UNIVERSITY OF BRITISH COLUMBIA
DEPARTMENT OF PSYCHOLOGY

GRADUATE STUDENT HANDBOOK
2008-09

Larry Walker – Director of the Graduate Program
revised – September 2008
# 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, the Graduate Program Secretary (Rose Tam), as well as the department’s Manager (Bonnie Schoenberger). 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, 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:

Co-Chairs
Behavioral Neuroscience
Clinical
Cognitive Science
Developmental
Health
Quantitative Methods
Social/Personality
Neuroscience

GSC rep to Graduate Policy and Coordination Committee
GSC rep to Graduate Admissions Committee
GSC rep to Graduate Student Progress Committee
GSC rep to Graduate Finance and Teaching Assistants Committee
GSC ombudsperson
GSC liaison to Director of the Graduate Program

Important Names

The current Area Coordinators are:

Behavioral Neuroscience
Clinical
Cognitive Science
Developmental
Forensic
Health
Quantitative Methods
Social/Personality

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
Manager, Administration
Graduate Program Secretary
Director of the Graduate Program (Graduate Advisor)
Graduate Program Policy and Coordination Committee Chairperson
Graduate Student Progress Committee Chairperson
Graduate Admissions Committee Chairperson
Graduate Fellowships and Scholarships Committee Chairperson
<table>
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<td>Student Recognition Committee Chairperson</td>
<td>Jess Tracy</td>
</tr>
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<td>Graduate Finance and Teaching Assistants Committee Chairperson</td>
<td>Boris Gorzalka</td>
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<td>Stan Floresco</td>
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<td>Clinic Director</td>
<td>Amy Janeck</td>
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<td>Receptionists</td>
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<td>Clinic Secretary</td>
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<tr>
<td>Computer Support/Helpdesk</td>
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Each student is enrolled in one of eight **programs**: behavioral neuroscience, clinical, cognitive science, developmental, health, industrial/organizational (I/O), quantitative methods, or social/personality.

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 (www.grad.ubc.ca/students/supervision/index.asp?menu=000,000,000,000).

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 – Psyc 549B (9 credits) plus, normally, 9 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.

Completion of MA

The master’s 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 support funds from the teaching assistant (TA) budget or from the supervisor’s research assistant (RA) budget are not likely beyond the 2nd year to MA students.

The Department of Psychology reserves the right to specify deadlines and 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 (9 credits), statistics (6 credits), program requirements (12 or more credits), 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.

**Statistics**

Six credits of graduate statistics are required. For the first course, students normally enroll in the 3-credit course Psyc 546A in the fall term of their first year. Incoming graduate students who are judged to have insufficient preparation to take Psyc 546A (determined by a background exam at the beginning of Psyc 546A) will be required to take Psyc 366 instead in their first year. (In this latter case, the other 3 credits required in graduate statistics courses are taken in the second year. In addition, 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 6 required credits, students may choose any Psyc 546 statistics course (546B, 546C, etc.) covering topics such as analysis of variance, factor analysis, multivariate analysis, structural equation modeling, etc.

The second 3-credit course completing the 6 required credits may be taken in the second term of the student’s first year or in the student’s second year (when it would almost certainly be offered in the second term).

**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 rather than on the substance of psychology. Note that a directed studies course 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. (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: 574 (other courses in behavioral neuroscience might also be acceptable)

(b) cognitive or affective bases of behavior: 512, 521, 578, 579, 582, or 583

(c) social bases of behavior: 507, 525, 527, 528, 529, 590, 591

Other breadth courses may be approved by the Clinical Area when the content of the course is appropriate.

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 open to non-clinical students (as breadth courses): 510 (descriptive psychopathology), 535 (adult psychopathology), 536 (child psychopathology), and 560 (clinical research design).

**Program Requirements**

Each program requires 12 or more credits of its students. For these requirements, all choices left to the student must be approved by the student’s supervisor. Other than this approval or where otherwise specified, there are no restrictions whatsoever on the courses chosen (for example, they need not be graduate courses nor offered by our department). All numbered courses below are 3-credit Psychology courses unless indicated otherwise.
Behavioral Neuroscience: 12 credits – chosen from 514, 515, 516, 517, 520, 522, 523, 524, 575, 592, 593, 594, 596

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: 12 credits – chosen from 521, 570, 571, 578, 579, 582, 583

Developmental: 12 credits – chosen so that over the entire MA–PhD program the student has taken 3 credits with each primary faculty member in the developmental program, if feasible

Health: 12 credits – must include 501 and 502; and may include 503, 504 (a special topics course in health psychology), or an approved course from outside the department in an allied health field (e.g., health care and epidemiology, immunology, anatomy, biology)

Quantitative Methods: 12 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: 12 credits – chosen from 507, 512, 525, 527, 528, 529, 567, 569, 590, and 591

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 (6 credits of graduate statistics, 3 credits of breadth, and 9 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 Master’s thesis. The student’s progress report submitted to the GSPC in April must indicate that this requirement has been met. Some programs require a written proposal (Clinical, Cognitive Science, Developmental, Health, and Quantitative Methods). The remaining programs (Behavioral Neuroscience 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 (or is) 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 MA Committee is thus given some leeway to tailor the thesis to your research.

The general requirement is a thesis written by the student on research carried out by the student while in the MA program at UBC. The literature review, design, execution, data analysis, and written presentation should be of publishable quality. (Notice that the nature of the results is omitted from this list. The MA Committee decides what is publishable quality and what is a reputable journal.) The thesis may take one of two formats, with the choice left to the student, in consultation with the supervisor. The choices are:

(a) a traditional thesis-style document
(b) a thesis in the format of a journal article (should the manuscript have already been accepted for publication by a reputable journal, and the student is sole or first author, the MA Committee will accept it)

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, 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 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

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<td>early January of 2nd year</td>
<td>Deadline for application to FoGS for admission to PhD program to begin the following fall. Apply on-line.</td>
</tr>
<tr>
<td>April 1</td>
<td>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).</td>
</tr>
<tr>
<td>later April or early May</td>
<td>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.</td>
</tr>
<tr>
<td>mid May</td>
<td>Yearly evaluation of student due</td>
</tr>
<tr>
<td>June 30</td>
<td>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.)</td>
</tr>
<tr>
<td>August</td>
<td>To maintain your student status, your thesis is not normally submitted to FoGS until the last month of the summer term.</td>
</tr>
<tr>
<td>August 31</td>
<td>Typically the latest date by which the thesis may be submitted to FoGS for admission to the PhD program</td>
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### Thesis to FoGS

If you are registered only in the thesis course during your final term of the Master’s 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 (a) that 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 from outside the program. This committee must be named within 8 months of beginning the PhD (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, 6 credits of 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.

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 at least 12 credits of coursework (more in some programs), plus a comprehensive examination, and a dissertation, of course. The required credits can be divided into two groups: breadth (6 credits) and program requirements (6 or more credits). 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. Nevertheless, a minimum of 12 credits is ordinarily taken while enrolled as a PhD student. Students are also encouraged to consider additional courses offered in our department or in other departments of the university.
**Breadth**

A breadth course is any substantive graduate course in our department outside the student’s own program. By “substantive,” we exclude courses focused on teaching or professional issues rather than on the substance of psychology. Note that a directed studies course 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 PhD, 6 credits are required. (Recall that these 6 credits cannot also be used to fulfill any other requirement.) Selection of breadth courses is left to the student (with approval of the supervisor), except for those students in the Clinical program, who must choose in such a way that during the MA–PhD program they have completed at least one course from each of the following CPA/APA requirements:

(a) biological bases of behavior: 574 (other courses in behavioral neuroscience might also be acceptable)
(b) cognitive or affective bases of behavior: 512, 521, 578, 579, 582, or 583
(c) social bases of behavior: 507, 525, 527, 528, 529, 590, 591

Other breadth courses may be approved by the Clinical Area when the content of the course is appropriate.

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 open to non-clinical students (as breadth courses): 510 (descriptive psychopathology), 535 (adult psychopathology), 536 (child psychopathology), and 560 (clinical research design).

**Program Requirements**

Each program requires 6 or more credits of its students. For these requirements, all choices left to the student must be approved by the student’s supervisor. Other than this approval or where otherwise specified, there are no restrictions whatsoever on the courses chosen (for example, they need not be graduate courses nor offered by our department). All numbered courses below are 3-credit Psychology courses unless indicated otherwise.

**Behavioral Neuroscience:** 6 credits – chosen from 514, 515, 516, 517, 520, 522, 523, 524, 575, 592, 593, 594, 596

**Clinical:**

12 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); (c) 3 credits of advanced treatment (533, 556, 557, or another advanced treatment course); and (d) 3 credits of a clinical course with a focus on children. In addition, clinical students are required to complete a summer practicum and a 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 so that over the entire MA–PhD program the student has taken at least 3 credits with each primary member of the developmental area, if feasible

**Health:** 6 credits – typically some combination of special topics courses in health psychology (504) and approved courses from outside the department in an allied health field (e.g., health care and epidemiology, immunology, anatomy, biology). Program course requirements may include 501, 502, or 503 if the course was not taken at the MA level (credit for 501, 502, and 503 will only be given once over the MA and PhD programs). It is also recommended that students take at least one advanced statistics course beyond the department’s 6-credit statistics requirement. Students could take such a course from within the department as a breadth course or from outside the department as a health program course in an allied health field (e.g., a course in biostatistics from the Department of Health Care and Epidemiology).

**I/O:** 18 credits – must include (a) at least one advanced-topics methodological course, (b) CNPS 588, CNPS 598, and (c) COMM 524 and COMM 625
Graduate Student Handbook

Quantitative Methods: 12 credits

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. Note that a minor in Quantitative Methods requires 12 credits beyond the basic 6 credits required of all students.

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. A student who is not admitted to candidacy within 3 years from the date of initial registration will 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. Students in the I/O program have an additional year to complete their comprehensives outside psychology (but remember the FoGS requirement on admission to candidacy).

Behavioral Neuroscience: Format is a written grant-like proposal, followed by an oral examination by the PhD Committee. Preparation for the comprehensive should take no longer than 3 months; the exact date to be arranged with the student. Following the oral examination, the committee will decide if the student has met the requirement for the comprehensive and if the comprehensive will serve as a PhD proposal. The committee can give the student up to 1 month to revise either the comprehensive or the proposal component.

Clinical: The clinical comprehensive examination involves a review paper on a topic in clinical psychology (psychopathology or interventions). The paper is intended to demonstrate breadth knowledge (i.e., distinct from the dissertation introduction) and must include two breadth considerations from the following list of various foundations of psychology: biological, social, cognitive, developmental, evolutionary/genetic, or culture and diversity. The purpose of the comprehensive examination paper is to demonstrate the student’s grasp of broad aspects of the field of clinical psychology as well as the student’s ability to communicate that understanding in writing. Accordingly, the paper should aim for a general psychology readership, similar to papers published in Psychological Bulletin or Psychological Review. The papers should be 30-50 pages in length and follow the format for APA style. See the Clinical Students’ Handbook for more detail.

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.

**I/O:** Students take a total of three comprehensive examinations, one from each of the Department of Psychology, Department of Counselling Psychology, and the Sauder School of Business. The Psychology comprehensive is taken at the end of the second year of the PhD program, with the date to be arranged with the student. It is a 2-day examination, with the first day spent on (a) a half-day closed-book examination and (b) a half-day open-book examination at the university, and the second day spent on an open-book, take-home examination. Comprehensives set by the two other units will be taken slightly later in the student’s program, as it will take more course work than can be done in the first 2 years of the program to acquire sufficient proficiency to take a comprehensive in these other units. In Counselling Psychology, the comprehensive is normally an oral examination. In the Sauder School of Business, the format varies depending on which examining committee sets and reads the exam.

**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:** Here two formats are used. One 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 write their comprehensive during the summer following their first year PhD. The other format is a 2-day written examination consisting of four parts. Questions require anything from short to long answers. Date is set in spring of first year in consultation with the student.
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.

Departmental Oral Defense

The Departmental Examining Committee consists of the PhD Committee plus two or more representatives from area groupings, one of whom is designated as the Chair. There is a form on the department’s website (http://www.psych.ubc.ca/internal/faculty/index.php) that helps students select area representatives and the chair. The composition of the Departmental Examining Committee must be approved by the Graduate Advisor.

At least 10 days before the defense, a notice of the defense must be posted and a copy of the dissertation is filed with the Graduate Program Secretary.

A quorum at the defense is four members, including the chair and one other area representative. 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

Following the successful completion of the Departmental Oral, 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. A minimum of 6 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 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 (www.grad.ubc.ca/students/oralexams/index.asp?menu=000,000,000,000).

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 Trouble

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 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 be 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 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 GSC president, the Graduate Advisor, 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 defense 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 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.
### 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: [www.psych.ubc.ca/internal/faculty/index.psy#Graduate%20Program](http://www.psych.ubc.ca/internal/faculty/index.psy#Graduate%20Program)), 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 ([www.grad.ubc.ca/education/default.htm](http://www.grad.ubc.ca/education/default.htm)) for university regulations regarding preparation of theses, deadlines for graduation, awards, etc.

### Psyc 547
Psychology 547 is the directed studies course for graduate students. 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.

### Thesis Requirements
FoGS provides a list of format requirements for UBC theses, as well as supporting documents – see the FoGS website ([www.grad.ubc.ca/students/thesis/index.asp?menu=000,000,000,000](http://www.grad.ubc.ca/students/thesis/index.asp?menu=000,000,000,000)).

### 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 ([www.grad.ubc.ca/awards/index.asp?menu=000,000,000,000](http://www.grad.ubc.ca/awards/index.asp?menu=000,000,000,000)). 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 broken 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.

Questions concerning financial support or TA assignments should be directed to the manager or to the chair of the Graduate Finance and Teaching Assistants Committee.

**Getting Paid**

Payroll cheques are issued (through direct deposit) by the University on the 15th and last day of the month. You should complete a form (available at Financial Services or from the departmental Accounts Clerk) to have your pay directly deposited into your bank account. 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 [http://www.hr.ubc.ca/self_server/](http://www.hr.ubc.ca/self_server/), or check with the Head’s secretary 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.

**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 and posters 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 Master’s 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.

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 across the hall from the Main Office in Room 2506. You can obtain a photocopying account code from the staff in the Main Office. Each MA student is allowed $25 worth of free photocopying by the department for their thesis, and each PhD candidate is allowed $50 for theirs.

Mailboxes

Graduate student correspondence can be picked up in the mail room (Room 2506) between the hours of 8:00am 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.

Secretarial Resources – Main Office

The secretaries who work in this office will be able to help you with general enquiries about the department. However, their primary role is providing secretarial support to the faculty. Unfortunately we do not have the resources to offer any secretarial services to graduate students. If your work as a graduate student involves a research project with a faculty member, and in turn this project requires secretarial assistance, such work should be submitted by the faculty member concerned.

Libraries

Libraries on campus that contain relevant materials for psychology students include:
- Koerner (most materials dealing with psychology)
- Barber (some older materials dealing with psychology)
- Woodward (most materials dealing with psychiatry, neurology, and medicine)
- Education (Scarfe Building)
- Commerce Reading Room (third floor, Henry Angus)
- Psychiatry Reading Room (2nd floor of the Psychiatric Unit)

Keys

To obtain the keys that you need, obtain a key request form from our Main Office (2509) and return it to the receptionist. 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.) Also note that key card or fob access to the Psychology Building is administered by staff in the Main Office.

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 via the Interchange system for the duration of their program at the university. Please see [www.interchange.ubc.ca](http://www.interchange.ubc.ca) for information on obtaining an Interchange account. 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 an Interchange account or a UBC Campus-wide Login (CWL) account and the appropriate wireless hardware installed in their computer. Information on obtaining a CWL account is available at [www.cwl.ubc.ca](http://www.cwl.ubc.ca) and information about configuring your computer to use the wireless network is available at [www.wireless.ubc.ca](http://www.wireless.ubc.ca) 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 webpage 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 $3000 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) 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.
8) 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 master’s and doctoral students who will be presenting a paper or poster at an official conference. See the FoGS website (www.grad.ubc.ca/awards/index.asp?menu=008,000,000,000) for complete details and application procedures.

Travel Awards
– Department of Psychology

Awards: The purpose of the Department of Psychology Graduate Student Travel Award is to help defray the expenses of psychology graduate students who will be traveling to an academic conference for the purpose of delivering a talk or presenting a poster but who do not qualify for a travel grant from FoGS. The Department also administers the President’s Travel Grant Fellowship in Psychology which may fund several additional travel awards (depending on the earnings on the endowment). Approximately 10 travel awards will be available each year.

Amount: Travel expenses plus a $35 per diem to a minimum of $300 (amount will depend on funds available, number of applicants, and quality of the submission).

Qualifying Criteria: To qualify for this award, applicants must meet the following criteria:
(a) Applicants must be delivering a talk or presenting a poster at the conference for which the travel award is sought (i.e., junior authors do not qualify).
(b) Applicants must be registered in the UBC Psychology graduate program on the date of the conference.
(c) Applicants must not qualify for a FoGS Travel Grant on the date of the presentation for which the Psychology Travel Award is being sought. FoGS normally awards up to two travel grants to UBC graduate students for the purpose of attending conferences (one while a Master’s student and one while a PhD student). Accordingly, Department of Psychology Graduate Student Travel Awards will normally be awarded only to students who have received a Faculty of Graduate Studies Travel Grant while in their current degree program prior to the date of the conference for which they are seeking the Psychology Travel Award. Students may apply for the Department of Psychology award before receiving the FoGS award and the award may be conditionally granted, but under no circumstances will the Department of Psychology award the funds until evidence is provided that the FoGS award has been received by the student.
(d) Applicants must not have previously received more than one Department of Psychology Travel Award – a maximum of two may be awarded to each student.

Application: To apply, a student must submit the following information to the Graduate Secretary:
(a) your name, degree program (MA or PhD), and current year in that program.
(b) name, dates, location, and brief description of the academic conference.
(c) a brief description of the talk or poster (ideally a photocopy of the abstract) and its status (in preparation, submitted, accepted, or invited).
(d) summary of previous travel grants or awards that you have received from FoGS and/or the Department of Psychology. If you have not been awarded a FoGS travel grant, be sure to explain how you will obtain this prior to receiving the Department of Psychology Award.
(e) an updated curriculum vitae.
(f) a letter of recommendation from your supervisor or other Department of Psychology faculty member submitted in a sealed envelope. This letter should confirm that the applicant will be giving a talk or poster, explain why the applicant is particularly worthy of this travel award, and confirm that the student is not eligible for a FoGS Travel Award at the time of the conference for which support is sought.

Competition: Awards will be granted primarily on the basis of academic achievement and the quality of the presentation as judged by the Student Recognition Committee.
**Competition Dates:** Applications may be submitted at any time. They will be reviewed twice per year: on September 15 and March 15. Awards will be granted only for meetings that have occurred either since the last awards deadline or will occur prior to the next awards deadline.

**Award Notification:** A letter describing the award will be issued to successful applicants around September 30 or March 30.

**Documentation:** To collect the award, the applicant must submit the following to the Department of Psychology Accounts Clerk following the conference. Each award holder is required to submit a photocopy of the page of the conference program that contains their presentation and receipts for travel expenses (i.e. a cancelled plane ticket, hotel bill, etc.) to the Department Accounts Clerk. Most importantly, each award holder must provide evidence of a FoGS travel grant while in the current degree program.