partial scholarship repayments, and termination of TA and RA appointments. Student loans and student visas

may also be affected. Therefore, it is usually prudent to defer submission of your thesis to Grad Studies until early August.

Evaluation of MA Performance and Admission to the PhD Program

Admission to the PhD program is a privilege, not a right. Admission requires that the student has done more than simply meet the minimal requirements for an MA degree. It requires (a) the student's demonstration of significant progress toward becoming an independent researcher, (b) a positive evaluation from the program the student seeks to enter, (c) a willing supervisor, and (d) financial support. The assumption is that most students will move on a PhD track and will start PhD courses in their third year. Some students, however, may be put on a terminal MA track. Of course, the GSPC also has the right to request a student's withdrawal from the MA program.

Application for Graduation

An application for graduation should be submitted through the UBC Student Service Centre well in advance of the projected date of graduation. **Please note that students must apply in order to be eligible to graduate (i.e., receive a degree) regardless of whether the student plans to attend convocation.** Visit the [graduation](#) page on the Grad Studies website for more details.

Application for Admission to the PhD Program

Separate application for admission to the PhD program must be submitted online. Admission does not occur automatically when the MA has been completed.

Normally, you should expect to start the PhD program on September 1 of your third year here. The MA thesis must be submitted to Grad Studies by a date specified in the letter offering admission to the PhD program (typically August 31st).

Graduate students are expected to be engaged in research during their entire MA–PhD program. The time between completion of the MA thesis and the beginning of the PhD should be spent on research, preparing and submitting the MA research publication, and beginning new research (or for clinical students, a summer practicum).

PhD Program

PhD Committee

The first step is for the student, in consultation with the supervisor, to form a PhD committee. The committee consists of at least three faculty members, including the primary supervisor, who must be a regular research-stream faculty member of this department. At least two of the members must be in our department; at least one primarily affiliated with the student's program; and at least one is primarily affiliated with another program in the department. Note that the composition of the PhD committee differs from that of the MA committee. The PhD committee should be named as early as possible after beginning the program (usually as soon as a clear line of research is established). With the approval of the supervisor and the Graduate Student Progress Committee (GSPC), the student can make changes to the committee after it is formed. Where helpful, the student may add additional members. A faculty member from another department can act as a co-supervisor only if the primary supervisor from this department holds the rank of Professor.

Transfer Students

The GSPC, in consultation with the area coordinator and student's supervisor, determines whether the student's MA program was similar to ours in terms of requiring a written thesis, statistics, and other coursework. Some students might be required to complete our MA program, with certain requirements waived as appropriate. Others would begin the PhD program with the requirement that certain deficiencies be made up, with sufficient time allotted for that purpose. All transfer students must make a PsychFest presentation within the first 2 years of beginning the program. Furthermore, all transfer students must take a minimum of 12 credits of coursework during the UBC doctoral program regardless of their prior coursework at other universities.

Research and CV

The principal job of the PhD student is research. To this end, each PhD student is required to prepare a curriculum vitae (CV) by the spring of the PhD₁ year and to keep it up to date. The CV will list publications, conference presentations, and other evidence of the kind of professional activity that ultimately determines what kind of position the student will obtain. The CV will be examined when the student's progress is evaluated or when the student is considered for a fellowship, a prize, and the like. Its principal purpose, however, is to emphasize that the student is working toward establishing a professional record.

The PhD program is designed to emphasize research and to allow students to finish their degree in a timely fashion. The Department of Psychology reserves the right to specify deadlines and requirements and limitations for particular students. For example, certain students may be required to complete additional courses or other undertakings because of deficiencies in their preparatory background. These requirements must be worked out by the program in coordination with the GSPC during the first term of the student's residence in the program.

PhD Program Requirements

Completion of the PhD degree requires some coursework (which varies across programs), a comprehensive examination, and a dissertation. The required coursework entails both core program courses and breadth courses as detailed in the following table. The same course cannot be used to complete different requirements. With approval of the GSPC, courses taken while enrolled as an MA student (but that did not fulfill any MA requirement) can be used, where appropriate, to fulfill PhD requirements. Students are also encouraged to consider additional courses offered in our department or in other departments of the university.

Note that full academic year residency is required for PhD students until the attainment of candidacy. Exceptions require written approval of the GSPC and are typically granted only for brief periods for academic (rather than personal) reasons.

Courses

In addition to the PhD dissertation (PSYC 649), the minimum coursework requirements (expressed in terms of course credits where a typical one-term course is weighted 3 credits) for each program are as summarized below (effective September 2012).

program	core program	statistics	breadth
Behavioural Neuroscience (BNS)	6	3	3
Clinical (CLI)	9	3	3/6
Cognitive Science (COG)	6	3	3
Developmental (DEV)	6	3	3
Health (HLH)	6	3	3
Quantitative Methods (QM)	9	0	3
Social/Personality (S/P)	6	0	3

Statistics and Breadth

The specifics of the statistics and breadth coursework requirements were outlined earlier in this *Handbook* (pp. 10-11). The classification of courses as meeting core program and breadth requirements was also outlined earlier (pp. 7-10). Please refer to those sections. On occasion, 500-level statistics courses in EPSE may be permitted to count as the second of the two required statistics courses. Requests for approval must be made in advance to the Associate Head, Graduate Affairs; the QM area coordinator is responsible for approving or declining such requests.

Core Program Requirements

Each program requires 6 or more credits of its students, as indicated below. Courses other than those listed (e.g., upper-level undergraduate courses, graduate courses offered by other departments or other universities) may be considered as meeting core program requirements, on a case-by-case basis, if approved by the supervisor, area coordinator, and GSPC.

Behavioural Neuroscience: 6 credits – chosen from 514, 516, 517, 520, 522, 523, 524, 592, 593, 594, 595

Clinical: 9 credits – 3 credits from each of the following categories:

- (a) 3 credits of advanced assessment (532, 538, or another advanced assessment course);
- (b) 3 credits of psychopathology (535 or 536); and
- (c) 3 credits of advanced treatment (533, 556, 557, or another advanced treatment course)

Note that one of the courses from the above three categories must focus on children.

In addition, clinical students are required to complete a summer practicum and an accredited clinical internship (PSYC 559), both at approved settings. The clinical program requires additional competencies before students are eligible and approved to apply for internship. Details of these competencies and requirements can be found on the [Program Requirements](#) section of the Clinical program's webpage and in the [Practicum and Internship Policies and Procedures Handbook](#).

Cognitive Science: 6 credits – chosen from 521, 570, 571, 578, 579, 582, 583

Developmental: 6 credits – chosen from 513, 521, 584, 585, 586, 587, 588, 589

Health: 6 credits – chosen from 502, 503, 504

Quantitative Methods: 9 credits – to be chosen from PSYC 546, 500-level statistics courses in EPSE, undergraduate or graduate courses in the Department of Statistics

Social/Personality: 6 credits – chosen from 507, 512, 525, 527, 528, 529, 567, 569, 590, 591

A Promise

We do not want to hold up your progress when we cannot offer a particular course. If any required course is unavailable, the student's PhD Committee may request a reasonable alternative course. Approval of the GSPC is required.

Minor

Students who take 12 credits in a program outside their own may declare that program a minor, on approval of the area in which the minor is declared and the GSPC. The credits for the minor may be accumulated over the MA and PhD programs. Note that a minor in Quantitative Methods requires 12 credits beyond the basic 6 credits required of all students.

Synopsis of MA/PhD Course Requirements

Over the MA and PhD programs combined, the table below outlines the minimum number of different types of courses (core program, statistics, and breadth) required in different areas of specialization. Courses taken while enrolled as an MA student that did not fulfill any MA requirement can be used, where appropriate, to fulfill PhD requirements. This table outlines the requirements in terms of number of courses, in contrast to earlier tables (pp. 7 and 17), which outlined the requirements for each degree program separately in terms of number of credits.

program	core program	statistics	breadth
Behavioural Neuroscience (BNS)	2 + 2 = 4	1 + 1 = 2	1 + 1 = 2
Clinical (CLI)	7 + 3 = 10	1 + 1 = 2	1 + (1 or 2) = (2 or 3)
Cognitive Science (COG)	2 + 2 = 4	1 + 1 = 2	1 + 1 = 2
Developmental (DEV)	2 + 2 = 4	1 + 1 = 2	1 + 1 = 2
Health (HLH)	2 + 2 = 4	1 + 1 = 2	1 + 1 = 2
Quantitative Methods (QM)	2 + 3 = 5	2 + 0 = 2	1 + 1 = 2
Social/Personality (S/P)	2 + 2 = 4	2 + 0 = 2	1 + 1 = 2

Admission to Candidacy

The Faculty of Graduate and Postdoctoral Studies expects that a typical doctoral student will be admitted to candidacy (i.e., all required coursework, comprehensive exam, and an approved dissertation proposal) **on completion of a 2-year residency period (i.e., by the end of PhD₂)**. That is also the department's clear expectation. Admission to candidacy is noted on the student's university transcript. A student who is not admitted to candidacy within 3 years from the date of initial registration may be required to withdraw from the program (i.e., by the end of PhD₃). This requirement is enforced, although it is possible to apply for an extension in unusual circumstances. Grad Studies requires all PhD students to complete their degree within 6 years (not including time in the MA program).

Comprehensive Examination

Comprehensive examinations are normally taken by the end of the first year of the PhD and should be completed by the end of the second year of the PhD. Exact timing and format are set by each program, as detailed below.

Behavioural Neuroscience

Purpose and Timing: The purpose of the comprehensive examination is to ensure that candidates have a comprehensive knowledge in their area of specialization and related fields of behavioural neuroscience. The comprehensive examination is an oral examination on material relevant to the dissertation research. For the comprehensive examination, the student will initiate the process by informing the BNS area coordinator and setting up the preliminary meeting for the comprehensive examination. The initial meeting is to establish the scope of topics to be covered in the exam. The second meeting is the comprehensive exam. The area coordinator (or his/her representative) will chair all oral examinations and may attend the preliminary meeting. (However, if the area coordinator is unavailable, the preliminary meeting may proceed without him/her).

Format and Description: The process is initiated by contacting the members of the candidate's PhD committee and setting up a preliminary meeting. (The composition of the dissertation supervisory committee and the comprehensive examination committee can be the same if so desired by the student and the supervisor.) The student will submit a title and one-page summary of the research proposal at least 1 week before this initial meeting. At the preliminary meeting the student will give an oral presentation on the scientific background and any research accomplished to date. The committee members will use the one-page summary and the student's oral presentation on the project to date to guide them in suggesting relevant research topics/areas that are deemed important for the proposed research. At this meeting the student will record the topics suggested and will produce a written report (to be sent to the committee members within 7 days of the meeting), outlining the areas to be covered in the oral examination. The student may be questioned on any aspect of the research outlined and will be asked to elaborate upon or defend issues arising from the readings/topics agreed upon at the preliminary meeting. The range of questioning may include topics that are not specifically part of the proposed research but that are deemed relevant by individual members of the committee.

The purpose of the oral examination is to have the student demonstrate to the committee that s/he has a solid understanding of those areas of behavioural neuroscience relevant to the research area in which they are working, can expand upon and defend those ideas verbally, and has attained sufficient intellectual understanding of the subject matter to proceed with primary research likely to lead to submission of a competent PhD dissertation. In the event that the student has not achieved an average of >80% in coursework while in the graduate program, the scope of the comprehensive examination may be wider. Under such circumstances, the examination committee has a mandate to determine whether the student has sufficient breadth and depth of understanding of general topics in psychology to permit advancement to PhD candidacy. In this case, additional member(s) may be added to the committee to cover areas of weakness.

The examination will normally consist of a 20-30 minute presentation by the student and then include a round of 20-minute questioning from each examiner, followed by another round of questioning, as appropriate. The chair may ask questions at his/her discretion. At the end of questioning, the student is requested to leave the room while the examination committee makes a decision as to the outcome of the exam. The candidate can be judged (a) to have passed the exam, (b) to have passed the majority of the exam, however specific remediation (determined by the committee) is required, or (c) to have failed the exam. In the case of failure, a student may be given the opportunity to re-sit the examination if s/he is considered inadequately prepared at the first sitting. If re-examination is required, it must take place within 3 months of the first attempt, and normally before the same committee. No student is permitted to sit this examination more than twice. The majority of the committee members must vote for a pass in order for the student to pass. The chair can cast a deciding vote when necessary.

Clinical

Purpose and Timing: The comprehensive examination in clinical psychology is required of all doctoral students. The broad purpose of comprehensive examinations at UBC is to assess whether the student has developed strong analytical, problem-solving, and critical thinking abilities; sufficient breadth and depth of knowledge and skills of the discipline; the academic background required for the specific doctoral research to follow; potential ability to conduct independent original research; and the ability to communicate knowledge of the discipline.

Format: The comprehensive examination requirement is fulfilled by completing a paper, which may take one of several formats (see Description below). The formats have been constructed to require comparable time and effort. Students should choose the option that best addresses their particular career and professional goals. Students may consult with their research advisor, the Director of Clinical Training, or other clinical faculty regarding the most appropriate format.

Deadline: The department expects the comprehensive examination to be passed by the end of the second PhD year. Meeting this deadline requires that you begin work on your comprehensive examination well in advance.

Description: The clinical comprehensive examination can be fulfilled through completion of a review or conceptual paper of relevance to clinical psychology. The paper can take one of many forms, including: (a) narrative review of empirical research that integrates or consolidates information in a manner that substantively benefits the field, (b) meta-analysis of empirical research, (c) a conceptual paper which offers a new or revised theoretical perspective based on a body of empirical research, or (d) written essay responses to four essay questions.

For options *a* through *c*, the paper should take the format of those published in journals such as *Psychological Bulletin*, *Psychological Review*, *Clinical Psychology Review*, *Clinical Psychology: Science and Practice*, or other similar journals. Examples of papers consistent with options *a* through *c* can be provided by the student's research advisor or other clinical faculty. The paper should be written with the aim of making a substantive and potentially publishable contribution to the literature. A proposal must be approved by the Examiners (see Committee below) before the paper is written.

For option *d*, the written examination consists of four essay questions corresponding to each of four clinical breadth topics: (a) clinical research methods, (b) measurement and psychopathology, (c) intervention, and (d) ethics/professional issues. A large pool of questions corresponding to each topic has been generated to address both child and adult domains. For each topic students will select one question at random from an envelope containing several possible questions. Students then have 3 weeks to conduct a literature review and complete an 8-12 page written response. Only one question is completed at a time. Therefore, total time to complete the written examination is 12 weeks; however, students may allow as little or as much time as they like between essays, as long as all four essays are completed by the deadline (end of second PhD year). Each essay is submitted to Examiners when it is completed, but the paper will not be considered complete and ready for evaluation until all essays are completed and submitted to the Examiners. Unlike options *a*, *b*, and *c*, essays written for option *d* are expected to be in exam format rather than a potentially publishable format.

Differentiation from Dissertation: Differentiation from the dissertation is a concern for those choosing a review paper format falling under options *a*, *b*, or *c*. The comprehensive examination may address the same topic as the student's dissertation or a different topic. However, the paper produced must be more than the Introduction section to a dissertation or empirical paper. Whereas an Introduction sets the stage for a study, a review/conceptual paper offers a more substantive contribution. For example:

- A narrative review (option *a*) may systematically summarize an empirical literature that has not yet been reviewed or that would benefit from an updated review and thereby provide an authoritative statement on what is known and not known in that area.
- A meta-analysis (option *b*) can establish with precision the direction and size of a given effect or association, as well as variables that influence the effect.

- A conceptual paper (option c) can offer a theoretical advance by proposing a new or revised conceptual model to parsimoniously account for a variety of empirical findings, and/or by comparing the abilities of different conceptual models to account for existing empirical findings.

Committee: The Examination Committee consists of a Principal Examiner and an Examiner; the Chair of Comprehensive Exam Committee serves as the Chair ex officio (without vote). The Principal Examiner must be a primary clinical faculty member and will be appointed at random by the Comprehensive Exam Committee Chair. The student, in consultation with the Principal Examiner, will recruit an Examiner, who must be a UBC faculty member. The current Clinic Director, Dr. Ingrid Söchting, may serve in the role of second examiner. Should the Clinic Directorship change, the new Director's eligibility to sit as an examiner will be decided by the clinical faculty based on the individual's record of research activity and publications. Neither the Principal Examiner nor the Examiner may be the student's research supervisor. In case of an unresolvable difference in judgment between the two examiners, a third examiner selected from among the core clinical faculty may be consulted for resolution. After the Examiners make their final evaluation, the Principal Examiner should notify (email is sufficient) both the Director of Clinical Training and the Associate Head, Graduate Affairs.

Role of Student's Research Supervisor: For options *a*, *b*, and *c*, the student's research supervisor may act in a consultative role to the student up until the point at which the proposal is submitted. In this capacity, the research supervisor can help the student select a topic and format that meet the guidelines for the clinical comprehensive examination paper. The supervisor can also be helpful in ensuring that the scope and aims of the proposed paper will offer a potentially substantive contribution to the literature that is more than an Introduction section to a dissertation or empirical paper. However, the student's contribution must be sufficiently original and independent to clearly warrant first-authorship on a published version. Although the supervisor can play a consultative role leading up to the proposal, and can play a co-authorship role in a publication-version once the comprehensive exam is completed, *the student should complete the paper independently once an appropriate topic has been selected and approved.*

Steps for Completing the Requirement: After requesting that the Chair of the Comprehensive Exam Committee select Examiners, students selecting options *a*, *b*, or *c* must submit a two-page proposal for the comprehensive examination paper for approval by the Examination Committee. The proposal should include an explanation regarding how the topic is distinct from a literature review that would comprise the Introduction section of a paper or dissertation. The proposal is reviewed by the Committee and approved in writing within 2 weeks (e-mail from the Principal Examiner is sufficient) as an indication that the proposed paper appears to meet the requirements. *Upon approval of the proposal, students will have a period of 3 months to complete and submit their paper.* Students should plan to submit the comprehensive examination paper sufficiently early that it can be resubmitted if necessary to pass before the end of the second year of the PhD program. The Examination Committee must provide a decision on the paper within 2 weeks of submission (which means the student must gain committee members' agreement on a submission date well in advance).

For option *d*, after requesting that the Chair of the Comprehensive Exam Committee select examiners, the Chair allows the student to select the first of the four topics to be addressed, and arranges a time at which the student can select a question at random from a large pool of potential questions on that topic. The student then has 3 weeks to complete the response. The process is repeated for the next three topics. After all four essays are completed, they are assembled into a single document, and submitted to Examiners for review. Examiners must provide a decision on the examination within 2 weeks of submission. Because examiners have just 2 weeks from the date of submission to complete their evaluation, the student must obtain committee members' agreement on a submission date well in advance.

Evaluation: When the student submits the clinical comprehensive examination paper, the Principal Examiner and Examiner confer with each other to assign an outcome of Pass, Revise-and-Resubmit, or Fail. The Principal Examiner will communicate the decision and any feedback to the student.

A decision of Pass is given for exams that would warrant a numerical grade of 68 or higher out of 100. This means that the paper demonstrates passing analytical, problem-solving, and critical thinking abilities; passing breadth and in-depth knowledge of clinical psychology as it pertains to the areas of inquiry addressed by the paper; and passing ability to communicate knowledge of the discipline using professional standards.

A decision of Revise-and-Resubmit is given for exams that would warrant a numerical grade of between 50 and 67 out of 100. This decision does not allow the student to pass the requirement, but does allow the student to revise and resubmit the paper. In this case the committee will provide written feedback to the student about which elements of the paper need revision in order to rise to the level of passing. The revised paper is then resubmitted (maximum of two resubmissions) to the same committee within 30 days. A decision of Revise-and-Resubmit can also be utilized for papers that are otherwise above threshold for passing but that are not sufficiently different from an Introduction section to a dissertation or empirical paper. In this case the committee will provide guidance regarding the addition of content or analysis required to achieve a passing grade.

A decision of Fail is given for exams that would warrant a numerical grade below a 50. This decision indicates that the student has failed and must redo the comprehensive examination. If a student also receives a failing grade on the second attempt, he or she does not advance to doctoral candidacy. Failing grades are reserved for those papers that fall far short of the mark of demonstrating breadth and in-depth knowledge of the discipline, that show an inadequate academic background required for doctoral research to follow, and that signal serious lack of potential ability to conduct independent original research, which is required for completion of the doctoral degree.

Cognitive Science

A comprehensive review of the literature on a topic is chosen by the candidate in consultation with his/her supervisory committee. The review may take the form of either a novel organizing framework (as in a *Psychological Bulletin* article) or a state-of-the-art summary of a topic (as in *Annual Review of Psychology*). Upon special request, a 10-page (single-spaced) grant proposal may be submitted in lieu of a review, but only after the format and scope of the proposal have been agreed to by all members of the Cognitive Science area. Evaluation of the review/grant will be coordinated by the research supervisor, who will send the document prepared by the candidate to all members in the area with an invitation to provide comments. Three members who have agreed to act as readers will be specifically named by the supervisor in this invitation (usually including the supervisor) and the evaluation will be made only after each of the three named readers has provided comments. A final decision on the exam will be made by the supervisor, after considering all the reviews and after taking into account the majority opinion of all reviews that have been submitted.

Developmental

The goal of the comprehensive exam is to ensure that the student demonstrate breadth and depth in developmental psychology. Normally, the exam will take place at the end of the first year of the PhD program. Preparation for the exam should take no longer than 3 months. The exam may follow one of two formats: (1) One is a comprehensive review of the literature on a topic chosen by the candidate, in consultation with available primary faculty members of the developmental area. The review may take the form of either a novel organizing framework (as in a *Psychological Bulletin* article) or a state-of-the-art summary of a topic (as in *Annual Review of Psychology*). The review should be a maximum of 30 double-spaced pages of text in length. (2) The other possible format is a 10-page (single-spaced) grant proposal. To show depth of knowledge of the literature, the grant proposal should contain an expanded literature review, while still providing sufficient detail of the methodology to demonstrate clearly how the hypotheses will be tested. The plan and scope of this proposal are to be determined in consultation with available primary members of the developmental area. In all cases, evaluation of the comprehensive exam will involve an oral examination by available primary members of the developmental area.

Health

Students should prepare either a *Psychological Bulletin* style literature review or a grant proposal. This should be decided in conjunction with the research supervisor.

Quantitative Methods

Purpose, Timing, and Format: The comprehensive examination is required of all quantitative doctoral students and is fulfilled by completing a paper. The department expects the comprehensive examination to be passed by the end of the second PhD year. Meeting this deadline requires that you begin work on your comprehensive examination well in advance.

Description: The quantitative comprehensive examination paper is typically a scholarly review of a substantial area of methodology (e.g., longitudinal growth modeling, survival analysis, missing data, etc.) plus discussion of issues and future directions and should be a maximum of 30-40 double-spaced pages of text in length. The student, in the process of developing the paper, becomes an expert in the area and the paper is often the basis of the doctoral dissertation. In developing the comprehensive paper, the student works in close conjunction with a research advisor as well as potentially additional faculty members. The paper should take the format of those published as book chapters or journals such as *Psychological Methods* (occasionally) or the *Annual Review of Psychology*. Examples of papers can be provided by the student's research advisor or other quantitative faculty. The paper should be written with the aim of making a potentially publishable contribution to the literature. A proposal must be approved by the Examination Committee (see Process for Completing the Requirement below) before the paper is written.

Differentiation from Dissertation: The comprehensive examination may address the same topic as the student's dissertation or a different topic. However, the paper produced must be more than the Introduction section to a dissertation or empirical paper. Whereas an Introduction in a Dissertation sets the stage for a study or novel methodological development, a review/conceptual paper offers a more substantial contribution. For instance, a narrative review may systematically summarize a methodological literature that has not yet been thoroughly reviewed or that would benefit from an updated review and thereby provide an authoritative statement on what is known and not known in that area and what future research and development should focus on.

Role of Student's Research Supervisor: The student's research supervisor may act in a consultative role to the student up until the point at which the proposal is submitted. In this capacity, the research supervisor can help the student select a topic and format that meet the guidelines for the quantitative comprehensive examination paper. The supervisor can also be helpful in ensuring that the scope and aims of the proposed paper will offer a potentially substantive contribution to the literature that is more than an Introduction section to a dissertation or empirical paper. However, the student's contribution must be sufficiently original and independent to clearly warrant first-authorship on a published version. Although the supervisor can play a consultative role leading up to the proposal, and can play a co-authorship role in a publication-version once the comprehensive exam is completed, the student should complete the paper independently once an appropriate topic has been selected and approved.

Process for Completing the Requirement: Before commencing the comprehensive paper, students must submit a two-page proposal for the comprehensive examination paper for approval by the Examination Committee, which consists of the primary quantitative psychology faculty. Evaluation of the comprehensive exam will involve an oral examination by available primary members of the quantitative area.

Social/Personality

At the end of the first year of the PhD program, students will complete a 3-day take-home exam. This exam will include several essay questions drawing on an official area reading list, which will be provided to students when they enter the program. During the exam, students will be allowed to refer to the readings, although they may not discuss their answers with anyone else.

PhD Dissertation Proposal

The supervisor must convene a meeting of the PhD supervisory committee with the student at least once every year that the student is in residence to discuss the dissertation and to ensure that satisfactory progress is being made.

A written dissertation proposal must be submitted to the PhD supervisory committee and presented orally by the candidate in a defense that is open to the department. **The candidate must notify and submit a copy of the written proposal to the Graduate Program Assistant at least 10 days prior to the oral presentation.** The proposal will be made available to all interested faculty members and graduate students. Notice of the proposal defense must be posted at least 10 days in advance; contact the Graduate Program Assistant to arrange distribution.

After the oral presentation, the student's PhD supervisory committee and the other faculty members present will discuss the acceptability of the proposal. The committee will then reach a decision and communicate it to the student. If the committee deems the proposal to be unacceptable, the committee chooses a course of action. An approved proposal is expected before the end of the second PhD year and must be submitted by the end of the PhD₃ year.

Behavioural Neuroscience

The purpose of the proposal defense is to ensure that the candidate has a viable research project that would lead to an acceptable PhD dissertation. For the proposal defense, the candidate will meet with his or her supervisory committee to outline the parameters of the research project and get the go-ahead to write the proposal. Once the proposal has been submitted, the candidate will orally defend the proposal in a proposal defense that is open to the department. The composition of the BNS comprehensive examination committee and the dissertation supervisory committee can be the same if so desired by the student and the supervisor. The comprehensive examination and the proposal defense should occur in close conjunction with one another.

For the proposal defense, the student will prepare a grant application according to the format of a Canadian Institutes of Health Research Operating Grant Application (CV, Budget and Research Proposal; does not have to be topic-appropriate for CIHR, just the format). The process is initiated by contacting the members of the candidate's PhD committee and setting up a preliminary meeting. The student will submit a title and one-page summary (subject to modification) of the research proposal at least 1 week before this initial meeting.

At the meeting, the committee and the student will discuss and mutually agree upon the scope of the research project and the direction of the proposed experiments. The due date for the research proposal will be set at this meeting and will be no later than 3 months following the preliminary meeting. The date of the proposal defense will also be determined at the preliminary meeting, and in all cases will be within 14 days of the student submitting a copy of the completed grant application to each member of the committee and advertising the defense as required by the department. At the proposal defense, the members of the dissertation supervisory committee will discuss with the candidate the details of the research proposal. Following the oral portion of the defense any public audience members will be asked to leave and the committee will discuss with the candidate their view of the proposed research. At this time committee members can make recommendations to restrict or broaden the scope of the research, and may make recommendations for any aspect of the dissertation research.

PhD Dissertation

The Faculty of Graduate and Postdoctoral Studies has mandated a structure and format to be followed for UBC theses and dissertations. See the [Thesis and Dissertation Preparation](#) section of the Grad Studies website for more information.

A couple of points to note:

- (a) If you are incorporating one or more manuscripts into your dissertation, you must be either the sole author or the senior co-author of the manuscripts; and
- (b) In addition to the "research chapters" of the thesis, you must also have *substantial* introductory and concluding chapters. More importantly, your dissertation must be of appropriate [scope](#) and must follow the guidelines set for the [structure of a doctoral dissertation](#) and the inclusion of published material. The [Dissertation Preparation](#) section of the Grad Studies website has a lot of helpful information.

Dissertation Approval Meeting

The Departmental Dissertation Approval Meeting (DAM) is conducted by the PhD Supervisory Committee. The purpose of this meeting is to certify that the dissertation is ready for independent appraisal by the external examiner and that the candidate is ready for the university oral defense conducted by the Faculty of Graduate and Postdoctoral Studies. **Note the DAM is mandatory for all students.**

The candidate must provide a copy of the dissertation (either electronic or hard copy, according to the wishes of each committee member) to members of the committee and **notify the Graduate Program Assistant at least 10 days before the scheduled meeting**. The candidate should select one member of the committee (other than the research supervisor) to serve as the Chair of the meeting. Note that a quorum for this meeting is three supervisory committee members, at least two of whom must be physically present; the third may be present via distance technology (e.g., Skype) but must be able to see the candidate during the meeting as well as hear the entire discussion and contribute to it. The student must be physically present. Unlike the proposal defense, the DAM is not open to the department.

The format of the meeting is determined by the supervisor, following consultation with the PhD Supervisory Committee and the candidate. It may be structured like a traditional dissertation defense, or it may be a more informal discussion. Regardless of format, all members of the committee are expected to read the dissertation in advance of the meeting, pose questions to the candidate, and offer critique or suggestions as appropriate. At the end of the meeting, the candidate will be asked to leave the room, and the committee will discuss the meeting. The committee members will then decide on the acceptability of both the dissertation and the candidate's performance, in terms of whether the document is ready to be distributed to the external examiner and the student is ready to proceed to the Faculty of Graduate and Postdoctoral Studies' dissertation oral examination.

Dissertation Final Oral Examination

It is essential that students consult the Faculty of Graduate and Postdoctoral Studies website well in advance and especially consult the section on the [Final Doctoral Exam](#) for details regarding regulations, [time-line](#), and forms. Following the successful completion of the Departmental Dissertation Approval Meeting and Grad Studies approval of the format of the document, an electronic copy is sent via email to the Faculty of Graduate and Postdoctoral Studies, along with a memo from the Associate Head, Graduate Affairs in Psychology confirming that the department approves of the dissertation being forwarded. (A hard copy of the dissertation may also be required, depending on the External Examiner's preference). Check the Grad Studies website on [Formatting Requirements](#) as you are preparing the document. The Faculty of Graduate and Postdoctoral Studies provides a pre-review of the dissertation in order to ensure that the document meets the University's specifications prior to

sending it out for external examination. A minimum of 6 weeks lead time must be given for external examiner to review the document before the final doctoral examination (i.e., oral defense).

The Dean of Graduate and Postdoctoral Studies requires the appointment of two university examiners, one from the Department of Psychology (who is familiar with the discipline but who has not previously communicated with the student about the thesis) and one from another UBC department. These university examiners along with the members of the PhD supervisory committee and a non-Psychology university appointee chairing the defense form the University Examining Committee. An external examiner (outside the university) will be appointed by the Faculty of Graduate and Postdoctoral Studies in consultation with the student's primary supervisor and the Associate Head, Graduate Affairs in Psychology (aka Graduate Advisor). Arrangements for an external examiner should be made well in advance (allow over 3 months) of the projected final doctoral examination. For detailed instructions regarding the final defense and various forms to download as well as deadlines for submitting them, see the [Final Doctoral Examination Guide](#) at the Grad Studies website.

Application for Graduation

An application for graduation should be submitted through the UBC Student Service Centre well in advance of the projected date of graduation. **Please note that students must apply in order to be eligible to graduate (i.e., receive a degree) regardless of whether they intend to participate in graduation ceremonies.** The Grad Studies website has full details regarding [graduation](#).

Organization of the Graduate Program

In Case of Problems

We hope we have created a program that minimizes troubles, but occasionally they arise. When they do, for whatever reason, you have a variety of options. Your supervisor is normally the first person to whom you should go. The President(s) or Ombudsperson of the Graduate Student Council, your area coordinator, and the members of your MA or PhD committee are also there to help you in whatever way they can. Specific problems can also be brought to the attention of the Chair of the relevant graduate program committee. Any one of these individuals should be able to offer help or to re-direct you to someone who can.

If, for whatever reason, you do not or cannot receive help in this way, or if you simply would prefer, you may go directly to the Graduate Advisor (Sheila Woody). Part of her job description concerns dealing with students' problems, and you should always feel free to contact her. You can be assured that whatever issue you raise will be considered seriously and in confidence. If, for whatever reason, you still have not been able to find a solution to your satisfaction, you can approach the Head of the Department. In addition, other offices on campus exist to handle specific problems. The Graduate Advisor (also known as the Associate Head, Graduate Affairs) can help you locate the appropriate office.

The problems we have had in mind so far have been individual problems. Graduate students also are encouraged to voice more collective concerns about any aspect of the graduate program. In the past, suggestions, proposals, and complaints by graduate students have initiated reforms, some small and some large, in the way the graduate program is run. Again, the GSC, the Associate Head, Graduate Affairs, and the Head welcome your input.

Publication-Related Disputes

Occasionally, a disagreement develops over the publication of collaborative research. Although such disagreements are rare, they are potentially serious when they do develop. If you encounter such a problem that cannot be otherwise resolved, contact the Associate Head, Graduate Affairs. The best policy is, of course, not to let such disputes develop. Both advisors and students should have explicit conversations about the expectations and contingencies with respect to publication – order of authorship being the most frequent source of discord – prior to the collection of data. Students are also expected to write up their research for publication in a timely manner. Conflicts with former (and present) supervisors can be avoided if such matters are negotiated beforehand.

Graduate Course Evaluations

The evaluation forms that are completed at the end of each course are principally a communication between students and professor, although they also form part of the instructor's personnel file. If you, as a student in a course, believe that a problem exists, then you might want to discuss that problem with the instructor or your fellow students. If the problem is not resolved in this way, you might want to discuss the problem with the Chair of the Teaching Evaluation Committee, the GSC Presidents, Associate Head, Graduate Affairs, or the Head of the Department.

Graduate Advisor (Associate Head, Graduate Affairs)

The Graduate Advisor in our department, working with the Graduate Program Assistant, has the following responsibilities:

- advise students and faculty members regarding departmental and university requirements, including impending deadlines;
- approve all changes in registration;

- approve the enrollment of undergraduate and unclassified students in graduate courses;
- evaluate students' coursework at other institutions for possible transfer credit;
- ensure students meet conditions set for continuation in the program;
- check grades in all graduate courses to ensure satisfactory performance;
- review students' annual progress reports;
- ensure that a comprehensive formal evaluation of each student's progress (in coursework, research, and other activities) is provided annually and that appropriate actions are recommended to the department;
- submit grades for theses, changes in standing, and SDs and Ts;
- serve as a liaison with the Faculty of Graduate and Postdoctoral Studies;
- attend meetings of the Graduate Council;
- represent the Graduate Student Progress Committee on the Department's Graduate Program Policy & Coordination Committee and make recommendations regarding possible changes in the graduate program;
- handle requests for graduate student leaves-of-absence (medical, compassionate, parental);
- handle requests for extensions of time-limits for fulfilling degree requirements;
- complete forms for award purposes;
- maintain and update the graduate student database and paper records;
- approve members of the PhD Supervisory Committee and ensure that proposal oral defense and the dissertation approval meeting are properly scheduled and attended;
- approve students for graduation and serve as a liaison with Enrolment Services;
- handle appeals of grades and program requirements; and
- mediate conflicts between students and supervisors.

Graduate Student Council

The Graduate Student Council (GSC) serves three functions:

- (a) *Policy* – Members of the GSC work with faculty regarding issues of graduate student policy. This is done mainly through graduate student representation on departmental committees. Graduate students attend committee meetings, take an active role in the decisions reached by these committees, and report changes and issues to other graduate students at GSC meetings.
- (b) *Advocacy* – The GSC also provides students with a means to discuss problems they may have with respect to their progress, their program requirements, or individuals within the department (e.g., research supervisors). If students wish to discuss such problems they should contact the GSC President. The GSC President offers students the opportunity to discuss concerns in a confidential, non-threatening atmosphere.
- (c) *Social* – Members of the GSC also plan social events within the department (e.g., PsychFest) and organize teams for participation in various intramural activities (e.g., graduate student softball league).

If you wish to find out more about the GSC, contact the GSC President.

Appeals to the GSPC

Permission for not meeting a particular program requirement by the specified date must be obtained and approved by the Graduate Student Progress Committee prior to the deadline. All appeals to the GSPC must be submitted in writing on behalf of the student by the area.

Student Evaluation

The Department evaluates the progress of each student annually in consultation with the faculty members in the student's area and the Graduate Student Progress Committee. This evaluation is based on the student's progress outlined in the Annual Progress Report; thus, it is important that each student completes this form accurately and submits it on time. Although the exact assessment criteria may vary somewhat from area to area, ultimately all evaluations are based on the student's demonstrated ability to carry out high-quality independent research and, if

relevant, engage in related professional activity. It should be emphasized that adequate performance in course work in the absence of demonstrated research and relevant professional ability is not sufficient to guarantee continuation in the program. In May of each year, each student will receive a letter from the Department summarizing the results of the assessment. Each student should discuss this letter with her or his supervisor.

Miscellaneous Information

Annual Progress Report

Each April, each student must complete and submit to the area coordinator an Annual Progress Report (available in the [forms](#) section of the department website), signed by the supervisor. The Annual Progress report includes a current CV. Both students and area coordinators should keep copies for their files. The completed form should be forwarded to the Chair of the Graduate Student Progress Committee.

Methodological and Statistical Consulting

In addition to the usual sources of information on the statistical methodology used in your research (e.g., other students, your supervisor, previous articles in the lab or on similar questions, textbooks and software manuals), the Department has a Methodological Consulting Committee (consisting of faculty members) and, under the direction of this committee, a group of graduate-student statistic consultants (the latter working out of the Statistical Consulting Lab). The membership of the faculty Methodological Consulting Committee changes from year to year, but the committee's composition and the specializations of the faculty members on the committee are circulated by memo each fall. The graduate student statistical consultants also change from year to year, and the particular students performing this assignment in a given year are announced in the fall.

You may make an appointment with a faculty methodological consultant throughout the year; student consultants are available from September to April. The departmental consultants provide free assistance in experimental design, and choosing, implementing, and interpreting appropriate statistical and psychometric methodology. All faculty and graduate students are eligible to receive assistance on actual research problems, but it should be noted that this is not a tutorial service for students with respect to their statistical coursework. The consulting model most often employed is for clients to see a faculty methodological consultant first for the more conceptual advice, with a graduate student statistical consultant following up with more specific software assistance. Other models, however, can, if appropriate, apply, with clients beginning their consultation with a graduate-student consultant.

Grad Studies Regulations

Students should carefully read the section in the UBC Calendar pertaining to the Faculty of Graduate and Postdoctoral Studies or see the [Grad Studies](#) website for university regulations regarding preparation of theses, deadlines for graduation, awards, etc. It is the student's responsibility to be aware of and follow these regulations.

Access, Privacy and Records Management

UBC must collect use and disclose personal information in a lawful and appropriate manner, following the regulations set up by the Freedom of Information and Protection of Privacy Act ("FIPPA"). The Act protects personal privacy by prohibiting unauthorized collection, use, or disclosure of personal information, and also ensures that the public have a legislated right of access to government records.

As a teaching or research assistant you may have access to private information. ***Student names, ID numbers and email addresses are personal information (PI). You are responsible for understanding how to securely store and transmit personal information.*** Some basic responsibilities include ensuring that devices for UBC business are encrypted, that personal information is not stored outside of Canada (i.e. Dropbox), and that any paper records containing personal information, including exams, are stored securely. Exams are to be stored by the course instructor for one year; the department arranges for confidential shredding of exams each winter and spring.

Contact the Department Administrator if you have any questions about private information or records management.

UBC's [Access and Privacy website](#) contains a wealth of information about access and privacy issues.

Our department website also has resources available around [password and PI protection](#), FIPPA and Access and Privacy.

Respectful Environment

The [UBC Respectful Environment Statement for Students, Faculty and Staff](#) sets out expectations of everyone who is a member of the UBC community. Bullying and harassment are not acceptable and are not tolerated at UBC. All faculty, students and staff should review the policies, reporting procedures and resources regarding prevention of [Bullying and Harassment](#). All UBC employees are required by BC Workers Compensation Act to receive [training](#) about the new workplace bullying and harassment policies and requirements on how to recognize, prevent, and address workplace bullying & harassment.

Plagiarism

Students are strongly advised to avoid plagiarism in their coursework, theses and dissertations, and manuscripts. The consequences of engaging in plagiarism, even inadvertently, can be significant. Students are responsible for educating themselves about academic integrity and what qualifies as plagiarism. The [Dealing with Plagiarism by Graduate Students](#) section of the Grad Studies website provides useful information on academic honesty and standards, as well as the disciplinary procedures to follow when it is detected.

Financial Aid

There are three primary sources of financial aid available to graduate students. These are fellowships, research assistantships, and teaching assistantships. Aid may be obtained from a single source or from some combination thereof. The most desirable aid is the fellowship. It typically provides support for the entire year, and can be supplemented by a partial teaching assistantship if funds are available. Students are encouraged to discuss with the Chair of the Graduate Fellowships and Scholarships Committee the possibility of receiving fellowship support. The [Scholarships, Awards, and Funding](#) section on the Grad Studies website also provides relevant information. TA assignments are coordinated by the Teaching Assistant Committee.

Research assistantships are desirable because they involve students directly in work that is relevant to their research interests. It is quite common for a student to be supported by a combination of research and teaching assistantships (RAs and TAs). RAs are arranged directly with the faculty member concerned, who is usually, but not always, the student's supervisor. It is important to remember that RAs, TAs, or a combination of the two, cannot involve work for more than an average of 12 hours per week during the months September through April. This is a Grad Studies rule and cannot be violated under any circumstances. This means that students cannot be reimbursed for extra work. RAs are given at the discretion of the faculty member concerned and may be granted for as long as the faculty member wishes.

Teaching assistantships are normally granted to many students who have been accepted into the graduate program. If the student is receiving no other support, then the TA position may be for 12 hours per week. A student with a fellowship may, if funds are available, receive TA support for up to 6 hours per week. A student with an RA position of less than 12 hours per week may receive TA support to bring the total up to 12 hours.

TA policies and procedures are governed by a contract between the TA union and the university. This contract details rules regarding application for TA positions, work conditions, preference for re-hiring, and so on. A full 12-hr/week TAship for an academic term (September – December or January – April) totals 192 hrs and pays

approximately \$5,789 for MA students and \$6,016 for PhD students. TA appointments for fewer hours per week are prorated accordingly.

Questions concerning financial support or TA assignments should be directed to the department's administrator or to the Teaching Assistants Committee Chairs.

Getting Paid

Payroll is only by direct deposit to your bank account, and is done on the 15th and last day of the month. You must complete a form (available at Financial Services or from the departmental Operations Assistant) to arrange direct deposit. A TA position is paid as a combination of "regular" or "fellowship"; an RA position is paid as "fellowship." This can be confusing: just make sure that the total is what you expect. UBC offers an on-line system for viewing payroll information and to update your personal information. Go to the UBC Human Resources [Self-Service portal](#), or check with the Executive Coordinator if you have any questions about your payroll. (Note that you may not be able to login to this portal from off campus unless you are using a [VPN](#).) You should also fill out the form to set your tax deduction level. If you have a fellowship, taxes usually have not been deducted.

If you receive travel or expense reimbursement through the University, it will also be by direct deposit to your bank account. You can also see the detail regarding these reimbursements on the expense reimbursement tab of the UBC Human Resources [Self-Service portal](#).

International Students

At the time of registration, graduate students from outside Canada will be requested to obtain medical coverage if they have not already done so.

International students who intend to work (including TA and RA positions) must obtain a Canadian Social Insurance Number (SIN) card. You must submit a copy of your SIN card and student permit to the Executive Coordinator. Your SIN has an expiry date, coinciding with the expiry date on your study permit. You should apply for an extension well ahead of that expiry date to ensure that there is no disruption to your payroll. UBC will not pay someone who lacks a valid SIN, and the Department is unable to enter a payroll appointment that extends beyond the expiry date of the SIN.

Most visas must be renewed once a year. To renew your visa, you will need: (a) proof of financial support during the next year, (b) proof of registration, and (c) a valid passport. Proof of support can be demonstrated by a letter from the University describing your future TA and RA support (see the Director of Administration), a fellowship notice, a bank statement, or all three. The level of support necessary for renewal changes each year, but a full TA plus summer RA support has always been sufficient.

If you also filed a claim with Customs, you must renew your Customs claim after each visa renewal. You should be able to renew your claim at the downtown Vancouver office. Take your Customs forms and your renewed visa. International Student Services can be especially helpful and informative.

Main Office Staff

The staff who work in the Main Office will be able to help you with general enquiries about the department. However, their primary role is providing administrative support to the faculty. Unfortunately, we do not have the resources to offer any secretarial services to graduate students.

Photocopying

The photocopiers are located in Room 2506. You can obtain a photocopying account code from the receptionist. You will be billed on a regular basis for photocopying charges.

Mailboxes

Graduate student correspondence can be picked up in the mailroom (Room 2506) between the hours of 8:30am and 4:30pm on weekdays. Mailboxes are organized in alphabetical order according to students' last names. Stamped mail can be left in the outgoing mail baskets in the Main Reception Office (Room 2509) or in any Canada Post box on campus. If you require stamps, they can be bought from the UBC Bookstore. You are strongly encouraged to use your home address for all personal mail, including journal subscriptions. You will likely receive mail quicker if it doesn't go through the campus delivery system.

Keys

To obtain the keys that you need, download and complete an [Office and Building Access request](#) form and return it to the receptionist. After-hours access to the Kenny Building is controlled by your UBC ID card; the Department controls this access. In contrast, keys for rooms within the building are issued by the Access desk in the UBC Bookstore. Key requests are processed on-line within a day and you should receive an email confirmation when the keys are ready to be picked up. Take along picture ID and at least \$20 for the refundable deposit if you are picking up your first UBC Key. (Note that the Access desk can be very busy the first few weeks in September.)

Computer Services

UBC offers several options for access to computing resources. UBC IT Services provides all students with a free email account for the duration of their program at the university. To access the campus-wide high-speed wireless network, users require a UBC [Campus-Wide login \(CWL\)](#) account. Information about configuring your device to use the wireless network is available from IT Services or from the Psychology IT Helpdesk (see below).

In addition, the Department of Psychology offers the following free computing resources to all Psychology graduate students:

- free email account
- wired network access in Kenny Building student offices
- access to our [in-house IT Helpdesk support](#)

Please see the [internal forms section](#) for an email account application as well as forms for other services.

Graduate Student Centre

The Graduate Student Centre is located at the far northwest corner of the campus in the same building as Grad Studies.

Libraries

Libraries on campus that contain relevant materials for psychology students include:

Koerner (most materials dealing with psychology)

Barber (some older materials dealing with psychology)

Woodward (most materials dealing with psychiatry, neurology, and medicine)

Education (Scarfe Building)

David Lam Management Research Library (Sauder School of Business)

Student Travel Outside of Canada

The University recently adopted a student travel policy, [Policy #69](#) which is intended to facilitate safe travel experiences for student travelers. The policy applies to all graduate and undergraduate student travel outside of Canada in connection with a university activity including, for example, the Quinn Exchange Fellowship (or similar attendance at a university outside Canada), clinical practicum or internship, data collection or other research-related activity, conferences or workshops (if there is any reimbursement from funds administered by the University).

All UBC students who intend to travel outside of Canada in connection with a university activity must register online with the [Student Safety Abroad Registry](#), managed by UBC's [Go Global](#) office; and all students with Canadian citizenship are required to also register with the Canadian Department of Foreign Affairs and International Trade (DFAIT) Registration of [Canadians Abroad](#) system. Students with other citizenships may register with the DFAIT system but may also wish to register with the consulate of their home country.

The Student Safety Abroad Registry will indicate what level of travel advisory is indicated for your destination and what procedures to follow as determined by the level of travel advisory. For example, travel to a destination with a Level 1 ("exercise normal security precautions") travel advisory merely requires registration and completion of an online pre-departure health and safety checklist. Travel to a destination with a Level 2 travel advisory requires, in addition, signing a student mobility agreement. Travel to a higher-risk destination with a Level 3 or 4 travel advisory requires, among other things, authorization from the Head of the Department, the Dean of Arts, or the Dean of Graduate and Postdoctoral Studies (depending on the nature of the activity), completion of an in-person briefing, and compliance with various other procedures.

The [Go Global](#) Office provides resources and support services regarding travel, and students should avail themselves of the services provided by this office.

Quinn Exchange Fellowships (QXF Program)

Purpose: The purpose of this travel fund is to enhance research opportunities for students pursuing a graduate degree in Psychology at UBC by sponsoring short-term exchanges with graduate students in universities outside of British Columbia. In addition to direct benefits to the exchange students, this program fosters new ties with foreign academics, creates opportunities for innovative research collaborations, and may broaden job prospects for our graduates. Funding for this program is provided by an extraordinary gift to the Department from the estate of a distinguished alumnus, Dr. Michael J. Quinn (1917-2005).

Funding Available: Depending on the distance and duration of the trip, up to \$3,000 each will be provided for both partners in an exchange (the host and the visiting student).

For Further information on the Quinn Exchange Fellowships, please refer to the [Endowment Initiatives website](#).

Travel Awards - Grad Studies

Grad Studies provides travel support for both MA and PhD students who will be presenting a paper or poster at an official conference. Students must claim the Travel Awards from Grad Studies before claiming the Travel Grants from the Department of Psychology. See the [Scholarships, Awards, and Funding](#) section on the Grad Studies website for complete details and application procedures.

Travel Grants - Department of Psychology

The purpose of the Department of Psychology Graduate Student Travel Grant is to help defray the expenses of Psychology graduate students who will be traveling either (a) to an academic conference for the purpose of

presenting a paper or poster or (b) to attend an advanced training (e.g., statistical) workshop, but who in either case do not qualify for a travel grant from the Grad Studies. Up to two travel grants from the Department can be claimed over the course of students' graduate education.

The maximum grant for each conference or workshop is \$500. There is no deadline for submission; students may submit an application for a Department of Psychology Graduate Student Travel Grant at any time. Once the application for a Department of Psychology Graduate Student Travel Grant has been approved, submit the approval, along with original receipts and a Department expense reimbursement – [travel grant application](#) form to the Accounts Clerk.