



**UNIVERSITY OF BRITISH COLUMBIA**  
**DEPARTMENT OF PSYCHOLOGY**

***GRADUATE STUDENT HANDBOOK***

**2012-13**

Larry Walker – Director of the Graduate Program

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# *Graduate Student Handbook*

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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 Studies (FoGS) are imposed by, interpreted by, and enforced by that Faculty; and the Department's requirements merely supplement those of FoGS.

**New Students**

As soon as you arrive on campus, you should contact your supervisor, area coordinator, the Graduate Program Secretary (Monica Deutsch), as well as the department's managing director (Tara Martin). An orientation meeting is held by the Department for all new graduate students in the first week of classes each fall. In addition to this *Graduate Student Handbook* and the relevant sections of the Department's [website](#), good sources of information are senior students in the Department. Current members of the Graduate Students Council, who will be pleased to advise you, are:

President	Lily May
Behavioral Neuroscience	Cindy Barha & Colin Stopper
Clinical	Alexis May & Morag Yule
Cognitive Science	Joey Chisholm & Kaitlin Laidlaw
Developmental	Will Dunlop
Health	Meanne Chan & Loni Slade
Quantitative Methods	Kate Rogers
Social/Personality	Alyssa Croft & Aaron Weidman
Neuroscience	TBA
GSC rep to Graduate Policy and Coordination Committee	Will Dunlop
GSC ombudsperson	Will Dunlop
GSC liaison to Director of the Graduate Program	Will Dunlop

**Important Names**

The current Area Coordinators are:

Behavioral Neuroscience	Liisa Galea
Clinical	Sheila Woody
Cognitive Science	Lawrence Ward
Developmental	Geoff Hall
Health	Anita DeLongis
Learning Enhancement	Sunaina Assanand
Quantitative Methods	Jeremy Biesanz
Social/Personality	Ara Norenzayan

Other individuals in the Department who are responsible for coordinating the graduate program, and who thus can be of assistance to you, are:

Department Head	Alan Kingstone
Director, Administration	Tara Martin
Graduate Program Secretary	Monica Deutsch
Director of the Graduate Program (Graduate Advisor)	Larry Walker
Graduate Program Policy and Coordination Committee Chairperson	Larry Walker
Graduate Student Progress Committee Chairperson	Larry Walker
Graduate Admissions Committee Chairperson	Todd Handy
Graduate Fellowships and Scholarships Committee Chairperson	Anita DeLongis
Student Recognition Committee Chairperson	Larry Walker
Graduate Finance and Teaching Assistants Committee Chairperson	Boris Gorzalka

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Psychfest Chairperson	Michael Souza
Clinic Director	Brandy McGee
Clinic Secretary	
Executive Coordinator	Lawron Leung
Manager, Research Finances	Farrah Rajani
IT Manager	Dusko Pijetlovic
Web Manager	Wayne Tamagi
Computer Support/Helpdesk	Matthew Smith

Each graduate student is enrolled in one of seven **programs**:

- behavioral 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.

The MA and PhD programs are thought of as parts of one whole. Our hope is that in fulfilling the formal rules to which we now introduce you, students can work toward their real goals of acquiring the professional skills 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. The MA is long enough to accomplish the basic training required, but no longer. 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 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 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 full professor. The supervisor’s role is spelled out in more detail in the [FoGS website](#).

### MA Committee

The incoming student is encouraged to form an MA Committee as soon as possible after entering the program. By April of the first year, the student reports the membership of the MA Committee to the Graduate Student Progress Committee (GSPC). 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. With the approval of the supervisor and GSPC, the student can make changes to the committee after it has been formed.

### Registration

Registration is done on the University’s web-based system. 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 masters program 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 2nd year to 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)
- program requirements (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
Behavioral Neuroscience (BNS)	6	3	3
Clinical (CLI)	23	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 in the following table into each program. Courses are classified as core program courses or as breadth courses for students in different programs (and breadth courses are further constrained for Clinical students; see page 11). Other course 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	History of Psychology	DEPT	✓	not a core course in any program; a breadth course for all Psyc grad students
508	Teaching of Psychology	DEPT	N/A	not a core course in any program; not a breadth course
547	Reading and Conference	✓	N/A	can serve as a core program course ... see section below regarding Psyc 547
549	Master's Thesis (18 cr.)	DEPT		continuous registration required in this course while MA student
649	Doctoral Dissertation	DEPT		continuous registration required in this course while PhD student

PSYC	course title	core program	breadth	comment
514	Advanced Topics in Biopsychology	BNS	✓	
516	Animal Learning, Memory, and Cognition	BNS	✓	
517	Biopsychology of Motivation	BNS	✓	
520	Developmental Biopsychology	BNS	✓	
522	Drugs and Behaviour	BNS	✓	
523	Experimental Neuropsychology and Animal Models	BNS	✓	
524	Neural Models of Learning and Memory	BNS	✓	
574	Biopsychology I	N/A	✓	cannot be taken by BNS students for credit; recommended breadth course for non-BNS students
592	Neuroethology	BNS	✓	
593	Neurophysiology and Cortical Plasticity	BNS	✓	
594	Psychoneuroendocrinology	BNS	✓	
595	Psychophysiology	BNS	✓	

510	Descriptive Psychopathology	CLI	✓	
530	Assessment: A Critical Survey	CLI	N/A	
531	Assessment: Clinical Applications	CLI	N/A	
532	Child Assessment	CLI	N/A	
533	Current Issues in Clinical Psychology	CLI	N/A	
534	Clinical Psychology Practicum	CLI	N/A	
535	Psychopathology of the Adult	CLI	✓	
536	Psychopathology of the Child	CLI	✓	
537	Ethical and Professional Issues in Clinical Psychology	CLI	N/A	
538	Clinical Neuropsychological Assessment	CLI	N/A	
540	Strategies of Psychological Intervention	CLI	N/A	
541	Introduction to Psychotherapy	CLI	N/A	
542	Cognitive/Behavioural Interventions	CLI	N/A	
556	Psychological Treatment of Childhood Disorders	CLI	N/A	
559	Clinical Psychological Internship	CLI	N/A	
560	Clinical Research Design	CLI	✓	

PSYC	course title	core program	breadth	comment
570	Cognitive Neuroscience	COG	✓	
571	Special Topics in Cognitive Neuroscience	COG	✓	
578	Perception	COG	✓	
579	Special Topics in Perception	COG	✓	
582	Cognition	COG	✓	
583	Special Topics in Cognition	COG	✓	

513	Special Topics in Developmental Psychology	DEV	✓	
584	Language Development in Infancy and Childhood	DEV	✓	
585	Special Topics in Developmental Cognitive Neuroscience	DEV	✓	
586	Developmental Psychology	DEV	✓	
587	Cognitive Development	DEV	✓	
588	Special Topics in Social and Personality Development	DEV	✓	
589	Moral Development	DEV	✓	
521	Psycholinguistics	DEV COG	✓	program course for DEV and COG students; breadth course for students outside DEV and COG

501	Health Psychology	HLH	✓	
502	Research Methods in Health Psychology	HLH	✓	
503	Biological Basis of Health Psychology	HLH	✓	
504	Special Topics in Health Psychology	HLH	✓	

545	Advanced Statistics I	N/A	N/A	required course for all students
546B	Analysis of Variance	QM	✓	program courses for QM students; second stats course or breadth course for students outside QM
546C	Multivariate Analysis	QM	✓	
546D	Survey of Multivariate Methods	QM	✓	
546E	Multiple Regression	QM	✓	
546F	Human Factors	QM	✓	
546G	Factor Analysis	QM	✓	
546H	Measurement in Psychology	QM	✓	
546J	Multilevel Modeling	QM	✓	
546X	Applied Multivariate Statistics	QM	✓	
546Y	Structural Equation Modeling	QM	✓	

PSYC	course title	core program	breadth	comment
507	Cultural Psychology	S/P	✓	
512	Psychology of Emotion	S/P	✓	
525	Attitudes and Social Cognition	S/P	✓	
527	Interpersonal Processes	S/P	✓	
528	Advanced Methods in Social Psychology and Personality	S/P	✓	
529	Special Topics in Social Psychology	S/P	✓	
567	Personality Dimensions and Structure	S/P	✓	
569	Contemporary Conceptual Issues in Personality	S/P	✓	
590	Survey of Social Psychology I	S/P	✓	
591	Survey of Social Psychology II	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 (546B, 546E, etc.).

## 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 credits are required in each program. (Recall that these 3 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, who normally choose from one of the following lists:

- (a) biological bases of behavior: 503, 574, 594, or ANAT 516 [note that ANAT 516 does fulfill a clinical breadth requirement but does not fulfill a departmental breadth requirement]
- (b) cognitive or affective bases of behavior: 512, 578, 582, or 586
- (c) social bases of behavior: 507, 525, 590, or 591

Other breadth courses (e.g., certain "Special Topics" sections) may be approved by the Clinical Area when the content of the course is appropriate and is consistent with accreditation standards for breadth courses.

Students who are not in the Clinical program are restricted from taking clinical courses that involve assessment or treatment issues. However, four clinical courses are available as breadth courses): 510 (descriptive psychopathology), 535 (adult psychopathology), 536 (child psychopathology), and 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.

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

**Clinical:** 23 credits – namely, 510, 530, 531, 534, 537, 541, 542, and 560 (in addition, clinical 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) – 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, and 591

## Psyc 547

Psychology 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 Graduate Advisor. 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 work load 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.

## 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. Under special circumstances, a student may be admitted to the HCI Specialization Program at the time they are first admitted to a graduate program at UBC. The thesis supervisor must be a MAGIC-affiliated faculty member. The thesis topic must be approved by the HCI Specialization Committee coordinated by MAGIC.

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) a foundations of HCI course: CPSC 544 (3) – *Human Computer Interaction*
- (b) a design and evaluation course: either CPSP 543 (3) – *Physical User Interface Design and Evaluation*, or EECE 596 (3) – *Human Interface Technologies*
- (c) 6 credits – chosen from Psyc 521, 570, 571, 578, 579, 582, and 583

## 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 MA Committee to outline a plan for the masters thesis. The student's progress report submitted to the GSPC in April should indicate that this requirement has been met. For this thesis proposal meeting, some programs require a written proposal (Clinical, Cognitive Science, Developmental, and Quantitative Methods). The remaining programs (Behavioral Neuroscience, Health, and Social/Personality) leave that decision to each student's MA Committee.

Even when not required, students are encouraged to prepare a written proposal. Many students find that writing a proposal is very helpful because much of it overlaps with their final thesis. Writing may help you in spotting potential difficulties, and it is a good way to get started on the thesis.

## 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. 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.

FoGS has mandated a [single structure and format](#) to be followed for UBC theses and dissertations, providing more flexibility than the previous structures outlined for traditional and manuscript-based theses. In particular, manuscript-based chapters can now be incorporated into theses that otherwise follow the structure and format of the former traditional thesis.

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.

More importantly, these chapters must address the topics identified by FoGS and formatted in accord with their requirements: Consult their guidelines for the [structure of a masters thesis](#) and the [inclusion of published material](#) in your thesis.

## MA Thesis Defense

Before the MA thesis defense, you should meet with the members of your MA Committee. The student is advised to have each member of the MA Committee examine and approve the thesis well before the oral defense. After each member 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.

Notice of the defense must be posted at least 10 days in advance and, at that time, a paper copy should be left with the Graduate Program Secretary so that it is available to those who are interested. Contact the Graduate Program Secretary to coordinate distribution of the defense notice. All graduate students and faculty members are invited to attend departmental thesis defenses. You should select one of the members of your MA Committee (other than your supervisor) to serve as the Chair of the MA Thesis Defense. Note that the quorum for the MA thesis defense is three committee members (who must be physically present).

## 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 should make every effort to defend your thesis by **June 30**. Any circumstance which 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 Graduate Advisor can be consulted.

early January of 2nd year	Deadline for on-line application to FoGS for admission to PhD program to begin the following fall.
April 1	Final date for department to notify FoGS and student of admission to PhD. Offer of admission is usually conditional upon satisfactory completion of the MA degree, having attained a first-class grade 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 annual progress report.
mid May	Yearly evaluation of students by department.
June 30	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 FoGS until early in the last month of the summer term.
August 31	Typically the latest date by which the thesis may be submitted to FoGS for admission to the PhD program.

**Thesis to FoGS**

The Faculty of Graduate Studies provides a pre-submission review of the thesis in order to ensure that the document meets the University's [specifications](#). If you are registered only in the thesis course during your final term of the Masters degree, then once you have handed your thesis in at FoGS, 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 frequently prudent to defer submission of your thesis to FoGS until sometime in 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 that (a) the student has made 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. FoGS has full details regarding graduation.

**Application for Admission to the PhD Program**

Separate application for admission to the PhD program must be made to FoGS. Admission does not occur automatically when the MA has been completed. The transition between the MA and the PhD programs should be considered carefully by the student in consultation with the supervisor. Here are the relevant deadlines.

Normally, you should expect to start on September 1 of your third year here. The MA thesis must be submitted to FoGS 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 supervisor. At least two of the members are 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 must be named within 8 months of beginning the program (normally by April). With the approval of the supervisor and GSPC, the student can make changes to the committee after it is formed. Where helpful, the student may add additional members. The primary supervisor must be a regular faculty member 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 full 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.

**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 first PhD 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 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.

**Completion of PhD** Completion of the PhD degree requires some coursework (which varies across programs), a comprehensive examination, and a dissertation, of course. 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.

## PhD Program Requirements

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
Behavioral Neuroscience (BNS)	6	3	3
Clinical (CLI)	9	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* (page 11). The classification of courses as meeting core program and breadth requirements was also outlined earlier (pages 8-11). Please refer to those sections.

## 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.

**Behavioral 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.

**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, and 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 but 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 (pages 8 and 17) which outlined the requirements for each degree program separately in terms of number of credits.

program	core program	statistics	breadth
Behavioral Neuroscience (BNS)	2 + 2 = 4	1 + 1 = 2	1 + 1 = 2
Clinical (CLI)	8 + 3 = 11	1 + 1 = 2	1 + 2 = 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 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. 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. This requirement is being enforced, although it is possible to apply for an extension in unusual circumstances. FoGS 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 the program, as detailed below.

### Behavioral Neuroscience

The purpose of the comprehensive examination is to ensure that candidates have a comprehensive knowledge in their area of specialization and related fields of behavioral 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 set up 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). 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 behavioral 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 or not 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. This examination must be passed within 2 years of admission to the PhD program (i.e., by the end of the 4th year of graduate study).

**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 written by the end of the 2nd 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 and/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. Questions will be written 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 2nd 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 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 the 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. 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 Director of Graduate Studies in the Department of Psychology.

**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 so that it can be resubmitted if necessary to pass before the end of the 2nd 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 than 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 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**

Format is variable, depending on student and supervisor. Questions require anything from short to long answer, and can be closed-book at the university, open-book at the university, or take-home, but usually a combination of all of these. Examination is taken by the end of the second year of the PhD at a date to be arranged with the student.

### **Social/Personality**

The format is a two-tier process whereby students (a) write a paper similar in scope to an article in *Psychological Bulletin* (typically related to their major research interest) and then (b) write three lectures for each of three social psychological topics (chosen by the social faculty, to complement the student's knowledge base in social psychology). Students typically write their comprehensive during the summer following their first year PhD.

## PhD Dissertation Proposal

The supervisor must convene a meeting of the PhD 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 satisfactory proposal is expected before the end of the second PhD year and must be submitted by the end of the third PhD year.

A written dissertation proposal must be submitted to the PhD Committee and presented orally by the candidate to the department. The candidate must submit the written proposal to the Graduate Program Secretary 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 Secretary to arrange distribution.

After the oral presentation, the student's PhD 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 proposal is deemed unacceptable by the committee, the committee chooses a course of action.

**Behavioral 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 set up a meeting with their 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 public proposal defense. 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 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 Studies has mandated a new [single structure and format](#) to be followed for UBC theses and dissertations, providing more flexibility than the previous structures outlined for traditional and manuscript-based dissertations. In particular, manuscript-based chapters can now be incorporated into dissertations that otherwise follow the structure and format of the former traditional dissertation.

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. (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](#).

## Departmental Oral Defense

The Departmental Examining Committee consists of the PhD supervisory committee plus one outside examiner who has not been involved in supervision of the dissertation. The outside examiner must be a regular faculty member in the department. The outside examiner has a particularly important role to play in representing the broader department and in providing an independent evaluation of the dissertation and the student’s defense of it. The outside examiner also serves as the chair of the departmental defense meeting. There is a form on the department’s [website](#) that helps students name their Examining Committee (which must be approved by the Graduate Advisor).

At least 10 days before the defense, a notice of the defense must be posted and a paper copy of the dissertation must be filed with the Graduate Program Secretary. A quorum at the defense is three members who are physically present, including the outside examiner and two members of the supervisory committee. Following the defense, the candidate and non-faculty will be asked to leave the room and the defense will be discussed by all faculty present. The Departmental Examining Committee members will then decide on the acceptability of the dissertation and the oral defense.

## University Oral Defense

It is essential that students consult the Faculty of Graduate Studies website well in advance and especially consult their [Doctoral Orals Guide](#) for details regarding regulations, time-line, and forms. Following the successful completion of the Departmental Oral, an electronic copy and up to two spiral-bound copies of the dissertation are sent to the Faculty of Graduate Studies, along with a memo from the Graduate Advisor confirming that the department approves of the dissertation being forwarded. The Faculty of Graduate Studies provides a pre-submission review of the dissertation in order to ensure that the document meets the University’s [specifications](#). A minimum of 8 weeks’ lead time must be given for the scheduling of the university oral defense. The Dean of Graduate Studies requires the appointment of two university examiners, one from the Department of Psychology (who is familiar with the discipline but who has not been connected with the supervision of the thesis) and one from another UBC department. These university examiners along with the members of the PhD Committee and a non-psychology university appointee chairing the defense form the University Examining Committee. An examiner outside the university will be appointed by the Faculty of Graduate Studies in consultation with your supervisor and the Graduate Advisor. Arrangements for an outside examiner should be made well in advance (allow over 3 months) of the projected University defense. For detailed instructions regarding the University defense and various forms to download, see the FoGS [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. FoGS has full details regarding graduation.

## ORGANIZATION OF THE GRADUATE PROGRAM

### **In Case of Problems**

We hope that 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 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 should go directly to the Graduate Advisor (Larry Walker). Part of his job description concerns dealing with students' problems, and you should always feel free to contact him. 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. In addition, other offices on campus exist to handle specific problems. The Graduate Advisor can help you locate the appropriate office.

The problems we have had in mind so far were individual problems. Graduate students also are encouraged to voice their 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 Director of the Graduate Program, and the Head welcome discussion of these matters.

### **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 Graduate Advisor. The best policy is, of course, not to let such disputes develop. Both advisors and students should make explicit what the expectations and contingencies are 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 President, the Director of the Graduate Program, or the Head of the Department.

## Graduate Advisor

The Graduate Advisor in our department has the following responsibilities:

- advising students and faculty members regarding departmental and university requirements, including impending deadlines;
- approving all changes in registration;
- approving the enrollment of undergraduate and unclassified students in graduate courses;
- evaluating students' course-work at other institutions for transfer credit;
- ensuring that students meet conditions set for continuation in the program;
- checking grades in all graduate courses to ensure satisfactory performance;
- reviewing students' yearly progress reports;
- ensuring 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;
- submitting grades for theses, changes in standing, and SDs and Ts;
- serving as a liaison with the Faculty of Graduate Studies;
- attending meetings of the Graduate Council;
- representing the Graduate Student Progress Committee on the Department's Graduate Program Policy and Coordination Committee and making recommendations regarding possible changes in the graduate program;
- handling requests for leaves-of-absence (medical, compassionate, parental);
- handling requests for extensions of time-limits for degrees;
- completing forms for visa, employment, and award purposes;
- ensuring that the graduate student database and paper records are properly maintained and up-to-date (i.e., supervising the graduate secretary);
- approving members of the PhD departmental examining committee and ensuring that orals are properly scheduled and attended;
- approving students for graduation and serving as a liaison with Enrolment Services;
- handling appeals of grades and program requirements; and
- mediating 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 not to meet a particular program requirement by the specified date must be obtained in writing prior to the fact from the Graduate Student Progress Committee. All appeals to the GSPC must be submitted in writing on behalf of the student by the area.

**Student  
Evaluation**

The progress of each student is evaluated each year by the Department 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 Yearly Progress Report; thus, it is important that each student fills this form out 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/or engage in related professional activity. It should be emphasized that adequate performance in course work in the absence of demonstrated research and/or 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

- Yearly Progress Report** Each April, each student must complete and submit to the area coordinator a Yearly Progress Report (available on the department's [website](#)), signed by the supervisor. Both students and area coordinators should keep copies for their files. The completed form should be forwarded to the Chairperson of the Graduate Student Progress Committee.
- FoGS Regulations** Students should carefully read the section in the UBC Calendar pertaining to the Faculty of Graduate Studies or see the FoGS [website](#) for university regulations regarding preparation of theses, deadlines for graduation, awards, etc.
- 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. The FoGS [website](#) provides useful information on academic honesty and standards, as well as the disciplinary procedures to follow when it is detected.
- Thesis Requirements** FoGS provides a list of [format requirements](#) for UBC theses, as well as supporting documents.
- 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, as specified by the DFAIT (ranging from Level 1 “exercise normal security precautions” to Level 4 “avoid all travel”) and what procedures to follow as determined by the level of travel advisory. For example, travel to a destination with a Level 1 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 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.

## 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 Chairperson of the Graduate Fellowships and Scholarships Committee the possibility of receiving fellowship support. The FoGS [website](#) also provides relevant information. TA assignments are coordinated by the Graduate Student Finance 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, 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 FoGS 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 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 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 \$5,457 for MA students and \$5,671 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 chair of the Graduate Finance and Teaching Assistants Committee.

## 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 both “reg” and “fellowship;” an RA position is paid as “fellowship.” This can be confusing: just make sure that the total is what you expect. UBC now offers an on-line system you can use to view your payroll information and to update your personal information. Go to the [UBC Human Resources Self-Service web portal](#), or check with the Executive Coordinator if you have any questions about your payroll.

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 web portal](#).

## Psychfest

In late April or early May the Department holds a one-day conference to provide an opportunity for graduate students and faculty members to learn about each other’s research or theoretical positions. 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 second-year masters students, as well as PhD students who have transferred into the program from elsewhere, are required to make a presentation.

## 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.

In order to be paid, international students must obtain a Canadian Social Insurance Number (SIN) card. 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 doesn’t have 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 Graduate Program Secretary), 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. Proof of registration is simply the copy of your stamped registration form provided as a receipt when you register.

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.

## Photocopying

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

**Mailboxes**

Graduate student correspondence can be picked up in the mail room (Room 2506) between the hours of 8:30am and 4:30pm on week days. Mailboxes are organized in alphabetical order according to students' last names. Stamped mail can be left in the outgoing mail baskets in the Main Office (Room 2509). If you require stamps, they can be bought from the post office in the SUB. 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.

**Main Office**

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.

**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 (Scarf Building)
- David Lam Management Research Library (third floor, Sauder School of Business)
- Psychiatry Reading Room (2nd floor of the Psychiatric Unit)

**Keys**

To obtain the keys that you need, download and complete a key request form from the department's [website](#) and return it to the receptionist. The Department issues key card or fob access to the Psychology Building, whereas keys for rooms within the building are issued by UBC Parking and Access Control Services. 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 at the Access Control Center in the General Services Administration Building. 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 Control Center can be very busy the first few weeks in September.)

**Graduate Student Centre**

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

**Computer Services**

UBC offers several options for access to computing resources. UBC ITServices provides all students with a free email account for the duration of their program at the university. UBC operates a campus-wide wireless network, which includes coverage of the Kenny Building, using the latest high-speed wireless technology. To access the wireless network users require a UBC [Campus-wide Login](#) (CWL) account and the appropriate wireless hardware installed in their computer. Information about configuring your computer to use the wireless network is available from [ITServices](#) 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 and web page space on the department servers
- high-speed (100 Mbps) wired network access to the desktop in Kenny Building student offices
- free Sophos anti-virus software for your office, lab, and home PCs

- access to our in-house IT Helpdesk support located in Room 2535

Please see the Psychology IT Manager in Room 2519 for an email account application and requirements for securing your PC before connecting to the campus network.

## 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.

## 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, we anticipate that this program will foster new ties with foreign academics, create opportunities for innovative research collaborations, and may broaden the 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).

**Eligibility.** Students registered in the graduate program in Psychology at UBC may receive funding for one trip. The student's supervisor must support the exchange. Exchange proposals are carefully reviewed. Some proposed matches may not be funded and awards will not necessarily be made every year.

**Responsibilities.** Both students must be given the opportunity to participate fully in the research activities of the host institution. The duties of each supervisor are to ensure:

- there is a host/mentor for the visiting student (may be the matching exchange student)
- the visiting student is encouraged to participate fully in the lab and area research activities
- the visiting student meets relevant local researchers
- the visiting student is introduced to and has access to relevant university and departmental resources.

Visiting students who wish to register in (or audit) courses at the host institution should work out those details (e.g., fees, timing) prior to their departure. Students are expected to make

their own travel and accommodation arrangements.

### Procedures

1. The student and research supervisor meet to determine whether an exchange program would enhance the student's research program and to arrange a potential match with another university and graduate student.
2. Student and supervisor co-author a brief (1-2 page) but detailed rationale for the trip, identify the matching exchange student and university, and collect documentation confirming that the exchange university will provide similar access to the UBC student (see above).
3. Exchanges need not occur simultaneously or be for the same amount of time. For instance, one of our students might go to University X for 3 months in the summer while his or her exchange partner could come to UBC for 6 months beginning in September. The average visit is expected to last the equivalent of one academic semester (about 12 weeks) and to range from 1 to 12 months.
4. Student submits the proposal (signed by the student and supervisor) and documents to the Department Head on November 1st or May 1st for travel in the following 6 months.
5. The Head reviews the application to ensure the trip meets the purpose of the award.
6. Award confirmations are issued shortly after the deadlines.
7. For travel outside of Canada, UBC students must register with the [Student Safety Abroad Registry](#) managed by UBC's [Go Global Office](#) and UBC students who are Canadian citizens must also register with the [Registration of Canadians Abroad system](#) (Canadian Department of Foreign Affairs and International Trade). UBC students must also comply with the procedures specified by the University's student travel policy ([Policy #69](#)) which is intended to facilitate safe travel experiences for student travelers.
8. Payments to UBC students may be issued in advance for items such as air fare (upon submission of original receipt) or per diem costs, or upon the student's return.
9. Payments to visiting students will be arranged upon their arrival and will usually be in the form of a per diem reimbursement.

### Travel Awards – FoGS

FoGS provides travel support for both masters and doctoral students who will be presenting a paper or poster at an official conference. See the FoGS [website](#) for complete details and application procedures.

### Travel Grants – Department of Psychology

#### General Information

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 Faculty of Graduate Studies (FoGS). Up to two travel grants from the Department can be claimed over the course of students' graduate education.

#### Criteria

1. Applicants must 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.
2. In the case of travel to an academic conference, the applicant must be the senior and presenting author of the paper or poster presentation.
3. Applicants must be registered in the UBC Psychology graduate program on the date of the conference or workshop.
4. Applicants must not qualify for a [FoGS travel award](#) for the conference for which the

Department of Psychology Graduate Student Travel Grant is being claimed. Note that FoGS does not reimburse travel expenses to attend advanced training (e.g., statistical) workshops, whereas the Department does. However, in the case of presentations at academic conferences, FoGS normally grants up to two travel awards to graduate students (once while in the masters program and once while in the doctoral program). Accordingly, the Department of Psychology Graduate Student Travel Grant will only be awarded to attend an academic conference after the FoGS travel award has been claimed.

5. Students are eligible for a total of two Graduate Student Travel Grants from the Department over the course of their graduate education, one for the masters program and one for the doctoral program. However, if the Department's Graduate Student Travel Grant is not claimed during the masters program, it can be carried forward to the doctoral program (and claimed once the FoGS travel award has been granted).
6. Eligible expenses include travel (at economy airfare prices), accommodation, conference registration, and meals. All expenses must comply with UBC travel policies ([Policy #83](#)).
7. The maximum grant for each conference or workshop is **\$400**.

### **Application**

To claim the Department of Psychology Graduate Student Travel Grant, complete the [application form](#) (on the department's website), print it, and then submit (once signed and with documentation) to the Graduate Secretary.

Applications for reimbursement will be accepted only after travel is completed. Otherwise, there is no deadline for submission—students may submit an application for a Department of Psychology Graduate Student Travel Grant at any time.

Note that the grant is subject to the availability of adequate funds from the Department and from the endowed President's Travel Scholarship in Psychology fund.

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 form](#) to the Accounts Clerk.

### **Travel Outside of Canada**

For travel outside of Canada, UBC students must register with the [Student Safety Abroad Registry](#) managed by UBC's [Go Global Office](#) and UBC students who are Canadian citizens must also register with the [Registration of Canadians Abroad system](#) (Canadian Department of Foreign Affairs and International Trade). UBC students must also comply with the procedures specified by the University's student travel policy ([Policy #69](#)) which is intended to facilitate safe travel experiences for student travelers.

