Graduate Student Handbook

2026-2027

Andrew Baron – Associate Head, Graduate Affairs
Jackie Shaw – Manager, Graduate Program
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THE UNIVERSITY OF BRITISH COLUMBIA
Department of Psychology

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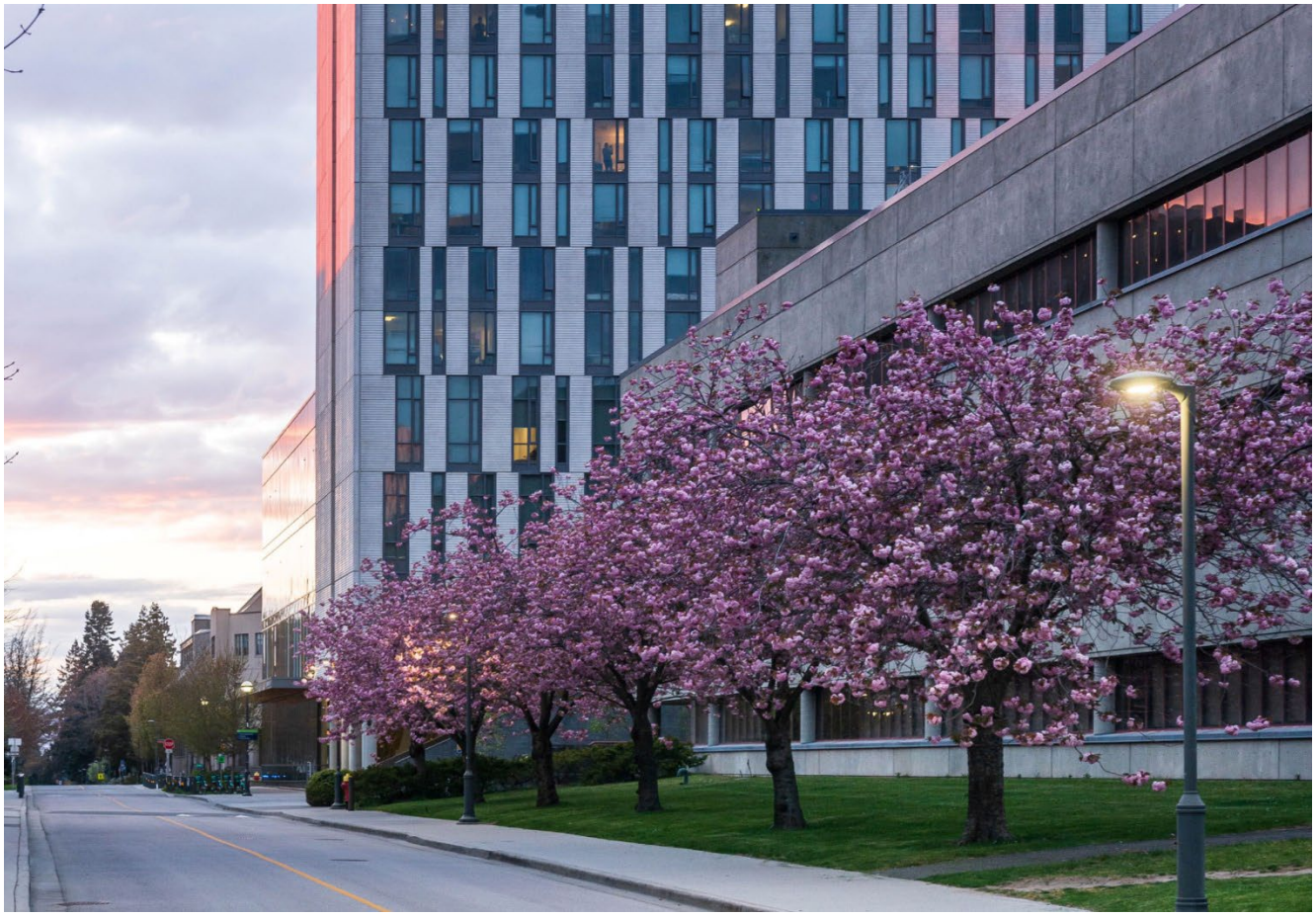


Introduction

Welcome to UBC Department of Psychology. Our faculty and staff are here to provide support during your time here as a Graduate Student. This Handbook contains information not only on academic requirements for successful completion of your studies, but also other useful resources available to enhance your experience at the Department of Psychology. Please be reminded that the regulations of the Faculty of Graduate and Postdoctoral Studies (G+PS) are imposed by, interpreted by, and enforced by the Faculty of Arts; the department's requirements merely supplement those of G+PS.

The purpose of this Handbook is to provide current general information concerning the steps you must take to fulfill your program requirements. This handbook is thoroughly revised once a year and updated frequently to reflect the most up-to-date information. Because the requirements vary from program to program, we encourage you to carefully read the requirements of your own program and discuss them with your supervisor or area coordinator. You will want to read this Handbook (and refer to it frequently) to be sure that you have taken all the necessary steps to progress in your degree.

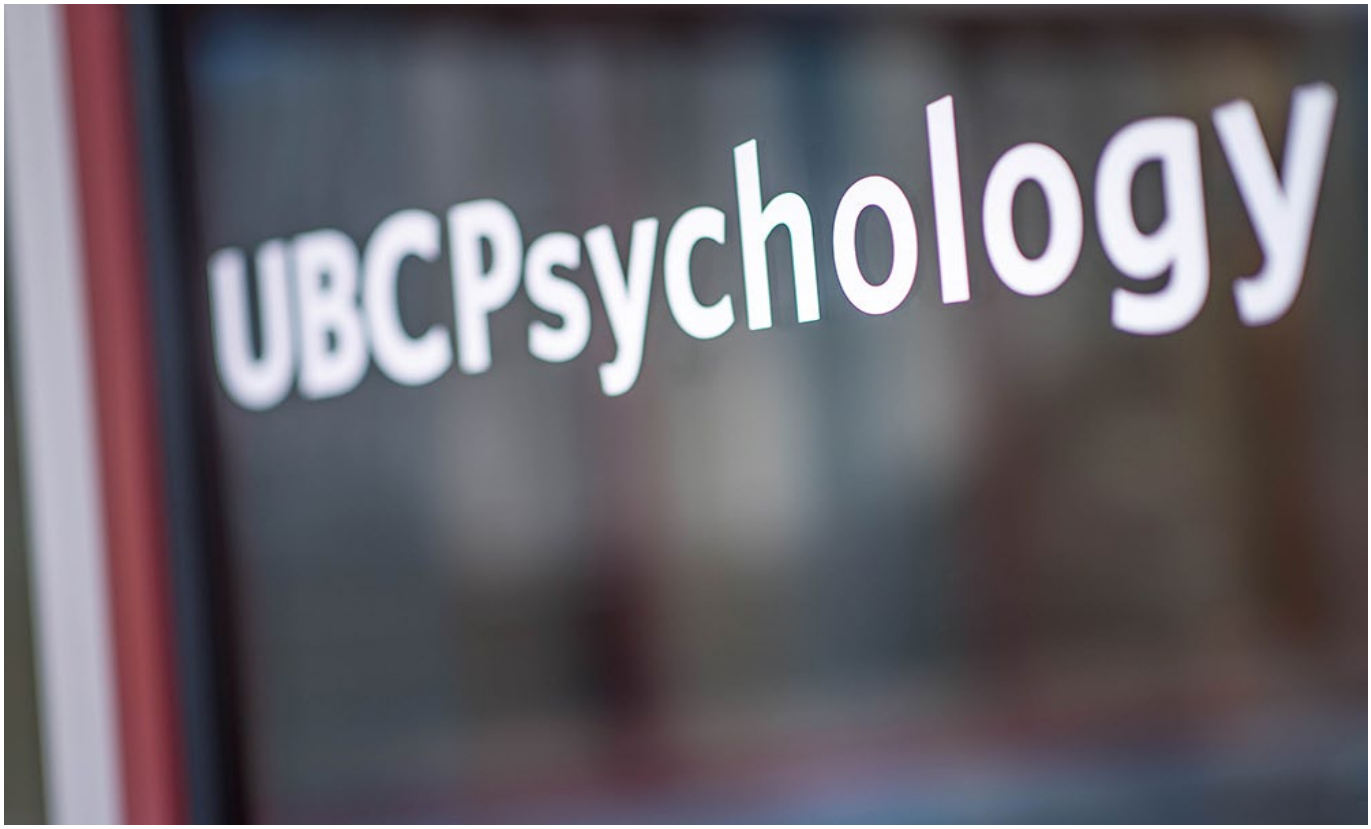
Welcome Message from the Department Head

Welcome to the Department of Psychology at the University of British Columbia! You have worked hard for many years to get to this point – entry into a world-renowned graduate program. UBC Psychology has been ranked 1st in Canada and 13th globally by Times Higher Education. We have achieved our reputation for research excellence by building an intellectually diverse and inclusive community that includes over four dozen faculty mentors devoted to training you to become the next generation of psychological scientists and clinicians. Across the department, we have seven areas of graduate study: Behavioural Neuroscience, Clinical, Cognitive Science, Developmental, Health, Quantitative Methods, and Social/Personality. There is also a group of Learning Enhancement faculty who are an important resource for instructional training if you choose to build a teaching portfolio. You are now part of this inspiring community! Although you will find a home within your research lab and area, I encourage you to seek out opportunities to learn about research across the department more broadly. In fact, starting in 2024-25, I've introduced a Departmental Proseminar as a forum to introduce incoming graduate students to a range of research from our faculty. In addition, take advantage of attending our departmental colloquia, joining in social functions, and volunteering to serve on a committee. In addition to your research and coursework, these connections to others within the department will enrich your experience.

Welcome Message from the Graduate Advisor

Welcome to UBC Psychology and congratulations on being admitted to one of the best graduate programs in the world! You've worked incredibly hard to get here and you'll work even harder to leave (with a PhD). Indeed, training for the next level in your career begins now. ☺

As our department's Graduate Advisor and Associate Head of Graduate Affairs, my responsibility is to support students, particularly when they need it most. Graduate school is a ton of work and inevitably has its ups and downs, especially when research projects, grants and fellowship proposals don't always work out the way you might hope. And, at times, life outside of the program presents its own challenges. I am here to provide support the best I can. Common issues that students discuss with me include degree requirements, program extensions, inter-departmental supervision and training, well-being, career progress, and funding. I can be especially helpful when there are topics a student, for any reason, feels they need additional support beyond that which their research advisor(s) can provide. I am happy to meet on Zoom and in person, and our meetings will be kept in strict confidence. I look forward to getting to know you and encourage you to reach out to me anytime at (gradadvisor@psych.ubc.ca). While I may not be able to solve every obstacle you might encounter, I'll do my best to support you and to help you navigate through the available channels at UBC.



Important Names & Contact Information in the Department

Graduate Program Key Contacts

The Graduate Program Manager, along with the Graduate Advisor and your supervisor, will usually be your first and main points of contact at the Department for the duration of your time as a UBC graduate student. They are here to provide support and resources to help guide you from admissions to graduation. If at any point you have questions or concerns during your graduate career here at UBC, feel free to contact both the Associate Head of Graduate Affairs or the Graduate Program Manager.

Associate Head of Graduate Affairs (aka Graduate Advisor) – Andy Baron

The Graduate Advisor works closely with students and faculty supervisors to deal with various issues, and you should always feel free to contact him.

Note Dr. Baron also serves as the Graduate Student Progress Committee (GSPC) Chair and the Graduate Program Policy & Coordination Committee Chair.

Graduate Program Manager – Jackie Shaw

The Graduate Program Manager serves as the liaison between you, the Graduate Advisor and the Faculty of Graduate & Post-Doctoral Studies (G+PS) and is often the first point of contact for new & continuing graduate students. Jackie is available to meet in person or via Zoom and meetings will be kept in confidence.

In our department, the Graduate Advisor and the Graduate Program Manager work together to fulfill the following responsibilities:

- Meet with students on questions and concerns such as issues with supervisors/peers, inappropriate behavior, and Equity, Diversity & Inclusion (EDI)/student well-being.
- Mediate conflicts between students and supervisors.
- Meet with students on questions and concerns such as issues with supervisors/peers, inappropriate behavior, and EDI/student well-being.
- Advise students and faculty members regarding departmental and university requirements, including impending deadlines.
- Serve as a liaison and attend meetings with Graduate & Post-Doctoral Studies (G+PS).
- Represent the Graduate Student Progress Committee on the department's Graduate Program Policy & Coordination Committee and make recommendations regarding possible changes in the graduate program.
- Approve and process registration requests for graduate PSYC courses.
- Ensure students meet conditions set for continuation in the program.
- Ensure and conduct a comprehensive formal evaluation of each student's progress (in coursework, research, and other activities) annually.
- Handle requests for graduate student leaves-of-absence (medical, compassionate, parental).
- Handle requests for extensions of advancement to candidacy and time-limits for fulfilling degree requirements.
- Solicit nominations for and coordinate adjudication of student awards.
- Maintain and update graduate student database.
- Oversee student financial records to ensure minimum funding packages have been met.
- Approve members of the PhD supervisory committee and ensure that proposal oral defense and the dissertation approval meeting are properly scheduled and attended.
- Approve students for graduation and serve as a liaison with Enrolment Services.
- Handle appeals of grades and program requirements.

Graduate Fellowships & Admissions Committee Co-Chairs – Ara Norenzayan and Jessica Flake

The Fellowships & Admissions Committee adjudicates all major award applications (Tri-Agency and Affiliated awards), as well as miscellaneous student thesis/dissertation awards.

Department Leadership & Committees Key Contacts

Department Head – Toni Schmader
Teaching & Teaching Assistants (TA) Committee Co-Chairs – Simon Lolliot & Jess Tracy
Director of Administration – Tara Martin
Manager, Operations & Administration – Kassandra Darbel
Psychology Clinic Director – Ingrid Söchting
PsychFest Faculty Liaison – Stan Floresco

Area Coordinators

Behavioral Neuroscience – Jason Snyder
Clinical (Director of Clinical Training) – Sheila Woody
Cognitive Science – Jim Enns

Developmental – Janet Werker
Health – Nancy Sin
Quantitative Methods – Victoria Savalei
Social/Personality – Kristin Laurin

Graduate Student Council (GSC)

Co-Presidents – Marisa Nelson and Khai Qing Chua
Ombudsperson/Liaison to the Graduate Advisor – Peiying Wen
The Graduate Student Council (GSC) of the Department of Psychology at UBC is composed of graduate students across different areas of the department. The Council's general aim is to serve the graduate students in the department by acting as a bridge between the faculty/staff and the graduate students.

Specifically, the GSC works to improve the overall experience of graduate students in the Department, promote social interaction and sense of community in the Department, enhance quality of graduate student teaching, and assist with regular department functions through committee membership. The GSC liaises with UBC's Graduate Student Society. The GSC organizes PsychFest, the annual conference in which second year graduate students present their research to the department. In collaboration with the Graduate Program Manager, the GSC also organizes the annual Recruitment weekend. Most importantly, the GSC also serves an advocacy function to raise important issues about inequality regarding graduate students as a whole. If you wish to find out more about the GSC, contact the GSC President(s).

For a list of Graduate Student Council Representatives for each area, please check the GSC website.

Department Administration Support Contact Information

Teaching Assistants (TA) Committee – taship@psych.ubc.ca
IT Helpdesk – helpdesk@psych.ubc.ca
Receptionist– Pinky Cheng - reception@psych.ubc.ca
HR and Payroll-related questions – Jemma Holland - administration@psych.ubc.ca
Clinic Assistant - Cristina Ardelean – clinic@psych.ubc.ca
Communications and website - comm.web@psych.ubc.ca

Student Services & Support

Who is here to Support You in the department

You are always welcome to individually or collectively provide feedback about any aspect of the graduate program to the Graduate Advisor. Suggestions and proposals by graduate students are always welcome, and frequently initiate improvements and reform in the graduate program. The GSC, Graduate Advisor, and the Department Head welcome your input. In addition, Clinical area students may also reach out to the Director of Clinical Training.

You can be assured that whatever issue you raise will be considered seriously and in confidence. If we believe a third-party consultation is required, we will proceed only when we have your consent.

Supervisor

Your supervisor can be one of the first person to connect with; they are both your mentor and close collaborator. You may consult them on issues concerning research, course planning, and academic progress.

Graduate Advisor

You may reach out directly to the Graduate Advisor, not only for questions or concerns about supervisor-student relationship, but also about any aspect of the graduate program, including academic progress, funding, and issues surrounding EDI and/or student mental well-being. With your consent, the Graduate Advisor might discuss you concerns with the Graduate Program Manager or your research supervisor.

Graduate Program Manager

You may connect with the Graduate Program Manager with questions or concerns at any point. As a liaison between students, faculty supervisors, and G+PS, the Graduate Program Manager is able to provide support and refer you to appropriate resources, if necessary.

Any concerns you might have regarding meeting academic requirements, Teaching Assistantship (TA), or funding can also be discussed with the Graduate Program Manager. With your consent, the Graduate Program Manager might discuss you concerns with the Graduate Advisor.

Department Head

If, for whatever reason, you still have not been able to find a solution, you can approach the Department Head with any concerns or questions.

GSC & Ombudsperson/Liaison to the Graduate Advisor

The President(s) or Ombudsperson of the Graduate Student Council (GSC) are there to help you in whatever way they can. They can meet privately with graduate students who have concerns about some aspects of the graduate program, including but not limited to their supervisors, teaching assistantship/course instructors, colleagues, and other graduate students or staff. The ombudsperson's role is to act as a sympathetic ear in cases where the student is unsure or uncomfortable about bringing an issue directly to the Graduate Advisor. With your consent, the ombudsperson will discuss your concerns with the Graduate Advisor.

Graduate Student Well-Being Representatives

The Grad Well-being Resource Folder is on PSYC AIR. This resource, assembled by the department's Graduate Student Well-Being representatives, includes grad student-tailored suggestions for well-being resources on campus, off campus, and online.

Equity Committee

The department provides resources & support, as well as training & workshops to enhance the department culture and well-being for everyone. For more information on EDI initiatives and programs, please refer to the department EDI webpage.

Student Mentorship Program

The purpose of the Department's mentorship program is to provide MA level students (and new incoming PhD students) with a PhD student mentor to provide guidance and support for those who are starting out in the program. How the mentorship program is conducted varies by area, so if you are interested in a mentor, please contact your area representative, who can be found on the Psychology Graduate Student Council website. Your area representative will then try to match you with a volunteer mentor.

UBC Support & Resources on Student Well-Being

In addition to Department resources, students may also choose to reach out directly to other UBC resources for issues and concerns.

- International Student Advising
  - Provide advice and support with your visa, study permit, and work permit application.
  - Provide information on transitioning to life in Canada, including information on your health insurance coverage, and taxes.
- UBC Equity and Inclusion Office
  - Provide information on university resources and relevant university processes and policies.
  - Assist in exploring options in dealing with conflicts.
  - Facilitate discussions and uses informal channels to seek resolution.
  - Facilitate dialogue on human rights, equity and inclusion with the UBC. community
  - UBC Sexual Misconduct Policy
- AMS Sexual Assault Support Centre
  - Services for students, faculty and staff, and visitors.
  - Crisis and short-term emotional support, advocacy and safety planning.
- Sexual Violence Prevention and Response Office (SVPRO)
  - Support services are available to anyone in the UBC community who has been impacted by sexual or gender-based violence, including assault, harassment, or other forms of harm related to sex, sexuality, gender, gender identity, or gender expression, regardless of where and when it occurred.
  - Same-day appointments are available.
- UBC Investigations Office
  - Responds to formal reports of sexual misconduct and discrimination involving UBC students, faculty, and staff through investigations and alternative resolution processes. For full information about the IO's mandate, authority, and processes, see UBC's Sexual Misconduct Policy (SC17) and Discrimination Policy (SC7).
- UBC Counselling Services.
  - First point of contact for all student mental health concerns.
  - Offers virtual, phone, and in-person appointments for initial and follow-up appointments.
- Mindfulness/Meditation at UBC.

Faculty of Graduate & Post-doctoral Studies

The G+PS website has many resources for current students, including those related to Health, Wellbeing, and Safety; expectations and responsibilities and roles for students and supervisors; aspects of professional development that go beyond your coursework and participation in conferences; offices on campus that provide support and advocacy related to conflict resolution.

The UBC-Vancouver Academic Calendar describes academic regulations relevant to graduate students, including leaves of absence, parental accommodation, and vacation policies.

Course Information & Requirements

Course listing view and course registrations can be completed on Workday using your CWL credentials. Registration should be completed by the first week of classes. Incoming MA1 students are strongly advised to discuss course planning with their supervisors.

All MA students enroll in the thesis course (PSYC 549) plus, typically, 6-12 credits of coursework in each year. Similarly, all PhD students enroll in the dissertation course (PSYC 649) plus other required coursework. **You must register in the thesis/dissertation course in the summer session as well, as that maintains your student status.**

Grade Requirement

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. For graduating MA student, a mark of 80% is required in the Thesis course in order to fulfil the conditional offer of admissions to the PhD program.

Synopsis of MA/PhD Course Requirements (by number of courses)

Over the MA and PhD programs combined, the table below outlines the minimum number of different types of courses (core program, quantitative methods, and breadth) required in different areas of specialization. Courses taken while enrolled as an MA student that did not fulfill any MA requirement can be used, where appropriate, to fulfill PhD requirements.

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

Core Program Course Requirement

Please refer to the MA & PhD Program Requirements sections for program and area specific core program course information. Note that most clinical area courses are restricted to clinical students. Clinical students wishing to register for these courses must complete the Request to Force Registration in Clinical Courses form.

Directed Studies (PSYC 547)

The Directed Studies course for graduate students can serve as a core program course with the advance approval of the area coordinator and the Graduate Advisor. This course is an ideal vehicle for students to study with different faculty and to work in different labs during their stay in the department. The workload is similar to that in other courses, as is the expected grade. Some rules govern PSYC 547:

(a) students cannot enroll in 547 with their research supervisor;
(b) the grade assigned must be based, in part, on written work;
(c) 547 cannot be used to fulfill the breadth requirement;
(d) students can enroll in 547 only once.

To register for PSYC 547, students must submit the registration form (available from the Graduate Program Manager) and study plan, which should include a reading list and description of the intended research project as well as how the student's work will be evaluated.

Quantitative Methods Course Requirement

Six credits of graduate-level PSYC statistics courses are required over the course of the MA and PhD degrees combined. In the QM and S/P programs, 6 credits must be 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 Term 1 of their first year. For the second 3-credit course that completes the required 6 credits, students may choose any PSYC 546 statistics course (e.g., 546B, 546E) other than 546I. **Note: EPSE and STAT courses cannot be used to fulfill the basic 6-credit statistics requirements.**

Psychology Breadth Course Requirement

Most students are required to take at least two breath courses, one during their MA program, and another during their PhD program (with the exception of Clinical area students, who have Clinical area specific breadth course requirements, as noted in the following section).

One of the two required breadth courses may be taken outside of our department. This would require approval from the student's supervisor and the area the course will be replacing. Breadth courses taken within the PSYC department must be taken outside the student's own program area. Note courses focused on teaching or professional issues (e.g., PSYC 508) and Directed Studies (PSYC 547) cannot be used to fulfill the breadth requirement.

Although for students in most areas of the department the choices for a "breadth" course are quite broad (any graduate course offered by our department that is outside the student's area of concentration), the Clinical Program has very particular breadth requirements to satisfy accreditation criteria on general psychology content, so students must plan breadth courses carefully. Their choices for breadth courses may be constrained, and they may require an additional breadth course beyond the two courses required of students in other areas.

Below is a listing of the general psychology content areas in which Clinical students must obtain a thorough education. This can be satisfied by taking a 3-credit graduate course or by 6-credits of senior undergraduate courses on the topic. Clinical students typically use departmental breadth courses to cover content areas 1, 2, and 3. Recognizing that the content of some courses bridge more than one topic area, some courses have double designations. If

a graduate course covers two areas equally well, students can meet the requirement in both topic areas with a single course.

It is possible for students to meet the clinical breadth requirements in some of the three content areas at the undergraduate level if they have earned at least 68% one 6-credit or two 3-credit senior level (i.e., 3rd or 4th year) undergraduate course(s) in a specific content area. These courses need to have been taken for credit at a recognized university. Students who are just entering the Clinical program should meet with the Director of Clinical Training to review their previous training and plan their graduate coursework to satisfy the requirements.

CPA accreditation standards stipulate students in the Clinical program must develop foundational knowledge in the following content areas:

1. Biological bases of behaviour (includes the theoretical and empirical foundations of physiological psychology, comparative psychology, neuropsychology)
2. Cognitive-affective bases of behaviour (includes the theoretical and empirical foundations of learning, sensation, perception, cognition, thinking, motivation, emotion),
3. Social-cultural bases of behaviour (includes the theoretical and empirical foundations of social psychology; cultural, ethnic, and group processes; gender roles; organizational and systems theory),
4. Individual differences, diversity, growth, and lifespan development (includes the theoretical and empirical foundations of personality; human development; individual differences; individual, social, and cultural diversity; abnormal psychology),
5. Historical and scientific foundations of general psychology (includes education in the relevant historical bases of the discipline of psychology, including the cultural origins and contexts of the discipline and profession). Note: this content area can be fulfilled with independent study; see the Handbook for the Doctoral Programme in Clinical Psychology for details.
6. Foundations of psychopharmacology (includes the biological basis of neuropsychopharmacology, classes of drugs, drug interactions and contraindications, medication compliance, and models of psychologist interaction with prescribing professionals.

Content Area	Course
1	PSYC 503 Biological Basis of Health Psychology
3	PSYC 507 Cultural Psychology
2	PSYC 512 Psychology of Emotion
1	PSYC 514 Advanced Topics in Biopsychology
2	PSYC 516 Animal Learning, Memory, and Cognition
1, 2	PSYC 517 Biopsychology of Motivation
1	PSYC 520 Developmental Biopsychology
1, 2	PSYC 521 Psycholinguistics
1	PSYC 522 Drugs and Behaviour
1	PSYC 523 Experimental Neuropsychology and Animal Models
1, 2	PSYC 524 Neural Models of Learning and Memory
2, 3	PSYC 525 Attitudes and Social Cognition
3	PSYC 527 Interpersonal Processes
3	PSYC 529 Special Topics in Social Psychology
1, 6	PSYC 539 Biological Bases of Mental Disorders
1, 2	PSYC 570 Cognitive Neuroscience

1, 2	PSYC 571 Special Topics in Cognitive Neuroscience
1	PSYC 574 Biopsychology I
2	PSYC 578 Perception
2	PSYC 579 Special Topics in Perception
2	PSYC 582 Cognition
2	PSYC 583 Special Topics in Cognition
1, 2	PSYC 585 Special Topics in Developmental Cognitive Neuroscience
2	PSYC 587 Cognitive Development
3	PSYC 590 Survey of Social Psychology I
3	PSYC 591 Survey of Social Psychology II
1	PSYC 592 Neuroethology
1	PSYC 593 Neurophysiology and Cortical Plasticity
1	PSYC 594 Psychoneuroendocrinology
1	PSYC 595 Psychophysiology

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

Students who are not in the Clinical program are restricted from taking most clinical courses, with the exception of PSYC 535 (*Adult Psychopathology*), PSYC 536 (*Child Psychopathology*), and PSYC 560 (*Clinical Research Design*), any of which can be taken as a PSYC breadth course.

Courses

If a course is offered that you will need to take at some point during your graduate program, you are strongly urged to take that course upon first offering or as soon as possible. Not all courses are offered every year; some are offered only infrequently. Given the course may not be offered again for a number of years, delaying taking a needed course could be problematic.

Graduate courses in the department are grouped by program in the following table. Unless otherwise noted in the comment column, all courses can be used as a breadth course. Other restrictions are also noted in the comment column. Note that only a subset of these courses is offered each year.

Course Number	Course Title	Area Core Program	Comment
500	History of Psychology		not a core course in any program; a breadth course for all PSYC grad students
508	Teaching of Psychology		does not count towards course requirements
547	Reading and Conference		can serve as a core program course (see Directed Studies section on pg. 11)
549	Master's Thesis		continuous registration required in this course while an MA student
649	Doctoral Dissertation		continuous registration required in this course while a PhD student
514	Advanced Topics in Biopsychology	BNS	

Course Number	Course Title	Area Core Program	Comment
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	BNS students cannot take for credit; recommended breadth course for non-BNS students
592	Neuroethology	BNS	
593	Neurophysiology and Cortical Plasticity	BNS	
594	Psychoneuroendocrinology	BNS	
595	Psychophysiology	BNS	
596	Advanced Research Skills in Neuroscience	BNS	
530	Assessment: A Critical Survey	CLI	restricted to clinical students
531	Assessment: Clinical Applications	CLI	restricted to clinical students
532	Child Assessment	CLI	restricted to clinical students
533	Current Issues in Clinical Psychology	CLI	restricted to clinical students
534	Clinical Psychology Practicum	CLI	restricted to clinical students
535	Psychopathology of the Adult	CLI	
536	Psychopathology of the Child	CLI	
537	Ethical and Professional Issues in Clinical Psychology	CLI	restricted to clinical students
538	Clinical Neuropsychological Assessment	CLI	restricted to clinical students
539	Biological Bases of Mental Disorders	N/A	BNS students cannot take for credit; recommended breadth course for non-BNS students
540	Strategies of Psychological Intervention	CLI	restricted to clinical students
541	Introduction to Psychotherapy	CLI	restricted to clinical students
542	Cognitive/Behavioural Interventions	CLI	restricted to clinical students
556	Psychological Treatment of Childhood Disorders	CLI	restricted to clinical students
559	Clinical Psychological Internship	CLI	restricted to clinical students
560	Clinical Research Design	CLI	
570	Cognitive Neuroscience	COG	
571	Special Topics in Cognitive Neuroscience	COG	
578	Perception	COG	
579	Special Topics in Perception	COG	
582	Cognition	COG	

Course Number	Course Title	Area Core Program	Comment
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	
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	
545A	Advanced Statistics I		required course for all students
546B	Analysis of Variance	QM	
546D	Survey of Multivariate Methods	QM	
546E	Multiple Regression	QM	
546F	Human Factors	QM	
546G	Factor Analysis	QM	
546H	Measurement in Psychology	QM	
546I	Statistical Tools for the Replication Crisis	QM	Cannot be used towards basic 6-credit statistics requirement
546J	Multilevel Modeling	QM	
546S	Structural Equation Modeling II	QM	
546X	Applied Multivariate Statistics	QM	
546Y	Structural Equation Modeling	QM	
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	

MA Program Details and Requirements

MA Program Overview

The MA program requires full-time in resident study and should be completed in two academic years. 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 that financial support in the form of fellowships, teaching assistantships, and research assistantships is not likely beyond the second year for MA students.

The Department of Psychology reserves the right to specify deadlines, requirements, and limitations for particular students. Certain students may be required to complete additional courses or other undertakings because of deficiencies in their preparatory background. These requirements must be worked out by the program in coordination with the Graduate Student Progress Committee (GSPC) during the first term of the student's residence in the program.

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)
- quantitative methods course(s) (3 or 6 credits, depending on the program)
- core program courses (6 or more credits, depending on the program), and
- breadth course (3 credits)

program	core program	quantitative methods	breadth
Behavioural Neuroscience (BNS)	6	3	3
Clinical (CLI)	20	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

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. In conjunction with their advisors, students are also encouraged to consider additional courses offered in our department or in other departments of the university. If any required course is unavailable, the student's MA Committee may request a reasonable alternative course. Advance approval of the GSPC is required.

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. You should plan your courses with the support and approval of your supervisor.

The primary supervisor must be a full-time tenure-track research faculty member in this department. Any exceptions must be approved by the Department Head and the Graduate Advisor.

Co-Supervisor

A faculty member from another department can act as a co-supervisor. Request for co-supervision form must be completed by the primary supervisor, providing a justification for the request; this will be reviewed by the Graduate Policy & Coordination Committee. If the co-supervision involves a non-PSYC faculty member, the PSYC faculty member must be recorded as the Supervisor on **ALL** department and G+PS forms (i.e., progress report, advancement to candidacy, extension request, etc.).

MA Supervisory Committee

The MA Committee consists of at least three faculty members. One of the members is the research supervisor; at least two of the members must be in the department; and at least one of the members must be primarily affiliated with the student's program.

For students in the Clinical program, the current Clinic Director, Dr. Ingrid Söchting, may serve on MA committees, although not as primary supervisor. (Should the Clinic Directorship change, the new Director's eligibility to sit on MA committees will be decided by the clinical faculty based on the individual's record of research activity and publications).

For more information on Supervision Supervisory Committees, please refer to the G+PS website on Supervision. During their MA2 year, students should report the membership of their confirmed MA committee to the Graduate Program Manager. If changes are made to the committee after it has been approved by G+PS, it must be reported via the Change to Supervisory Committee form.

MA Core Program Requirements

Each program requires 6 or more core program credits, 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 in advance by the supervisor, area coordinator, and GSPC. Please note that graduate student supervision of undergraduate research is NOT a program requirement. Graduate students are encouraged to discuss the costs and benefits with their supervisors before undertaking such a responsibility.

Behavioural Neuroscience: 6 credits – chosen from PSYC [514, 516, 517, 520, 522, 523, 524, 592, 593, 594, 595] or ANAT 516
Clinical: 20 credits – namely, PSYC 530, 531, 534, 537, 541, 542, and 560
Cognitive Science: 6 credits – chosen from PSYC [521, 570, 571, 578, 579, 582, 583] or MEDI 520, COMM 663
Developmental: 6 credits – chosen from PSYC 513, 521, 584, 585, 586, 587, 588, 589
Health: 6 credits – PSYC 501 and one of 502, 503, 504
Quantitative Methods: 6 credits (beyond the basic 6 credits of required statistics) of PSYC 546. Up to 3 credits of 300- or 400-level undergraduate or graduate courses in the Department of Statistics (STAT; with the exception of STAT 545A or any STAT 547) may count toward this requirement.
Social/Personality: 6 credits – chosen from PSYC 507, 512, 525, 527, 528, 529, 567, 569, 590, 591

PsychFest

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

MA Specialization in Human-Computer Interaction

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

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

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

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

Timeline Overview for MA Degree Completion

You are encouraged to defend your thesis early in the summer of your second year in the MA program. This will permit sufficient time for you to make any required revisions and submit the thesis in early August to avoid disruptions in your transition to the PhD program. Any circumstance that jeopardizes your ability to complete your MA on schedule should be discussed with your supervisor as soon as possible. If you think you will have difficulty meeting the deadlines for whatever reasons, then other committee members or the Graduate Advisor can be consulted.

Note this is a suggested timeline, you may still choose to defend after the proposed July 25 date but it might affect disbursement of your Winter term award installment payment.

December 1 of MA2 year	Deadline for online application to G+PS for admission to PhD program to begin the following fall.
April 1 of MA2 year	Final date for department to notify G+PS and student of admission to PhD. Offer of admission is conditional upon satisfactory completion of the MA degree.
mid March	Inform the Graduate Program Manager of your confirmed Supervisory Committee membership.
mid April	Supervisor provides an update on the thesis progress and anticipated thesis defense date to the Graduate Program Manager.
early May	PsychFest presentation. Students submit annual progress report.
mid May	Annual evaluation of students by department.
July 25	Final date to hold thesis defense meeting. Students submit the final thesis approval form and cover sheet to the Graduate Program Manager.
August 5	Deadline to submit final thesis to avoid interruption in award & fellowship payment and to ensure a smooth transition to the PhD program.

MA Thesis

Thesis Proposal

Between September and April of the first year, students should meet with their research supervisor to outline a plan for the master's thesis. Students from the Clinical area are required to hold a formal thesis proposal approval meeting. Clinical students should consult their supervisory committee and/or the Director of Clinical Training for questions regarding the approval meeting. Students from Behavioural Neuroscience, Cognitive Science, Developmental, Health, Quantitative Methods and Social/Personality areas generally have an informal consultation with the committee members; in these areas, a formal thesis proposal approval meeting is optional but not required. Students should consult their supervisor and the supervisory committee in setting up the proposal approval meeting.

Thesis Document

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. G+PS has mandated a structure and format to be followed for UBC theses and dissertation. See the G+PS Thesis and Dissertation Preparation page for more information.

A couple of points to note:

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

Thesis Defense

Before the MA thesis defense, you should consult with the members of your MA Committee. After the research supervisor has agreed that the thesis is ready, you can schedule the formal MA thesis defense. **The thesis defense meeting should be held by July 25. If you are unable to hold the defense meeting by July 25, you must contact the Graduate Program Manager.**

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 partly determines admissibility to PhD program). The thesis does not at this point have to be in final form. The MA Committee may 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.

At least 10 business days (by 3pm) before the scheduled MA thesis defense, students must submit the thesis to the Graduate Program Manager for distribution to the committee. The student must submit hard copies of the thesis for any committee members who prefer that format; the Graduate Program Manager will not print or photocopy a thesis). **If the thesis is not received at least 10 business days prior to the scheduled thesis defense meeting, the meeting will need to be rescheduled.**

Students must also provide the Graduate Program Manager with information on the defense meeting (thesis title and date, time, and location of the defense). In consultation with the research advisor, the student must invite one of the members of the MA committee (other than the supervisor) to serve as the Chair of the MA Thesis Defense. **Students have the option to hold the thesis defense meetings in-person, via zoom or in a mixed-format of both in-person and remote (zoom)**

Submitting the Final Thesis

The Faculty of Graduate and Postdoctoral Studies (G+PS) provides a pre-submission review of the thesis in order to ensure that the document meets the university's specifications. See details at their Formatting Requirements page. When the student is ready to submit the final thesis, they must complete and send the Thesis Approval Form and Thesis Cover sheet to the Graduate Program Manager. The student must also create and submit the final thesis via CIRcle. For more information, refer to the G+PS Final submission instructions page.
If students are registered only in the thesis course during the final term (e.g., summer term) of the MA degree, then student status is terminated once the thesis is submitted to and approved by G+PS. This change in status 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. To avoid such difficulties, it is usually prudent to defer submission of the thesis to G+PS until early August.

Thesis Defense Planning Procedures & Checklist

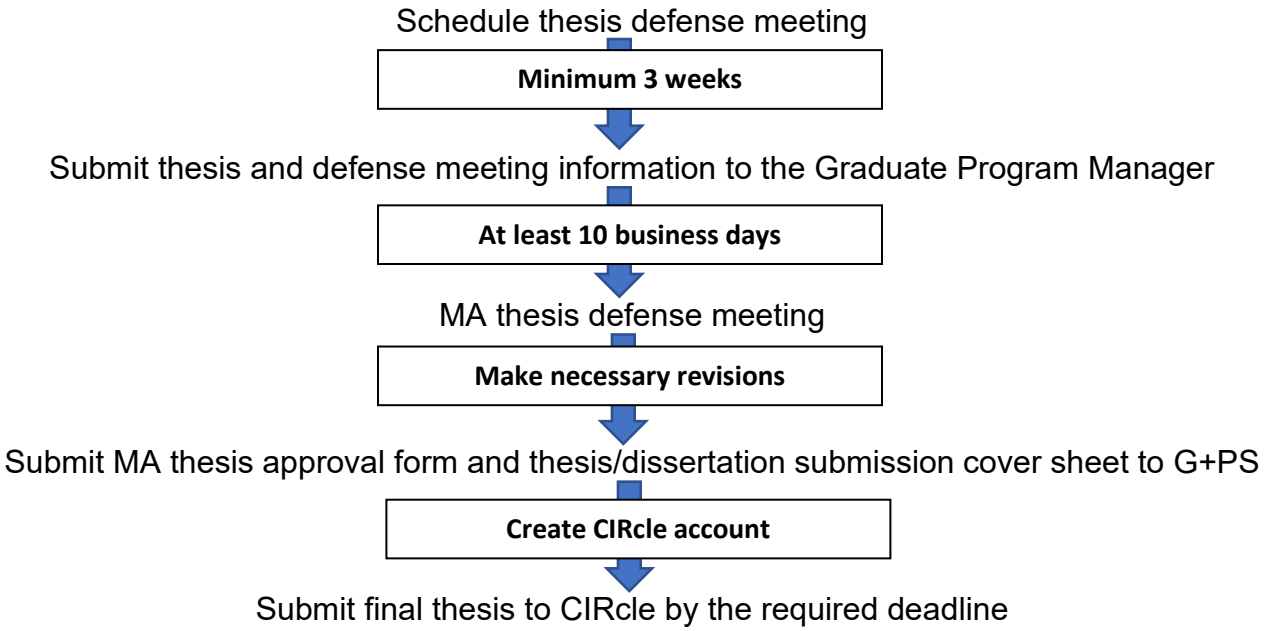
Pre-Defense

- ☐ **Student**: Consult the supervisory committee on a possible date. Do this several weeks in advance; everyone has a busy schedule! Students have the option to hold the thesis defense meetings in-person, via zoom or in a mixed-format of both in-person and remote (zoom) participants. This will be determined based on the consensus of the supervisory committee. The student should ask one of the committee members (other than the supervisor) to chair the meeting.
- ☐ **Student**: Reserve a room via PSYC AIR. Once confirmed, send the defense details to the Graduate Program Manager. Provide the date, time, location, names of the supervisory committee members (clearly identifying the Chair for the defense).
- ☐ **Student**: Send a PDF file of the thesis to the Gradate Program Manager by 3pm at least 10 business days prior to the scheduled meeting date. You must submit hard copies of the thesis for any committee members who prefer that format; the Gradate Program Manager will not print or photocopy your thesis. The thesis and other necessary documentation for the meeting will be provided to the committee members and the Chair. **NOTE: If the thesis is not received at least 10 business days prior to the scheduled meeting, the meeting will need to be rescheduled.**
- ☐ **Student**: Bring a completed MA Thesis Approval Form to the defense meeting. At the end of the defense, the committee members will sign the form. **If revisions to the thesis are required, the research supervisor will wait to sign the approval form** when the final thesis is ready for submission to CIRcle.

Post-Defense

- ☐ **Chair of the defense meeting**: Return the completed Chair Report to the Gradate Program Manager.
- ☐ **Student**: Make any necessary revisions to the thesis.
- ☐ **Research supervisor**: Once the committee approves the thesis, sign the MA thesis approval form.

☐ **Student**: Submit the signed MA thesis approval form and the Thesis/Dissertation Submission Cover Sheet to the Graduate Program Manager and create a CIRcle account.



Evaluation of MA Performance and Admission to the PhD Program

Admission to the PhD program is a privilege, not a right. Admission requires that the student has done more than simply meet the minimal requirements for an MA degree. It requires

a. the student's demonstration of significant progress toward becoming an independent researcher
b. a positive evaluation from the program the student seeks to enter
c. a willing supervisor
d. financial support.

The assumption is that most students will move onto 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

MA2 students must apply for November graduation (i.e., degree conferral) regardless of whether the student plans to attend convocation. An application for graduation should be submitted well in advance of the projected date of graduation. Visit the G+PS graduation page for details.

Application for Admission to the PhD Program

Students must apply to be admitted to the PhD program. Admission does not occur automatically when the MA has been completed. Although we only admit students into the MA program who intend to complete the PhD, admission is contingent upon the quality of the MA work. Application for admission to the PhD program must be submitted online by the deadline of December 1 in the MA2 year.

Students continuing from the MA to the PhD program in our department typically receive an offer of admission to the PhD program that is conditional upon satisfactory completion of the

MA degree (e.g., achieving a grade of at least 80% for the MA thesis) by August 31 of the MA2 year. Students would then begin the PhD program on September 1 of the same year.

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.

PhD Program Details and Requirements

PhD Program Overview

Completion of the PhD degree requires coursework (which varies across programs), a comprehensive examination, and a dissertation. The required coursework entails both core program courses and breadth courses as detailed in the following table (by number of 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. In consultation with their supervisor, students are also encouraged to consider additional courses offered in our department or in other departments of the university. If any required course is unavailable, the student's MA Committee may request a reasonable alternative course. Advance approval of the GSPC is required.

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

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.

program	core program	quantitative methods	breadth
Behavioural Neuroscience (BNS)	6	3	3
Clinical (CLI)	12	3	3 or 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

Incoming New PhD Students

If you completed an MA/MSc degree in another institution and were admitted to our PhD program, you should supply the Graduate Advisor with course syllabi for courses from your MA/MSc degree. 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. In some cases, they would begin the PhD program with the requirement that certain deficiencies be made up, with sufficient time allotted for that purpose. All new students beginning in the PhD program must make a PsychFest presentation within the first 2 years of beginning the program. Furthermore, they must take a minimum of 12 credits of coursework during the UBC doctoral program regardless of their prior coursework at other universities.

Supervisor

The primary supervisor must be a full-time tenure-track research faculty member in this department. Any exceptions must be approved by the Department Head and the Graduate Advisor. The student-supervisor relationship is spelled out in more detail in the G+PS Supervising Graduate Students page.

Co-Supervision

A faculty member from another department can act as a co-supervisor. Request for co-supervision form must be completed by the primary supervisor, providing a justification for the request; this will be reviewed by the Graduate Policy & Coordination Committee. If the co-supervision involves a non-PSYC faculty member, the PSYC faculty member must be recorded as the Supervisor on **ALL** department and G+PS forms (i.e., progress report, advancement to candidacy, extension request, etc).

PhD Committee

In consultation with their advisors, students are advised to form a dissertation supervisory committee as early as possible after entering the program, but in practice this step is usually delayed until the topic of the dissertation has been clearly identified. The supervisory committee consists of at least three faculty members, including the research supervisor, who must be a regular research-stream faculty member of this department. At least two of the committee members must be in our department, at least one primarily affiliated with the student's area, and at least one primarily affiliated with another area in the department. Note that the composition of the PhD committee differs from that of the MA committee. With the approval of the research supervisor and the GSPC, the student can make changes to the committee after it is formed. Where helpful, the student may add additional members. A faculty member from another department can act as a co-supervisor only if the primary supervisor from this department holds the rank of Professor. An Emeritus Professor from this department can act as primary supervisor only in conjunction with a co-supervisor who is a regular research-stream faculty member of this department.

Research and CV

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

The PhD program is designed to emphasize research and to allow students to finish their degree in a timely fashion. The Department of Psychology reserves the right to specify deadlines and requirements and

limitations for particular students. For example, certain students may be required to complete additional courses or other undertakings because of deficiencies in their preparatory background. These requirements must be worked out by the program in coordination with the GSPC during the first term of the student's residence in the program.

PhD 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 in advance by the supervisor, area coordinator, and GSPC.

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

Clinical: 12 credits – 3 credits from each of the following categories:
(a) 3 credits of practicum (PSYC 534B);
(b) 3 credits of psychopathology (PSYC 535 or 536); and
(c) 3 credits of advanced treatment (PSYC 533, 540A, 556, 557, or another advanced treatment course)
(d) 3 credits of advanced assessment (PSYC 532, 538, or another advanced assessment course)
Note that one of the courses from the above three categories must focus on children.
In addition, clinical students are required to complete at least one community-based practicum and an accredited clinical internship (PSYC 559), both at approved settings. The clinical program requires additional competencies before students are eligible and approved to apply for internship. Details of these competencies and requirements can be found on the Curriculum & Requirements section of the Clinical program's webpage and in the Practicum and Internship Policies and Procedures Handbook.

Cognitive Science: 6 credits – chosen from PSYC [521, 570, 571, 578, 579, 582, 583] or MEDI 520, COMM 663

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

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

Quantitative Methods: 9 credits – chosen from PSYC 546. Up to 3 credits of selected EPSE courses (528, 594, 581C, 682, 684); and up 3 credits of 300- or 400-level undergraduate or graduate STAT courses (with the exception of STAT 545A or any STAT 547) may apply toward this requirement.

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

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. Courses taken to satisfy the breadth requirements (except for students in the clinical program) can count toward these 12 credits. Note that minors are not reflected on the transcripts.

A minor in Quantitative Methods requires 12 credits **beyond the basic 6 credits required of all students; please consult QM area coordinator if you have any questions**. These 12 credits may be chosen from among the PSYC 546 options; up to 3 credits of selected EPSE

courses (528, 594, 581C, 682, 684); and up to 3 credits of 300- or 400-level undergraduate or graduate STAT courses (with the exception of STAT 545A or any STAT 547) may apply toward this requirement.

Advancement to Candidacy

The department expects that students will typically aim to advance to doctoral candidacy (i.e., complete all required coursework, comprehensive exam, and an approved dissertation proposal) on completion of a 2-year residency period (i.e., by the end of PhD2). Advancement to candidacy is not automatic and students must complete the Recommendation to Advance to Candidacy form. Advancement to candidacy is noted on the student's university transcript. Note that **G+PS *requires* students to advance to candidacy no later than 3 years from the date of initial registration (i.e., by the end of PhD3)**. This requirement is enforced, although it is possible to apply for an extension in unusual circumstances. In such cases, a memo, timeline, and medical note (if applicable) must accompany a completed Request for Extension to Time Allowed for Advancement to Candidacy form. G+PS requires all PhD students to complete their degree within 6 years (not including time in the MA program).

Comprehensive Examination

Comprehensive examinations are normally completed by the end of the PhD2 year and *must* be completed by the end of the PhD3 year. Exact timing and format are set by each program, as detailed below.

Behavioural Neuroscience

Purpose and Timing

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

Format and Description

The process is initiated by contacting the members of the candidate's PhD committee and setting up a preliminary meeting. (The composition of the dissertation supervisory committee and the comprehensive examination committee can be the same if so desired by the student and the supervisor.) The student will submit a title and one-page summary of the research proposal at least 1 week before this initial meeting. At the preliminary meeting the student will give an oral presentation on the scientific background and any research accomplished to date. The committee members will use the one-page summary and the student's oral presentation on the project to date to guide them in suggesting relevant research topics/areas that are deemed important for the proposed research. At this meeting the student will record the topics suggested and will produce a written report (to be sent to the committee members within 7 days of the meeting), outlining the areas to be covered in the oral examination. The student may be questioned on any aspect of the research outlined and will be asked to elaborate upon or defend issues arising from the readings/topics agreed upon at the preliminary meeting. The

range of questioning may include topics that are not specifically part of the proposed research but that are deemed relevant by individual members of the committee.

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

The examination will normally consist of a 20-30 minute presentation by the student and then include a round of 20-minute questioning from each examiner, followed by another round of questioning, as appropriate. The Chair may ask questions at his/her discretion. At the end of questioning, the student is requested to leave the room while the examination committee makes a decision as to the outcome of the exam. The candidate can be judged (a) to have passed the exam, (b) to have passed the majority of the exam, however specific remediation (determined by the committee) is required, or (c) to have failed the exam. In the case of failure, a student will be given one opportunity to re-sit the examination. If re-examination is required, it must take place within 6 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

All doctoral students at UBC are required to complete a comprehensive examination, but each graduate program can tailor its purpose and format. The Clinical area views the purpose of the comprehensive examination as an opportunity to demonstrate a breadth and depth of knowledge and skills in the student's chosen area of study.

Format

The comprehensive exam is fulfilled through writing a paper of relevance to the student's chosen area of study. It may be a a) review, b) empirical, c) clinical perspective, or d) conceptual paper. The paper must fulfill the following criteria:

1. Potentially publishable in a peer-reviewed academic journal, following input from co-authors.
2. The student's contributions must clearly warrant first-authorship. They must lead the conceptualization of the paper, carry out the statistical analyses (if applicable), and write a complete first draft. The research supervisor can play a consultative role throughout the process, warranting co-authorship. The draft submitted for review should be before the research supervisor makes edits or contributions to the writing. The student may involve other co-authors as well as consultants, as long as the student retains ownership over all key aspects (e.g., a statistician can provide guidance or feedback, but cannot conduct the analyses on the student's behalf). If the paper relies on work from research assistants (e.g.,

screening abstracts for a systematic review, obtaining data), the student is responsible for providing direction and oversight for the assigned tasks.

3. **For a review paper:** Narrative or systematic review (with or without meta-analysis), where the goal is to synthesize 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. The review must go beyond simply summarizing the conclusions of existing work by, for example, basing interpretations and conclusions on a critical evaluation of studies reviewed, cultivating future directions based on limitations of past research that have not been previously articulated, developing connections between previously separate areas of research, or quantitatively synthesizing data from prior studies to present a definitive estimate of a particular association or effect. Review papers should have comparable novelty and impact to those published in *Psychological Bulletin* or *Clinical Psychology Review*, or the top specialty journals in the student's area of study. Papers in outlets supporting shorter formats, such as *Current Directions in Psychological Science*, are typically a poor fit because they support summaries rather than critical reviews or sophisticated syntheses. A book chapter may be acceptable if it fulfills this requirement.
   For an empirical paper: The research must be substantially different from the student's prior work (including the Master's thesis) with respect to (i) methodological expertise, requiring the student to acquire new skills with data collection or analysis (e.g., collecting or processing biological data for the first time, or using an advanced data analytic approach for the first time), or (ii) subject matter, exposing the student to a new literature outside of their chosen area of study (e.g., a collaboration with a different lab studying a different topic, or a clearly different line of work within one's current lab). The purpose of the empirical option is to provide students an opportunity to gain important new research skills or expertise. With rare exceptions, students cannot use a dataset with which they have previously worked.
   For a clinical perspective paper: Describe an innovation in psychological assessment or intervention based on clinical expertise (such as those published in *Practice Innovations*) or a clinical case description that provides generalizable insights or learning for the field (such as those published in *Pragmatic Case Studies in Psychotherapy* or *BMJ Case Reports*).
   For a conceptual paper: Offers a new or revised theoretical model or perspective based on a body of empirical research. Conceptual papers should have comparable novelty and impact to those published in *Psychological Review*, *New Ideas in Psychology*, or *Psychological Inquiry*, or the top specialty journals in the student's area of study that publish conceptual papers.
4. Papers are expected to be full articles rather than brief reports; however, we recognize that some formats (e.g., meta-analysis) can be quite labour-intensive even if the word count is low.
5. Include a statement about use of Generative Artificial Intelligence, as is required by GP+S for theses (see https://www.grad.ubc.ca/current-students/dissertation-thesis-preparation/structure-style-theses-dissertations).

Differentiation from Dissertation

The paper can address the same topic as the dissertation but cannot be incorporated as-is into the dissertation. For example, if a student chooses an empirical paper to fulfill the comprehensive exam requirement, that paper cannot be included as a chapter in the dissertation. Similarly, if a student chooses a narrative review to fulfill the comprehensive exam requirement, the narrative review paper cannot be the Introduction Section of the dissertation

(though there can be overlap in con tent between the narrative review and the Introduction Section of the dissertation)

Timing

The Clinical Program and Department of Psychology expect that students will complete the comprehensive examination in their PhD1 or PhD2 year. To allow the Examining Committee time to review the paper and accommodate a possible “revise and resubmit” decision from the Examining Committee, the student’s initial submission should be received at least four months before the end of the PhD2 year. GP+S requires the comprehensive examination to be passed by the end of the PhD3 year.

Examining Committee

The Examining Committee will consist of three clinical area faculty members. The composition of the Examining Committee will be fixed for a given academic year (i.e., the same for all students submitting comprehensive exam papers during that year) and will change from year to year, generally with clinical area faculty members rotating through in turn. Only two members of the Examining Committee will participate in the evaluation of each comprehensive exam paper. If the student’s research supervisor is a current Examining Committee member, the other two members will evaluate that student’s comprehensive exam paper.

Procedures

The student will seek written approval from their research supervisor on the proposed paper topic, format, and scope or aims. They may consult with their research supervisor about these aspects before reaching an approved comprehensive exam plan. The student and research supervisor may also consult with the Examining Committee about the plan. **Note:** For the empirical paper option, the research supervisor's written approval should include confirmation that the comprehensive exam will provide an opportunity to gain important research skills that they have not yet acquired or fill an identified gap in the student's methodological training or content knowledge/expertise.

The student should submit a complete first draft of their paper to the Examining Committee, before the research supervisor and/or any additional co-authors review and edit the text. The two Examination Committee members participating in the evaluation must provide a consensus decision on the paper within four weeks of submission. The decision options are as follows:

- **Pass**: The paper demonstrates at least minimally adequate breadth and depth of knowledge and skills in the student's area of study. With minor or major revisions (of the nature and scope typically achieved with co-author contributions), the paper is expected to be of sufficient quality for submission to a journal. The student would not be responsible for addressing the revisions within the comprehensive exam framework.
- **Revise & resubmit**: The paper falls short of the standard for 'Pass' and requires changes to meet that standard. For example, the paper requires substantial changes before it is suitable for sharing with co-authors, or in the case of solo-authored work, before it could be considered suitable for submission to a journal. The Examining Committee will provide written feedback to the student about which elements of the paper that need revision in order to rise to the level of a pass. The revised paper is then resubmitted (maximum of two resubmissions) to the same committee within 60 days.
- **Fail:** The Examining Committee judges that the paper cannot be adequately revised within 60 days, or continues to fall short of a Pass after the two resubmissions. Following a fail decision, the student must redo the comprehensive examination. If a student also receives a failing grade on the second attempt, they do not advance to doctoral candidacy. Failing grades indicate that the student is not ready to undertake dissertation research.

For students who began the PhD program before September 1, 2026 and have not yet completed the comprehensive exam requirement:

Students may submit a completed paper (review, empirical, clinical, or conceptual/theoretical) that meets the above requirements, with a written statement from their research supervisor that attests (i) the work was completed at UBC, during the graduate program, and (ii) the student served a 1st author role, conducted the data analyses, and wrote the substantial majority of the paper's first draft. In these cases, the Examining Committee can grant an exception to the current requirement (i.e., that "The student should submit a complete first draft of their paper to the Examining Committee, before the research supervisor and/or any additional co-authors provide a detailed review and editing") and consider the comprehensive exam requirement to be met retroactively. Students who began the PhD program before September 1, 2026 also have the opportunity to complete the comprehensive examination under the previous requirement (published in the version of the Graduate Handbook in effect at the time of their arrival in the PhD program).

Addendum May 2026

This addendum pertains only to comprehensive exams that are being completed under the previous requirement (published in the version of the Graduate Handbook in effect at the time of their arrival in the PhD program). We have updated the "Evaluation" section of the pre-2026 policy to remove numerical grade benchmarks, which were inconsistent with the standards expected of graduate-level work. Note that a decision of Revise-and-Resubmit is not an uncommon evaluation result for comprehensive exams. Similar to reviews for peer-reviewed journals, an R&R decision will be accompanied by specific written feedback about what needs to be done to satisfactorily complete the comprehensive exam.

The revised wording is shown below.

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

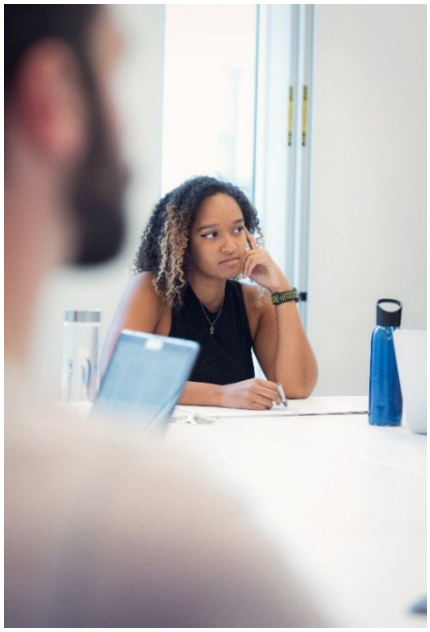
A decision of Fail indicates that the student has failed and must redo the comprehensive examination. If a student also receives a failing grade on the second attempt, they do not advance to doctoral candidacy. Failing grades are reserved for those papers that fall far short of the mark of demonstrating 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

From August 1, 2026, for a 1-year duration, the Cognitive Science Area will pilot a new comprehensive exam format. During this time, the comprehensive exam can be fulfilled through one of the following four options listed below.

Overview

The comprehensive exam is required of all doctoral students. The purpose of the comprehensive exam is to demonstrate that the student possesses sufficient breadth and depth of knowledge and methods in cognitive psychology, including critical thinking abilities and the ability to communicate this knowledge. Normally, the exam should take place in the PhD2 or PhD3 year and will involve evaluators from the Cognitive Science area (see below). Typically, students set aside 3 months (roughly full-time work) for their comprehensive exam, with one exception for option #3 noted below.



Option 1. <u>Review Paper</u>: The student will write a paper of relevance to cognitive psychology. The paper may take several formats: (a) a novel organizing framework (as in a *Psychological Bulletin* article) that offers a new or revised theoretical perspective on a topic, (b) a narrative review that integrates or consolidates empirical research in a manner that advances the understanding of a topic, (c) a systematic review or meta-analysis on a topic (as in *Annual Review of Psychology* or *Neuroscience and Biobehavioral Reviews* for b or c). In each case, the main text (i.e., without references) of the review paper would often be 30-50 pages in length (double-spaced). If a student has a target journal in mind, the length requirement can be discussed with the supervisor and evaluators in advance. The paper is expected to make a novel contribution to the field (e.g., by offering a novel theoretical perspective, by critically assessing the strengths and weaknesses in existing research, by articulating connections between previously separate areas of research) and should be written with the aim of making a substantive and potentially publishable contribution to the literature. Examples of the various formats can be provided by the student's research supervisor or other cognitive faculty.

Option 2. Combined <u>Oral Exam</u> and <u>Opinion Piece</u>: The student will prepare a written document (an opinion piece), followed by a scheduled oral presentation of 20 minutes (no more than 30 minutes), followed by questioning on any aspect of their written work or their broader subject knowledge. The evaluators will use the reference list from the written component as a guidance for questioning. The main text of the written document (i.e., without references) should be 15-20 pages (double spaced), which is approximately 3500-5000 words. The student can follow the format of a *Trends in Cognitive Sciences* opinion piece or another relevant journal. An opinion piece presents a novel perspective or framework in relation to an important research topic in the field. Upon special request, a grant proposal of the same length may be submitted, but only after the format and scope of the proposal have been agreed to by all members of the Cognitive Science area.

Option 3. <u>Laboratory Rotation</u> and <u>Empirical / Opinion Piece</u>: The student will complete a supervised 3-month full-time rotation (or a 6-month part-time rotation) in another laboratory in our area. With special permission, the student may do their rotation in a laboratory outside of the Cognitive Science area. During their rotation, the student will engage in focused research in the service of learning new skills and producing a paper, the latter of which can either be an empirical paper that reports on original findings or a concise paper (i.e., an opinion piece) that presents a novel perspective or framework in relation to an important research topic in the field. The student can follow the format of a *Trends in Cognitive Sciences* opinion piece or another relevant journal. The main text of the written document (i.e., without references) should be 15-20 pages (double spaced), which is approximately 3500-5000 words.

Option 4. <u>Knowledge Translation Piece</u>: The student will complete a substantive knowledge translation piece (e.g., a short documentary or museum exhibit), which needs to be proposed to the area and reviewed on a case-by-case basis to establish equivalency. Typically, students

set aside 3 months to prepare the piece, which may then be followed by a round of revisions (see Evaluation).

Steps for Completing the Requirement

- The comprehensive exam process is initiated by the student informing their supervisor.
- The candidate, in consultation with the research supervisor (and for #3, the rotation lab supervisor), chooses a topic, decides on the format for the paper, and identifies two additional evaluators for the exam. The evaluators should be members of the Cognitive Science area, and may or may not overlap with the student's PhD committee. The supervisor is typically the third evaluator (and for option #3, the rotation lab supervisor can serve this role in lieu of their research supervisor). When scheduling your comprehensive exam submission and identifying readers, please keep in mind (and check in advance) readers' availability at the expected times of the proposal and full submission. Note that option # 2 has the additional step of scheduling the oral exam component, which should take place no earlier than 2 weeks (10 working days) after the written component is submitted to the evaluators to allow evaluators sufficient time to review the document.
- For all options, the candidate must submit a 1-2 page proposal (including bibliography) to the evaluators. The proposal should include an explanation regarding how the topic is distinct from the literature review that is anticipated in the Introduction for the PhD dissertation (see below). The proposal is reviewed by the evaluators and should be approved in writing within 2 weeks (via e-mail) as an indication that the proposal appears to meet the requirements.
- Upon approval of the proposal, the candidate will typically have a period of 3 months to complete and submit their paper, with a 6-month option provided for #3 above.

Four-option Summary Table

Option	Submit Proposal?	Duration	Oral Component?	Written Component?	Other Component
1	Yes	3 m F/T	No	Yes	No
2	Yes	3 m F/T	Yes	Yes	No
3	Yes	3 mF/T or 6 m P/T	No	Yes	No
4	Yes	3 m F/T	No	No	Yes

Evaluation

Upon submitting the comprehensive exam 'product' to the supervisor, the evaluation of the comprehensive exam will be coordinated by the supervisor. The supervisor will send the product to all members in the area with an invitation to provide comments, and the three evaluators will be specifically named by the supervisor in this invitation. The three evaluators must provide a decision on the examination within 2 weeks (10 working days) of submission. For option #2, the comments will be provided on the same day as the oral exam or within 72 working hours.

- An evaluation will be made after each of the three evaluators has provided comments. The supervisor will propose an outcome of Pass, Revise-and-Resubmit, or Fail for approval by the cognitive area faculty. Therefore, in cases where there are differences in judgment between evaluators, or where there is the possibility of a Fail

decision, the supervisor will reach an outcome through consultation with the cognitive area faculty. Once approved by the area faculty, the supervisor will communicate the decision and any feedback (including any comments by non-evaluators in the area) to the student.

- Many comps will receive a Revise-and-Resubmit decision. Revisions are a natural part of the peer review and publication process. In this case, the supervisor will collate the written feedback to the student about which elements of the product need revision, in order for the comprehensive exam to be passed. The revised product is then resubmitted (maximum of two resubmissions) to the same evaluators within 30 days. Note that for option #2, the proposed outcome of Pass, Revise-and-Resubmit, or Fail applies to the oral exam and written component (i.e., a student can receive a Pass grade on the oral exam but a Revise-and-Resubmit on the written component, but other options are possible).
- A failing grade indicates that a product does not meet the standard for demonstrating breadth and in-depth knowledge of the discipline, or shows an inadequate academic background required for completion of the doctoral degree; and that the evaluators judge that these deficiencies could not be satisfactorily resolved within one month via a Revise-and-Resubmit decision. If a candidate is judged to have failed the comprehensive exam, they must redo the comprehensive exam on a different topic. If the candidate receives a failing grade on the second attempt, they do not advance to doctoral candidacy.
- Following the final evaluation, the supervisor should notify (by email) the Area Coordinator and the Associate Head for Graduate Affairs.

Differentiation from Dissertation

Differentiation from the PhD dissertation is an important consideration for those choosing any of the four options, and should be mentioned in the proposal document. The ideal topic is one that benefits the student's knowledge of their chosen field without simply articulating the expertise they already possess. The comprehensive exam may address a topic that overlaps with the student's dissertation, or a different topic. In the case of a paper, the work produced must be more than the Introduction section to the dissertation. Whereas the objective for the dissertation introduction is to set the stage for the research, a paper for the comprehensive exam should stand alone and offer a contribution that is both novel and substantive. Material from the comprehensive paper may ultimately become integrated into the dissertation or feature as a discrete chapter.

Role of Supervisor

The student's supervisor will ordinarily act in a consultative role to the candidate up until the point at which the proposal is submitted. In this capacity, the supervisor can offer guidance on selecting a topic and format, feasibility of the scope and aims within the time window, and the differentiation from the dissertation. Although the supervisor can play a consultative role leading up to the proposal, and may be a co-author in pursuing any subsequent journal publication, once the proposal has been approved by the readers, the student should work independently, and the supervisor should not comment on the written document until the final version is submitted. It is acknowledged that informal discussions may be inevitable within labs over the comps duration. As a minimum, the student's contribution must be sufficiently original and independent to clearly warrant first authorship on a published version. If the student

chooses option #3, the rotating lab supervisor will also play a consultative role leading up to the proposal, but the student should work independently thereafter.

Developmental

Overview

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. The entire process, from start to finish, should take no more than three 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 candidate is expected to go beyond simply reviewing existing work by making novel contributions to the body of knowledge (e.g., by offering a novel theoretical framework through which to synthesize previous research, critically assessing the strengths and weaknesses in past research, identifying important issues that research has left unresolved, thereby directing future research, developing connections between previously separate areas of research). 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. Regardless of which format the student chooses, the topic, plan and scope of the comprehensive exam are to be determined in consultation with available primary members of the developmental area. The distance of the proposed topic with respect to the candidate's own program of research shall be determined in consultation with the candidate's primary research supervisor (but also must be agreed upon by all 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.

Procedures for Preparing the Written Comprehensive Exam

1. Candidates will choose one of the two formats for the exam paper.
2. Before beginning to write the paper, candidates will schedule individual consultations with all available primary developmental faculty members. Available members are those who are not on leave. The goal of these consultations is to ensure that the topic/plan/scope of the review or the grant proposal are judged acceptable to all faculty members. Candidates will prepare a brief (roughly 1 to 2 page single-spaced) outline of the proposed exam paper to bring to these consultation meetings or to circulate beforehand. In addition, candidates should also include a statement (a few sentences) in the initial outline indicating/justifying how the proposed topic differs in scope from their own program of research. It is acceptable for the candidate to receive some feedback on this 1 to 2-page outline from their primary advisor prior to distributing it to the remaining area faculty.
3. After holding these consultations, candidates will send an e-mail message to all faculty members to inform them that the consultation process is complete. This e-mail should contain a brief (roughly 1-paragraph) outline of the proposed exam paper, revised (if necessary) to take into account suggestions made during the consultation process.
4. Faculty members will respond promptly to the candidate's e-mail message, stating whether they judge the proposed exam paper to be acceptable. Faculty members may recommend further revisions to the proposal if they judge that their suggestions were not taken properly

into account.
5. After receiving a judgment of “acceptable” from all faculty members, candidates may begin to write the exam paper.
6. When candidates have completed the written comprehensive exam, they will distribute copies to all faculty members. The candidate must distribute the written comprehensive exam at least 7 calendar days prior to the scheduled oral defense otherwise the oral defense will need to be rescheduled. It is permissible for the candidate to receive some general feedback from their primary advisor on the written document before distributing it to all faculty members, but the work should reflect the independent intellectual efforts of the candidate.
7. The entire process, from start to finish, should take no more than three months.

Procedures for the Oral Comprehensive Exam

1. Candidates will schedule their own oral exam by contacting all available primary developmental faculty members. Available faculty members are those who are not on leave. Candidates will schedule a 2-hour time slot for the oral.
2. When a day and time have been set, candidates will book a room for the exam (through the Head’s secretary) and inform all faculty members via e-mail of the day/time/location.
3. At the oral exam, the area coordinator will serve as chair. If the candidate is the area coordinator’s own student, faculty members will choose another chair.
4. Candidates will begin the oral exam by providing a brief (approximately 20-minute) overview of the comprehensive exam paper via a PowerPoint presentation (or similar program such as Keynote).
5. Faculty members will then ask candidates questions related to the exam paper. The chair will ensure that the questioning proceeds at an appropriate pace so that all faculty members have a chance to ask questions in the allotted time.
6. After the questioning, candidates will be asked to withdraw and faculty members will deliberate. Faculty members will vote on whether the comprehensive examination (written and oral together) is a PASS (unconditional or conditional) or FAIL. If a candidate receives a conditional pass the specific conditions required to achieve a pass (e.g., re-writing some parts of the written document), and the deadline by which to do so, will be outlined by the examining committee. If candidates are judged by the majority to FAIL, they will be given one more opportunity to pass the comprehensive exam. They will be asked to (1) revise or rewrite the written exam paper, (2) re-take the oral exam, or (3) both. The deadline by which to do so will be outlined by the examining committee, no later than 3 months from the initial exam.
7. Candidates will be invited back to the examination room and told of the decision of the examining committee in the presence of all members.

If the candidate has any questions about the procedures related to the Comps, they should contact the Area Coordinator.

Health

The overarching goal of the comprehensive exam is for the student to gain and demonstrate both depth and breadth of knowledge of an area of study in health psychology. The candidate should prepare a 20-30 page (double-spaced, not including references or tables) paper in the style of a handbook chapter or review article. Upon special request and in consultation with the research supervisor, the candidate can prepare a grant proposal instead, with the same length requirements described above. Given the overarching goal of the comprehensive exam, the

grant proposal should include an extended background and literature review section that demonstrates the student's depth and breadth of knowledge.

In consultation with the supervisor, a second committee member (another faculty member from the health area) should be invited to serve on the committee. Both the supervisor and the second committee member must approve the completed document. If a candidate fails, they are given another opportunity to submit a second comps paper at some point within the following year. If they fail again, then they do not advance to doctoral candidacy.

Quantitative Methods

Purpose, Timing, and Format

The comprehensive examination is required of all quantitative doctoral students and is fulfilled by completing a paper. The department expects the comprehensive examination to be passed by the end of the PhD2 year. Meeting this deadline requires that you begin work on your comprehensive examination well in advance.

Description

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

Differentiation from Dissertation

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

Role of Student's Research Supervisor: The student's research supervisor may act in a consultative role to the student up until the point at which the proposal is submitted. In this capacity, the research supervisor can help the student select a topic and format that meet the guidelines for the quantitative comprehensive examination paper. The supervisor can also be helpful in ensuring that the scope and aims of the proposed paper will offer a potentially

substantive contribution to the literature that is more than an Introduction section to a dissertation or empirical paper. However, the student's contribution must be sufficiently original and independent to clearly warrant first-authorship on a published version. Although the supervisor can play a consultative role leading up to the proposal, and can play a co-authorship role in a publication-version once the comprehensive exam is completed, the student should complete the paper independently once an appropriate topic has been selected and approved.

Process for Completing the Requirement

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

The majority of the committee members must vote for a pass in order for the student to pass. If a candidate fails, they are given another opportunity to submit a second comps paper at some point within the following year, normally before the same committee. If they fail again, then they do not advance to doctoral candidacy. No student is permitted to sit this examination more than twice.

Social/Personality

At the end of the PhD1 year, students will complete a 3-day take-home exam. This exam will include several essay questions drawing on an official area reading list, which will be provided to students when they enter the program. During the exam, students will be allowed to refer to the readings, although they may not discuss their answers with anyone else. In the case that the student does not receive a passing grade on all of the questions, they will be allowed to take the exam one additional time (with a different set of questions) at some point within the following year.

PhD Dissertation Proposal

At least 10 business days (by 3pm) before the scheduled proposal meeting, students must submit the dissertation proposal to the Graduate Program Manager for distribution to the committee. The proposal may be submitted by email if committee members prefer the PDF format, but the student must submit hard copies for any committee members who prefer that format. (The Graduate Program Manager will not print or photocopy a proposal.) **If the dissertation proposal is not received at least 10 business days prior to the scheduled proposal meeting, the meeting will need to be rescheduled**.

Students must also provide the Graduate Program Manager with details on the proposal meeting (names of supervisory committee members, working title for the thesis and date, and time of the proposal meeting). **Students have the option to hold the dissertation proposal approval meetings in-person, via zoom or in a mixed-format of both in-person and remote (zoom) participants. This will be determined based on the consensus of the supervisory committee.**

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

milestones required for advancement to doctoral candidacy and thus *must be* achieved by the end of the PhD3 year.

G+PS expects that the dissertation supervisory committee will meet 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.

Behavioural Neuroscience

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

The format of the dissertation proposal will be in the form of 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.

Cognitive Science

The dissertation proposal is a summary of the completed and planned research that will ultimately comprise the PhD dissertation. It is typically organized in the expected chapter order of the final dissertation. Sections on completed experiments (with which the committee are likely to be already familiar) can be brief, particularly for any published research. More detailed explanation is required for the research that is ongoing or planned, to complete the dissertation. The overall document is typically 20-50 pages in length (double spaced, without bibliography). It should include a clear description of which material (if any) is published or submitted for publication.

The proposal meeting is typically scheduled as a 2 hour meeting. The meeting begins with the student giving an oral presentation (with slides) lasting around 20 minutes, which summarizes the proposal. Following the oral presentation, the committee discuss and ask questions on the quality, sufficiency and feasibility of the dissertation proposal. Following the discussion, the candidate may be asked to leave the room, for the supervisory committee to discuss the acceptability of the proposal and reach a decision to communicate to the student.

PhD Dissertation

G+PS has mandated a structure and format to be followed for UBC theses and dissertations. See the G+PS Thesis and Dissertation Preparation page for more information.

A couple of points to note:

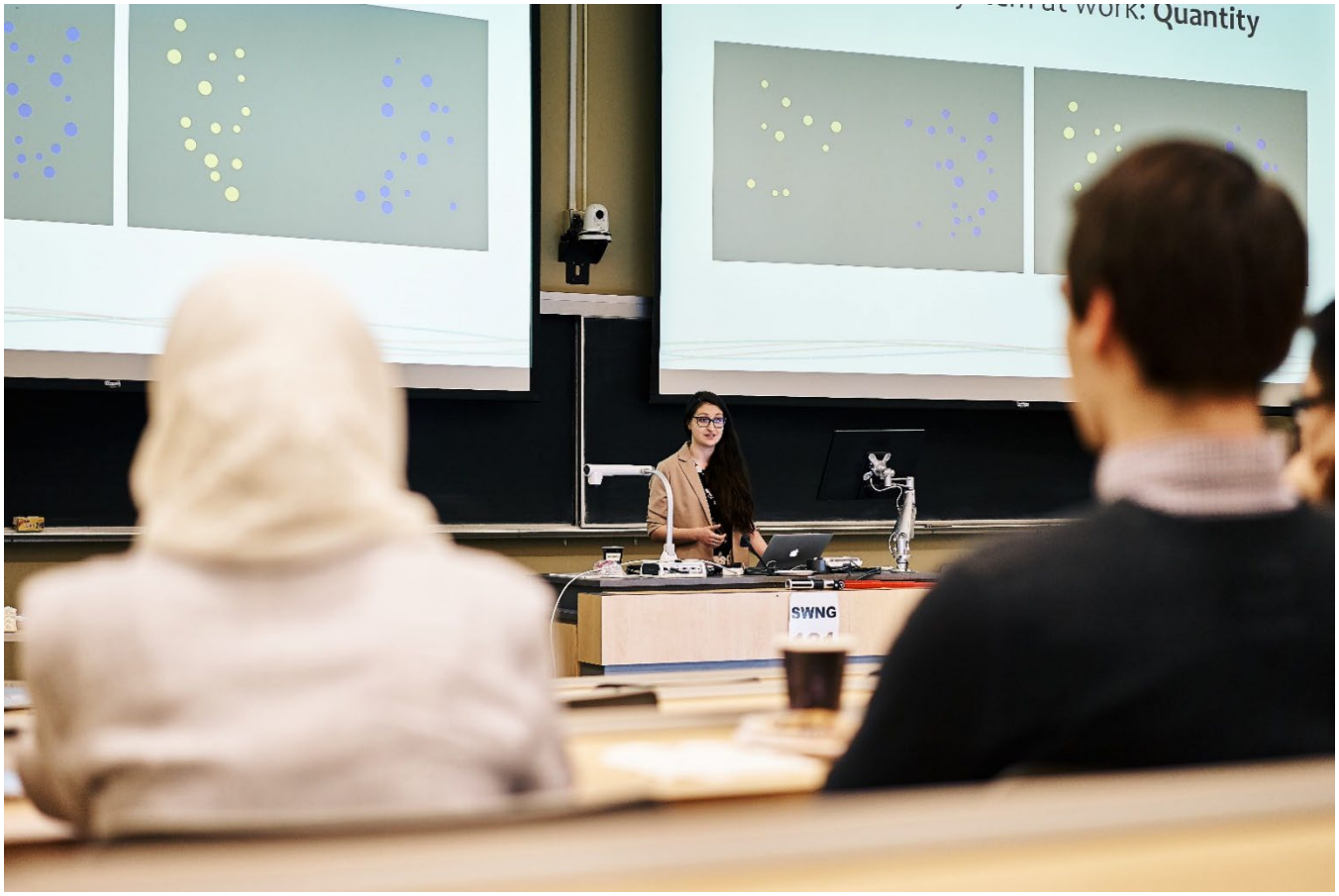
a. If you are incorporating one or more manuscripts into your dissertation, you must be either the sole author or the senior co-author of the manuscripts; and
b. In addition to the "research chapters" of the thesis, you must also have substantial introductory and concluding chapters. More importantly,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

Dissertation Approval Meeting

The Dissertation Approval Meeting (DAM) is conducted by the dissertation supervisory committee. The purpose of this meeting is to certify that the dissertation is ready for independent appraisal by the external examiner and that the candidate is ready for the university oral defense conducted by G+PS. **The DAM is mandatory for all students.** At least 10 business days (by 3pm) before the scheduled DAM, students must submit the dissertation to the Graduate Program Manager for distribution to the committee. The dissertation may be submitted by email if committee members prefer the PDF format, but the student must submit hard copies of the dissertation for any committee members who prefer that format. (The Graduate Program Manager will not print or photocopy a dissertation.) **If the dissertation is not received at least 10 business days (by 3pm) prior to the scheduled meeting, the meeting will need to be rescheduled.**

In consultation with the supervisor, the candidate must invite one member of the committee (other than the research supervisor) to serve as the Chair of the meeting. **Students have the option to hold the dissertation approval meetings in-person, via zoom or in a mixed-format of both in-person and remote (zoom) participants. This will be determined based on the consensus of the supervisory committee.**

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



Final Doctoral Examination

Students should consult the G+PS website well in advance and especially consult the section on the Final Doctoral Exam for details regarding regulations, time-line, and forms. Refer to the Formatting Requirements page as you are preparing the document. G+PS provides a pre-review of the format of the dissertation to ensure that the document meets the University's specifications prior to sending it for external examination.

An external examiner (outside the university) will be appointed by G+PS in consultation with the student's primary supervisor and the Graduate Advisor. Arrangements for an external examiner must be made well in advance (allow over 3 months) of the projected final doctoral examination date. The process needs to be started (note the form involved for nominating external examiners) well in advance of the Dissertation Approval Meeting (DAM). After the supervisory committee approves of the document as ready to proceed to external examination (i.e., successful DAM and completion of any required revisions) and G+PS approves the format of the document, an electronic copy is submitted to G+PS, along with a memo from the Graduate Advisor confirming that the department approves the dissertation being forwarded. G+PS then sends the document to the external examiner for evaluation. (A hard copy of the dissertation may also be required, depending on the External Examiner's preference). A minimum of 6 weeks lead-time must be given for external examiner to review the document before the final doctoral examination (i.e., oral defense).

For the final doctoral exam, two university examiners must be appointed, one from the Department of Psychology (who is familiar with the discipline but who has not previously communicated with the student about the thesis) and one from another UBC department.

These university examiners, along with the members of the PhD supervisory committee and a non-Psychology university appointee chairing the defense, form the University Examining Committee. For detailed instructions regarding the final defense and various forms to download as well as deadlines for submitting them, see the G+PS Final Doctoral Examination Guide page.

Dissertation Defense Planning Procedures & Checklist

Preparing for the Dissertation Proposal Approval Meeting

- ☐ **Student**: Consult the supervisory committee on a possible date well in advance. Students have the option to hold the thesis defense meetings in-person, via zoom or in a mixed-format of both in-person and remote (zoom) participants. This will be determined based on the consensus of the supervisory committee. If held in-person, at least 2 of the committee members must be physically present at the proposal meeting; the third may be present via distance technology (e.g., zoom) but must be able to see the candidate during the proposal meeting as well as hear the entire discussion and contribute to it. The student must be physically present at the meeting.
- ☐ **Student**: Reserve a room via PSYC AIR. Once confirmed, send the defense details to the Graduate Program Manager. Provide the date, time, location, names of the supervisory committee members (clearly identifying the Chair for the defense).
- ☐ **Student**: Send the dissertation proposal to the Graduate Program Manager by 3pm at least 10 business days prior to the scheduled meeting date. You must submit hard copies of the proposal for any committee members who prefer that format; the Graduate Program Manager will not print or photocopy your proposal. Dissertation proposal document will be distributed to the committee members by the Graduate Program Manager. **NOTE: If the dissertation proposal is not received at least 10 business days prior to the scheduled meeting, the meeting will need to be rescheduled.**

Advancing to Candidacy

- ☐ **Student**: Complete and submit the Advancement to Candidacy Form to the Graduate Program Manager for submission to G+PS once 1) all required coursework has been completed, 2) you have passed your comprehensive exam, and 3) your dissertation committee has approved your proposal.
- ☐ **Student**: If extra time is required to advance to candidacy, complete and submit the Extension to Candidacy Advancement Request form.

Date of completion of requirements for candidacy refers to the date you complete the last requirement for candidacy.

Preparing for the Dissertation Approval Meeting (DAM)

Start this process as soon as you have the slightest intention of defending in the next 6 months. Refer to* the Doctoral Examinations Planning Tool and Checklist for Candidates and Supervisors *on the G+PS website.

- ☐ **Research supervisor**: At least 8 weeks prior to the intended dissertation submission date for external examination – submit the Nomination for External Examiners Form. **Note**: **Do not contact nominees in advance of submitting the form. Invitations to serve in this role must be initiated by G+PS.**

The DAM must be at least 7 weeks before the desired final doctoral exam date, or even earlier if you think you might need more time to do post-DAM revisions.

- ☐ **Student**: Consult the supervisory committee on a possible date for the DAM. Students have the option to hold the thesis defense meetings in-person, via zoom or in a mixed-format of both in-person and remote (zoom) participants. This will be determined based on the consensus of the supervisory committee. If held in-person, at least 2 committee members must be physically present at the DAM; the third may be present via distance technology (e.g., zoom) but must be able to see the candidate during the DAM as well as hear the entire discussion and contribute to it. The student must be physically present at the DAM.
- ☐ **Student**: Reserve a room via PSYC AIR. Once confirmed, send the defense details to the Graduate Program Manager. Provide the date, time, location, names of the supervisory committee members (clearly identifying the Chair for the defense).
- ☐ **Student**: send the dissertation to the Graduate Program Manager by 3pm at least 10 business days prior to the scheduled meeting date. You must submit hard copies of the dissertation for any committee members who prefer that format; the Graduate Program Manager will not print or photocopy your dissertation. The dissertation and other necessary documentations will be distributed to the committee members and the Chair by the Graduate Program Manager. **NOTE: If the dissertation is not received at least 10 business days prior to the scheduled meeting, the meeting will need to be rescheduled.**

For the DAM meeting, you should consult your research supervisor in choosing the formal or informal option – the formal option means you do the full presentation and take questions in an orderly manner, the informal skips the presentation and goes straight to questions.

Getting Ready for the Final Doctoral Examination

- ☐ **Chair of the DAM**: Return the completed Chair Report to the Graduate Program Manager.
- ☐ **Student**: based on how the DAM goes, revisit your proposed external defense date. If you have many revisions to do before submitting to G+PS, consider pushing your planned external defense to a later date; if revisions are easy enough, confirm with the committee your desired external defense date.

Take this opportunity to ask your committee members for suggestions for university examiners.

- ☐ **Research supervisor**: Once the revisions to the dissertation are complete, **at least 2-3 weeks prior to confirming the university examiners and scheduling the final doctoral exam**, complete and submit the Graduate Program Approval of Doctoral Dissertation for External Examination Form to the Graduate Program Manager for submission to G+PS. Use DCTN as the speed chart.
- ☐ **Student**: Submit a PDF copy of your dissertation to G+PS. If the external examiner requested a hard copy, then you must deliver to the G+PS office a hard copy cerlox-bound (printing shops will know what that is); double-sided is fine. **Note**: **Allow at least 6-7**

weeks between the submission of the dissertation for external examination and the final doctoral exam.

- ☐ **Student**: Submit a copy of the email that confirms your formatting has been approved to G+PS.
- ☐ **Student/Research supervisor**: **At least 4 weeks prior to the intended date of the final doctoral exam.** submit the Approval of University Examiner Form to the Graduate Program Manager for submission to G+PS. **Note: The student/research supervisor must confirm that the proposed university examiners consent to serve in the role and are available to attend the final doctoral exam PRIOR to submitting the form.**

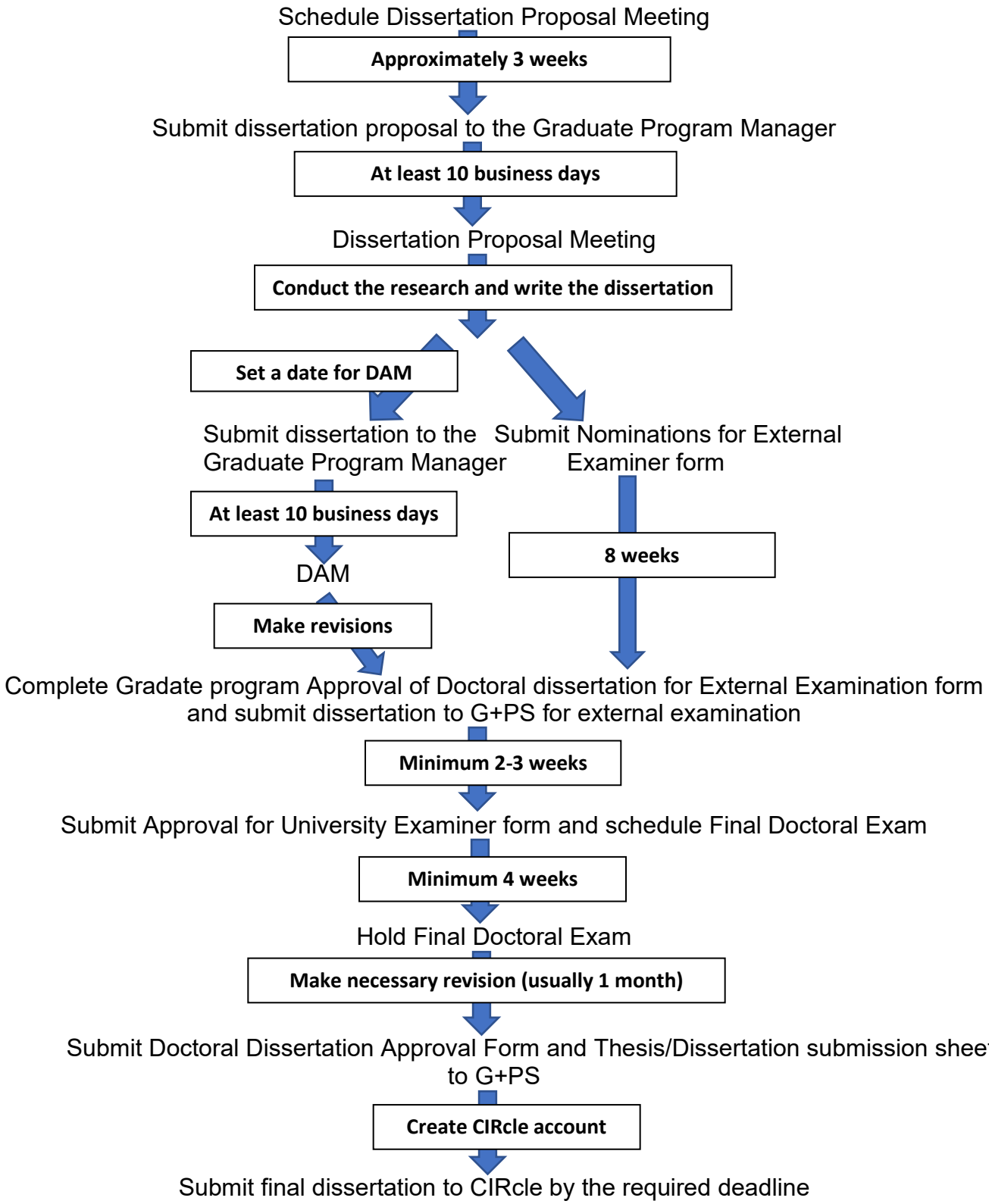
AFTER your university examiners have been approved and confirmed, send them a copy of your dissertation.

- ☐ **Supervisor: At least 4 weeks prior to the intended date of final doctoral exam** – schedule the final doctoral exam following the G+PS instructions. Book a room for the final doctoral exam by completing the Oral defense booking request form on the G+PS website.

On the day of your final doctoral exam, don't forget any adapters/dongles you need for your laptop.

After the Final Doctoral Examination

- ☐ **Student**: Submit the Doctoral Dissertation Approval Form and Thesis/Dissertation Submission Cover Sheet to the Graduate Program Manager after completing all revisions. Set up a CIRcle account, and submit the final dissertation at least 3-5 days prior to the required deadline for graduation.


Schedule Dissertation Proposal Meeting
Approximately 3 weeks
Submit dissertation proposal to the Graduate Program Manager
At least 10 business days
Dissertation Proposal Meeting
Conduct the research and write the dissertation
Set a date for DAM
Submit dissertation to the Graduate Program Manager
At least 10 business days
DAM
Make revisions
Submit Nominations for External Examiner form
8 weeks
Complete Gradate program Approval of Doctoral dissertation for External Examination form and submit dissertation to G+PS for external examination
Minimum 2-3 weeks
Submit Approval for University Examiner form and schedule Final Doctoral Exam
Minimum 4 weeks
Hold Final Doctoral Exam
Make necessary revision (usually 1 month)
Submit Doctoral Dissertation Approval Form and Thesis/Dissertation submission sheet to G+PS
Create CIRcle account
Submit final dissertation to CIRcle by the required deadline

Application for Graduation

PhD students must apply for graduation (i.e., degree conferral) regardless of whether the student plans to attend convocation. An application for graduation should be submitted well in advance of the projected date of graduation. Please review the G+PS Deadlines page for dates & deadlines.

Miscellaneous Graduate Program Information

G+PS Regulations

Students should carefully read the section in the UBC Calendar pertaining to G+PS or see the G+PS website for university regulations regarding preparation of theses, deadlines for graduation, awards, and other matters relevant to the graduate program. It is the student's responsibility to be aware of and follow these regulations.

In addition to these regulations, the G+PS Policies and Procedures page contains information about promoting positive supervisory relationships, student responsibilities, awards/funding, and additional policies

Graduate Student Vacation Policy

Graduate students are entitled to 3 weeks (15 working days) of vacation from their academic obligations per academic year outside of vacation time taken between Christmas and New Year statutory holidays. For further details surrounding this policy, please visit the Graduate Student Vacation Policy page

Leave of Absence

For information on leave of absence and parental accommodation, refer to the G+PS Leave of Absence page. If you are a Tri-Agency award holder or are paid via your supervisor's Tri-Agency grant, you are also entitled to paid parental leave. The Agencies will provide parental leave supplements paid out of grants within six months following the child's birth or adoption to eligible students who are paid out of agency grants and who are primary caregivers for a child.

The supplement will be paid to students as per their current agency-funded salary/stipend for up to twelve months. If both parents are supported by grant funds, each parent may take a portion of the leave for a combined maximum of twelve months. The supplement will be pro-rated if the student is being trained in research on a part-time basis.

If you are paid as an RA via your supervisor's active Tri-Agency grant, you will be paid at your usual rate via the supervisor's grant, and your supervisor's grant will be refunded by the agency for the amount paid to you, covering the cost of the leave. For more information, refer to the Tri-Agency administrative matters page.

Evaluations and Appeals

Student Evaluation & Annual Progress Report

The department evaluates the progress of each student annually in consultation with the faculty members in the student's area and the Graduate Student Progress Committee (GSPC). This evaluation is based on the student's progress outlined in the Annual Progress Report that is completed each April. Thus, it is important that each student completes this form accurately and submits it on time. The Annual Progress report includes a current CV, and both students and area coordinators should keep copies for their files. The completed forms should be forwarded to the Graduate Program Manager.

Although the exact assessment criteria may vary somewhat from area to area, ultimately all evaluations are based on the student's demonstrated ability to carry out high-quality independent research and, if relevant, engage in related professional activity. It should be

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

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 secondarily, with your fellow students. If the problem is not resolved in this way, you might want to discuss the problem with the Chair of the Teaching Evaluation Committee, the GSC Presidents, the Graduate Advisor, or the Head of the Department.

Appeals

Appeals of program or degree requirements, including permission for not meeting a particular requirement by the specified date, must be submitted in writing by the student. In most cases, appeals related to program requirements will require approval of the research supervisor; in some cases, area approval is also required. Permission for not meeting a degree requirement on time must be obtained and approved by the GSPC prior to the deadline.

Use of Degree Status Designations

As a matter of academic integrity, students should correctly represent their degree program status and credentials. Students should not use designations that are not officially sanctioned by the University nor should they use acronyms that might be misunderstood by members of the public who are not well versed in academic requirements. The G+PS website has more information on UBC policies on academic honesty and standards that are relevant for graduate students.

Students in master's programs should not identify themselves as degree candidates (e.g., MA candidate) because candidacy is not an officially recognized degree program status at the master's level, although it is at the doctoral level. The appropriate designation is to merely identify as a student (e.g., MA student in Psychology). Students in doctoral programs may identify themselves as doctoral candidates only when they have officially advanced to candidacy (by completing all required coursework, passing comprehensive examinations, and having an approved dissertation proposal), and not before. This degree program status should be expressed in words (e.g., PhD candidate, PhD all-but-dissertation) and not using acronyms that might be misunderstood by non-academics. In particular, acronyms such as PhD(c) or PhD (ABD), for example, should not be used, as they could be mistaken for a conferred degree with some specialization.

Funding Opportunities

Awards & Fellowships

Funding Packages

Graduate students in the Department of Psychology receive financial support at levels comparable to those at other major universities. Graduate students receive a minimum guaranteed level of support for the first two years of the MA and the first four years of their PhD (a minimum of $40,000 per year for PhD1-4 students, effective September 2026), unless other arrangements are made at the time of admission. Support is in the form of some combination of fellowships, awards, teaching assistantships, and research assistantships. Students are strongly encouraged to discuss funding details (i.e., RAship and TAship) with their supervisors once the award information (i.e., external awards, University/Department funding) is announced in July.

Students are expected to apply for awards during their studies here. Financial support is contingent on maintaining high academic standing and making satisfactory progress toward their degree completion. Funding is available to both domestic and international graduate students. Refer to the Department of Psychology Funding & Awards page and the G+PS Awards Opportunities page to learn more about other internal and external funding opportunities.

Information on Award Activation (for External Gradate Awards such as Tri-Agency awards) and award instalment schedule can be found on the G+PS Award Guidelines page.

Tri-Agency Awards

Eligible MA students are expected to apply for the CGRS-M award while eligible PhD students should apply for the CGRS-D award. Applicants are advised to review the policy guidelines on the appropriate award agency's website. The Tri-Agency (CIHR, NSERC, SSHRC) Research Training Award Holder's Guide is available online.

Students who are not successful/eligible for CGRS-D awards will automatically be considered for the Four-Year Doctoral Fellowship (4YF) funding. For information on the 4YF award, please review the 4YF Guidelines.

Research Assistantship

Research assistantships are desirable because they involve students directly in work that is relevant to their research interests. It is quite common for a student to be supported by a combination of research and teaching assistantships (RAs and TAs). RAs are arranged directly with the faculty member concerned, who is usually, but not always, the student's supervisor.

It is important to remember that RAs, TAs, or a combination of the two, should not involve work for more than an average of 12 hours per week during the months September through April. This is a G+PS recommendation. In some cases, fellowship or union rules preclude additional hours of work. This means that students should consult with the department administrator prior to taking on any extra work. RAships are given at the discretion of the faculty member concerned and may be granted for as long as the faculty member wishes.

Graduate students who are working as RAs are entitled to 3 weeks (15 working days) of vacation from their academic obligations per academic year outside of vacation time taken between Christmas and New Year statutory holidays. For further details surrounding this policy, please visit the Graduate Student Vacation Policy page.

Teaching Assistantship

Teaching assistantships are paid employment opportunities offered to students registered in the graduate program. Teaching Assistantship appointment is not automatic and students must apply during the application period online. TA application and all TA-related information, including TA assignment allocation process, can be found on https://psyc.air.arts.ubc.ca/resources/teaching-assistant-ta-application-form/.

Please note new incoming student, who submits a Winter term TA application after the April 30 deadline will still be considered during the initial allocation process.

We recommend that you discuss your decisions regarding TAship with your supervisor prior to committing and encourage you to complete the application at your earliest convenience. Initial TA allocation process will begin in early July, with formal offers being made by early August.

TA policies and procedures are governed by a collective agreement between CUPE 2278 (TA union) and the university. Please refer to this agreement for rules regarding application for TA positions, work conditions, preference for re-hiring, hourly pay rates, and so on.

Note that if a MA1 to PhD4 student declines a TA offer and as a result, receive less than minimum funding amount, the department will not offer alternate funding.

Questions concerning TA assignments should be directed to the TA Administration at taship@psych.ubc.ca.

Payroll Information

Payroll at UBC is made by direct deposit, which you must set up to your Canadian bank account. This will be an onboarding step completed in Workday. Normal TA pay dates are the 15th and last day of each month. Jobs may fall under different earnings types, which impacts tax and benefits withheld from your pay. For example, a TA position is paid as 80% “regular” earnings and 20% “fellowship” earnings. An RA position is fully paid as “fellowship” earnings. This can be confusing when you view your pay statement, as the amounts shown will reflect these types of earnings and not your job titles. For example, you will see REG and FEL earnings, instead of RA and TA earnings; just make sure that the total is what you expect. You are always welcome to ask the department administrative support if you have questions about your pay.

UBC uses Workday for viewing payroll information and to update your personal information. Note that you may not be able to log in to this portal from off campus unless you are using a VPN. You should also fill out the form to set your tax deduction level. If you hold a fellowship, taxes usually have not been deducted.

If you receive travel or expense reimbursement through the university, it will usually be paid to you through direct deposit to your bank account. You can also see the detail regarding these reimbursements in Workday

Travel and Exchange funding

Travel Grants

G+PS provides travel support for both MA and PhD students who will be presenting a paper or poster at an official conference. Students must claim any G+PS Travel Awards for which they are eligible before claiming a Travel Grant from the Department of Psychology. See the G+PS Scholarships, Awards, and Funding page for complete details and application procedures. The Department of Psychology also has Graduate Student Travel Grants 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 G+PS. Up to two travel grants from the department can be claimed over the course of students' graduate education.

The maximum grant for each conference or workshop is $650. There is no deadline for submission; students may submit an application for a Department of Psychology Graduate Student Travel Grant at any time. Once the application for a Department of Psychology Graduate Student Travel Grant has been approved, submit the approval, along with original receipts, using the online Graduate Student Travel Grant Application.

Quinn Exchange Fellowships (QXF Program)

Purpose

The purpose of this travel fund is to enhance research opportunities for students pursuing a graduate degree in Psychology at UBC by sponsoring short-term exchanges with graduate students in universities outside of British Columbia. In addition to direct benefits to the

exchange students, this program fosters new ties with foreign academics, creates opportunities for innovative research collaborations, and may broaden job prospects for our graduates. Funding for this program is provided by an extraordinary gift to the department from the estate of a distinguished alumnus, Dr. Michael J. Quinn (1917-2005).

Funding Available

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

For Further information on the Quinn Exchange Fellowships, please refer to the Endowment Initiatives website.

Department Resources

Information Technology

A large portfolio of computer services is available to you on campus, jointly provided by UBC IT, Arts ISIT and Psychology IT, with the Psychology IT Helpdesk acting as the first point-of-contact for most services. This includes (but is not limited to):

Email

There are multiple options available for Psychology graduate student email, however we recommend you use the *@student.ubc.ca* account. This will be set up *<CWLusername>@student.ubc.ca*. This account will also grant you access to a range of UBC services, including Microsoft Teams and OneDrive. Sign in to https://www.myaccount.ubc.ca/ and click on *Activate Student Email.*

Note: while employed as a Research or Teaching Assistant, you become eligible for a UBC Faculty and Staff account, known as FASmail, which uses *CWLusername@mail.ubc.ca*. FASmail accounts are associated with active UBC employment and are automatically deprovisioned, so that you will lose access to this email account at any time you are not working (for example, if you are not TA'ing over the summer months). For this reason, we recommend use of the UBC Student account. The department has suspended issuing @psych.ubc.ca alias accounts to students during UBC's transition to Microsoft 365.

The department communicates to students through a departmental email mailing list. This is how we inform students about deadlines, awards, teaching assistantship positions, workshops, etc. We strongly recommend that you join this list. To join, email our Psychology IT Helpdesk with your CWL username.

PSYC AIR

Our department uses an intranet portal called AIR (Arts Internal Resources) to host important internal documentation. To access our AIR site you will need to have an active CWL that is connected to your status as a graduate student. Our AIR site can be found at https://psyc.air.arts.ubc.ca. If you cannot log in, please contact Psychology IT helpdesk.

Internet Connectivity

To access the campus-wide high-speed wireless network, users require a UBC Campus-Wide login (CWL) account. Information about configuring your device to use the wireless network is available here. You may also plug into the wired ports available in any of the department's buildings. If you cannot connect, please contact the Psychology IT helpdesk.

Research Computing Support

If your research involves handling large data sets, working with scripts, or you just want access to high-performance computing tools, please inquire with the Psychology IT helpdesk.

Software

There are several software packages available for you to use on your personal computer. Please see PSYC AIR site for more information or contact Psychology IT helpdesk for available technology resources and services.

Student Spaces & Services

Student Offices

Student offices are assigned by research area. Students will be provided information by their supervisor or area chair on their office assignment. To report any problems with your office (light burnt out, temperature issues, etc), please complete the online form on PSYC AIR, or contact the front office in Kenny 2509. Offices are shared with other students - be respectful and maintain your office in good order. Contact the department administrator if you have questions about storing materials, removing unused furniture, or custodial concerns.

Mailboxes

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

Photocopying

The photocopiers are located in Room 2506 and are accessed using your CWL. All active TAs will have access to print to a teaching account, but if you would like to use the copiers for research or other purposes, your PI will need to fill out our print service form to add you to their account. Your PI will be billed on a regular basis for photocopying charges. More information on the UBC Psychology print system can be found here. (Note: you will need to have a Campus-wide Login in order to access this page as it contains some secure information.)

Keys

Key requests for offices and labs require approval by a department faculty member. Your UBC student ID card can be used for building access outside of regular office hours. Please complete the Office & Building Access Request form on PSYC AIR, or contact reception@psych.ubc.ca for any questions regarding access. Take along picture ID and at least $20 for the refundable deposit if you are picking up your first UBC Key. (Note that the Access desk can be very busy the first few weeks in September).

If you are paid as an RA via your supervisor's active Tri-Agency grant, you will be paid at your usual rate via the supervisor's grant, and your supervisor's grant will be refunded by the agency for the amount paid to you, covering the cost of the leave. For more information, refer to the Tri-Agency administrative matters page.

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 statistical 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 announced 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. For more information, refer to the Statistical Consulting Services section on PSYC AIR.

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.

Other UBC Information & Guidelines

International Students

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

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

It is important for students to maintain an active student visa as some visas might expire before the program completion. 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 Department Administrator), a fellowship notice, a bank statement, or all three. The level of support necessary for renewal changes each year, but a full TA plus summer RA support has always been sufficient.

If you also filed a claim with Customs, you must renew your Customs claim after each visa renewal. You should be able to renew your claim at the downtown Vancouver office. Take your Customs forms and your renewed visa. Contact the International Student Advising for more information.

Student Travel Outside of Canada

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

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

The Student Safety Abroad Registry will indicate what level of travel advisory is indicated for your destination and what procedures to follow as determined by the level of travel advisory. For example, travel to a destination with a Level 1 ("exercise normal security precautions") travel advisory merely requires registration and completion of an online pre-departure health and safety checklist. Travel to a destination with a Level 2 travel advisory requires, in addition,

signing a student mobility agreement. Travel to a higher-risk destination with a Level 3 or 4 travel advisory requires, among other things, authorization from the Head of the Department, the Dean of Arts, or the Dean of G+PS (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.

Graduate Student Centre

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

Access, Privacy and Records Management

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

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

UBC's Access and Privacy website contains important information about access and privacy issues. Our department website also has resources available around password and PI protection, FIPPA and Access and Privacy.

Respectful Environment

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

Plagiarism

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

Libraries

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

- Koerner (most materials dealing with psychology)
- Barber (some older materials dealing with psychology)
- Woodward (most materials dealing with psychiatry, neurology, and medicine)
- Education (Scarfe Building)
- David Lam Management Research Library (Sauder School of Business)